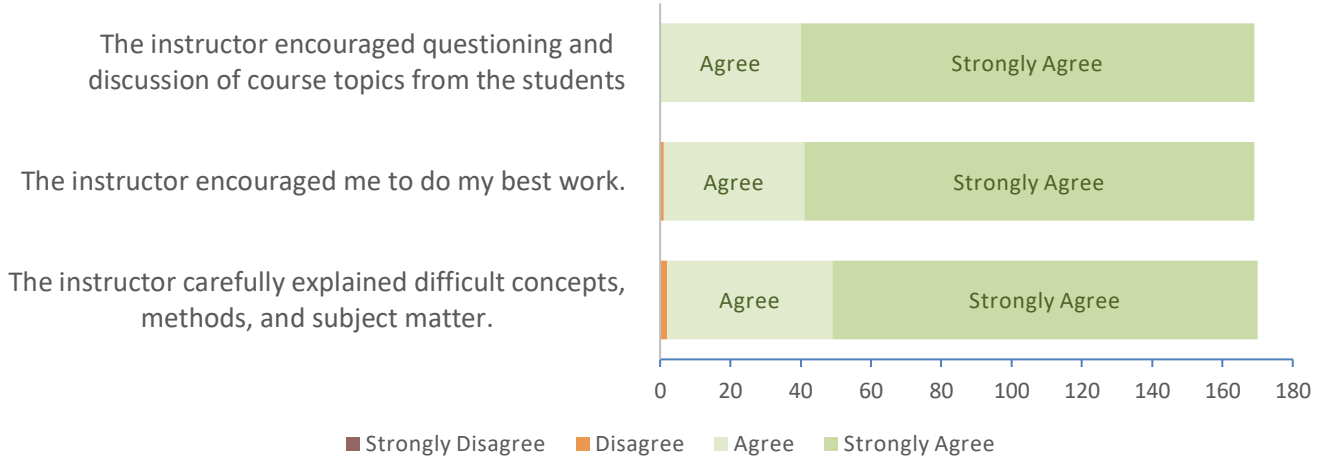
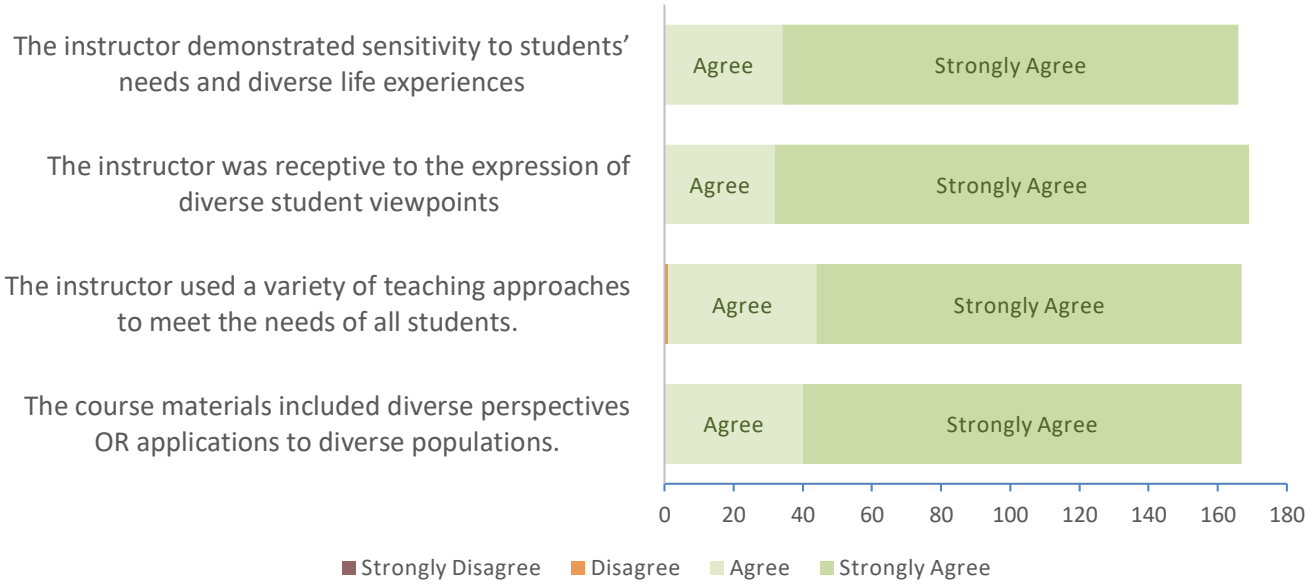
INSTRUCTIONAL PRACTICES (AGGREGATED, 2018-2024)



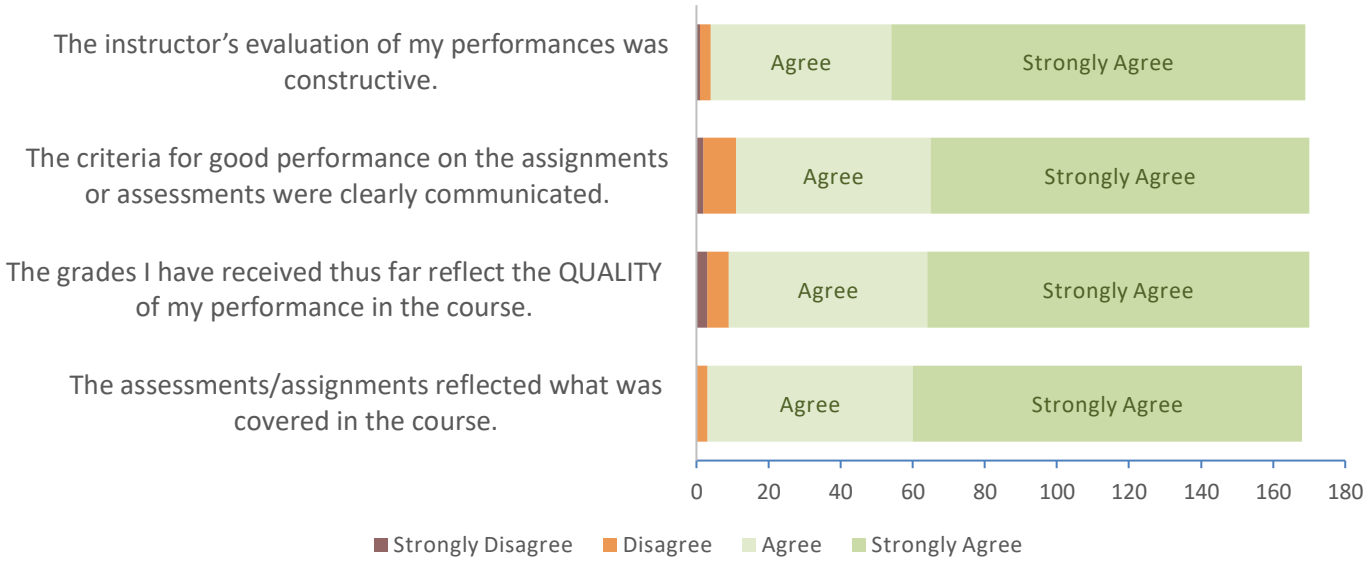
"Instructional Practices" Original Data by Year:
2018a, 2018b | 2019a, 2019b | 2020a, 2020b | 2021a, 2021b | 2022a, 2022b | 2023a, 2023b | 2024a, 2024b

INCLUSION PRACTICES (AGGREGATED, 2018-2024)



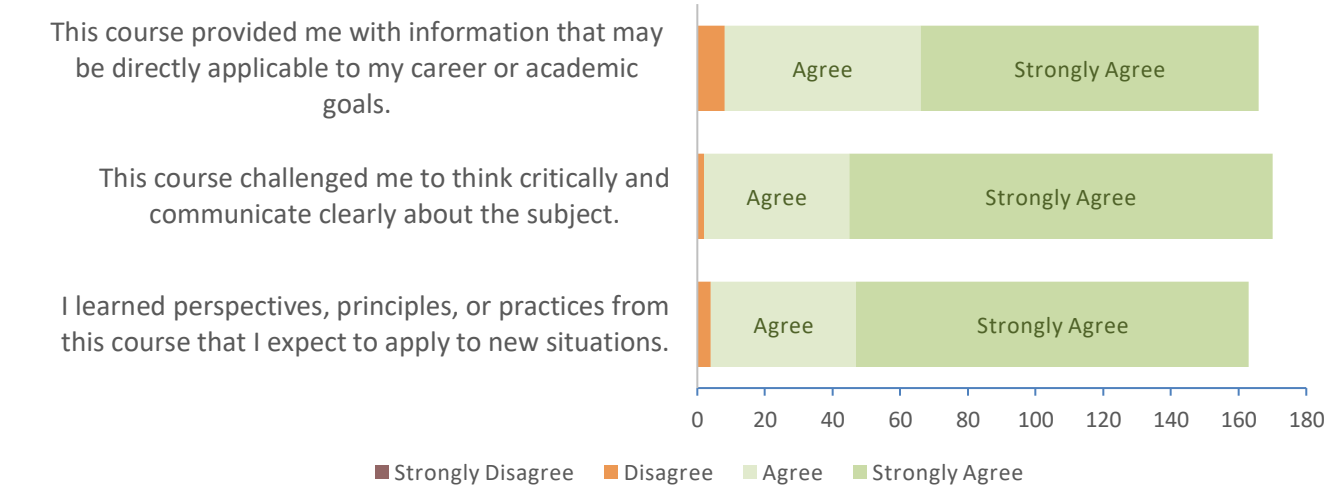
"Inclusion Practices" Original Data by Year:
2018a, 2018b | 2019a, 2019b | 2020a, 2020b | 2021a, 2021b | 2022a, 2022b | 2023a, 2023b | 2024a, 2024b

ASSESSMENT PRACTICES (AGGREGATED, 2018-2024)



"Assessment Practices" Original Data by Year:
2018a, 2018b | 2019a, 2019b | 2020a, 2020b | 2021a, 2021b | 2022a, 2022b | 2023a, 2023b | 2024a, 2024b

COURSE IMPACT (AGGREGATED, 2018-2024)



"Course Impact" Original Data by Year:
2018a, 2018b | 2019a, 2019b | 2020a, 2020b | 2021a, 2021b | 2022a, 2022b | 2023a, 2023b | 2024a, 2024b

USC Learning Experience Evaluations (Original PDF Navigation)

Spring 2024
PHIL-270 Conceptual Foundations of Conflict (49471)
PHIL-270 Conceptual Foundations of Conflict (49472)

Fall 2023
PHIL-174 Freedom Equality and Social Justice (49407)
PHIL-174 Freedom Equality and Social Justice (49406)

Spring 2022
PHIL-174 Freedom Equality and Social Justice (49402)
PHIL-174 Freedom Equality and Social Justice (49403)

Spring 2021
PHIL-246 Foundations of Cognitive Science (49684)
PHIL-246 Foundations of Cognitive Science (49683)

Spring 2020
PHIL-174 Freedom Equality and Social Justice (49405)
PHIL-174 Freedom Equality and Social Justice (49406)

Fall 2019
PHIL-168 The Meaning of Life (49389)
PHIL-168 The Meaning of Life (49481)

Spring 2018
PHIL-168 The Meaning of Life (49389)
PHIL-168 The Meaning of Life (49390)

Fall 2017
PHIL-174 Freedom Equality and Social Justice (49406)
PHIL-174 Freedom Equality and Social Justice (49405)

USC University of Southern California

Spring 2024

PHIL-270 Conceptual Foundations of Conflict

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USC University of Southern California

Individual Report for Instructor Head (49471-20241 : PHIL-270 Conceptual Foundations of Conflict (49471))

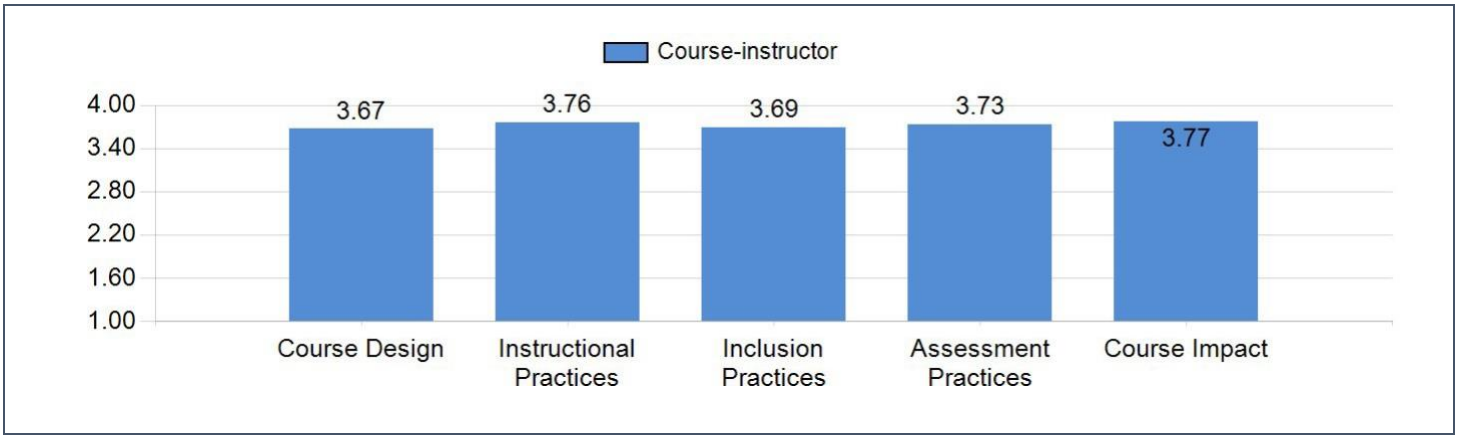
Project Title: **USC Learning Experience Evaluations - Spring 2024**

PHIL-270 Conceptual Foundations of Conflict (49471)

Creation Date: **Friday, June 14, 2024**

LEARNING EXPERIENCE SUBSCALE ANALYSIS

Learning Experience Subscale Average Score



Competency	Course-instructor	Standard Deviation
Course Design	3.67	+/-0.52
Instructional Practices	3.76	+/-0.43
Inclusion Practices	3.69	+/-0.50
Assessment Practices	3.73	+/-0.45
Course Impact	3.77	+/-0.48

COURSE DESIGN

	N	Mean	Std. Deviation
The course objectives were well explained.	15	3.67	0.49
The course assignments were related to the course objectives.	15	3.73	0.46
I understood what was expected of me in this course.	15	3.60	0.63

INSTRUCTIONAL PRACTICES

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	15	3.73	0.46
The instructor encouraged me to do my best work.	15	3.73	0.46
The instructor encouraged questioning and discussion of course topics from the students	15	3.80	0.41

INCLUSION PRACTICES

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	14	3.79	0.43
The instructor used a variety of teaching approaches to meet the needs of all students.	14	3.50	0.65
The instructor was receptive to the expression of diverse student viewpoints	14	3.86	0.36
The instructor demonstrated sensitivity to students' needs and diverse life experiences	13	3.62	0.51

ASSESSMENT PRACTICES

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	14	3.79	0.43
The grades I have received thus far reflect the QUALITY of my performance in the course.	15	3.73	0.46
The criteria for good performance on the assignments or assessments were clearly communicated.	15	3.60	0.51
The instructor's evaluation of my performances was constructive.	15	3.80	0.41

COURSE IMPACT

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	15	3.87	0.35
This course challenged me to think critically and communicate clearly about the subject.	15	3.80	0.41
This course provided me with information that may be directly applicable to my career or academic goals.	14	3.64	0.63

LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE DESIGN

COURSE DESIGN

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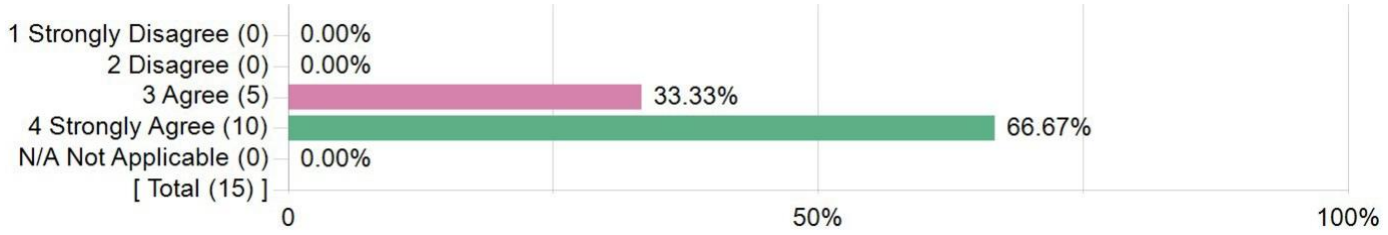
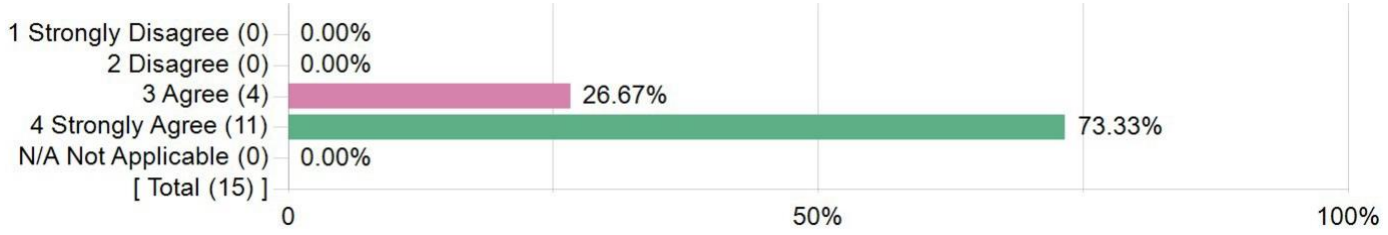
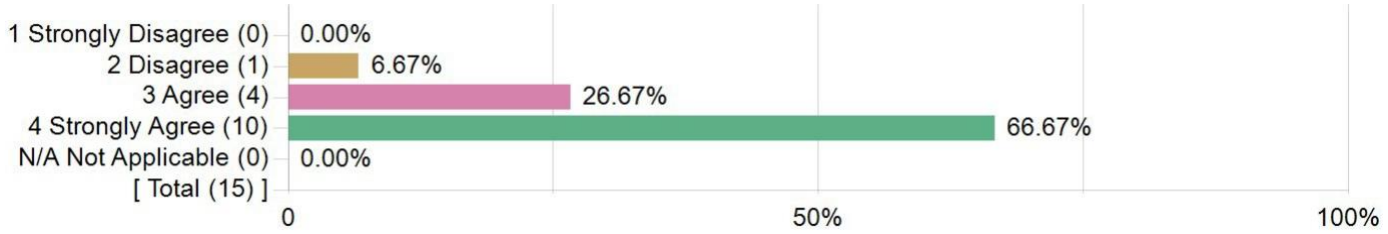


2. The course assignments were related to the course objectives.



3. I understood what was expected of me in this course.



LEARNING EXPERIENCE SUBSCALE ANALYSIS:
INSTRUCTIONAL PRACTICES

INSTRUCTIONAL PRACTICES

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	15	3.73	0.46
The instructor encouraged me to do my best work.	15	3.73	0.46
The instructor encouraged questioning and discussion of course topics from the students	15	3.80	0.41

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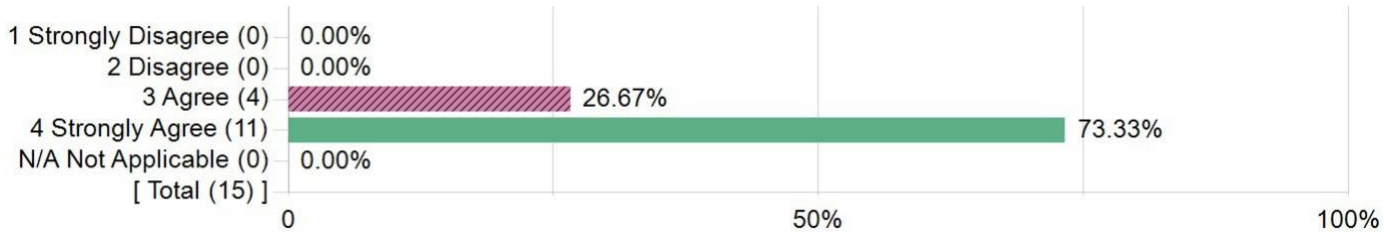
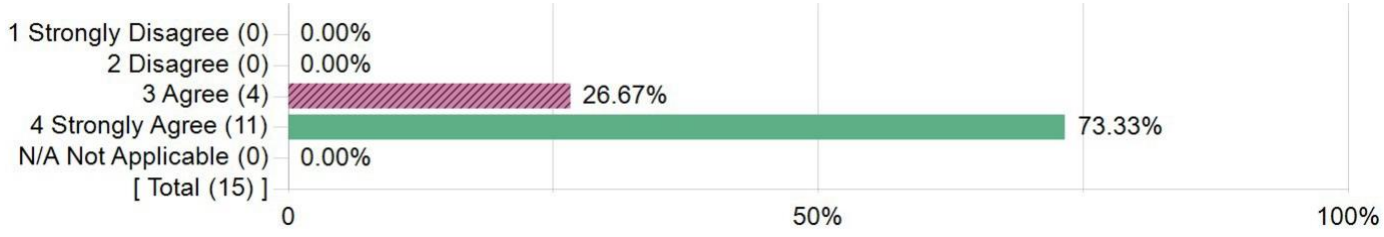


2. The instructor encouraged me to do my best work.



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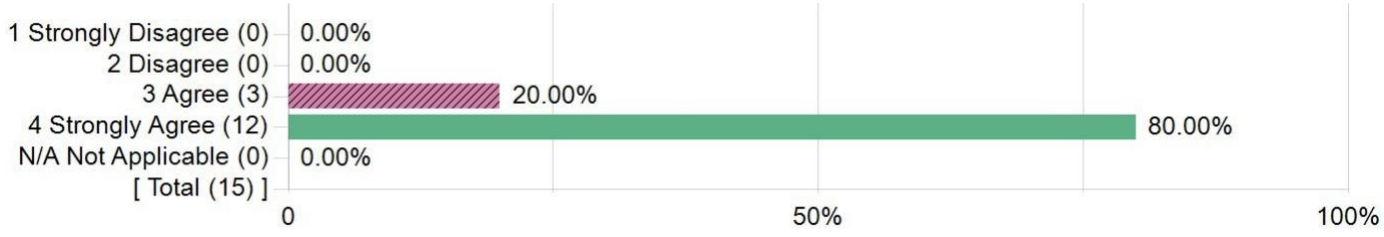

LEARNING EXPERIENCE SUBSCALE ANALYSIS:
INCLUSION PRACTICES

INCLUSION PRACTICES

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	14	3.79	0.43
The instructor used a variety of teaching approaches to meet the needs of all students.	14	3.50	0.65
The instructor was receptive to the expression of diverse student viewpoints	14	3.86	0.36
The instructor demonstrated sensitivity to students' needs and diverse life experiences	13	3.62	0.51

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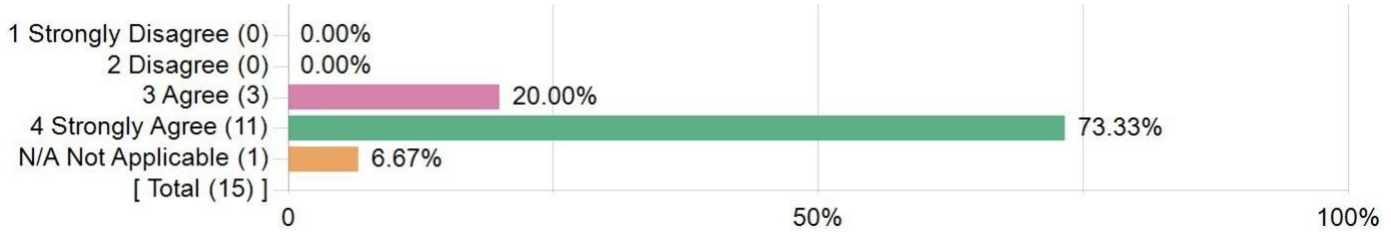
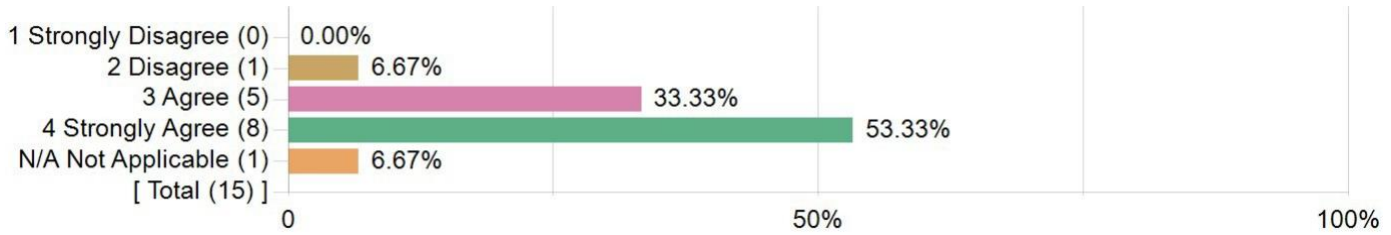
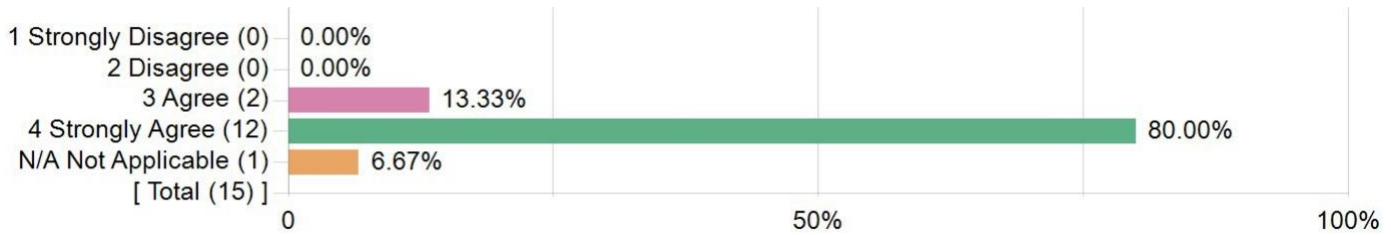


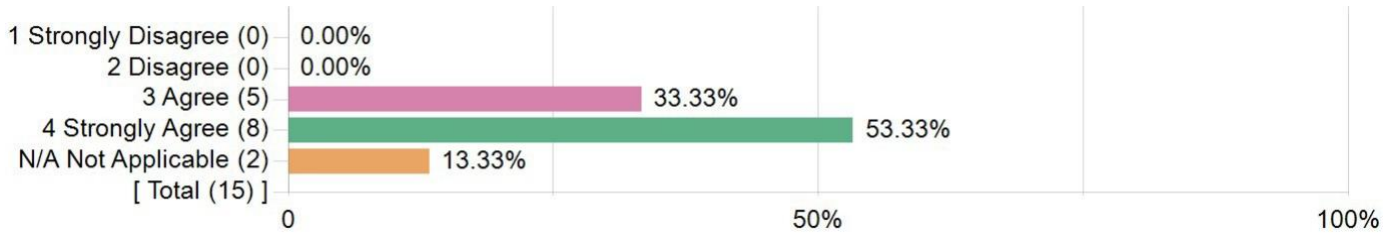
2. The instructor used a variety of teaching approaches to meet the needs of all students.



3. The instructor was receptive to the expression of diverse student viewpoints



4. The instructor demonstrated sensitivity to students' needs and diverse life experiences



LEARNING EXPERIENCE SUBSCALE ANALYSIS: ASSESSMENT PRACTICES

ASSESSMENT PRACTICES

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	14	3.79	0.43
The grades I have received thus far reflect the QUALITY of my performance in the course.	15	3.73	0.46
The criteria for good performance on the assignments or assessments were clearly communicated.	15	3.60	0.51
The instructor's evaluation of my performances was constructive.	15	3.80	0.41

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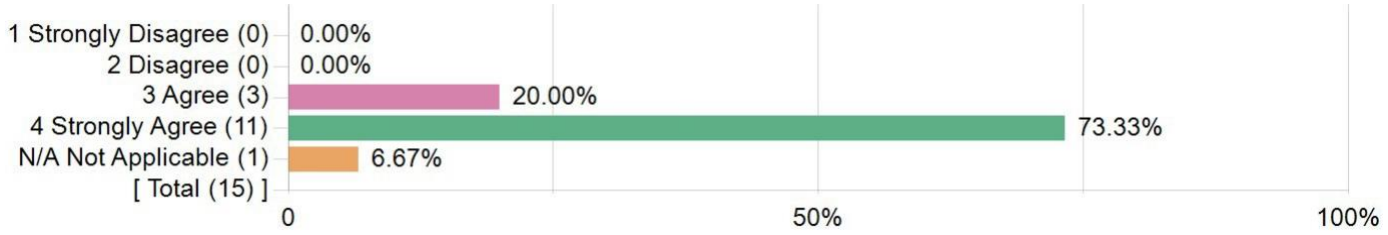
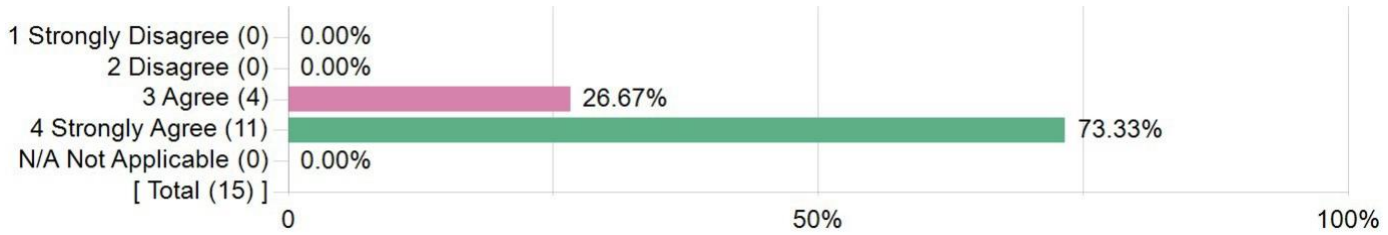
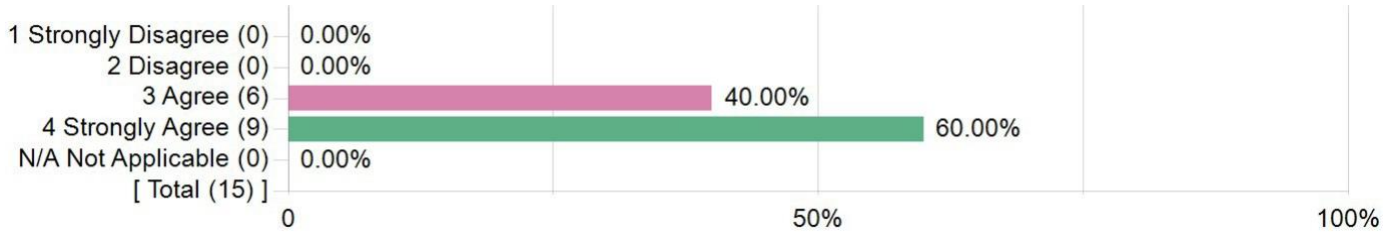


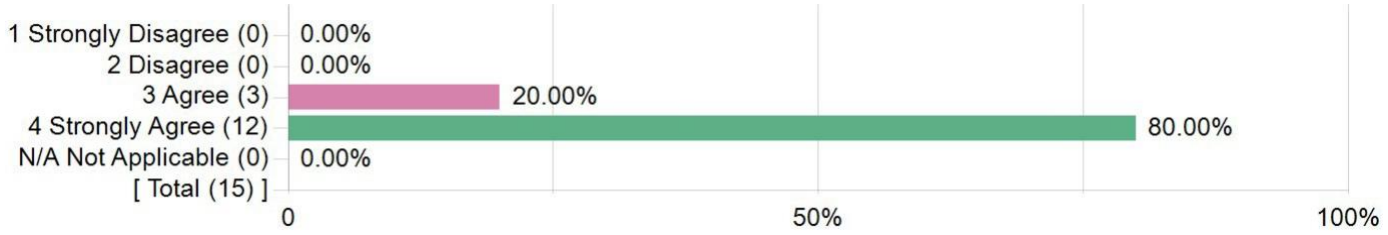
2. The grades I have received thus far reflect the QUALITY of my performance in the course.



3. The criteria for good performance on the assignments or assessments were clearly communicated.



4. The instructor's evaluation of my performances was constructive.

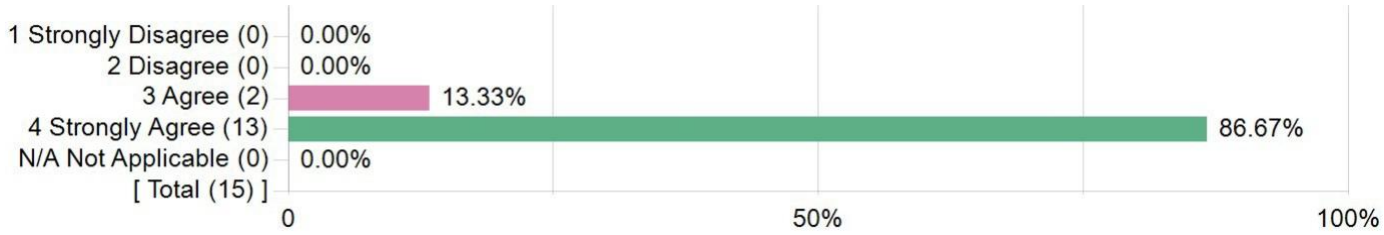


LEARNING EXPERIENCE SUBSCALE ANALYSIS:
COURSE IMPACT

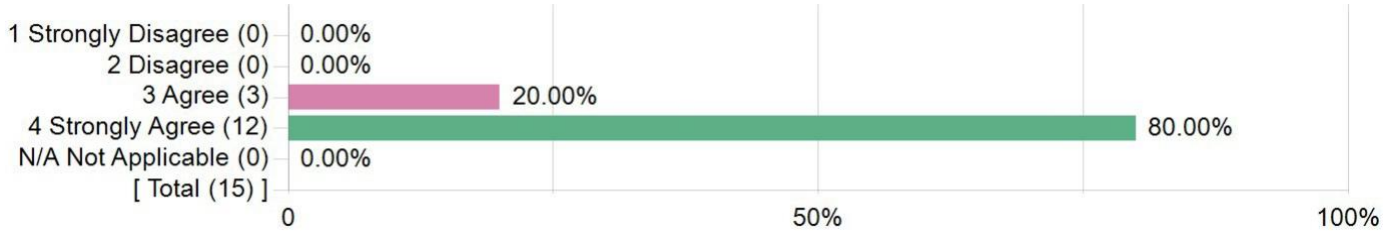
COURSE IMPACT

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	15	3.87	0.35
This course challenged me to think critically and communicate clearly about the subject.	15	3.80	0.41
This course provided me with information that may be directly applicable to my career or academic goals.	14	3.64	0.63

1. I learned perspectives, principles, or practices from this course that I expect to apply to new situations.



2. This course challenged me to think critically and communicate clearly about the subject.



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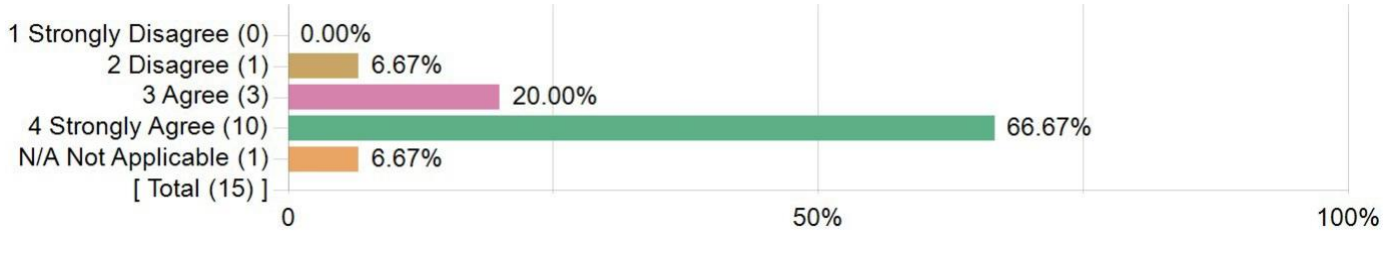


If you have selected at least a "Strongly Disagree" or "Disagree" option with one of the previous statements on COURSE DESIGN, INSTRUCTIONAL PRACTICES, ASSESSMENT PRACTICES or COURSE IMPACT, please describe a change that would improve that aspect of the course.

Students
I disagreed with the statement, "the instructor used a variety of teaching approaches to meet the needs of all students." This section strictly followed a discussion method of deliberating the concepts we learned in class. This isn't a bad thing by any means, and it's to be expected in a "discussion" section of a course.

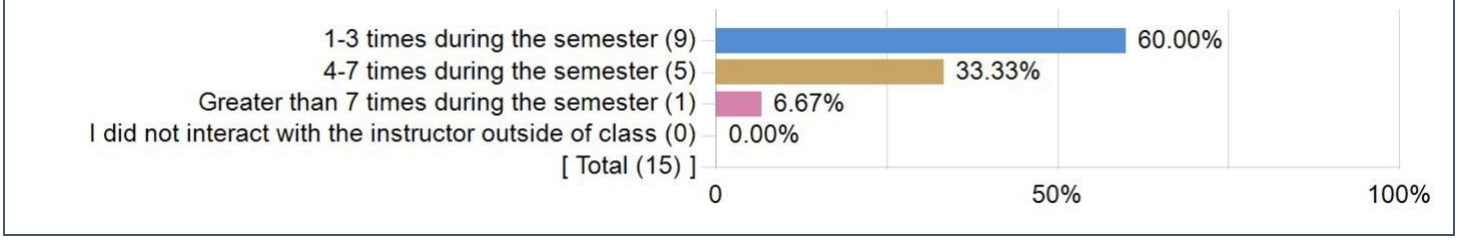
Is there additional information or feedback that you would like to share with instructor Jennifer Head ?

Students
I wanted to thank you for an amazing semester! I was really impressed with how you and professor Schroeder handled all course matters especially as the first semester this course was offered. You have been an amazing instructor and I loved chatting both about class and about other things with you. It makes a difference in my learning process and definitely makes class more enjoyable!
Jen did an incredible job of being an open and welcome resource for the course. I really appreciated the way she approached issues–she seems to be very in touch with how the students learn and understand, and every time I met with her not only did we just go over course concepts we also got to know each other which made me more willing to engage with the course material outside of a class context!
You have been by far one of my favorite TAs
I really enjoyed our section! Despite its being so early in the morning, we had robust conversations that enhanced our understanding of personal relationships and their conceptual underpinnings. Jenn facilitated those conversations wonderfully. Thank you!
I really enjoyed having Jen as a TA.

ENGAGEMENT ANALYSIS

Number of Instructor Interactions Outside of Class

Approximately how many times did you interact with instructor Jennifer Head outside of class? (e.g., via email, office hours)



Approximately how many hours did you spend on coursework outside of the classroom?

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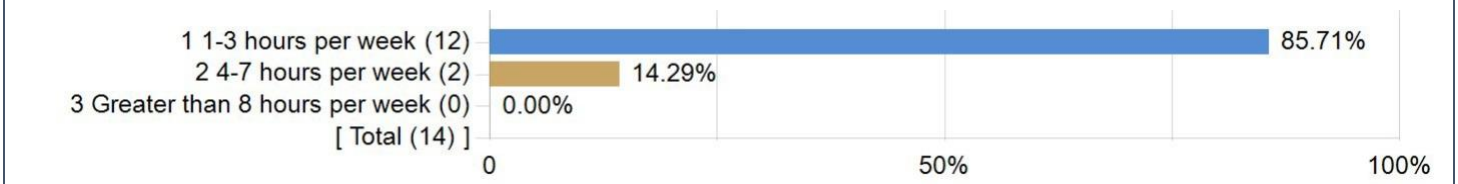
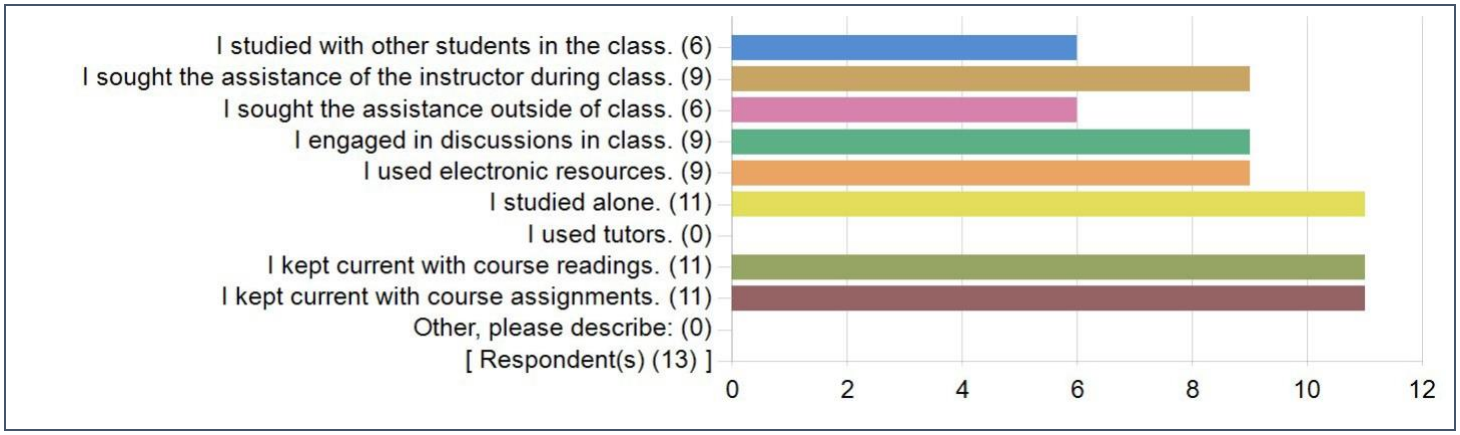


In what ways have you participated in your learning for this course? (Please select all that apply.)



Please describe the MOST valuable aspect(s) of this course.

Comments
Most valuable aspect was the discussions that would go into the lecture material in a different way that was separate from the professor's. This offered a very beneficial different take that could be easier to digest.
The discussion
learning to consider every possible interpretation of a conflict in order to have a better understanding of the position one may agree with. The readings were very valuable in helping convey perspectives on common conflicts.
All the applicable and useful concepts that help me understand my interpersonal conflicts
The most valuable aspect of this course would definitely be Jen's teaching and guidance for assignments, openness to help and clarify any questions we had and really expand on topics we saw in class. Using famous examples and clear applications, it made a difference in dissecting a lot of more complex concepts and ideas we discussed.
I really appreaciated the way the discussions were outlined. the whiteboard and the way she linked concepts together was really helpful in understanding how philosophers interact in their academic writings.
Learned useful techniques of analyzing arguments, offering concessions and triangulating with an emphasis on philosophical concepts. Some interesting course material and new perspectives on why conflict happens.
Getting to engage with philosophical concepts in a discussion–manner helped enhance my understanding of each idea, and also introduced me to broader viewpoints that I otherwise would not have considered. Also, the small size of the class made it feel much more manageable to participate, albeit more mandatory. That was overall a positive for me, though.
Getting to hear explanations about a concept from your fellow peers was pretty valuable.

Please describe the LEAST valuable aspect(s) of this course.

Comments
Having no slides to look at and reading the chalk board
Some of the readings felt unproductive as their message were unclear
some of the readings I didn't really understand their value in the course (for example Thi Ngyuen and Value Capture), but I may not have fully understood the topic and is why I think this.
I really enjoyed this course, but if I had to pick something to improve, it would be the structure of the discussion sections. I do think they were really good, but I do see room for improvement in a more guided dynamic sometimes, while still accounting for subject flexibility, as philosophy discussions can progress in countless ways. Maybe some attendance activity would be an interesting idea.
Background knowledge needed was perhaps a bit excessive, especially when reading about what others think of Kant.
Given the early time of the section, sometimes we just were not having it. Not that I wouldn't have loved to have those conversations, my brain simply was not functioning that early in the morning. In the future, I will be picking classes with later start times.
I do not think there was any least valuable aspect for me

USC University of Southern California

Individual Report for Instructor Head (49472-20241 : PHIL-270 Conceptual Foundations of Conflict (49472))

Project Title: **USC Learning Experience Evaluations - Spring 2024**

Courses Audience: **24**
Responses Received: **16**
Response Ratio: **66.67%**

PHIL-270 Conceptual Foundations of Conflict (49472)

Creation Date: **Saturday, June 15, 2024**

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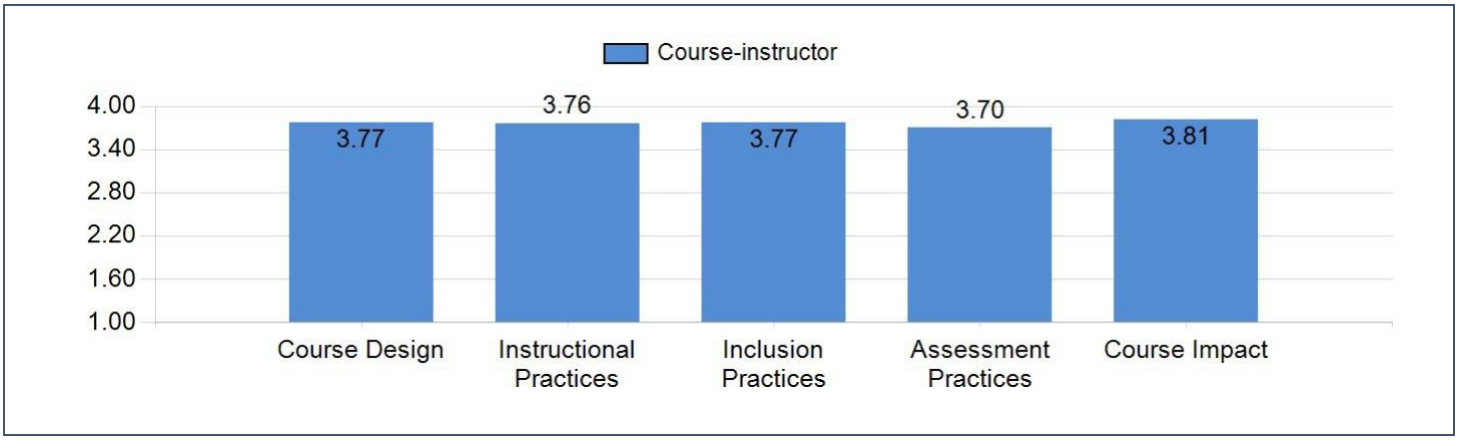
LEARNING EXPERIENCE SUBSCALE ANALYSIS

Learning Experience Subscale Average Score



Competency	Course-instructor	Standard Deviation
Course Design	3.77	+/-0.43
Instructional Practices	3.76	+/-0.43
Inclusion Practices	3.77	+/-0.43
Assessment Practices	3.70	+/-0.52
Course Impact	3.81	+/-0.40

COURSE DESIGN

	N	Mean	Std. Deviation
The course objectives were well explained.	16	3.75	0.45
The course assignments were related to the course objectives.	15	3.73	0.46
I understood what was expected of me in this course.	16	3.81	0.40

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The course materials included diverse perspectives OR applications to diverse populations.	16	3.81	0.40
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The criteria for good performance on the assignments or assessments were clearly communicated.	16	3.50	0.73
The instructor's evaluation of my performances was constructive.	16	3.69	0.48

COURSE IMPACT

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LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE DESIGN

COURSE DESIGN

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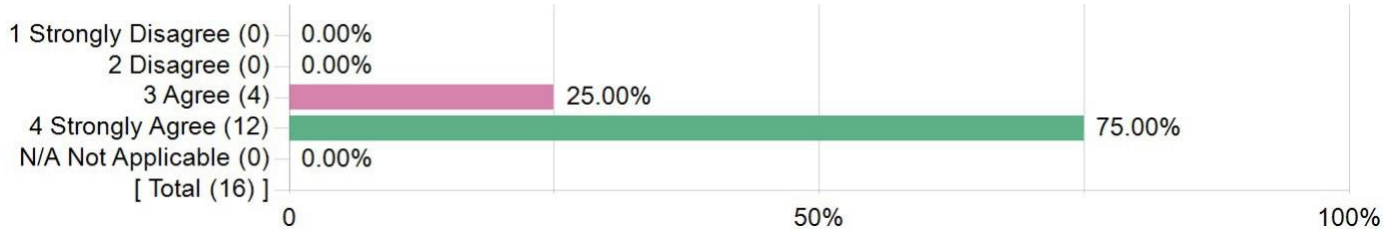
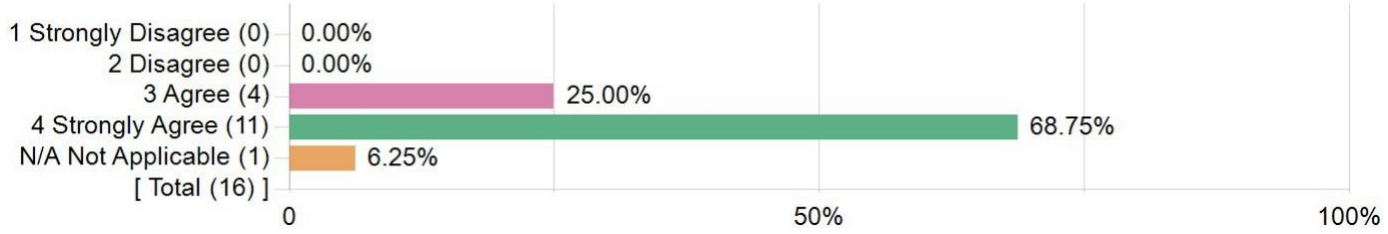
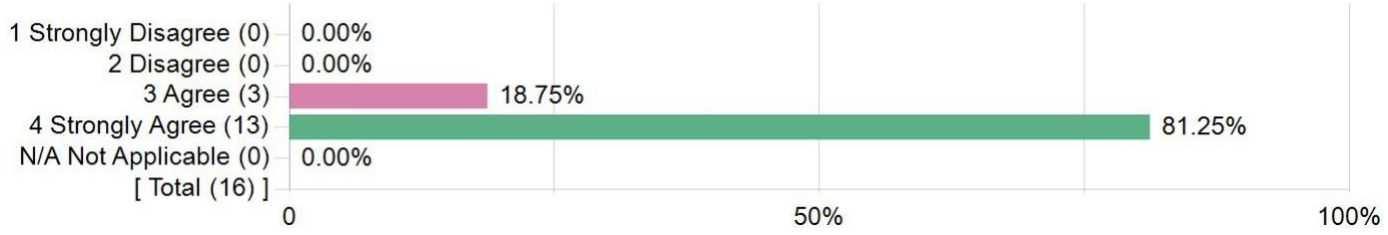


2. The course assignments were related to the course objectives.



3. I understood what was expected of me in this course.

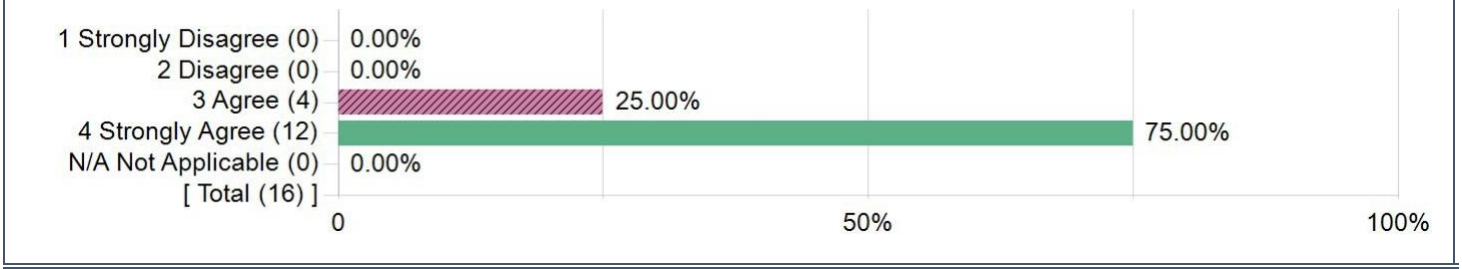


LEARNING EXPERIENCE SUBSCALE ANALYSIS: INSTRUCTIONAL PRACTICES

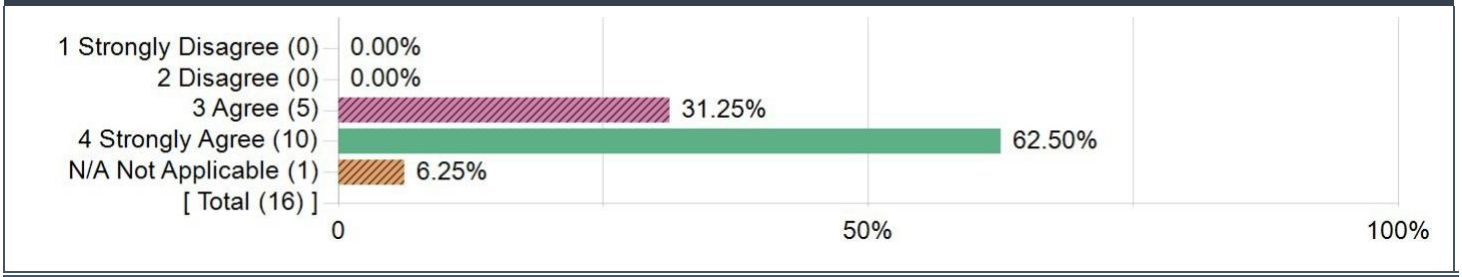
INSTRUCTIONAL PRACTICES

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	16	3.75	0.45
The instructor encouraged me to do my best work.	15	3.67	0.49
The instructor encouraged questioning and discussion of course topics from the students	15	3.87	0.35

1. The instructor carefully explained difficult concepts, methods, and subject matter.



2. The instructor encouraged me to do my best work.



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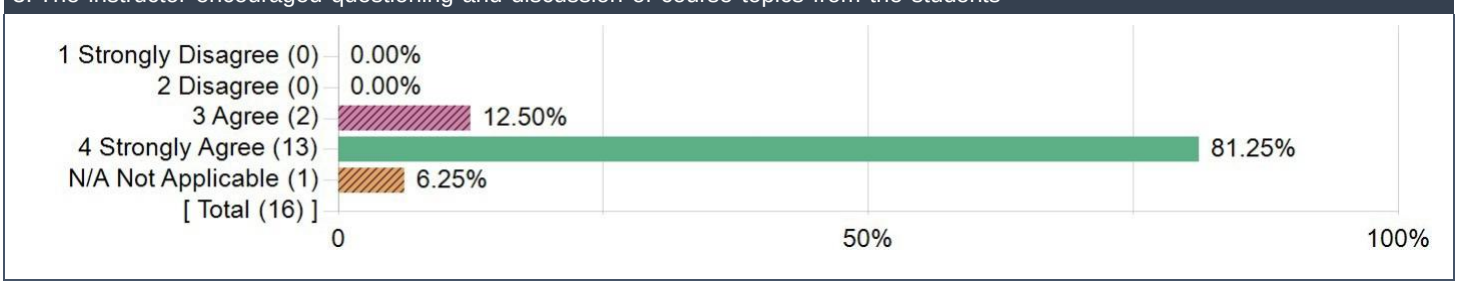
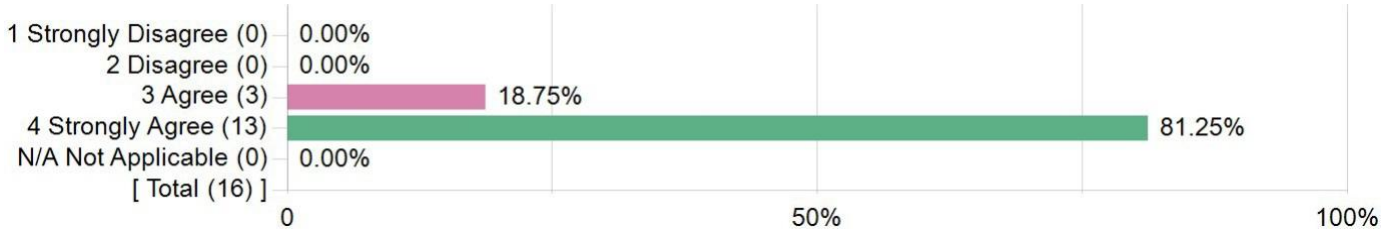


LEARNING EXPERIENCE SUBSCALE ANALYSIS: INCLUSION PRACTICES

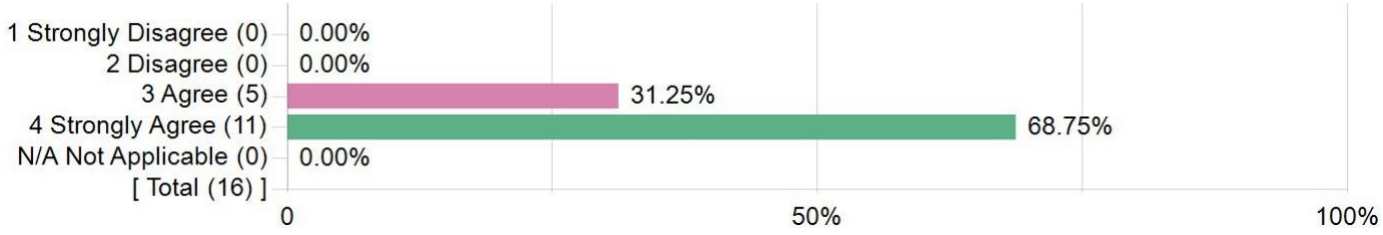
INCLUSION PRACTICES

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	16	3.81	0.40
The instructor used a variety of teaching approaches to meet the needs of all students.	16	3.69	0.48
The instructor was receptive to the expression of diverse student viewpoints	16	3.81	0.40
The instructor demonstrated sensitivity to students' needs and diverse life experiences	16	3.75	0.45

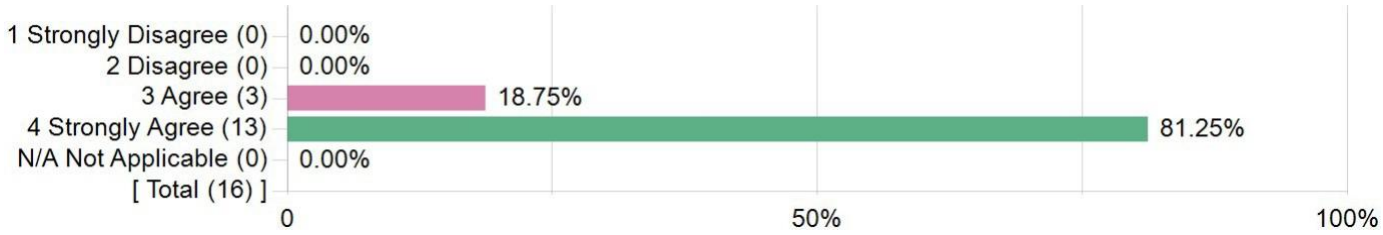
1. The course materials included diverse perspectives OR applications to diverse populations.



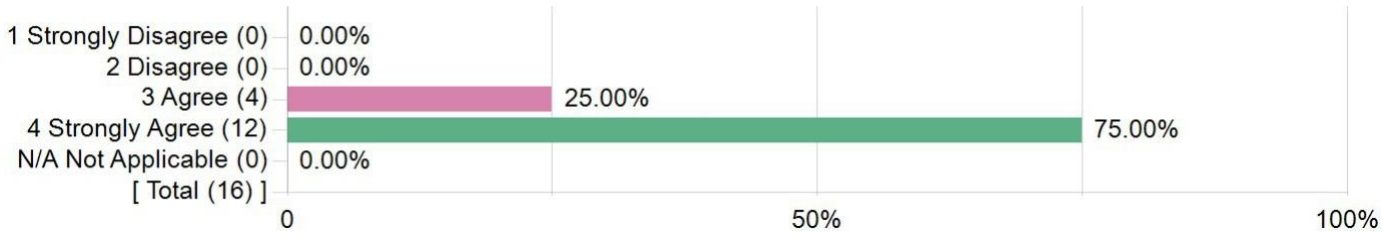
2. The instructor used a variety of teaching approaches to meet the needs of all students.



3. The instructor was receptive to the expression of diverse student viewpoints



4. The instructor demonstrated sensitivity to students' needs and diverse life experiences

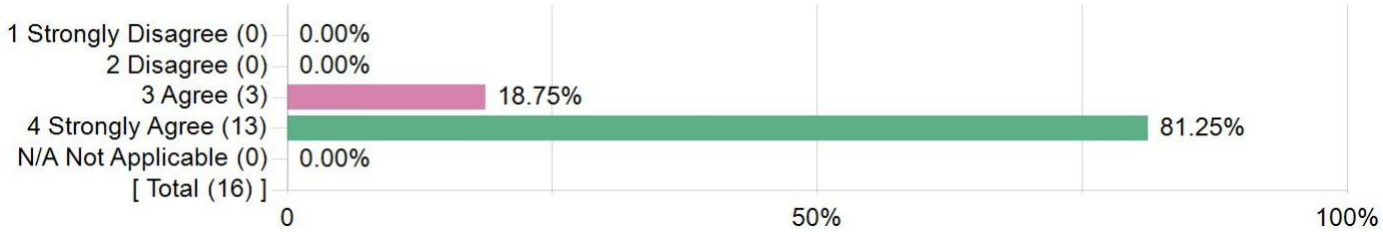


LEARNING EXPERIENCE SUBSCALE ANALYSIS: ASSESSMENT PRACTICES

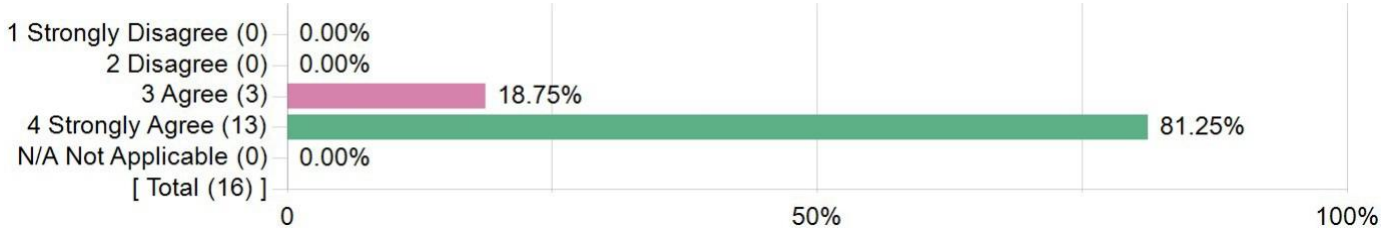
ASSESSMENT PRACTICES

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	16	3.81	0.40
The grades I have received thus far reflect the QUALITY of my performance in the course.	16	3.81	0.40
The criteria for good performance on the assignments or assessments were clearly communicated.	16	3.50	0.73
The instructor's evaluation of my performances was constructive.	16	3.69	0.48

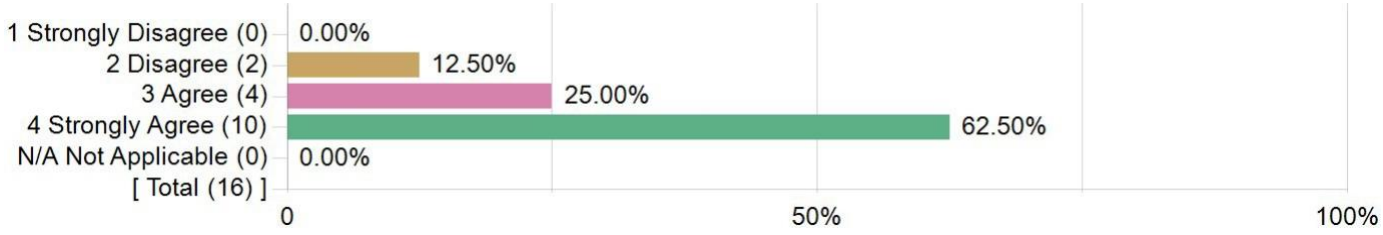
1. The assessments/assignments reflected what was covered in the course.



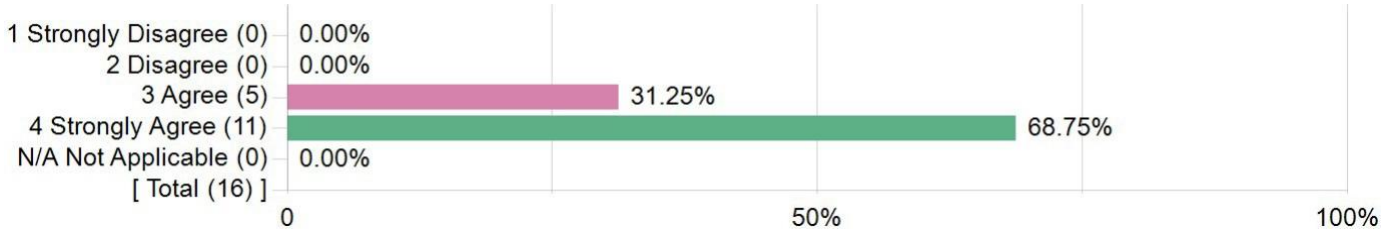
2. The grades I have received thus far reflect the QUALITY of my performance in the course.



3. The criteria for good performance on the assignments or assessments were clearly communicated.



4. The instructor's evaluation of my performances was constructive.

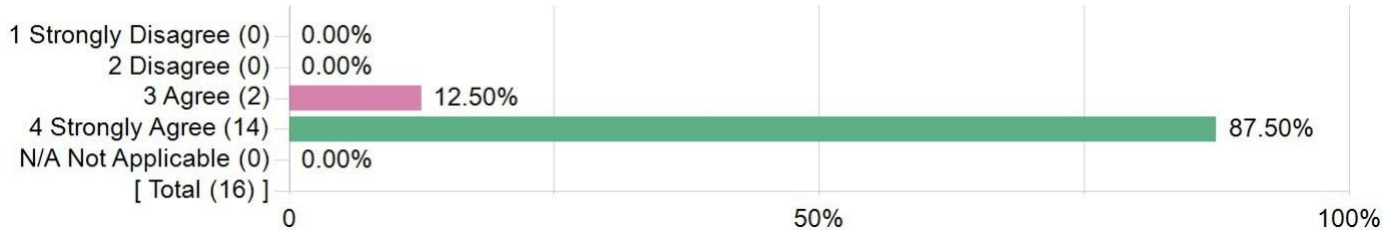


LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE IMPACT

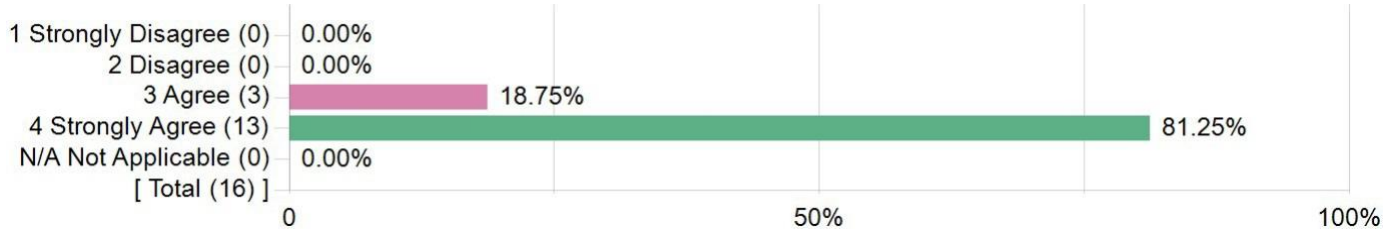
COURSE IMPACT

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	16	3.88	0.34
This course challenged me to think critically and communicate clearly about the subject.	16	3.81	0.40
This course provided me with information that may be directly applicable to my career or academic goals.	15	3.73	0.46

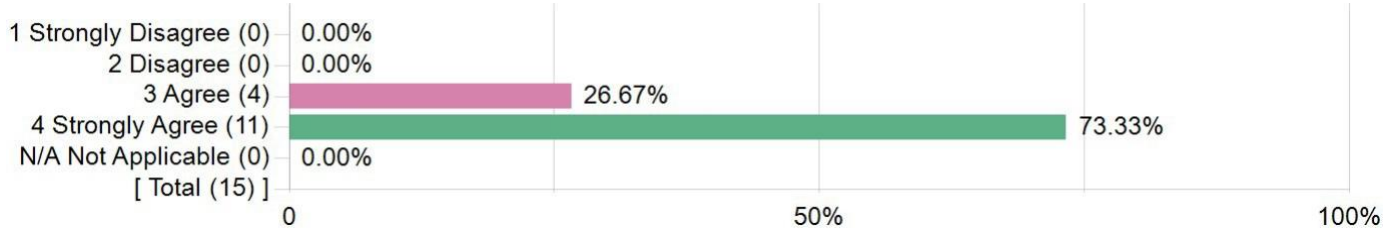
1. I learned perspectives, principles, or practices from this course that I expect to apply to new situations.



2. This course challenged me to think critically and communicate clearly about the subject.



3. This course provided me with information that may be directly applicable to my career or academic goals.



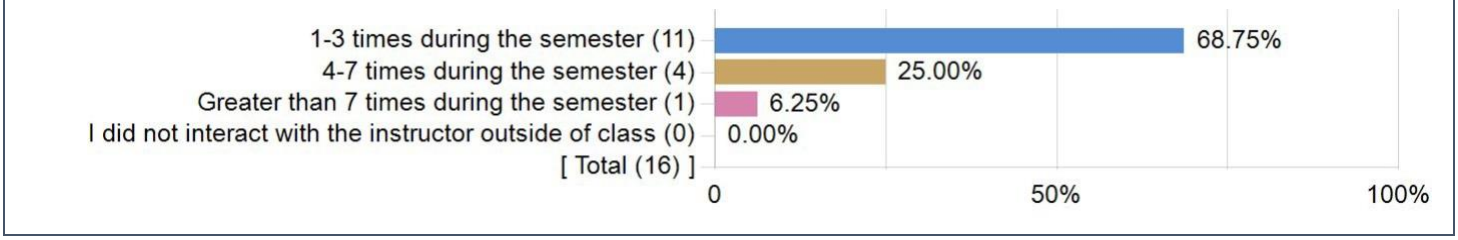
Is there additional information or feedback that you would like to share with instructor Jennifer Head ?

Students
The discussions were super helpful to understand the content in class. I liked the blackboard diagrams alot
She's a responsible ta!
Amazing TA!
She was always clearly passionate about what she was teaching in discussion section, and was a very valuable resource to have outside of class in addition to the head professor.
She is highly accomodating and approachable to meet with outside of class, I really enjoyed having her as a TA.

ENGAGEMENT ANALYSIS

Number of Instructor Interactions Outside of Class

Approximately how many times did you interact with instructor Jennifer Head outside of class? (e.g., via email, office hours)



Approximately how many hours did you spend on coursework outside of the classroom?

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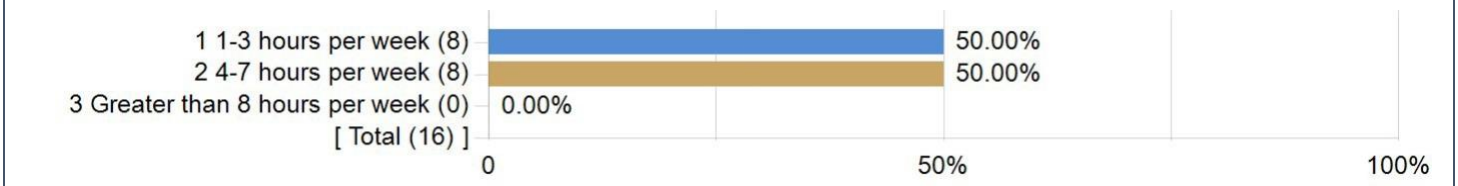
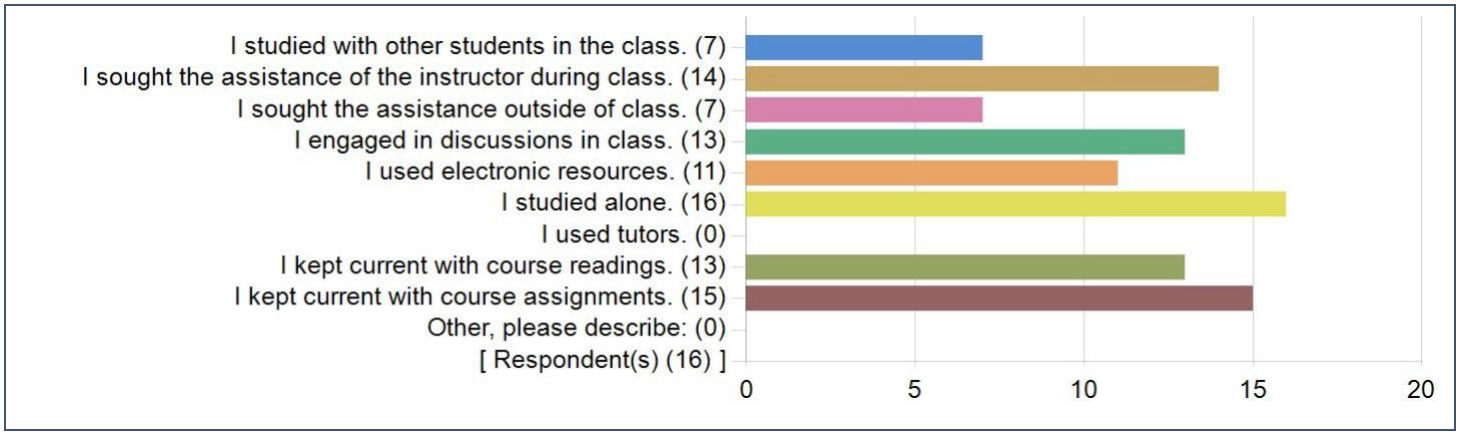


In what ways have you participated in your learning for this course? (Please select all that apply.)



Please describe the MOST valuable aspect(s) of this course.

Comments
These concepts can be applied in everyday life.
Lots of applicable concepts and theories that I also found very interesting. I have been able to apply them to my life and relationships already and enjoyed the content, even though some of it was difficult for me.
Easy engagement in class
I enjoyed the real–world examples and breakdowns of difficult concepts
The breadth of concepts covered.
Using examples from the show "Friends" really helped me apply concepts from class to real scenarios.
It is so applicable to every relationship
Discussions were great and really helped develop my understanding of the material and on how to do the assignments as well.
The encouragment of discussion.
Whenever we would collaborate or had to do group work I found it helpful
Being able to recognise what make conflicts personal in everyday life through the tools of philosophy. Learning how to deconstruct a compelling argument through premises, rules of inferences and a sound conclusion. Identifying tools to navigating and resolving conflict.

Please describe the LEAST valuable aspect(s) of this course.

Comments
repeated points as lectures
the timeslot (no ones fault)
The weekly reflections.
I think everything is valuable
I wish there was some concrete thing to visualize, like a powerpoint.
Not very enthusiastic.

COMMENTS

Students
I enjoyed the course!
Did a great job teaching this discussion class
Thank you, Jennifer, for such a wonderful semester! I have admired how much passion you have for Philosophy that it has inspired me to be passionate in my field of study.
Jennifer is fair, honest, and thoughtful in the way she teaches, grades, and orchestrates the classroom. Having her as a TA made waking up for an 8am every Friday enjoyable.

USC University of Southern California

Fall 2023

PHIL-174 Freedom Equality and Social Justice

blue®

USC University of Southern California

Individual Report for Instructor Head (49407-20233 : PHIL-174 Freedom Equality and Social Justice (49407))

Project Title: **USC Learning Experience Evaluations - Fall 2023**

Courses Audience: **25**
Responses Received: **21**
Response Ratio: **84.00%**

PHIL-174 Freedom Equality and Social Justice (49407)

Creation Date: **Wednesday, January 31, 2024**

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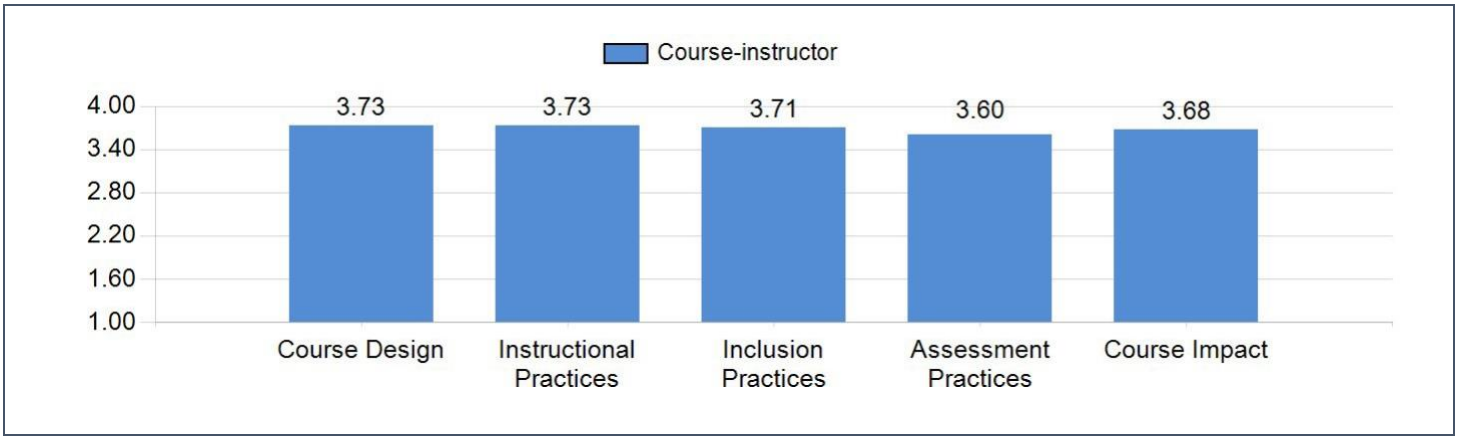
LEARNING EXPERIENCE SUBSCALE ANALYSIS

Learning Experience Subscale Average Score



Competency	Course-instructor	Standard Deviation
Course Design	3.73	+/-0.45
Instructional Practices	3.73	+/-0.45
Inclusion Practices	3.71	+/-0.46
Assessment Practices	3.60	+/-0.56
Course Impact	3.68	+/-0.47

COURSE DESIGN

	N	Mean	Std. Deviation
The course objectives were well explained.	21	3.71	0.46
The course assignments were related to the course objectives.	21	3.71	0.46
I understood what was expected of me in this course.	21	3.76	0.44

INSTRUCTIONAL PRACTICES

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	21	3.62	0.50
The instructor encouraged me to do my best work.	21	3.76	0.44
The instructor encouraged questioning and discussion of course topics from the students	21	3.81	0.40

INCLUSION PRACTICES

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	21	3.76	0.44
The instructor used a variety of teaching approaches to meet the needs of all students.	21	3.62	0.50
The instructor was receptive to the expression of diverse student viewpoints	21	3.71	0.46
The instructor demonstrated sensitivity to students' needs and diverse life experiences	19	3.74	0.45

ASSESSMENT PRACTICES

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	21	3.67	0.48
The grades I have received thus far reflect the QUALITY of my performance in the course.	21	3.52	0.60
The criteria for good performance on the assignments or assessments were clearly communicated.	21	3.48	0.68
The instructor's evaluation of my performances was constructive.	20	3.75	0.44

COURSE IMPACT

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	21	3.71	0.46
This course challenged me to think critically and communicate clearly about the subject.	21	3.71	0.46
This course provided me with information that may be directly applicable to my career or academic goals.	20	3.60	0.50

LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE DESIGN

COURSE DESIGN

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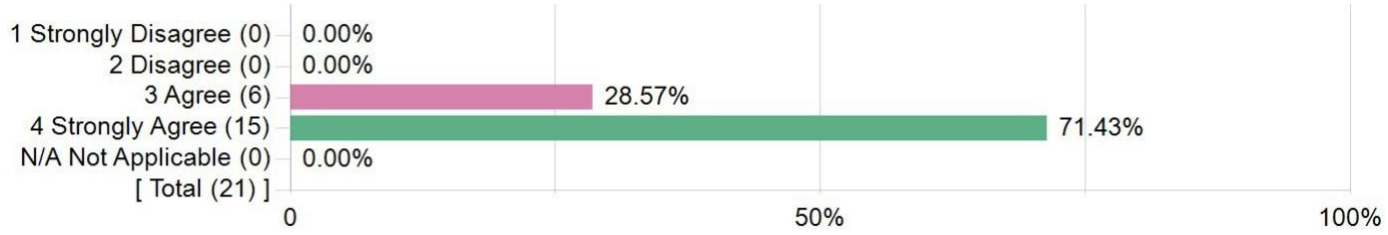
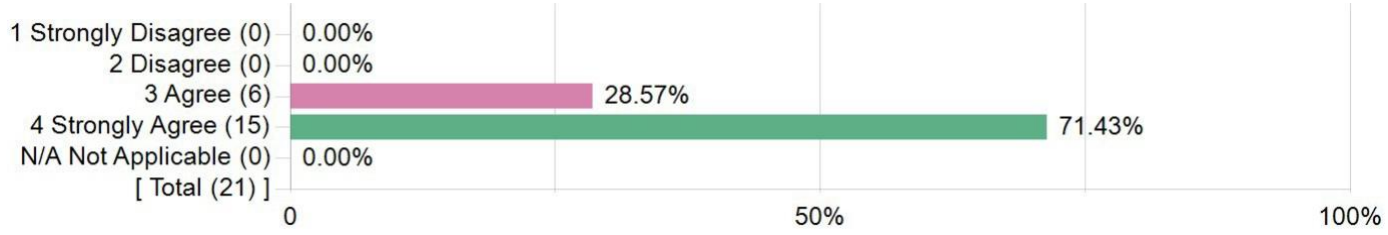
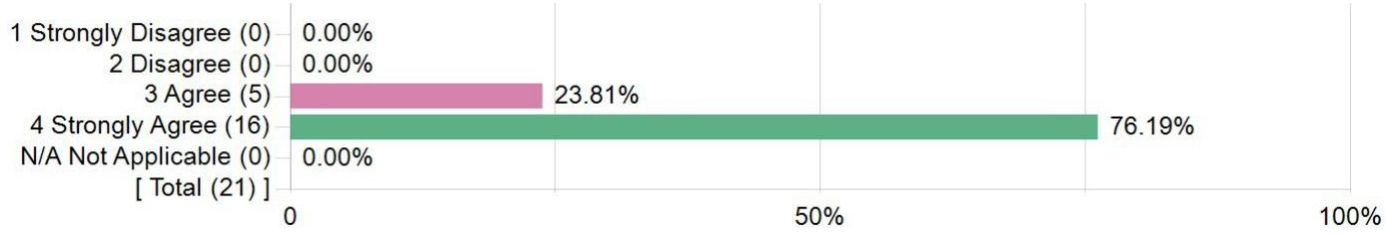
1. The course objectives were well explained.



2. The course assignments were related to the course objectives.



3. I understood what was expected of me in this course.

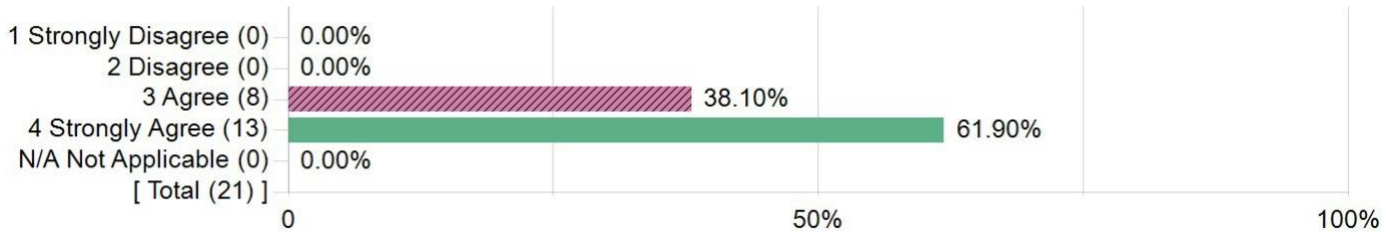


LEARNING EXPERIENCE SUBSCALE ANALYSIS:
INSTRUCTIONAL PRACTICES

INSTRUCTIONAL PRACTICES

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	21	3.62	0.50
The instructor encouraged me to do my best work.	21	3.76	0.44
The instructor encouraged questioning and discussion of course topics from the students	21	3.81	0.40

1. The instructor carefully explained difficult concepts, methods, and subject matter.



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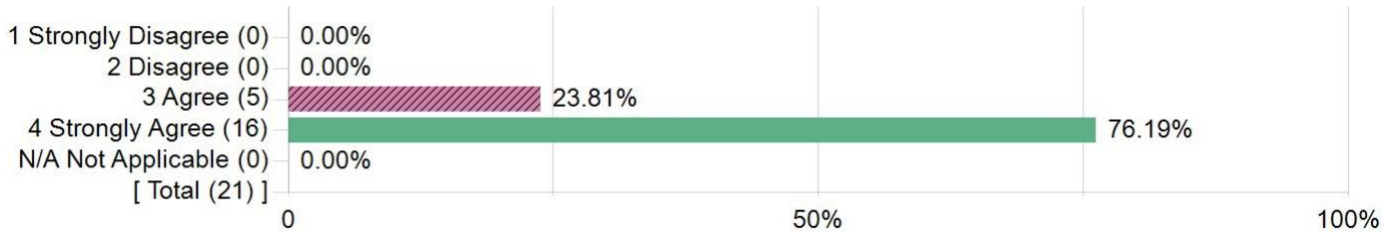

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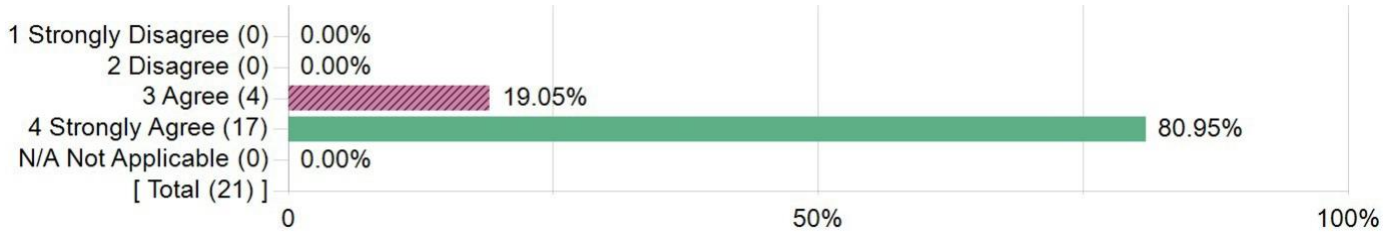
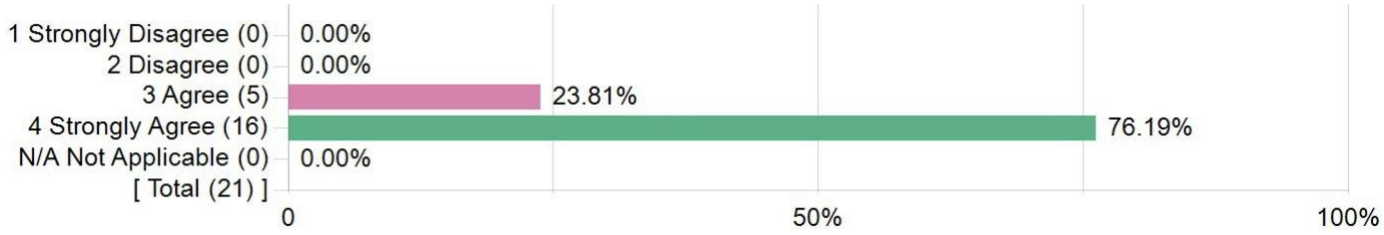


LEARNING EXPERIENCE SUBSCALE ANALYSIS: INCLUSION PRACTICES

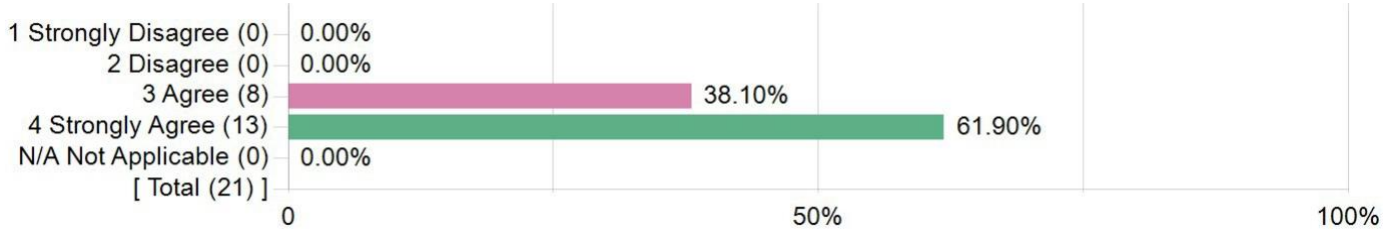
INCLUSION PRACTICES

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	21	3.76	0.44
The instructor used a variety of teaching approaches to meet the needs of all students.	21	3.62	0.50
The instructor was receptive to the expression of diverse student viewpoints	21	3.71	0.46
The instructor demonstrated sensitivity to students' needs and diverse life experiences	19	3.74	0.45

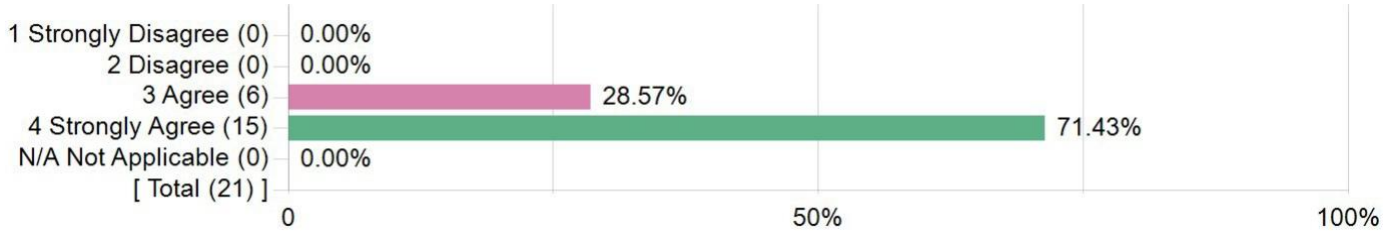
1. The course materials included diverse perspectives OR applications to diverse populations.



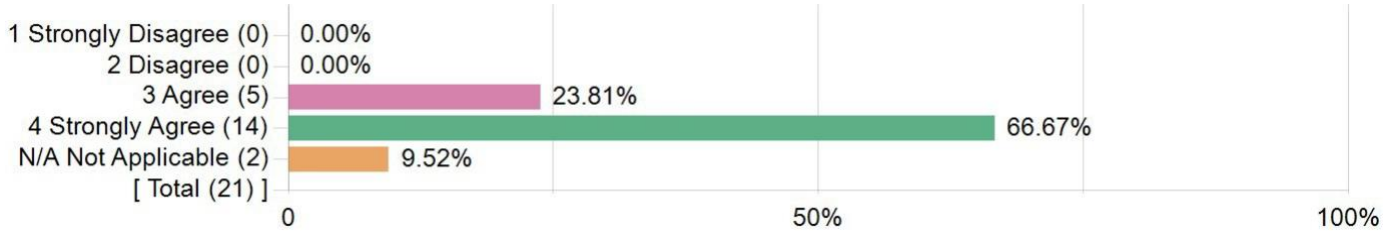
2. The instructor used a variety of teaching approaches to meet the needs of all students.



3. The instructor was receptive to the expression of diverse student viewpoints



4. The instructor demonstrated sensitivity to students' needs and diverse life experiences



LEARNING EXPERIENCE SUBSCALE ANALYSIS: ASSESSMENT PRACTICES

ASSESSMENT PRACTICES

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	21	3.67	0.48
The grades I have received thus far reflect the QUALITY of my performance in the course.	21	3.52	0.60
The criteria for good performance on the assignments or assessments were clearly communicated.	21	3.48	0.68
The instructor's evaluation of my performances was constructive.	20	3.75	0.44

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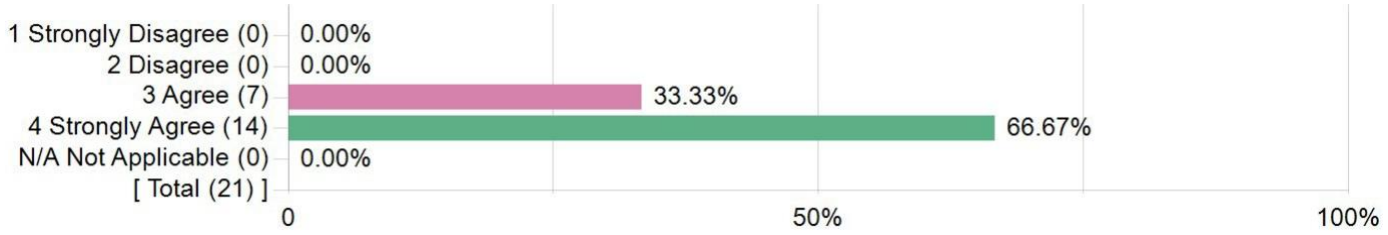
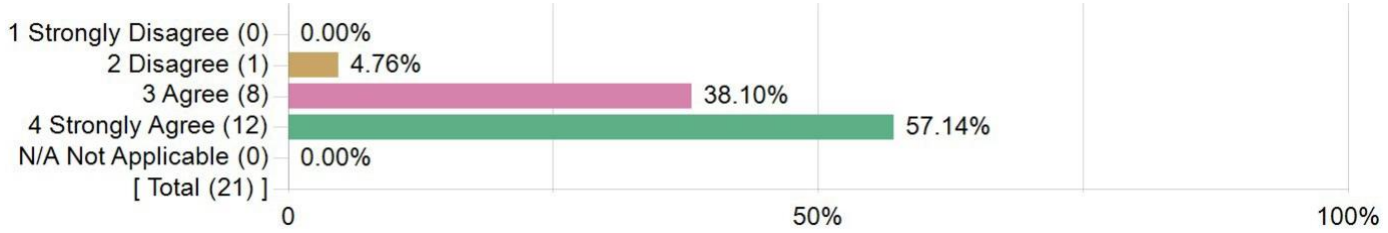


2. The grades I have received thus far reflect the QUALITY of my performance in the course.



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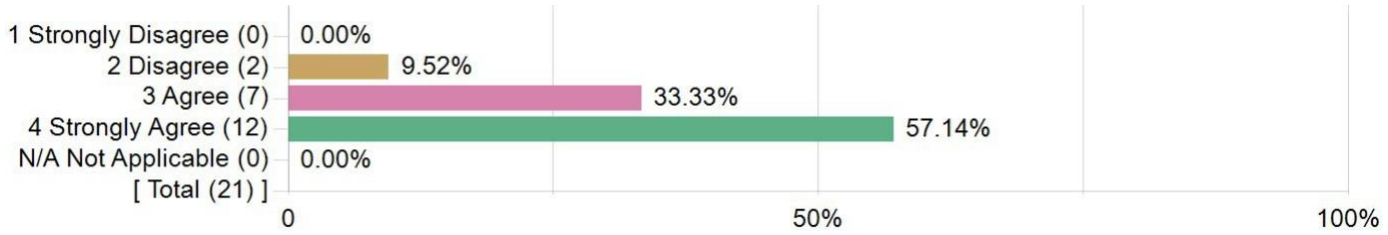
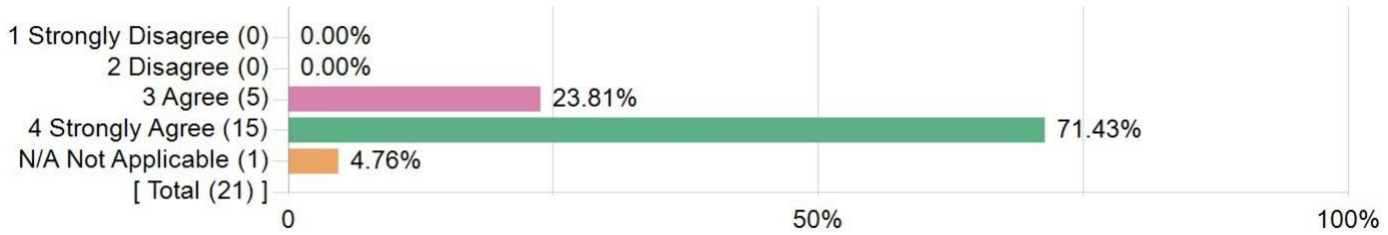


4. The instructor's evaluation of my performances was constructive.



LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE IMPACT

COURSE IMPACT

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	21	3.71	0.46
This course challenged me to think critically and communicate clearly about the subject.	21	3.71	0.46
This course provided me with information that may be directly applicable to my career or academic goals.	20	3.60	0.50

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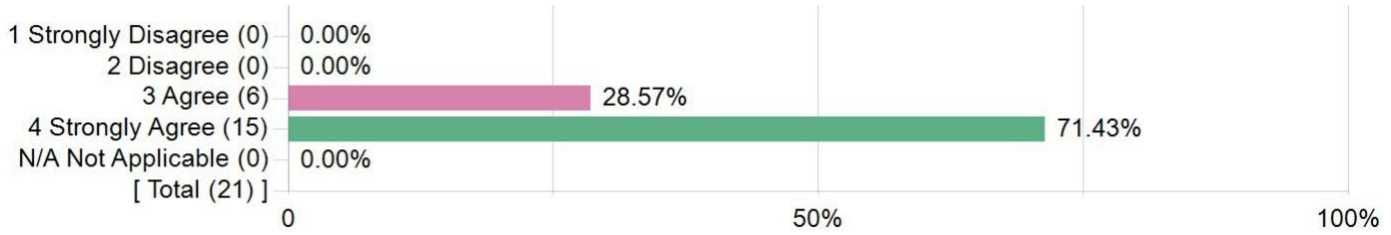
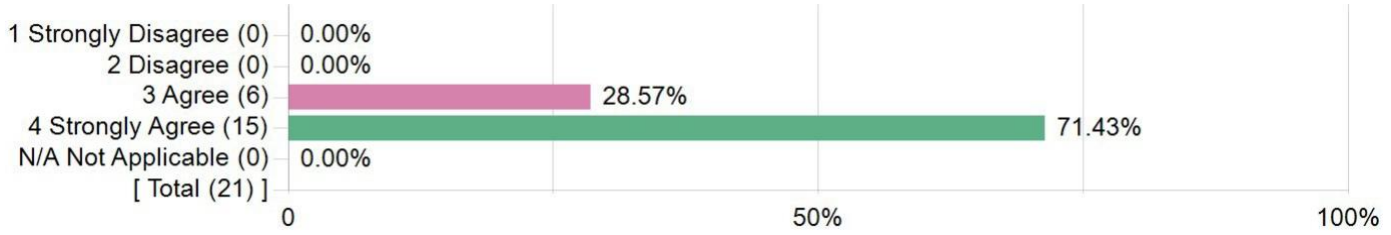
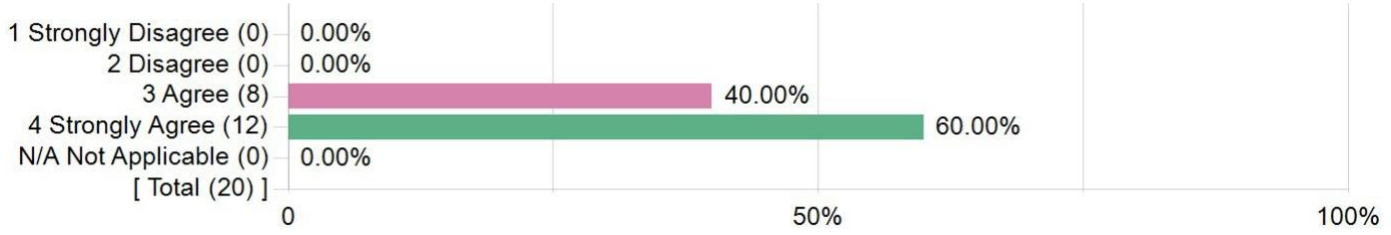


2. This course challenged me to think critically and communicate clearly about the subject.



3. This course provided me with information that may be directly applicable to my career or academic goals.



If you have selected at least a "Strongly Disagree" or "Disagree" option with one of the previous statements on COURSE DESIGN, INSTRUCTIONAL PRACTICES, ASSESSMENT PRACTICES or COURSE IMPACT, please describe a change that would improve that aspect of the course.

Students
I don't believe the expectations to receive a higher grade were clearly communicated to us on some quizzes and the rubric of the midterm essay.
Loved the energy, and how engaging the TA was.
Truthfully receiving my midterm paper grade was rather surprising, as the midterm paper I put my best foot forward in drafting, writing, revising, and discussing it with Jennifer. I received a B+, which although may have reflected my writing in a philosophical lens, but my effort was far beyond what was in the paper. I had not written a philosopher paper in the past and it likely was the most challenging piece of writing I had so far, so I was a bit upset knowing that I discussed my paper thoroughly with her.

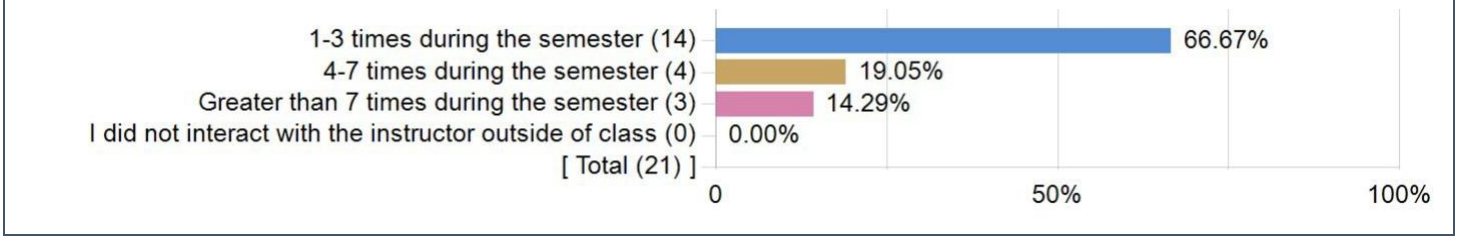
Is there additional information or feedback that you would like to share with instructor Jennifer Head ?

Students
Jennifer is a very energetic and sincere instructor and person. She truly cares about our understanding of the course material and is very understanding. She is a phenomenal part of the teaching staff at USC.
This class was great! Thanks for all the help, and I really appreciated our conversations.
Jennifer Head discussed all the content very well and was always open for questions. She also provided a lot of materials outside of class and took time out of her week to help prepare/teach us to the best of her ability. Jennifer Head also was very understanding about diversity and she also implemented the open mindedness in class. Jennifer was well understanding of the topics as well and would explain/simplify topics (if needed) for us to better understand the content.
Right off the bat, you seemed very experienced and a benefit from your experience was your background as a TA for PHIL174. The first section I had with you, you made it very clear what was expected of us in the class and section, told us it was going to be hard, and told us the only way to fail was if we didn't try. I learned best through your analogies in class and the worksheets assigned. The quizzes were very lenient and I loved that in each class your energy was high, always in good spirits, which showed me that you have passion for this topic and that you know what you're talking about.
I think the only thing I disliked about the course was the attendance policy. If situations arise where it makes it not possible to attend class, such as having to attend a doctor's appointment, it feels a little unfair to me for that to automatically count as an unexcused absence and receive a 0 on the corresponding quiz. I think having some policy where people could make up the quizzes they missed in circumstances like that would help a lot. I really enjoyed having Jen as my TA though, I think she did a really good job being available to help students outside of discussion and I really appreciated her understanding when circumstances arose that made meeting certain deadlines difficult. I think that went a long way for me personally.
I think it would've been more beneficial for discussion to act as a review of what we'd covered in lecture throughout the week. Since there is a lot of content, it can be hard to remember and really understand it on our own.
Great job! Loved your style of teaching, really felt like you cared about us as students and as people.
The midterm just took a long time to be graded.
You're awesome! Just slow down sometimes
Jennifer Head is a great TA and truly wants the best for her students. She was always there to help out if someone was lost or behind. She also had a very structure class.
Thank you for your help throughout this semester! You put in a lot of effort to reteach us concepts and to encourage our growth as academics.
I highly enjoyed her strucuture of class and the activities that we conducted during. I enjoyed how she prioritized our well–being, by having us sit outside for class once, giving us candy. and telling us to "stand up and shake it out" at the start of class. She is a a great TA and makes me excited about a class that is centered around such thick, dense material.

STUDENT ENGAGEMENT ANALYSIS

Number of Instructor Interactions Outside of Class

Approximately how many times did you interact with instructor Jennifer Head outside of class? (e.g., via email, office hours)



Approximately how many hours did you spend on coursework outside of the classroom?

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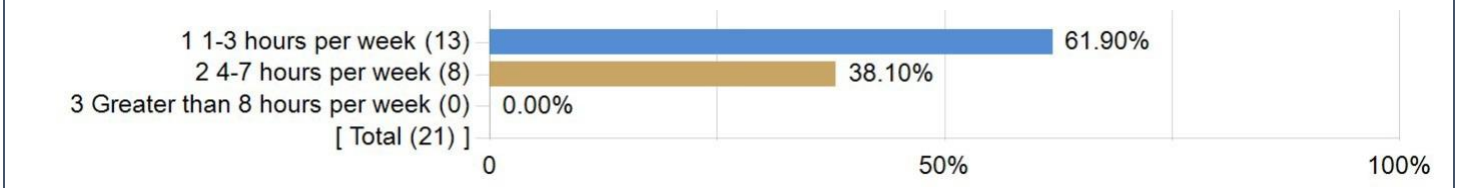
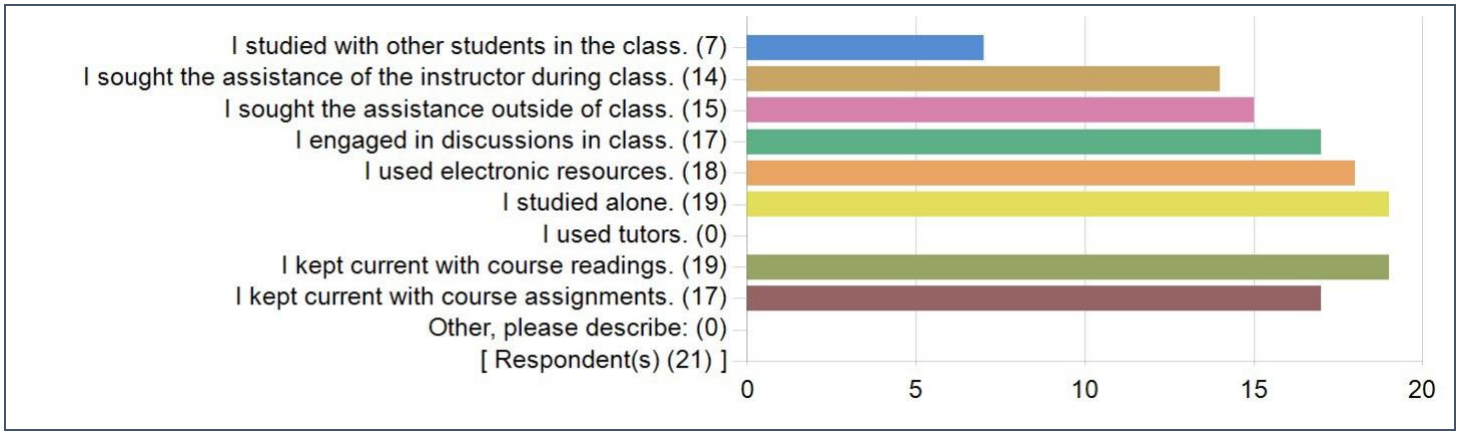


In what ways have you participated in your learning for this course? (Please select all that apply.)



Please describe the MOST valuable aspect(s) of this course.

Comments
Resources such as the "Road Map" of PHIL 174 and the clarifying lectures on Professor Quong's content.
This course challenged my ordinary way of thinking and ideals and almost uncomfortably pushed me to think in more critical ways using an analytical outlook. I like to say that I use the critical thinking this course guided me with in other situations now.
By far, learning how to analyze and digest complicated texts. I feel like I can now understand philosophically dense texts with a much higher degree of clarity. Still a lot of work to be done, but an awesome learning process none the less.
The most valuable aspect of this course was essentially all the content. There was content that allowed for me to view certain rights and morals differently. This class was very open minded to the way people interact with one another regarding laws and actions people place toward one another.
The most valuable aspects were the worksheets.
I really enjoyed the diverse subject matters we covered and discussion that was facilitated on each of the topics.
The most valuable part of discussion was when you reviewed what was covered in lecture/readings.
The material was broken down very well. Easy to follow and understand.
The handouts and resources really helped understanding of course material.
The breakdown of discussions from lecture that were very difficult and learning how to ask critical questions of arguments
In class lessons and examples given.
I admire Jen and her willingness to make philosophy (regarding law philosophy specifically) easier to understand
The real–life applications of the course material
Encouragement of discussion and critical thinking
The notes we were given and just being able to hear other peoples views.

Please describe the LEAST valuable aspect(s) of this course.

Comments
Sometimes I feel that the reading questions asked too narrow of a topic in a large text. I feel that when I read, it was harder to focus on the bigger picture because I directed my studying on the more niche categories.
The way to earn an "A" is not clearly communicated even to those who put in great effort in coursework and material like myself.
I feel like the readings were very dense and had a lot of content that difficult to understand.
The least valuable would be the lack of discussion from students.
Like I mentioned previously, the attendance policy was the only real thing that bugged me.
The least valuable part of discussion was when we were asked to work in small groups (most people didn't do the readings and didn't contribute).
Sometimes we had discussions that weren't clear
There's too much volume and the final exam format isn't very friendly to students.
Taking quizzes before the discussion lesson

USC University of Southern California

Individual Report for Instructor Head (49406-20233 :
PHIL- 174 Freedom Equality and Social Justice (49406))

Project Title: **USC Learning Experience Evaluations - Fall 2023**

Courses Audience: **24**
Responses Received: **17**
Response Ratio: **70.83%**

PHIL-174 Freedom Equality and Social Justice (49406)

Creation Date: **Tuesday, January 30, 2024**

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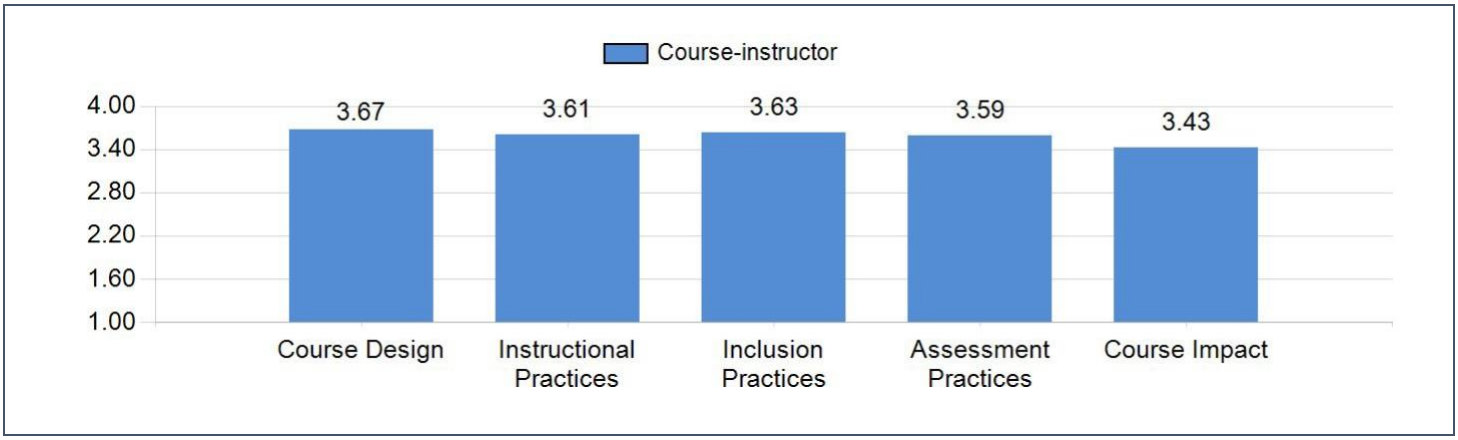
LEARNING EXPERIENCE SUBSCALE ANALYSIS

Learning Experience Subscale Average Score



Competency	Course-instructor	Standard Deviation
Course Design	3.67	+/-0.52
Instructional Practices	3.61	+/-0.49
Inclusion Practices	3.63	+/-0.52
Assessment Practices	3.59	+/-0.58
Course Impact	3.43	+/-0.76

COURSE DESIGN

	N	Mean	Std. Deviation
The course objectives were well explained.	16	3.63	0.62
The course assignments were related to the course objectives.	16	3.69	0.48
I understood what was expected of me in this course.	16	3.69	0.48

INSTRUCTIONAL PRACTICES

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	17	3.59	0.51
The instructor encouraged me to do my best work.	17	3.65	0.49
The instructor encouraged questioning and discussion of course topics from the students	17	3.59	0.51

INCLUSION PRACTICES

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	16	3.63	0.50
The instructor used a variety of teaching approaches to meet the needs of all students.	17	3.47	0.62
The instructor was receptive to the expression of diverse student viewpoints	17	3.71	0.47
The instructor demonstrated sensitivity to students' needs and diverse life experiences	14	3.71	0.47

ASSESSMENT PRACTICES

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	17	3.71	0.47
The grades I have received thus far reflect the QUALITY of my performance in the course.	17	3.59	0.51
The criteria for good performance on the assignments or assessments were clearly communicated.	17	3.47	0.72
The instructor's evaluation of my performances was constructive.	17	3.59	0.62

COURSE IMPACT

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	17	3.41	0.80
This course challenged me to think critically and communicate clearly about the subject.	17	3.53	0.72
This course provided me with information that may be directly applicable to my career or academic goals.	17	3.35	0.79

LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE DESIGN

COURSE DESIGN

	N	Mean	Std. Deviation
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The course assignments were related to the course objectives.	16	3.69	0.48
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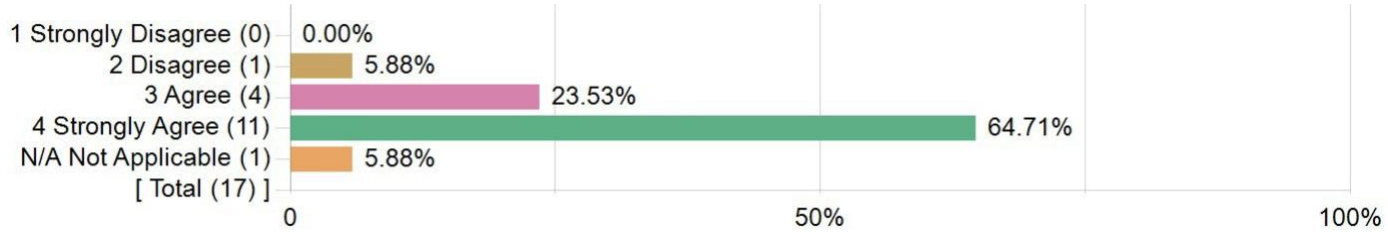
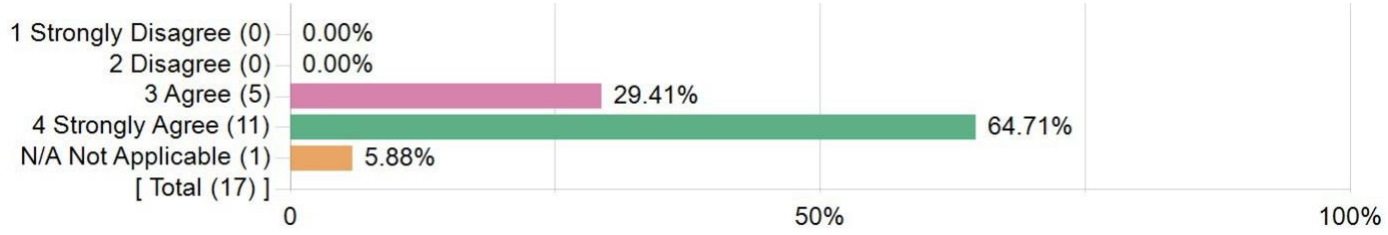
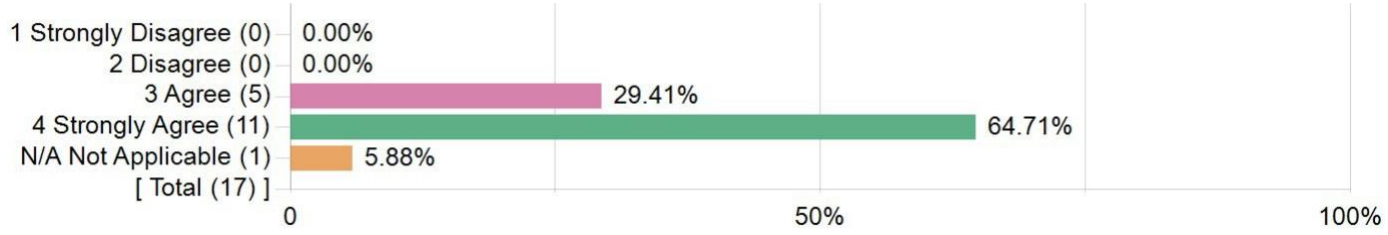
1. The course objectives were well explained.



2. The course assignments were related to the course objectives.



3. I understood what was expected of me in this course.



LEARNING EXPERIENCE SUBSCALE ANALYSIS:
INSTRUCTIONAL PRACTICES

INSTRUCTIONAL PRACTICES

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	17	3.59	0.51
The instructor encouraged me to do my best work.	17	3.65	0.49
The instructor encouraged questioning and discussion of course topics from the students	17	3.59	0.51

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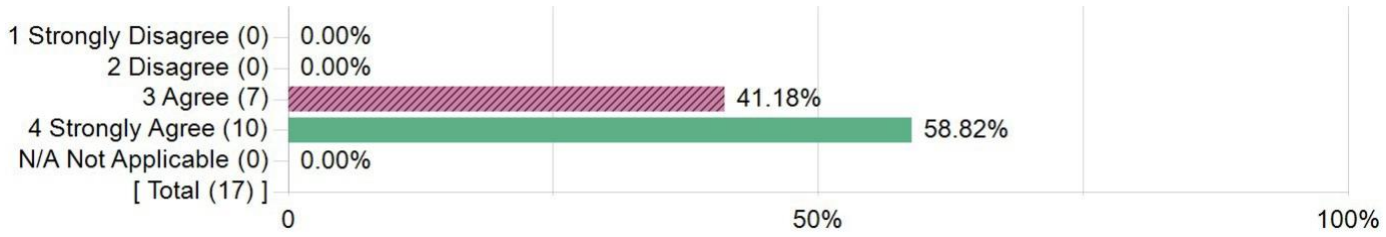
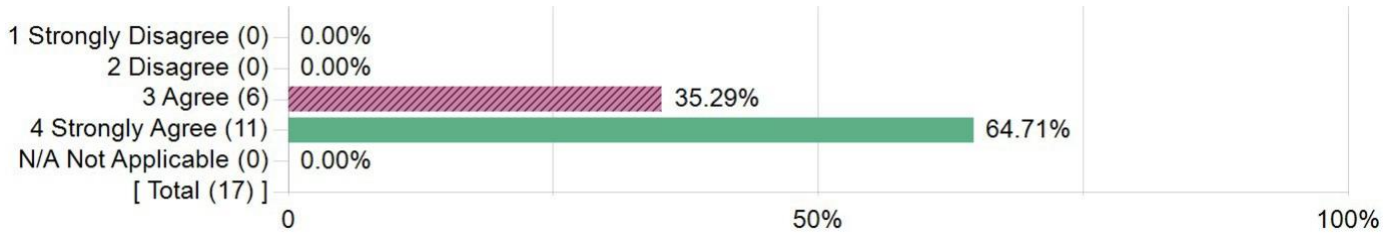


2. The instructor encouraged me to do my best work.



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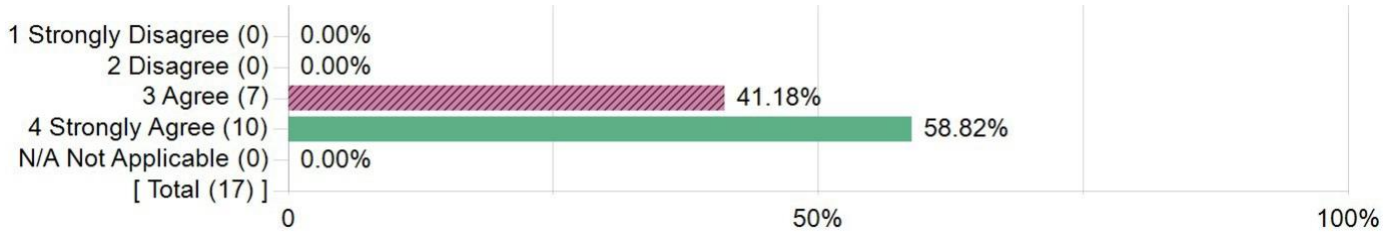
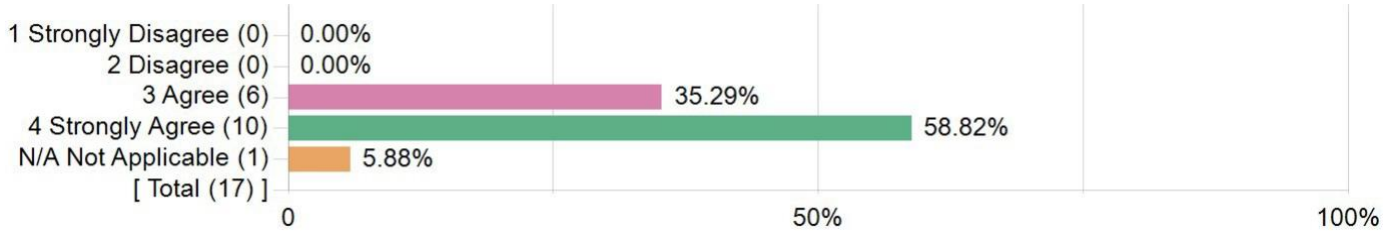


LEARNING EXPERIENCE SUBSCALE ANALYSIS: INCLUSION PRACTICES

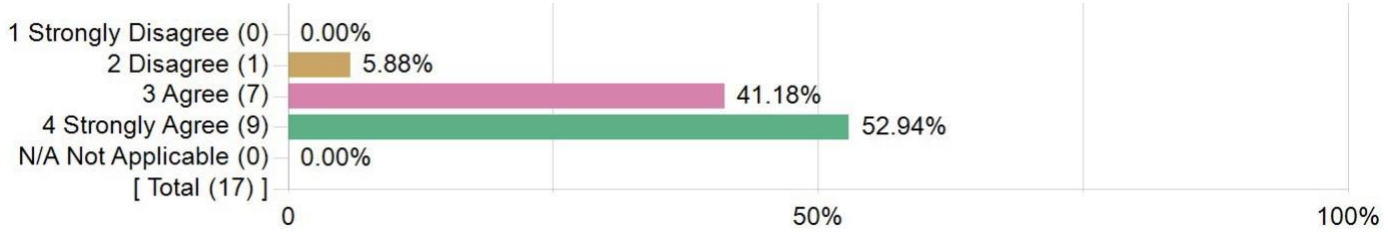
INCLUSION PRACTICES

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	16	3.63	0.50
The instructor used a variety of teaching approaches to meet the needs of all students.	17	3.47	0.62
The instructor was receptive to the expression of diverse student viewpoints	17	3.71	0.47
The instructor demonstrated sensitivity to students' needs and diverse life experiences	14	3.71	0.47

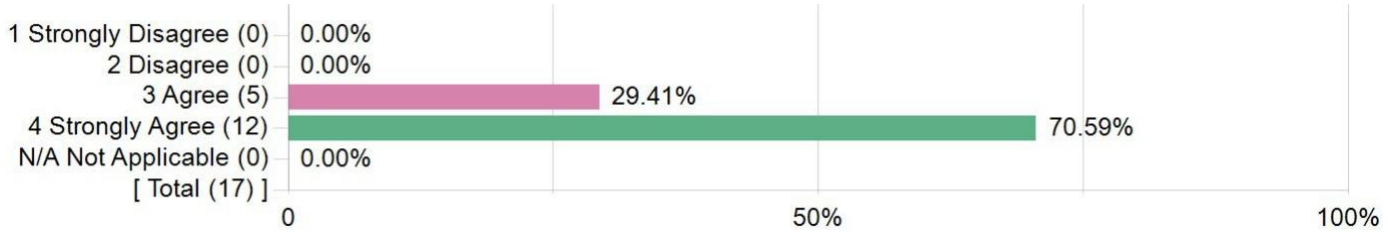
1. The course materials included diverse perspectives OR applications to diverse populations.



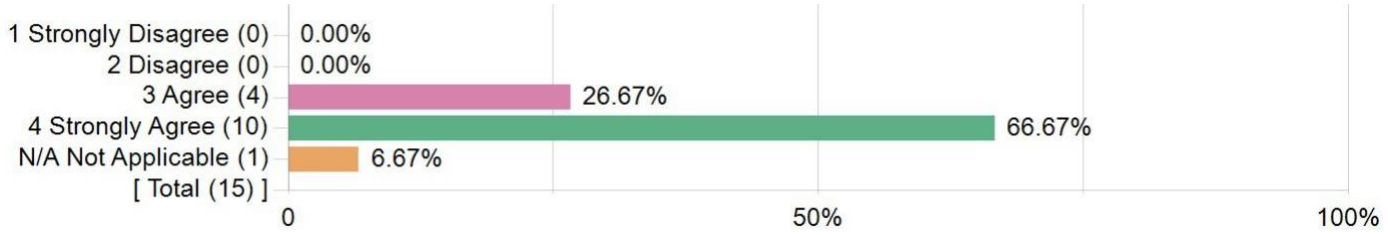
2. The instructor used a variety of teaching approaches to meet the needs of all students.



3. The instructor was receptive to the expression of diverse student viewpoints



4. The instructor demonstrated sensitivity to students' needs and diverse life experiences

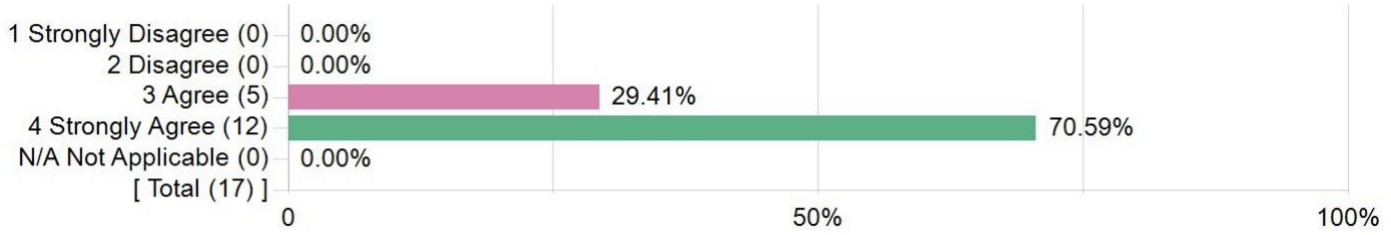


LEARNING EXPERIENCE SUBSCALE ANALYSIS: ASSESSMENT PRACTICES

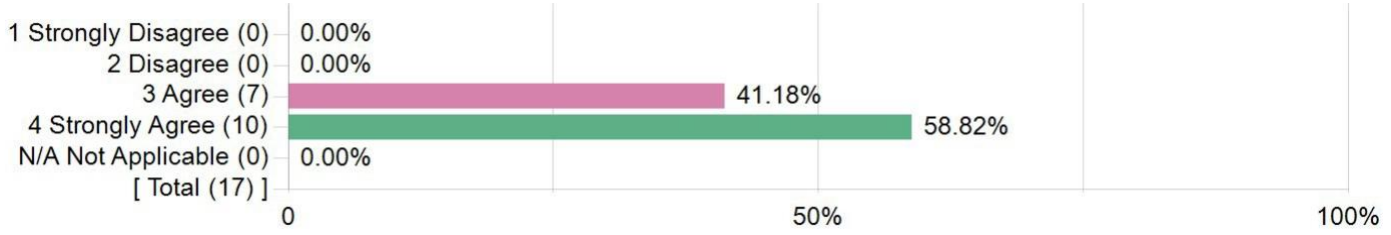
ASSESSMENT PRACTICES

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	17	3.71	0.47
The grades I have received thus far reflect the QUALITY of my performance in the course.	17	3.59	0.51
The criteria for good performance on the assignments or assessments were clearly communicated.	17	3.47	0.72
The instructor's evaluation of my performances was constructive.	17	3.59	0.62

1. The assessments/assignments reflected what was covered in the course.



2. The grades I have received thus far reflect the QUALITY of my performance in the course.



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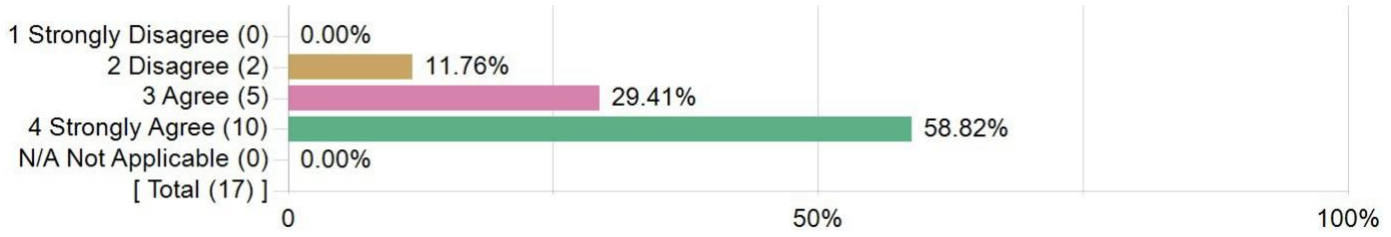
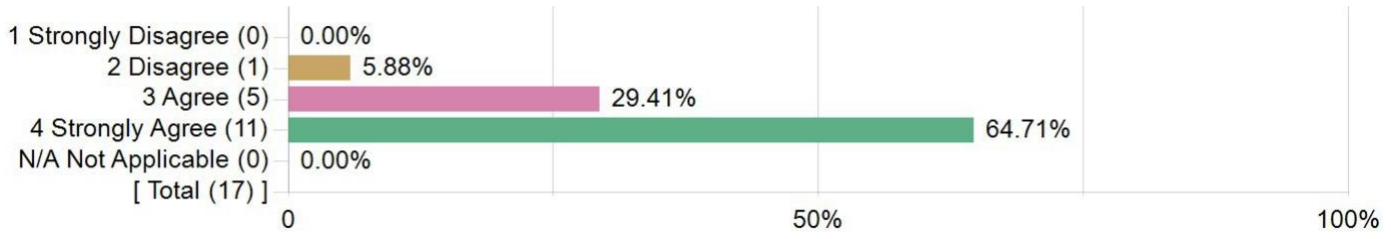


4. The instructor's evaluation of my performances was constructive.

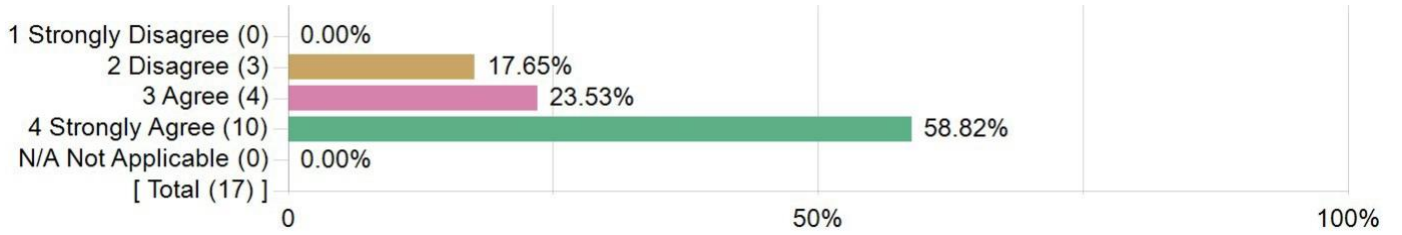


LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE IMPACT

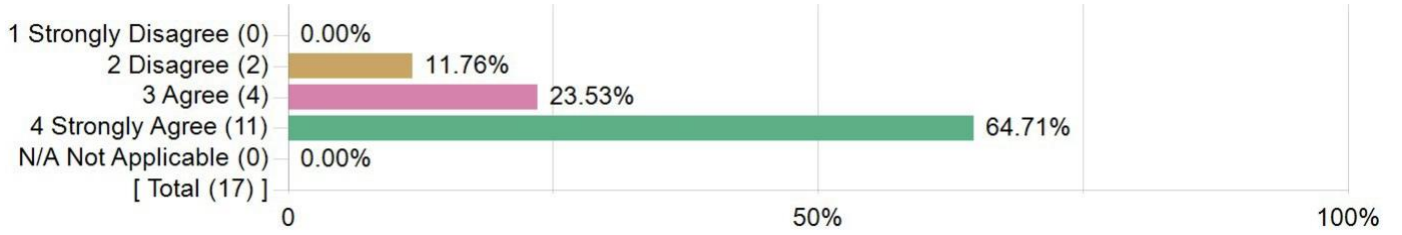
COURSE IMPACT

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	17	3.41	0.80
This course challenged me to think critically and communicate clearly about the subject.	17	3.53	0.72
This course provided me with information that may be directly applicable to my career or academic goals.	17	3.35	0.79

1. I learned perspectives, principles, or practices from this course that I expect to apply to new situations.



2. This course challenged me to think critically and communicate clearly about the subject.



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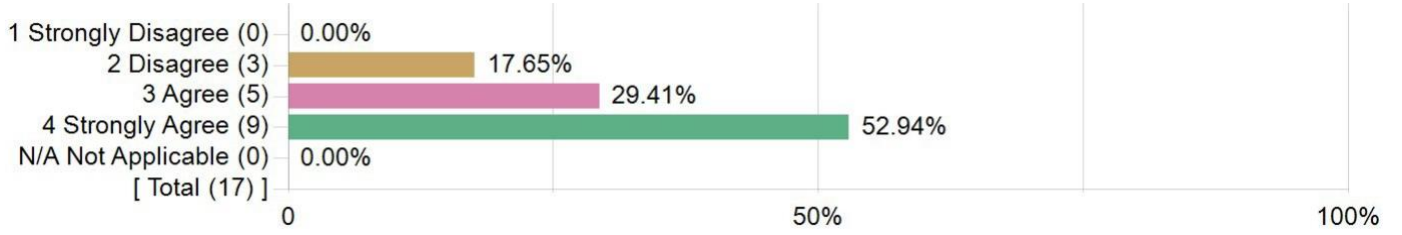


If you have selected at least a "Strongly Disagree" or "Disagree" option with one of the previous statements on COURSE DESIGN, INSTRUCTIONAL PRACTICES, ASSESSMENT PRACTICES or COURSE IMPACT, please describe a change that would improve that aspect of the course.

Students
I will need to further look into the subject of Philosophy but not in the field that reflects politics. A lot of the discussion and argument I found to be inapplicable to an actual world.

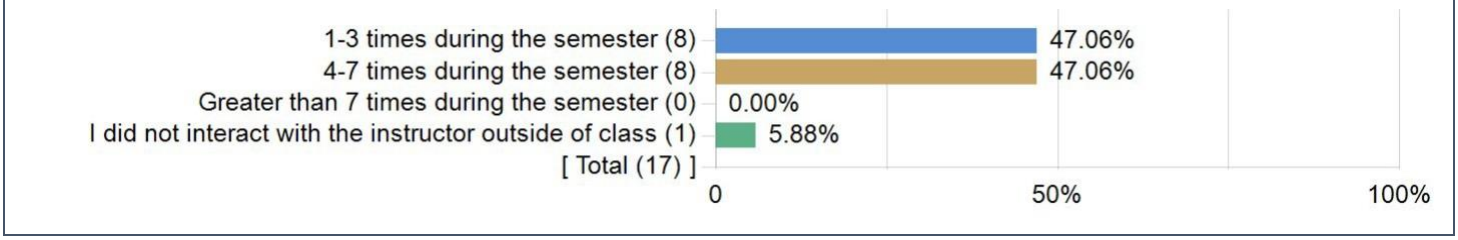
Is there additional information or feedback that you would like to share with instructor Jennifer Head ?

Students
Remind people to not overthink the questions you ask during discussion! Most of them were 'too simple' so I was hesitant about responding because I thought my answer would not have enough complexity
She's a really great TA, really stands out from the other TA I have. I think a good aspect from her is that she is understanding from the student's perspectives. I get it we are college students and the expectation are high up there, but we are human beings, we are not going to understand content from the start which she knows. I could see her becoming a great professor.
I could tell you were very frazzled during every discussion section. Maybe try some breathwork or grounding exercises before class. Some things that help me relax and calm my nervous system are 4–7–8 breathing, breath of fire, and progressive muscle relaxation. Thanks for making this class more bearable!
Thank you so much for being an incredible TA this semester. This was my favorite class; I always found our conversations interesting and engaging. I liked it when we went outside for that one lesson when the weather was nice. This discussion helped clarify my confusion about the lecture and expand on the fundamental topics. One thing is that I would've preferred having online handouts instead of paper ones because it makes it easier to study for the final when everything is online and in one place. Otherwise, I think the structure and style of the discussions were beneficial.
She was extremely accessible and flexible outside of class, which was extremely helpful and appreciated when working on the midterm or in general when having any questions. She also communicated very well with the students outside of class.
I did really like all of your worksheets.
Very kind and understanding to students' needs
Thank you for a great semester!
Thank you! I really am grateful for the time you took during office hours to hear my concerns and talk out different ideas and plans I had.
Jennifer was very nice and very understanding towards students so it made me very comfortable to ask any questions if i had any.

STUDENT ENGAGEMENT ANALYSIS

Number of Instructor Interactions Outside of Class

Approximately how many times did you interact with instructor Jennifer Head outside of class? (e.g., via email, office hours)



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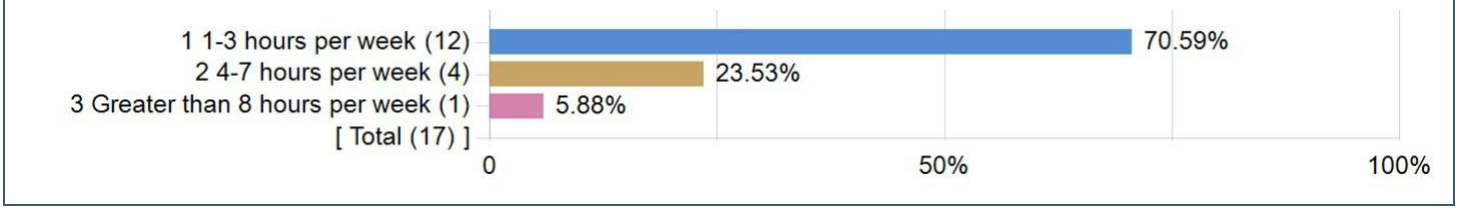
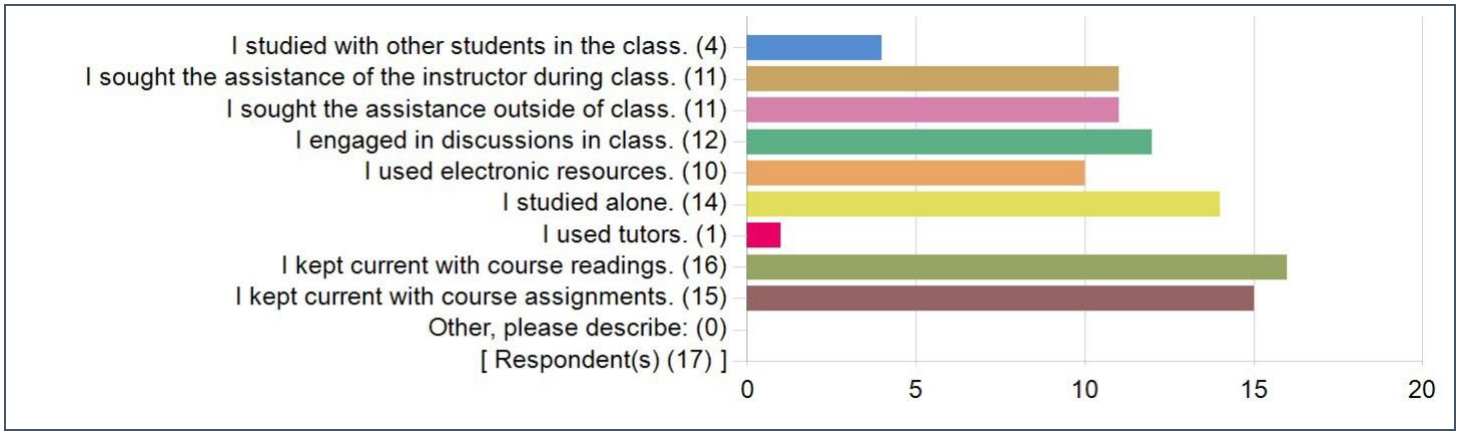


In what ways have you participated in your learning for this course? (Please select all that apply.)



Please describe the MOST valuable aspect(s) of this course.

Comments
Learning to think philosophically Learning to analyze claims
Section helped us go more in depth, and I like how we did different assignments each time. It was never the same exact thing each weak.
Discussion was very helpful in answering questions about concepts introduced in lecture
the slack she cut us on some of the quizzes
Since I am a business major, I loved engaging in completely different discussions compared to what I usually do. Considering questions that don't necessarily have answers was very interesting and mind–opening.
fully analyzing readings, their concepts, and significance in society
the discussions and worksheet activities
The handout/worksheets. It honestly broke down the actual philosophical processes much clearer than the lecture.
Comfortable and encouraging
The discussions were helpful to clarify any questions. Sometimes I wish they were longer because we would often only have time to go over some aspects of the course and not the quiz questions or vice versa.
The clarification on lecture. Breaking down the more complex issues presented in Professor Quong's teachings.
worksheets
Learning how to pick apart arguments as well as articulate my own arguments more clearly and understand objections to my arguments.

Please describe the LEAST valuable aspect(s) of this course.

Comments
The readings were very long and it made the quizzes more difficult because we were only asked 2 questions out of entire 40+ page reading.
N/A
a lot of the readings
none
doesn't directly apply to current real–world events
n/a
The quizzes. There was just so much content in the reading a lot of the time that it was difficult to study or review for a reading quiz because you would never know which aspect of the reading was actually going to be given. You could kind of guess but a lot of times it was just trying to commit to memory as much as possible from the reading.
quizzes on readings can be a hit or miss depending on if the question asks of something you remember in the reading or not, especially harder if the readings are harder to understand.
I think the variability in the structure of each class sometimes made it feel confusing. It might be valuable to have specified blocks of each class period for reviewing quiz Qs, then moving on to the lecture discussion, and then worksheet time. At times it felt like we would go back and forth, which was sometimes necessary to clarify questions, so honestly this is more of a personal preference for structure than anything else!
The inapplicability of these concepts to modern democratic systems.
not sure
The reading were very long and we could have gained the same amount of knowledge with a summary of the argument. The grading system (check minus, check, check plus) felt arbitrary, I never knew what score I was going to get.

USC University of Southern California

Spring 2022

PHIL-174 Freedom Equality and Social Justice

blue®

USC University of Southern California

Individual Report for Instructor Head (49402-20221 : PHIL-174 Freedom Equality and Social Justice (49402))

Project Title: **Learning Experience Evaluations - Spring 2022**

Courses Audience: **12**
Responses Received: **7**
Response Ratio: **58.33%**

PHIL-174 Freedom Equality and Social Justice (49402)

Report Comments

This semester's summary scores reflect a shift to online instruction

Creation Date: **Tuesday, June 28, 2022**

Technology powered by BLUE

LEARNING EXPERIENCE SUBSCALE ANALYSIS

Learning Experience Subscale Average Score

Competency	Course-instructor	Standard Deviation
Course Design	3.43	+/-0.51
Instructional Practices	3.57	+/-0.51
Inclusion Practices	3.57	+/-0.50
Assessment Practices	3.62	+/-0.56
Course Impact	3.44	+/-0.51

COURSE DESIGN

	N	Mean	Std. Deviation
The course objectives were well explained.	7	3.43	0.53
The course assignments were related to the course objectives.	7	3.43	0.53
I understood what was expected of me in this course.	7	3.43	0.53

INSTRUCTIONAL PRACTICES

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	7	3.43	0.53
The instructor encouraged me to do my best work.	7	3.71	0.49
The instructor encouraged questioning and discussion of course topics from the students	7	3.57	0.53

INCLUSION PRACTICES

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	7	3.57	0.53
The instructor used a variety of teaching approaches to meet the needs of all students.	7	3.57	0.53
The instructor was receptive to the expression of diverse student viewpoints	7	3.57	0.53
The instructor demonstrated sensitivity to students' needs and diverse life experiences	7	3.57	0.53

ASSESSMENT PRACTICES

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	6	3.33	0.82
The grades I have received thus far reflect the QUALITY of my performance in the course.	7	3.71	0.49
The criteria for good performance on the assignments or assessments were clearly communicated.	7	3.71	0.49
The instructor's evaluation of my performances was constructive.	7	3.71	0.49

COURSE IMPACT

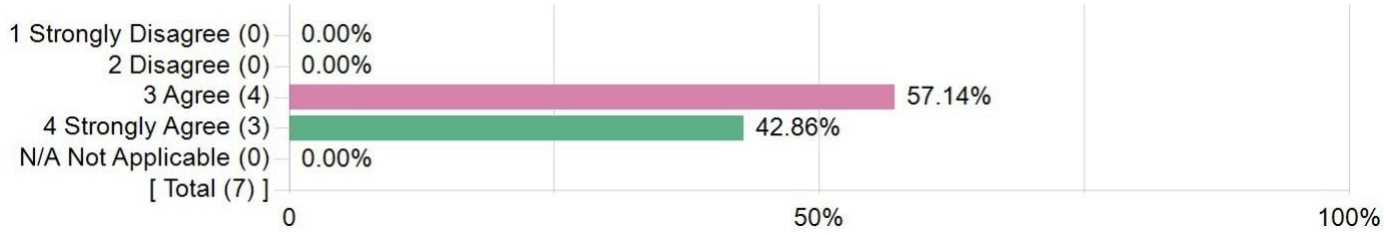
	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	7	3.43	0.53
This course challenged me to think critically and communicate clearly about the subject.	7	3.71	0.49
This course provided me with information that may be directly applicable to my career or academic goals.	6	3.17	0.41

LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE DESIGN

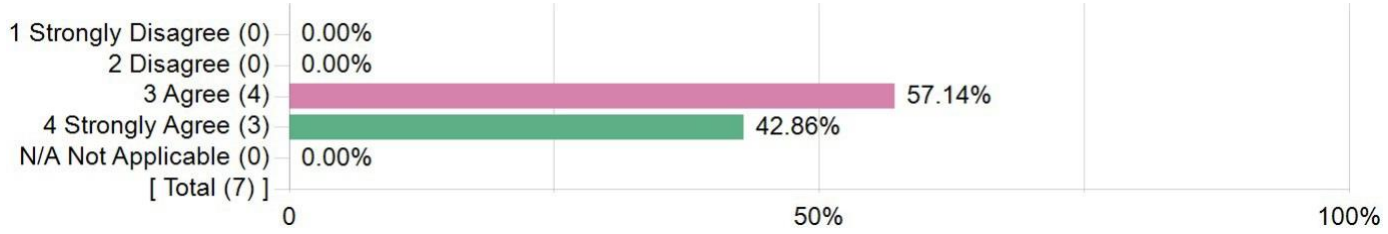
COURSE DESIGN

	N	Mean	Std. Deviation
The course objectives were well explained.	7	3.43	0.53
The course assignments were related to the course objectives.	7	3.43	0.53
I understood what was expected of me in this course.	7	3.43	0.53

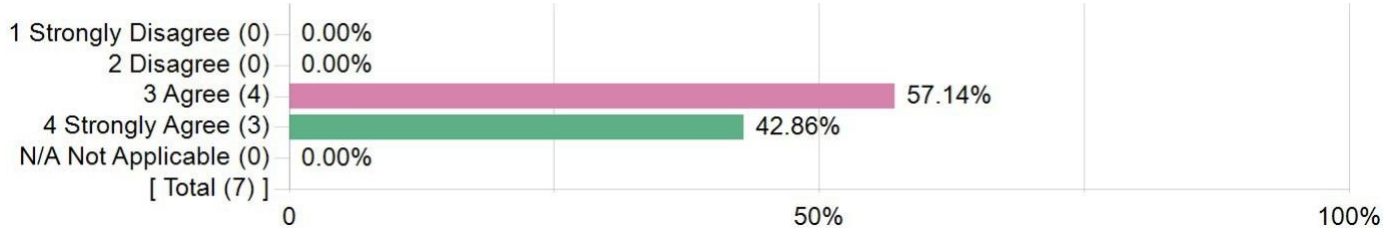
1. The course objectives were well explained.



2. The course assignments were related to the course objectives.



3. I understood what was expected of me in this course.



LEARNING EXPERIENCE SUBSCALE ANALYSIS: INSTRUCTIONAL PRACTICES

INSTRUCTIONAL PRACTICES

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	7	3.43	0.53
The instructor encouraged me to do my best work.	7	3.71	0.49
The instructor encouraged questioning and discussion of course topics from the students	7	3.57	0.53

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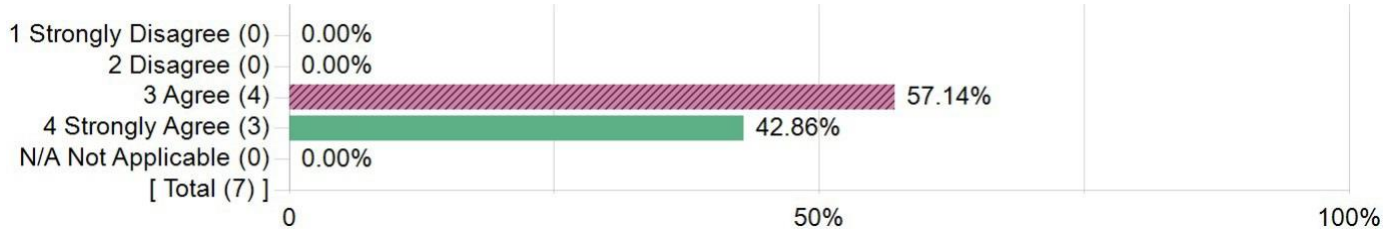

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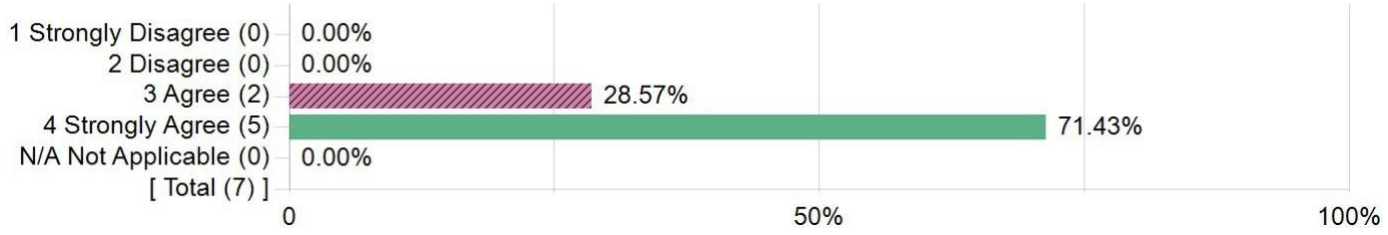

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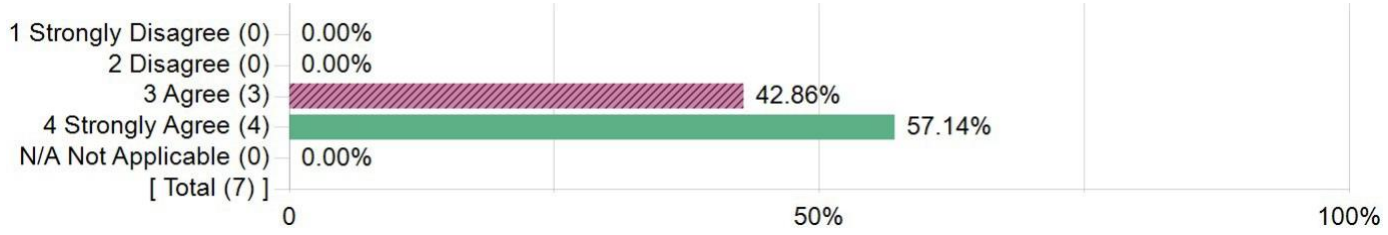

LEARNING EXPERIENCE SUBSCALE ANALYSIS: INCLUSION PRACTICES

INCLUSION PRACTICES

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	7	3.57	0.53
The instructor used a variety of teaching approaches to meet the needs of all students.	7	3.57	0.53
The instructor was receptive to the expression of diverse student viewpoints	7	3.57	0.53
The instructor demonstrated sensitivity to students' needs and diverse life experiences	7	3.57	0.53

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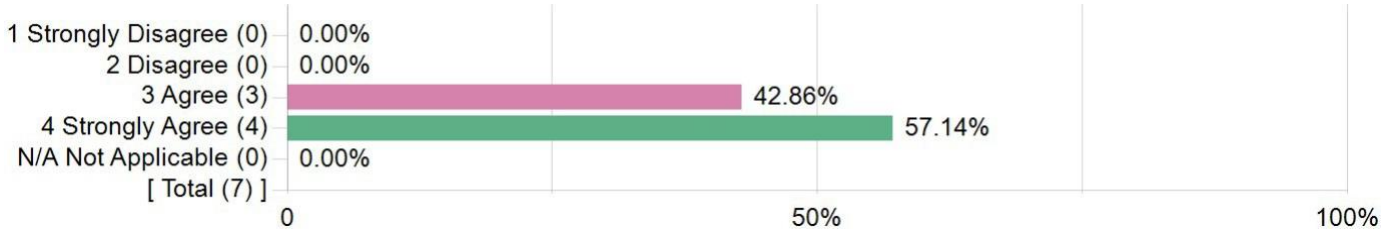
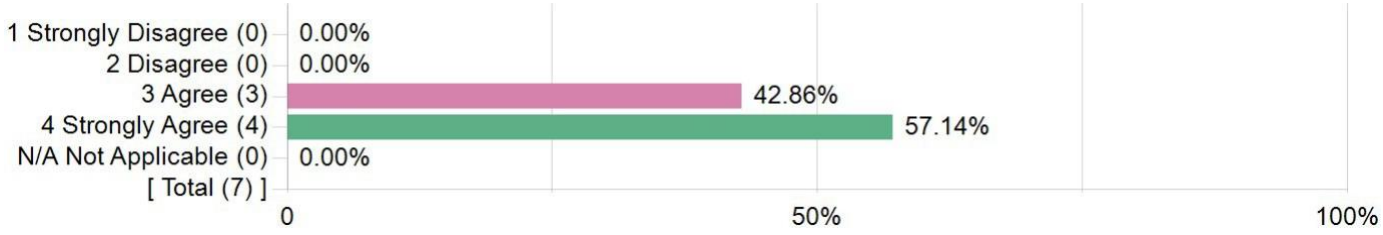
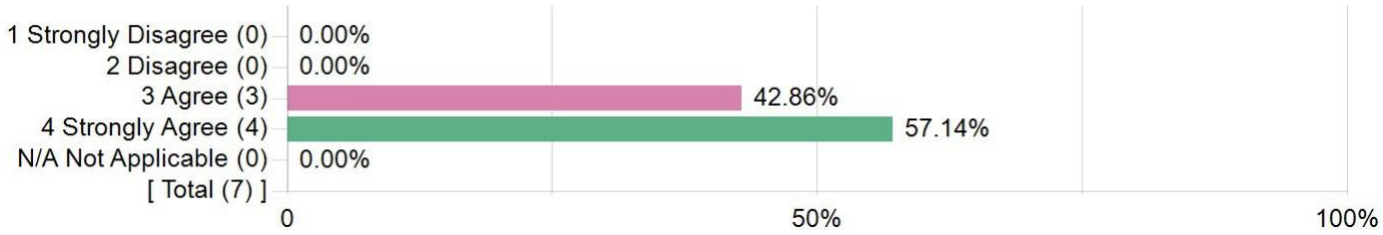


2. The instructor used a variety of teaching approaches to meet the needs of all students.



3. The instructor was receptive to the expression of diverse student viewpoints



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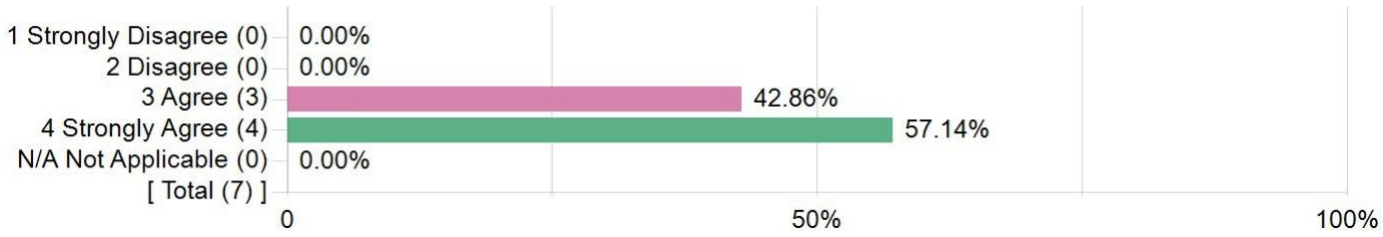

LEARNING EXPERIENCE SUBSCALE ANALYSIS: ASSESSMENT PRACTICES

ASSESSMENT PRACTICES

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	6	3.33	0.82
The grades I have received thus far reflect the QUALITY of my performance in the course.	7	3.71	0.49
The criteria for good performance on the assignments or assessments were clearly communicated.	7	3.71	0.49
The instructor's evaluation of my performances was constructive.	7	3.71	0.49

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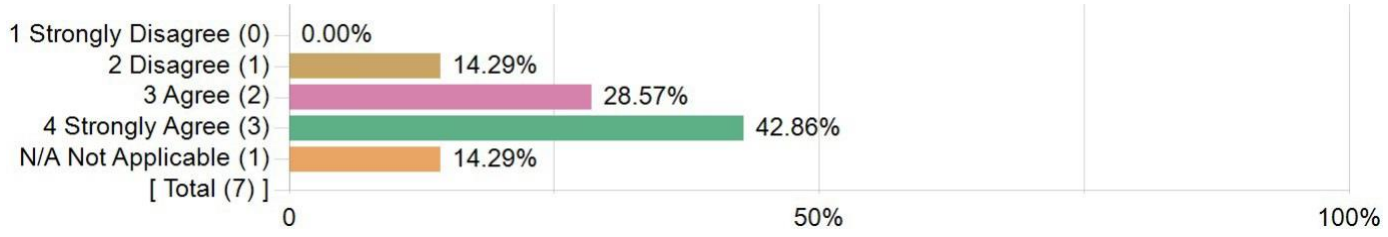

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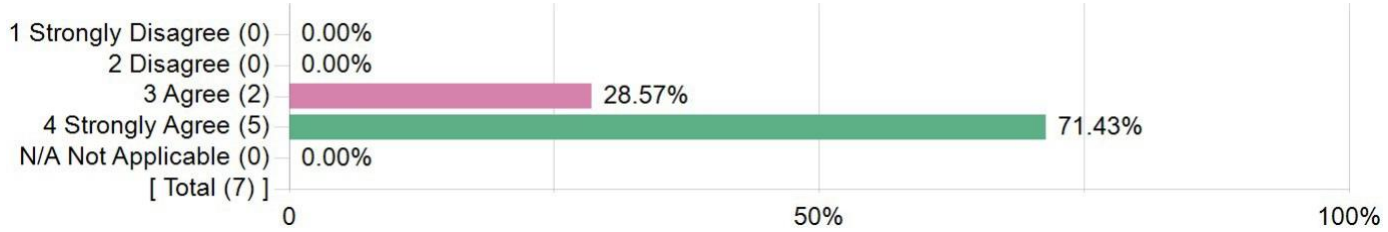

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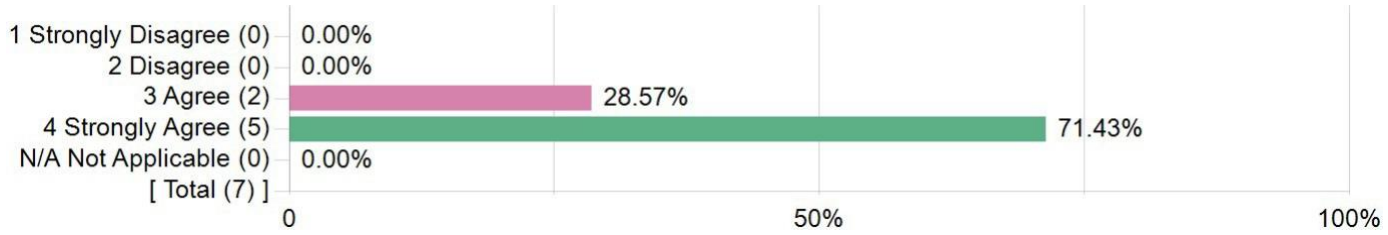
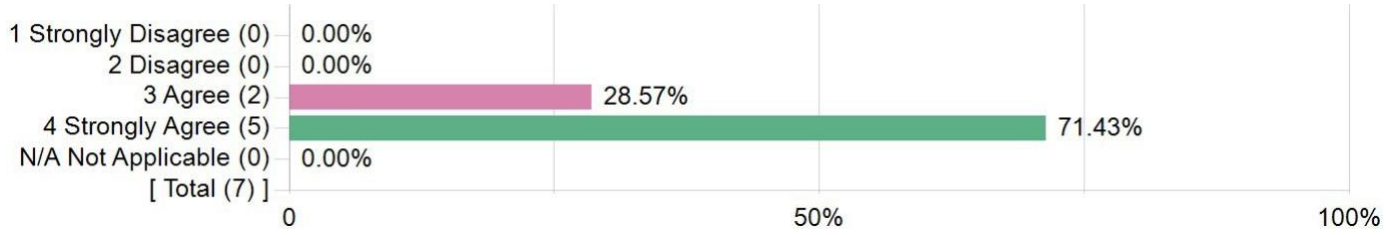


4. The instructor's evaluation of my performances was constructive.



LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE IMPACT

COURSE IMPACT

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	7	3.43	0.53
This course challenged me to think critically and communicate clearly about the subject.	7	3.71	0.49
This course provided me with information that may be directly applicable to my career or academic goals.	6	3.17	0.41

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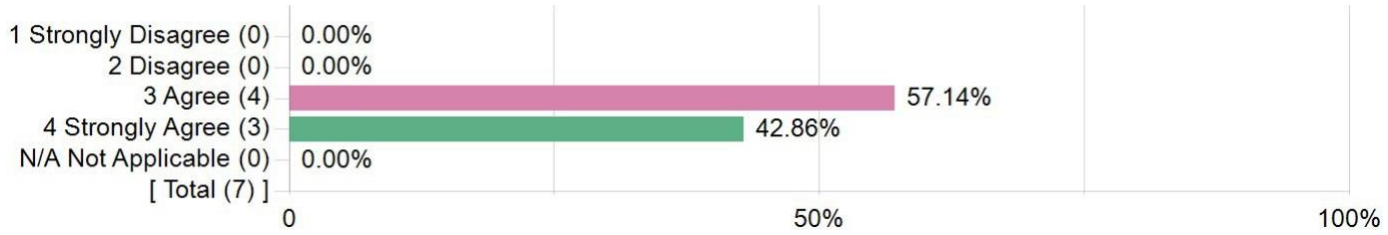
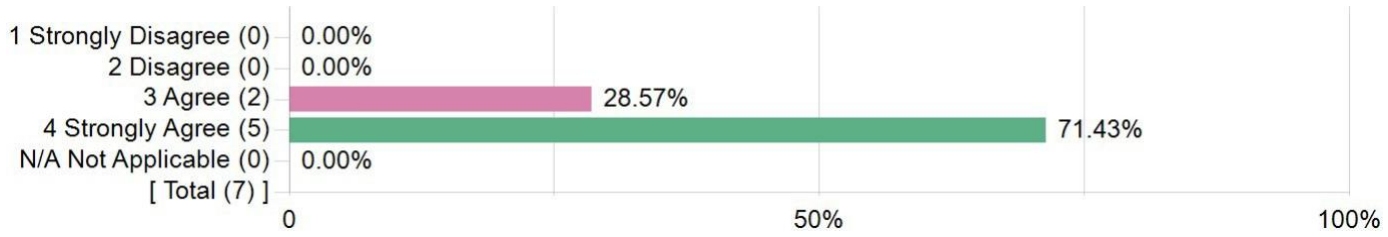


2. This course challenged me to think critically and communicate clearly about the subject.



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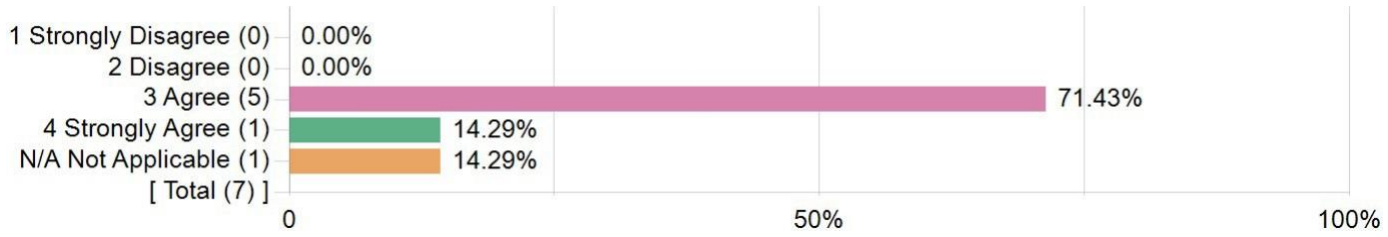


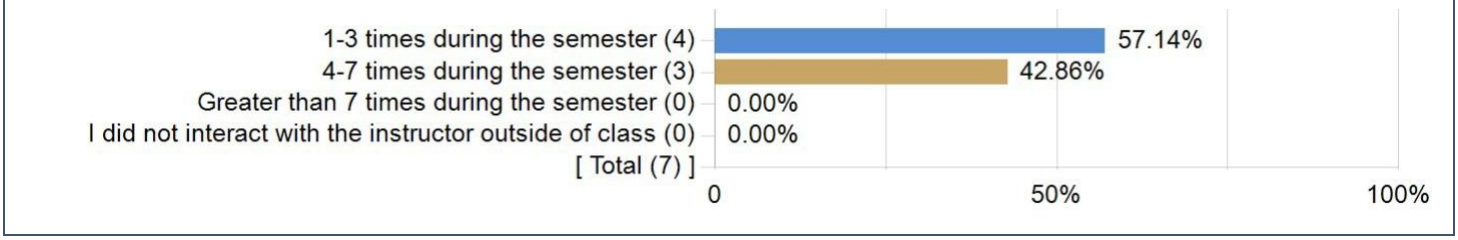
Is there additional information or feedback that you would like to share with instructor Jennifer Head ?

Students
The handouts and study guide were the most helpful!
Jen has been an excellent TA. Not only have I gained a deeper understanding of the material in a more meaningful, applicable way, but her teaching also motivated me to come to class on several occasions. Her dedication to this course and the field are incredibly clear, and I look forward to hopefully having her again for another section.
I really appreciated how flexible and understanding Jen was to my needs and how willing she was to provide help outside of the discussion sections when I was struggling.
no

STUDENT ENGAGEMENT ANALYSIS

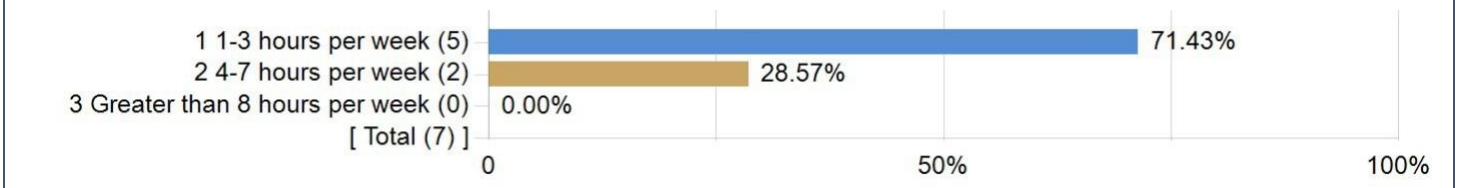
Number of Instructor Interactions Outside of Class

Approximately how many times did you interact with instructor Jennifer Head outside of class? (e.g., via email, office hours)

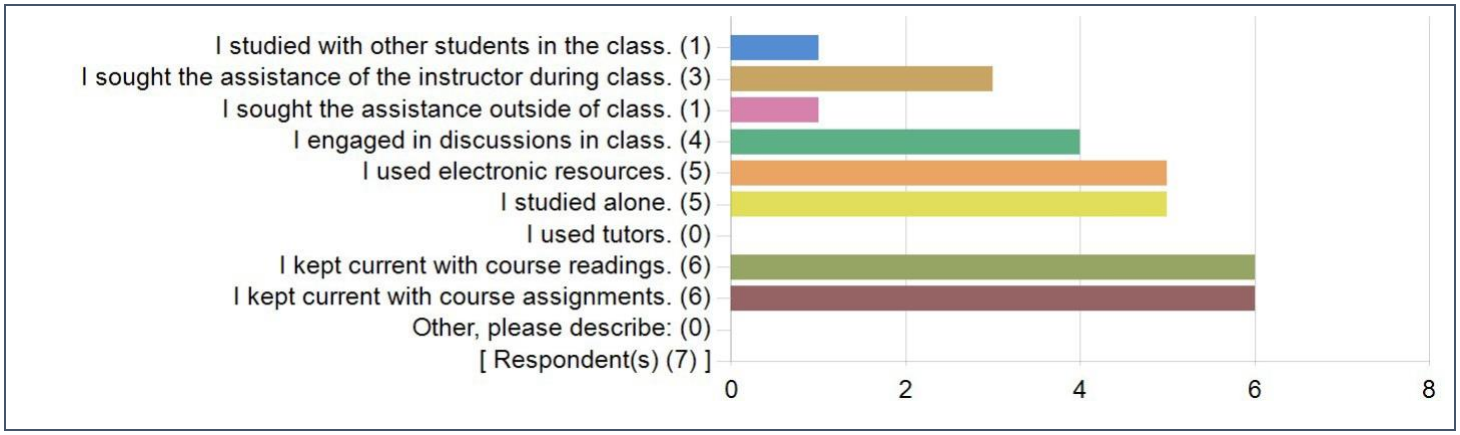


Approximately how many hours did you spend on coursework outside of the classroom?

Approximately how many hours did you spend on coursework outside of the classroom?



In what ways have you participated in your learning for this course? (Please select all that apply.)



Please describe the MOST valuable aspect(s) of this course.

Comments
handouts and study guide
Annotated graphic organizers explaining where viewpoints stood in relation to each other
This course is about topics that are extremely applicable to everyday life and current world events. I found it extremely important in conceptualizing some of today's controversies and problems.
Going in depth with the material
Most valuable aspect were the reiterations of what was said in lecture in a different way as it allowed me to understand the material better. The class discussions facilitated this.
She provides useful worksheet (mini essay style question), to explain the concept and ideas on the class

Please describe the LEAST valuable aspect(s) of this course.

Comments
I felt that the midterm paper was a little difficult for someone with zero philosophy background.
The confusing readings
TA is not on time in grading and has to change a lot of deadlines.

USC University of Southern California

Individual Report for Instructor Head (49403-20221 : PHIL- 174 Freedom Equality and Social Justice (49403))

Project Title: **Learning Experience Evaluations - Spring 2022**

Courses Audience: **22**
Responses Received: **7**
Response Ratio: **31.82%**

PHIL-174 Freedom Equality and Social Justice (49403)

Report Comments

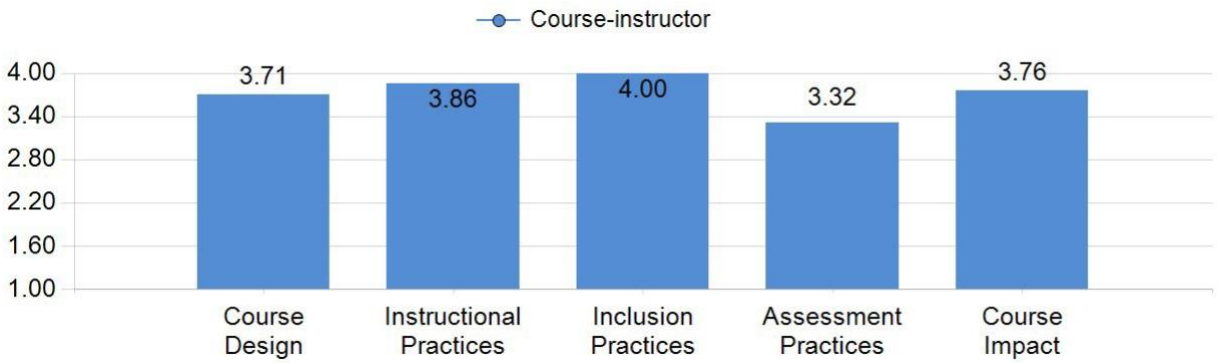
This semester's summary scores reflect a shift to online instruction.

Creation Date: **Tuesday, June 28, 2022**

Technology powered by BLUE

LEARNING EXPERIENCE SUBSCALE ANALYSIS

Learning Experience Subscale Average Score



Competency	Course-instructor	Standard Deviation
Course Design	3.71	+/-0.56
Instructional Practices	3.86	+/-0.48
Inclusion Practices	4.00	+/-0.00
Assessment Practices	3.32	+/-1.12
Course Impact	3.76	+/-0.54

COURSE DESIGN

	N	Mean	Std. Deviation
The course objectives were well explained.	7	3.86	0.38
The course assignments were related to the course objectives.	7	3.86	0.38
I understood what was expected of me in this course.	7	3.43	0.79

INSTRUCTIONAL PRACTICES

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	7	3.57	0.79
The instructor encouraged me to do my best work.	7	4.00	0.00
The instructor encouraged questioning and discussion of course topics from the students	7	4.00	0.00

INCLUSION PRACTICES

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	7	4.00	0.00
The instructor used a variety of teaching approaches to meet the needs of all students.	7	4.00	0.00
The instructor was receptive to the expression of diverse student viewpoints	7	4.00	0.00
The instructor demonstrated sensitivity to students' needs and diverse life experiences	7	4.00	0.00

ASSESSMENT PRACTICES

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	7	3.71	0.76
The grades I have received thus far reflect the QUALITY of my performance in the course.	7	3.00	1.41
The criteria for good performance on the assignments or assessments were clearly communicated.	7	3.29	1.25
The instructor's evaluation of my performances was constructive.	7	3.29	1.11

COURSE IMPACT

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	7	3.86	0.38
This course challenged me to think critically and communicate clearly about the subject.	7	4.00	0.00
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LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE DESIGN

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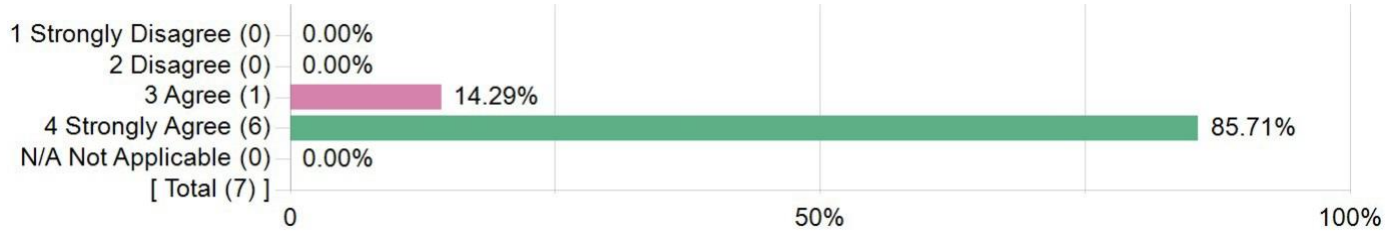

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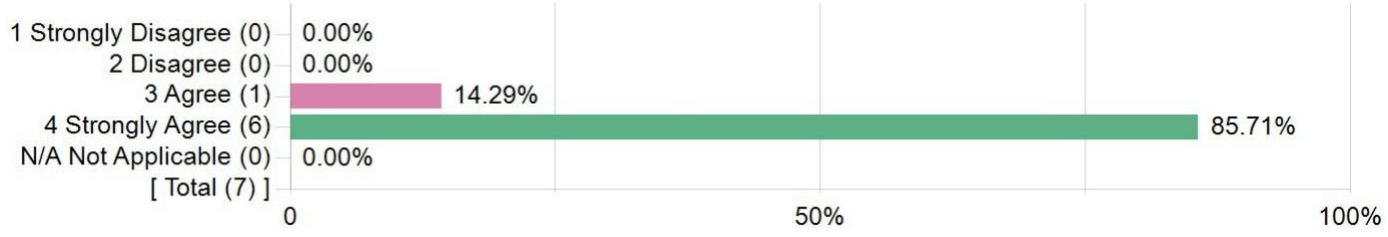
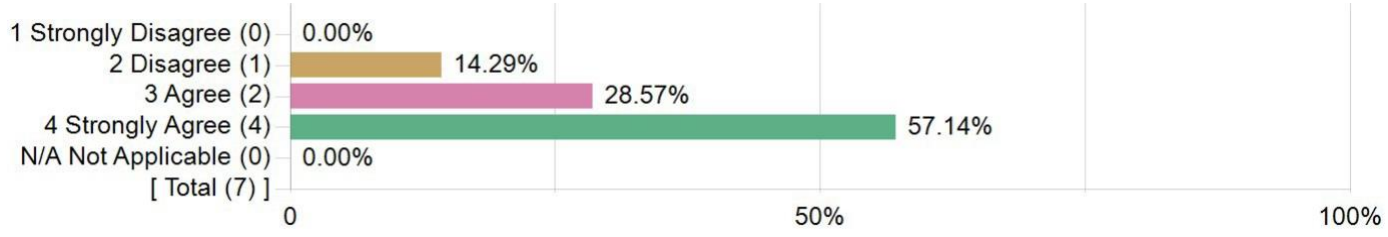


3. I understood what was expected of me in this course.



LEARNING EXPERIENCE SUBSCALE ANALYSIS: INSTRUCTIONAL PRACTICES

INSTRUCTIONAL PRACTICES

	N	Mean	Std. Deviation
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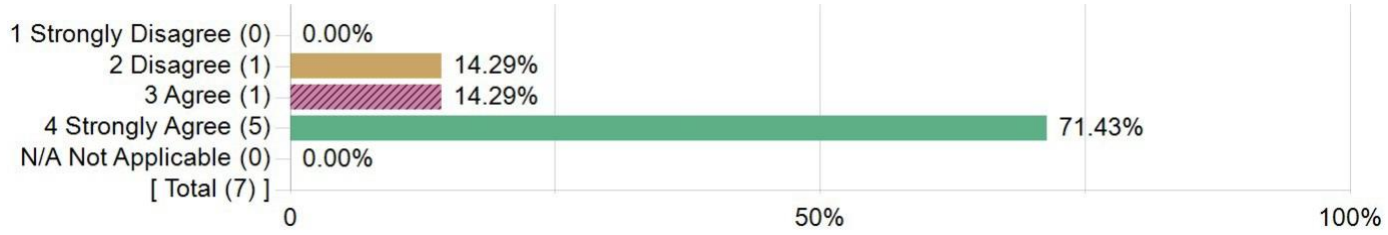

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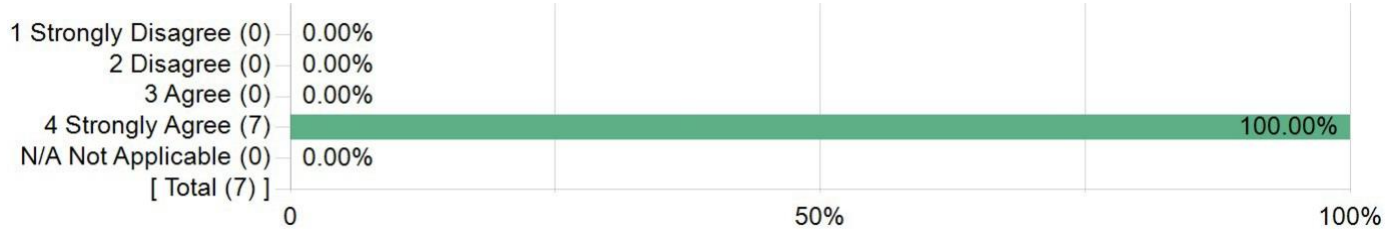

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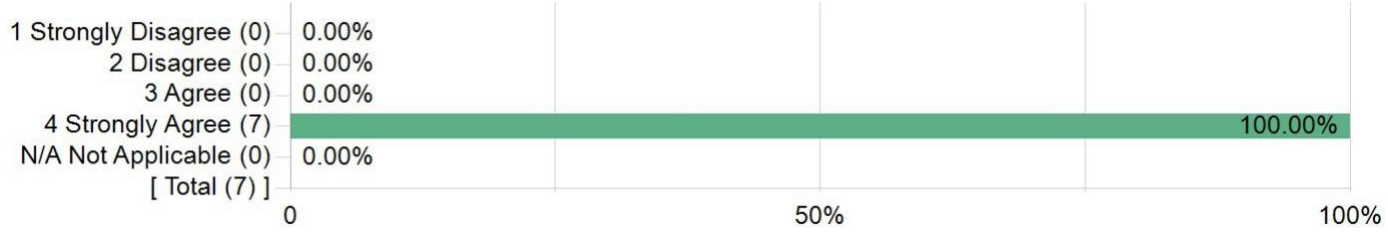
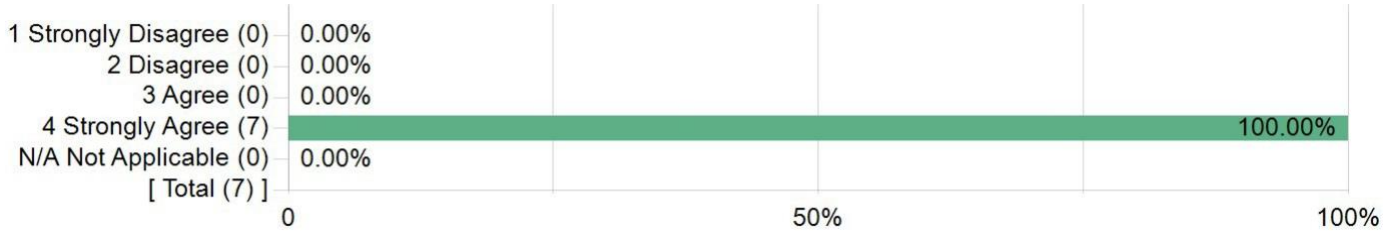


LEARNING EXPERIENCE SUBSCALE ANALYSIS: INCLUSION PRACTICES

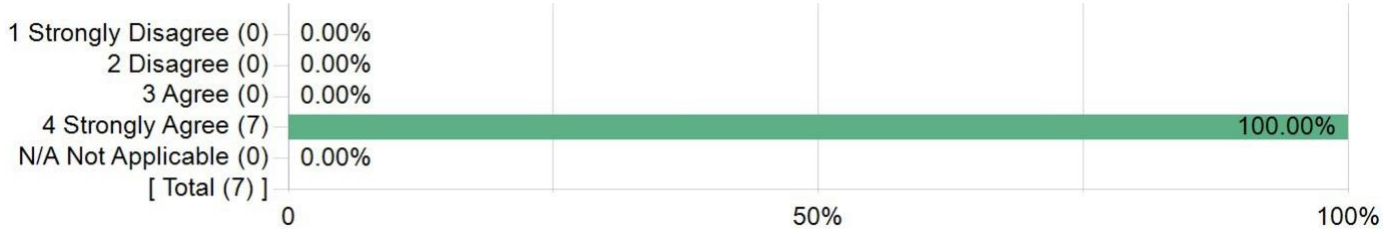
INCLUSION PRACTICES

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	7	4.00	0.00
The instructor used a variety of teaching approaches to meet the needs of all students.	7	4.00	0.00
The instructor was receptive to the expression of diverse student viewpoints	7	4.00	0.00
The instructor demonstrated sensitivity to students' needs and diverse life experiences	7	4.00	0.00

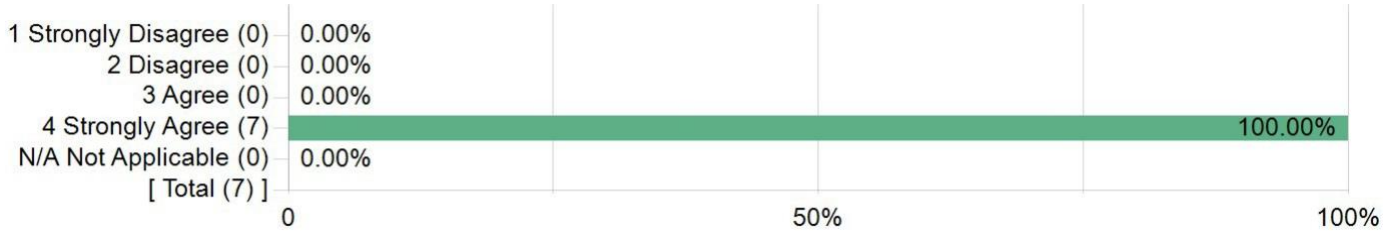
1. The course materials included diverse perspectives OR applications to diverse populations.



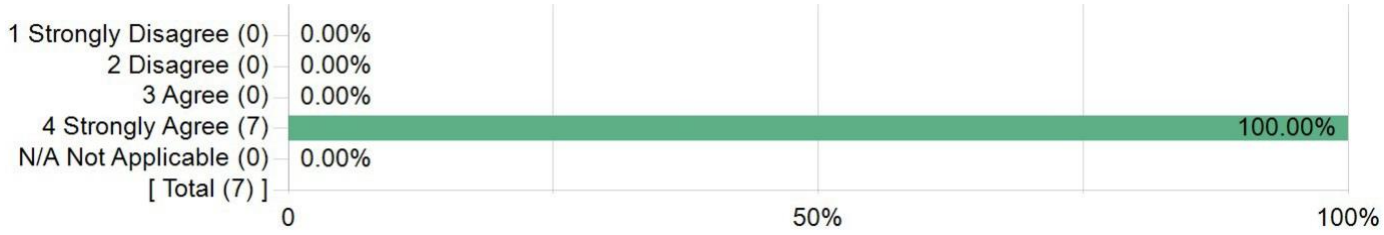
2. The instructor used a variety of teaching approaches to meet the needs of all students.



3. The instructor was receptive to the expression of diverse student viewpoints



4. The instructor demonstrated sensitivity to students' needs and diverse life experiences

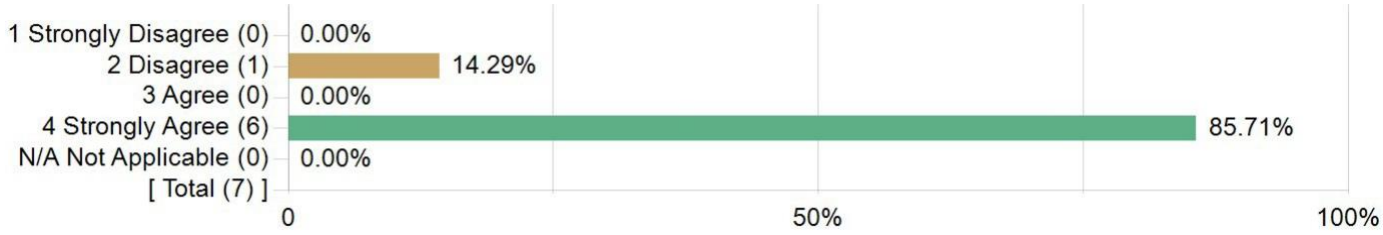


LEARNING EXPERIENCE SUBSCALE ANALYSIS: ASSESSMENT PRACTICES

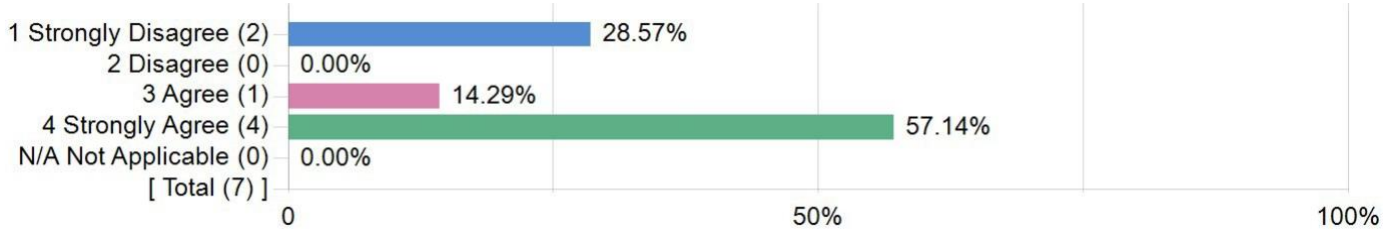
ASSESSMENT PRACTICES

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	7	3.71	0.76
The grades I have received thus far reflect the QUALITY of my performance in the course.	7	3.00	1.41
The criteria for good performance on the assignments or assessments were clearly communicated.	7	3.29	1.25
The instructor's evaluation of my performances was constructive.	7	3.29	1.11

1. The assessments/assignments reflected what was covered in the course.



2. The grades I have received thus far reflect the QUALITY of my performance in the course.



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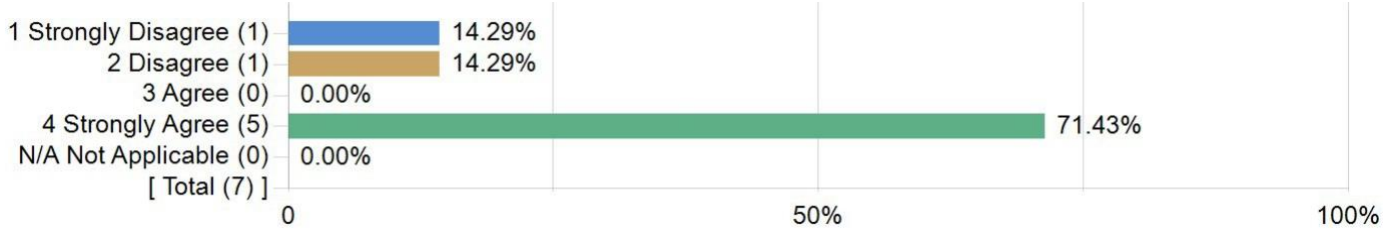
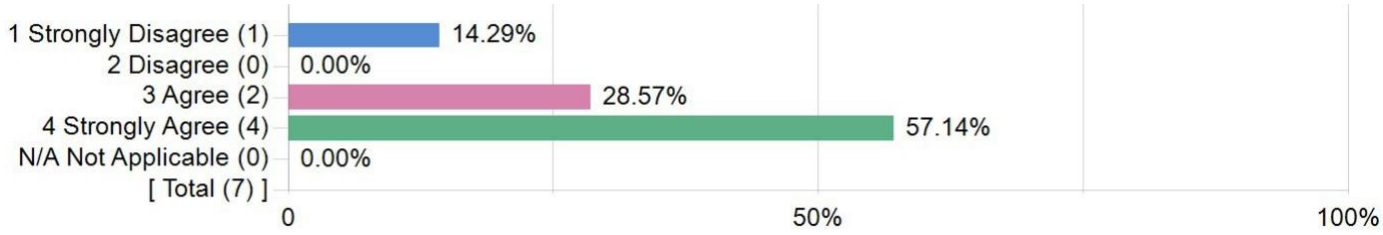


4. The instructor's evaluation of my performances was constructive.

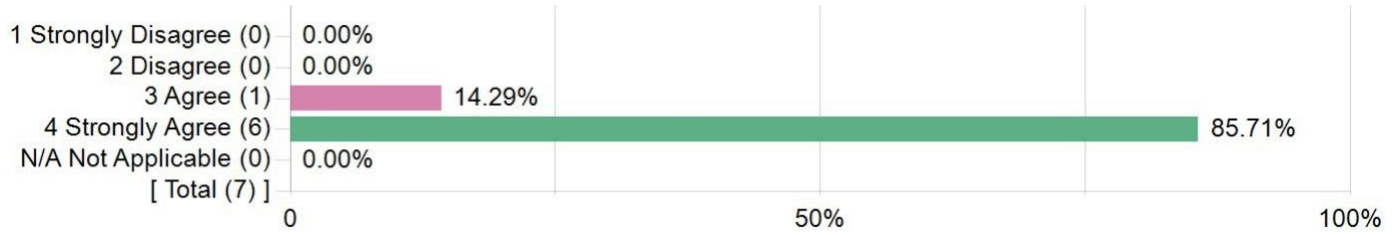


LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE IMPACT

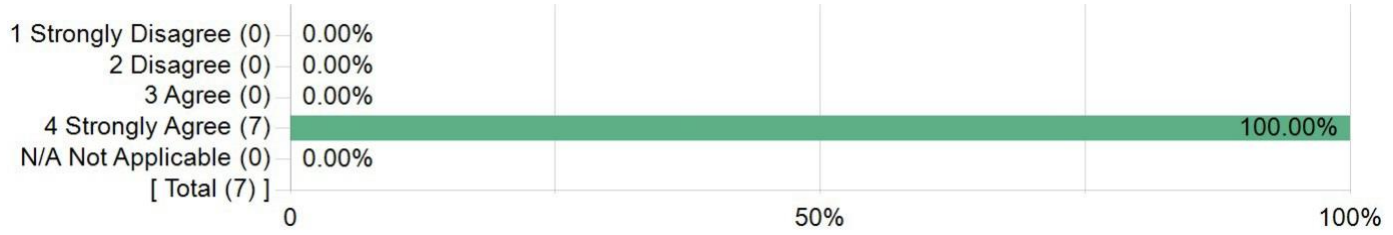
COURSE IMPACT

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	7	3.86	0.38
This course challenged me to think critically and communicate clearly about the subject.	7	4.00	0.00
This course provided me with information that may be directly applicable to my career or academic goals.	7	3.43	0.79

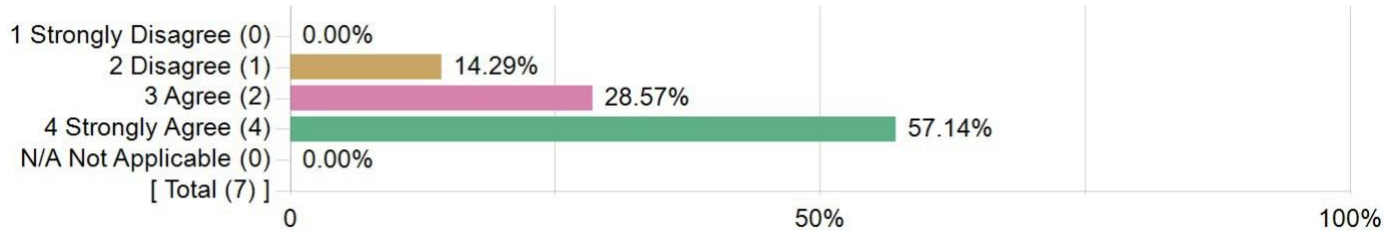
1. I learned perspectives, principles, or practices from this course that I expect to apply to new situations.



2. This course challenged me to think critically and communicate clearly about the subject.



3. This course provided me with information that may be directly applicable to my career or academic goals.



If you have selected at least a "Strongly Disagree" or "Disagree" option with one of the previous statements on COURSE DESIGN, INSTRUCTIONAL PRACTICES, ASSESSMENT PRACTICES or COURSE IMPACT, please describe a change that would improve that aspect of the course.

Students
I think the grading is far too unrealistic and harsh. I turned in something that I thought was great and received an F, which I would have expected for something lousy or incomplete, not just if it isn't structured properly or other minor details. I also think there is a lot of grading telling us what is wrong, but I am not really sure what would be right and to those standards. I can never tell what grade I am going to receive when I turn something in.
All the assignments are objective and they graded way too harshly. It’s a philosophy class, so the whole point is to take a stance and make an argument, but no matter what you argue, they always poke holes in it and give you a B+ max. I’m an A student, but I didn’t even get an A– on anything because of how harshly they grade. Assignments could have been graded a little easier. It is a GE after all. I feel that my work deserved much higher grades than I got, especially because I originally was putting in the extra time outside of class to work on making my paper the best it could be. Then, I still got a bad grade, so I don’t believe they grade fairly in this class. They are also unrealistic about word limits and then ask you why you didn’t fit your whole argument in to the tiny word count. Either remove the word limits or grade MUCH LESS harshly.

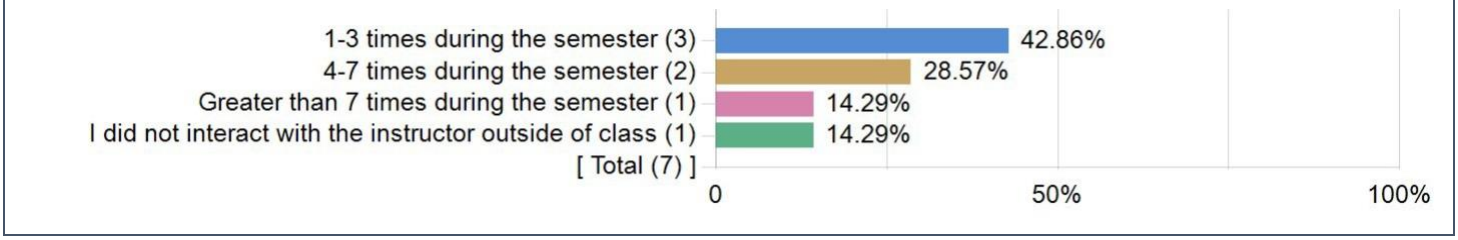
Is there additional information or feedback that you would like to share with instructor Jennifer Head ?

Students
She is very good at explaining difficult topics and encouraging discussion
I think she is an excellent TA who works very hard on comments and is very understanding with circumstances in people's life by granting extensions, which I really appreciated.
You know tohe course work extremely well and your explanations are in–depth. I'm glad I got to take your course.
I think some of the worksheets/discussion assignments you give out have tons of great information on them and I know we get carried away with actual discussion a lot of the time, but finding time to ensure students discuss/think over all the contents of the sheets you give out would be super helpful to ensuring students remain on the right track content wise.
I am unhappy about my grade because I feel like I put a lot of work in but no matter what I did I got the same B+ grade for everything. It feels like I was just labeled a B+ student in the beginning and then that's just how it was for every assignment because no matter how much time I spent out of class or how much I worked with my TA, I still didn't get the good grade I was aiming for. It's just aggravating because I had a 4.0 GPA and I took this class for a GE. The most annoying part is that I actually tried really hard and it still didn't make any difference. Later on, I gave up and tried less and I've still been getting the same grades, so that says all you need to know.

STUDENT ENGAGEMENT ANALYSIS

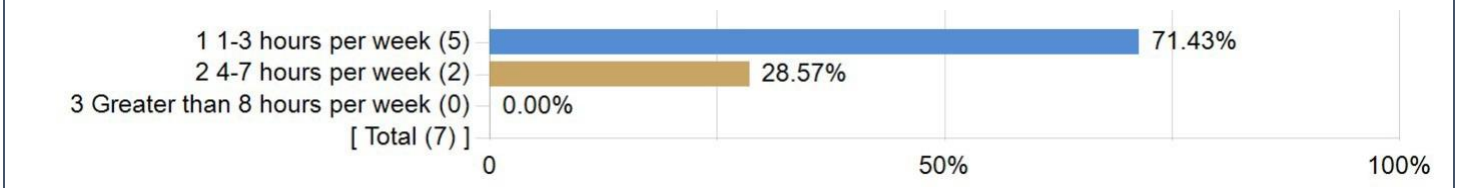
Number of Instructor Interactions Outside of Class

Approximately how many times did you interact with instructor Jennifer Head outside of class? (e.g., via email, office hours)

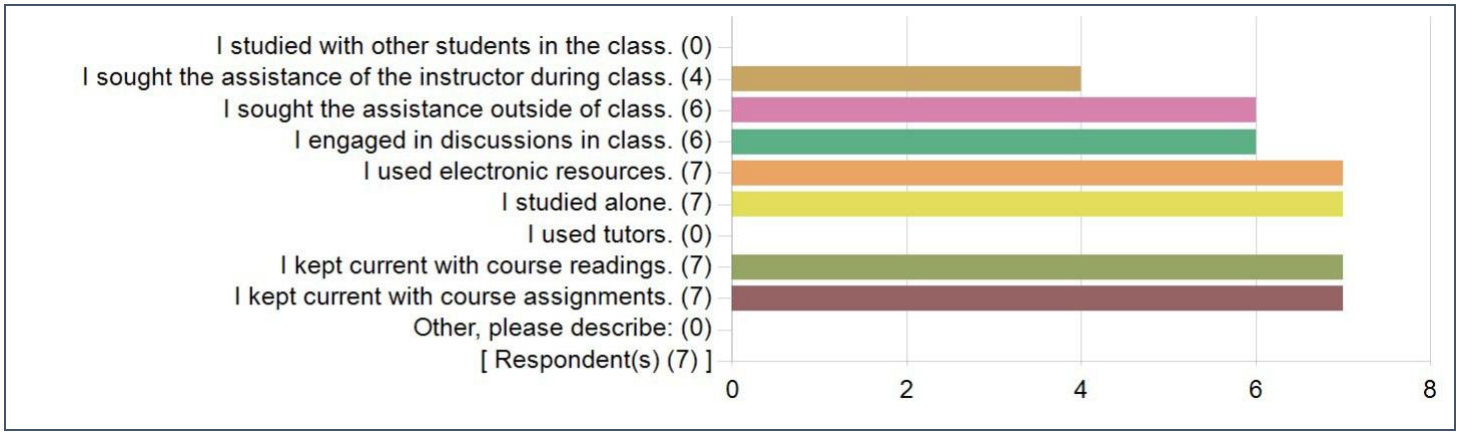


Approximately how many hours did you spend on coursework outside of the classroom?

Approximately how many hours did you spend on coursework outside of the classroom?



In what ways have you participated in your learning for this course? (Please select all that apply.)



Please describe the MOST valuable aspect(s) of this course.

Comments
Interactive activities and worksheets presented the material in an interesting way and allowed me to learn better
I think the most valuable aspect is learning how to pose an argument.
Understanding the underlying theories and ideologies which form the basis of current political philosophy. Knowing the meaning behind common philopsophical terms like egalitarianism and libertarianism.
Proved us an opportunity to more slowly direct the week's bigger topic being covered in lecture, allowed for the clearing up of any misunderstandings or confusion. Section also allowed for more run on conversation which led to further understanding of how competing theories all tie together and differing opinions weigh in on a subject.
The most valuable aspect of this course is the in–class discussions. They’re always very helpful and interesting.
Ability to ask questions and discuss openly in class

Please describe the LEAST valuable aspect(s) of this course.

Comments
Sometimes I don't think what we covered in discussion that week fitted well with concurrent lectures
I think the assignments should be graded less harsh as it can be very discouraging.
Not seeing enough of my peers show up to class.
With as much content as this course covers, I could easily see discussions being needed for longer than an hour a week, possibly adding another hour long meeting time or extending the once–per–week section over an hour.
The least valuable aspect is the harsh grading in the papers and the weekly assignments. The weekly assignments should be graded more on completion and each week should be required. That would be much more useful than requiring only 5 and grading them harshly. Overall, lighter or more flexible grading in any way would really help this class be better.
Sometimes material was repetitive of in class lecture

USC University of Southern California

Spring 2021

PHIL-246 Foundations of Cognitive Science

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USC University of Southern California

Individual Report for Instructor Head (49684-20211 : PHIL-246 Foundations of Cognitive Science (49684))

Project Title: **Learning Experience Evaluations - Spring 2021**

Courses Audience: **8**
Responses Received: **5**
Response Ratio: **62.50%**

PHIL-246 Foundations of Cognitive Science (49684)

Report Comments

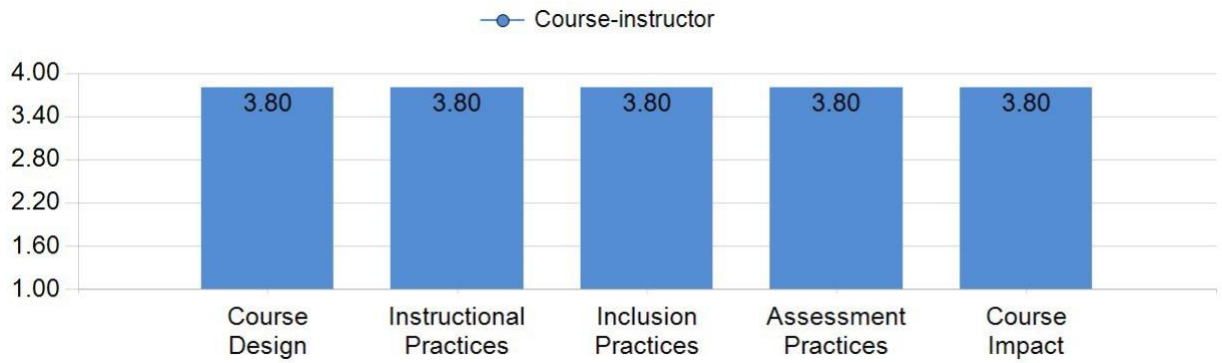
This semester's summary scores reflect a shift to online instruction.

Creation Date: **Wednesday, June 30, 2021**

Technology powered by BLUE

LEARNING EXPERIENCE SUBSCALE ANALYSIS

Learning Experience Subscale Average Score



Competency	Course-instructor	Standard Deviation
Course Design	3.80	+/-0.41
Instructional Practices	3.80	+/-0.41
Inclusion Practices	3.80	+/-0.41
Assessment Practices	3.80	+/-0.41
Course Impact	3.80	+/-0.41

COURSE DESIGN

	N	Mean	Std. Deviation
The course objectives were well explained.	5	3.80	0.45
The course assignments were related to the course objectives.	5	3.80	0.45
I understood what was expected of me in this course.	5	3.80	0.45

INSTRUCTIONAL PRACTICES

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	5	3.80	0.45
The instructor encouraged me to do my best work.	5	3.80	0.45
The instructor encouraged questioning and discussion of course topics from the students	5	3.80	0.45

INCLUSION PRACTICES

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	5	3.80	0.45
The instructor used a variety of teaching approaches to meet the needs of all students.	5	3.80	0.45
The instructor was receptive to the expression of diverse student viewpoints	5	3.80	0.45
The instructor demonstrated sensitivity to students' needs and diverse life experiences	5	3.80	0.45

ASSESSMENT PRACTICES

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	5	3.80	0.45
The grades I have received thus far reflect the QUALITY of my performance in the course.	5	3.80	0.45
The criteria for good performance on the assignments or assessments were clearly communicated.	5	3.80	0.45
The instructor's evaluation of my performances was constructive.	5	3.80	0.45

COURSE IMPACT

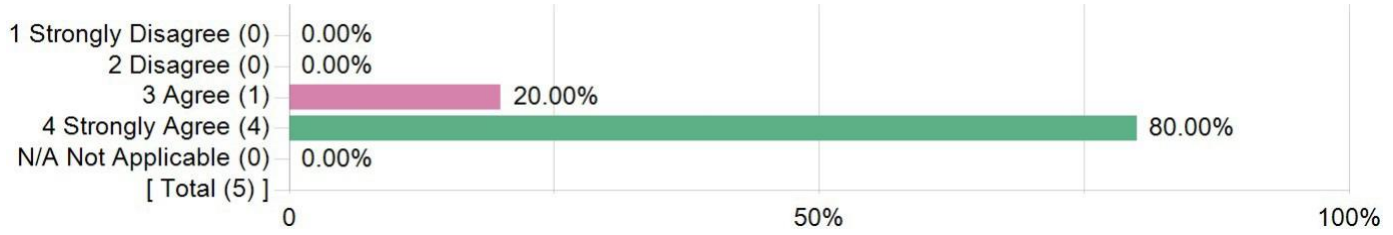
	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	5	3.80	0.45
This course challenged me to think critically and communicate clearly about the subject.	5	3.80	0.45
This course provided me with information that may be directly applicable to my career or academic goals.	5	3.80	0.45

LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE DESIGN

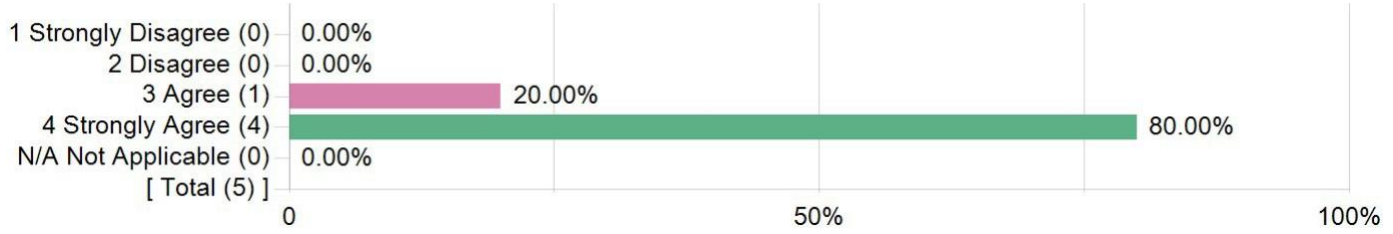
COURSE DESIGN

	N	Mean	Std. Deviation
The course objectives were well explained.	5	3.80	0.45
The course assignments were related to the course objectives.	5	3.80	0.45
I understood what was expected of me in this course.	5	3.80	0.45

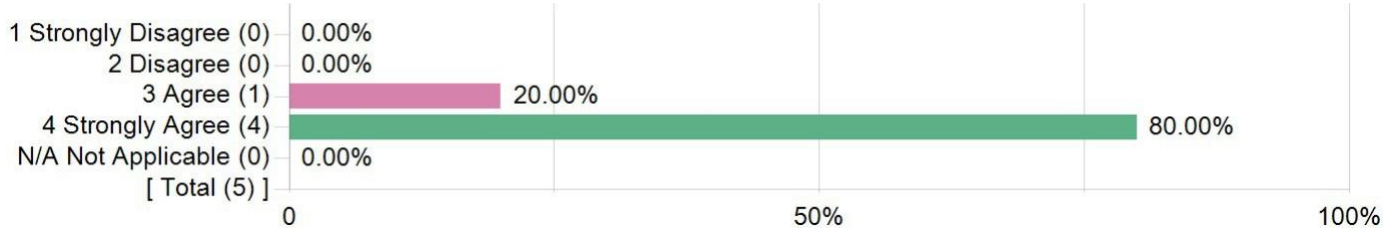
1. The course objectives were well explained.



2. The course assignments were related to the course objectives.



3. I understood what was expected of me in this course.

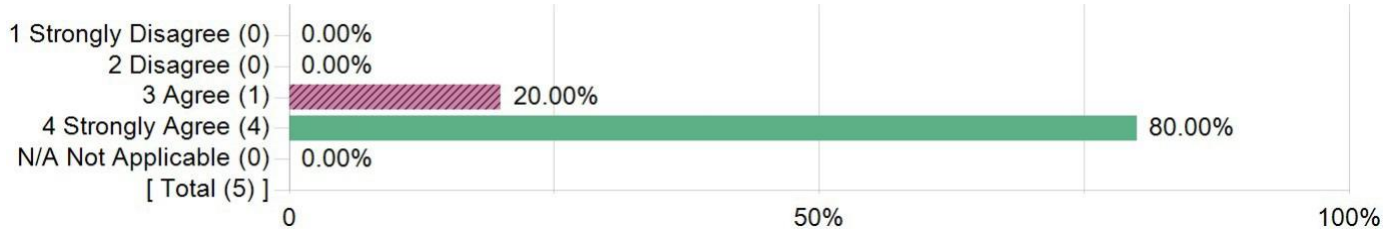


LEARNING EXPERIENCE SUBSCALE ANALYSIS: INSTRUCTIONAL PRACTICES

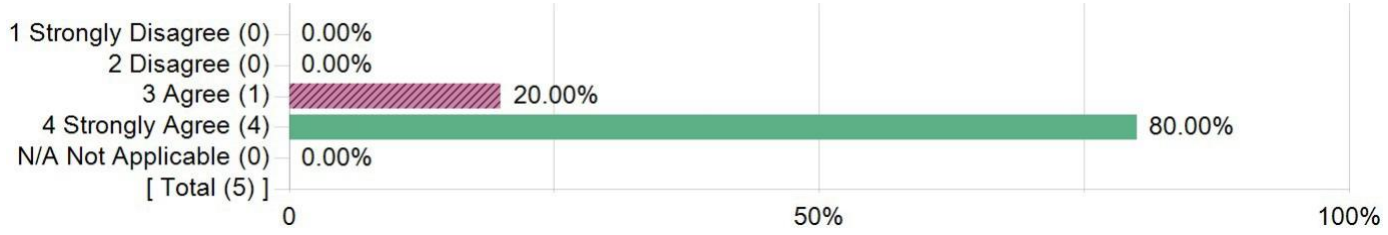
INSTRUCTIONAL PRACTICES

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	5	3.80	0.45
The instructor encouraged me to do my best work.	5	3.80	0.45
The instructor encouraged questioning and discussion of course topics from the students	5	3.80	0.45

1. The instructor carefully explained difficult concepts, methods, and subject matter.



2. The instructor encouraged me to do my best work.



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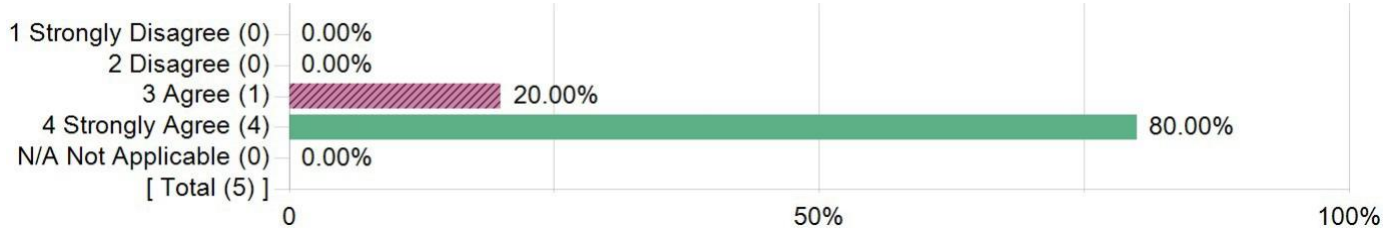
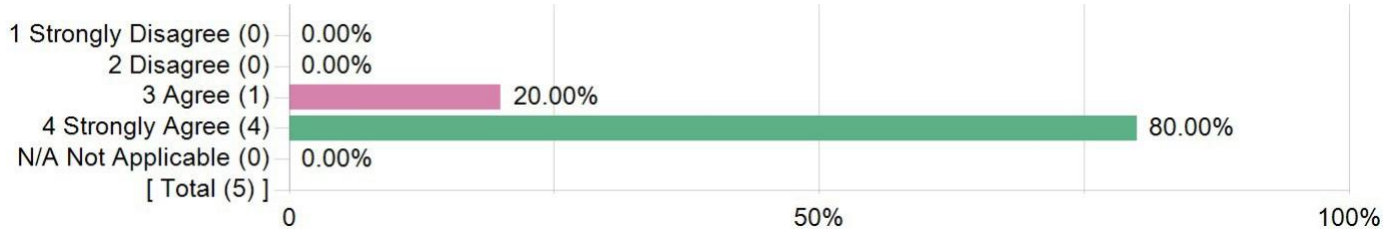


LEARNING EXPERIENCE SUBSCALE ANALYSIS: INCLUSION PRACTICES

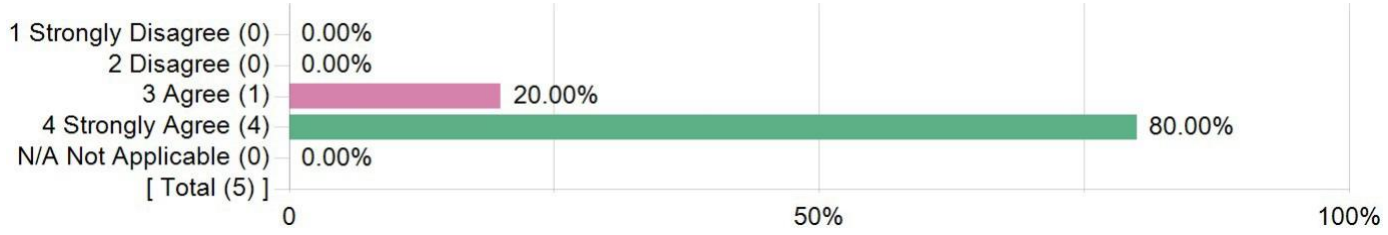
INCLUSION PRACTICES

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	5	3.80	0.45
The instructor used a variety of teaching approaches to meet the needs of all students.	5	3.80	0.45
The instructor was receptive to the expression of diverse student viewpoints	5	3.80	0.45
The instructor demonstrated sensitivity to students' needs and diverse life experiences	5	3.80	0.45

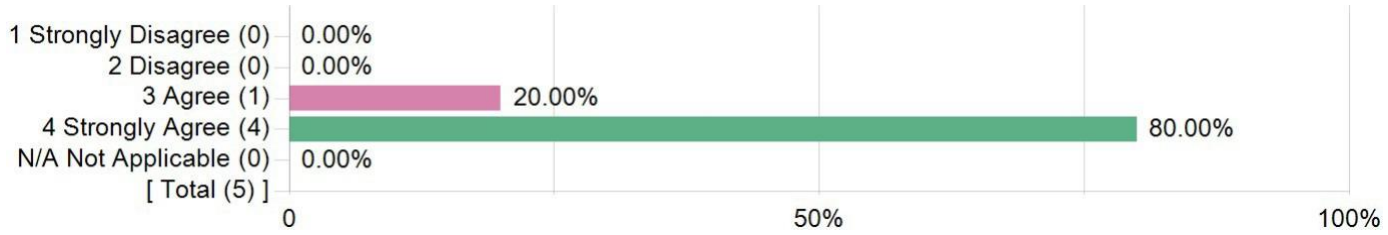
1. The course materials included diverse perspectives OR applications to diverse populations.



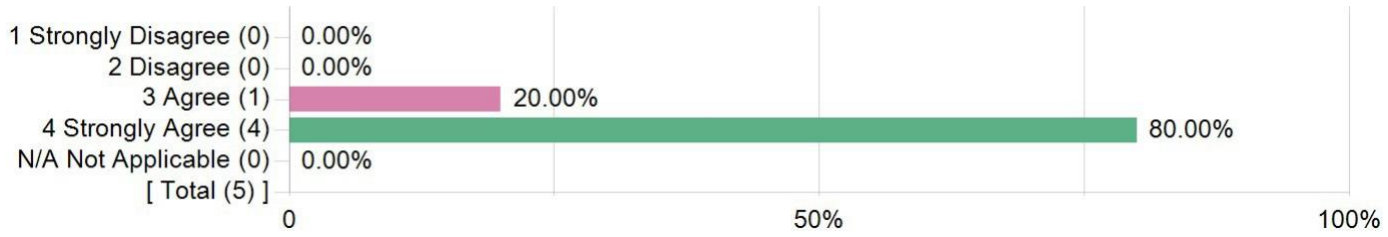
2. The instructor used a variety of teaching approaches to meet the needs of all students.



3. The instructor was receptive to the expression of diverse student viewpoints



4. The instructor demonstrated sensitivity to students' needs and diverse life experiences

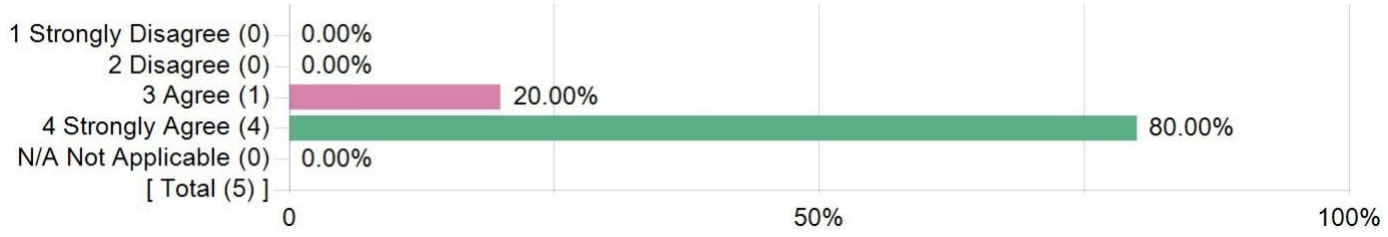


LEARNING EXPERIENCE SUBSCALE ANALYSIS: ASSESSMENT PRACTICES

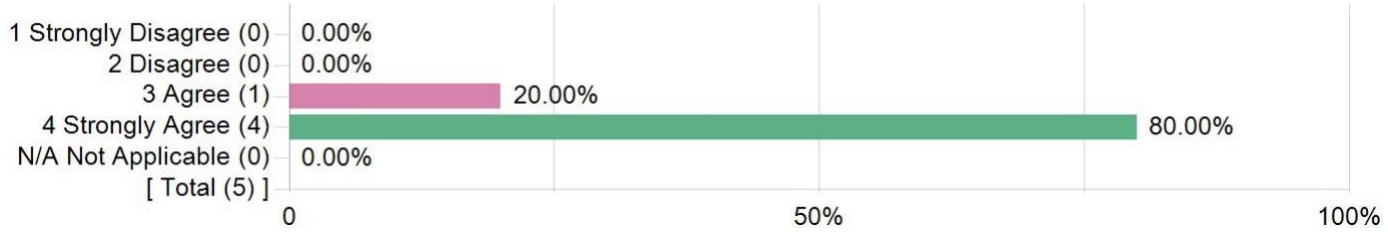
ASSESSMENT PRACTICES

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	5	3.80	0.45
The grades I have received thus far reflect the QUALITY of my performance in the course.	5	3.80	0.45
The criteria for good performance on the assignments or assessments were clearly communicated.	5	3.80	0.45
The instructor's evaluation of my performances was constructive.	5	3.80	0.45

1. The assessments/assignments reflected what was covered in the course.



2. The grades I have received thus far reflect the QUALITY of my performance in the course.



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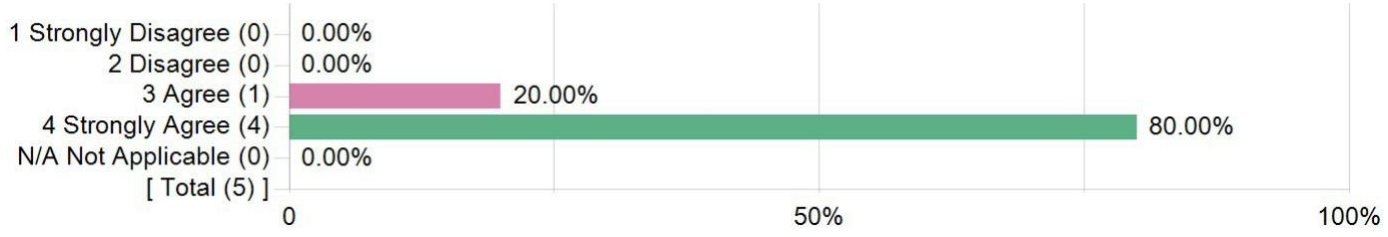
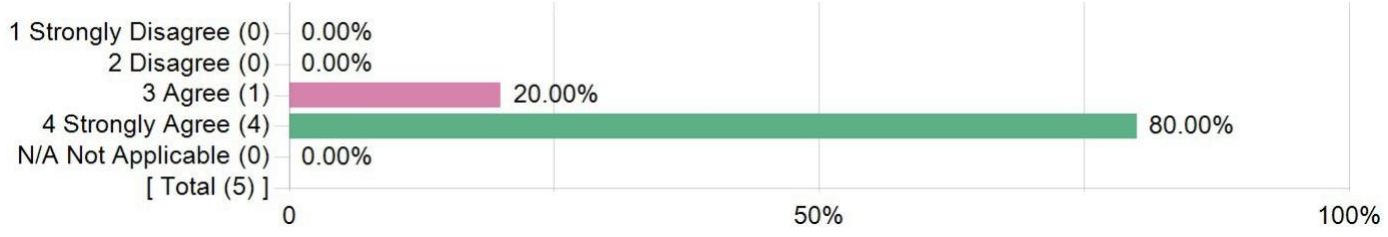


4. The instructor's evaluation of my performances was constructive.

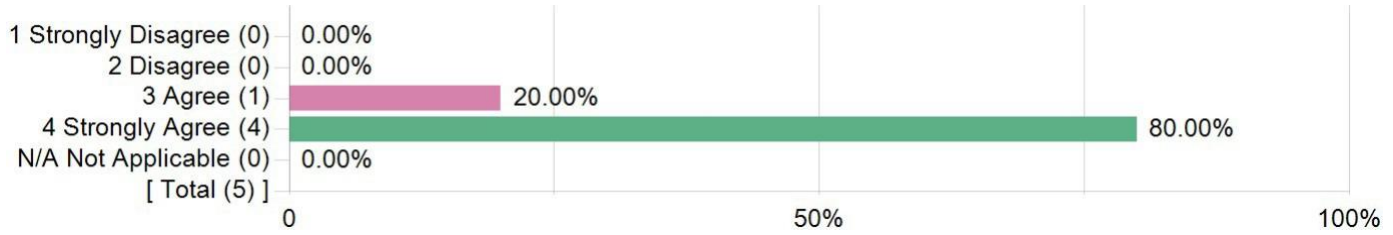


LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE IMPACT

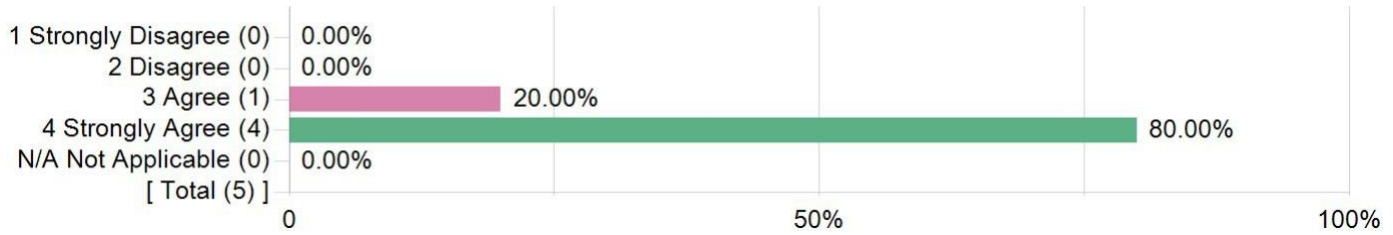
COURSE IMPACT

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	5	3.80	0.45
This course challenged me to think critically and communicate clearly about the subject.	5	3.80	0.45
This course provided me with information that may be directly applicable to my career or academic goals.	5	3.80	0.45

1. I learned perspectives, principles, or practices from this course that I expect to apply to new situations.



2. This course challenged me to think critically and communicate clearly about the subject.



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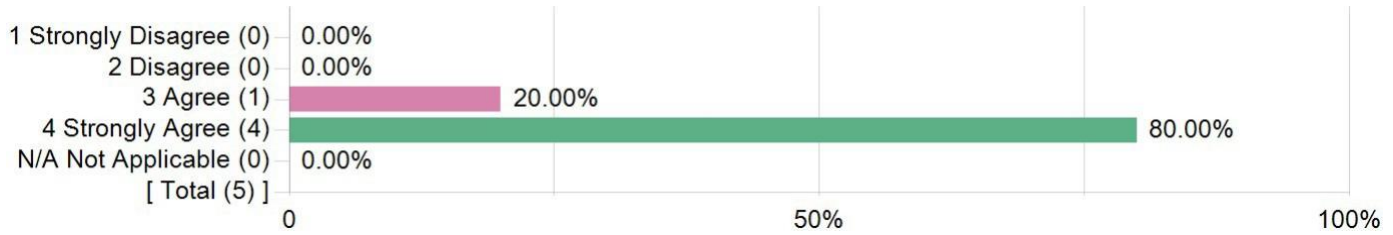


Is there additional information or feedback that you would like to share with instructor Jennifer Head ?

Students
Jen is one of the kindest, most intelligent TAs I have ever had the experience of meeting. She is always very prompt to address the needs of students and demonstrates very clear understanding of all the material, even the material she was not "assigned."
Hi Jen. I am very grateful for having you as a TA. You were always extremely cheerful and helpful during lectures, lab, and especially office hours. Thank you for all of your paper recommendations and for sharing your wealth of philosophical knowledge with me. I hope you have a wonderful summer and I wish you the best in your philosophy career.

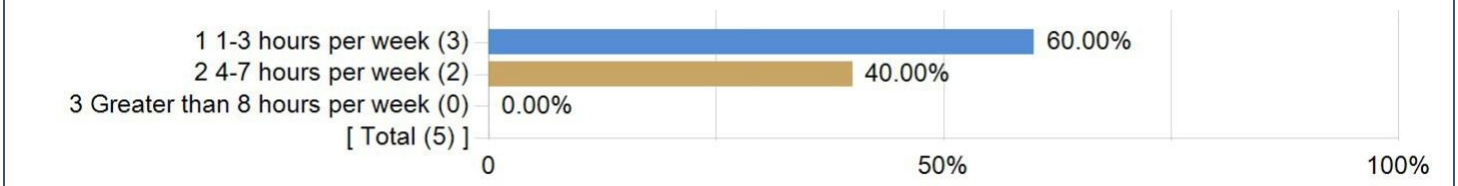
STUDENT ENGAGEMENT ANALYSIS

Number of Instructor Interactions Outside of Class

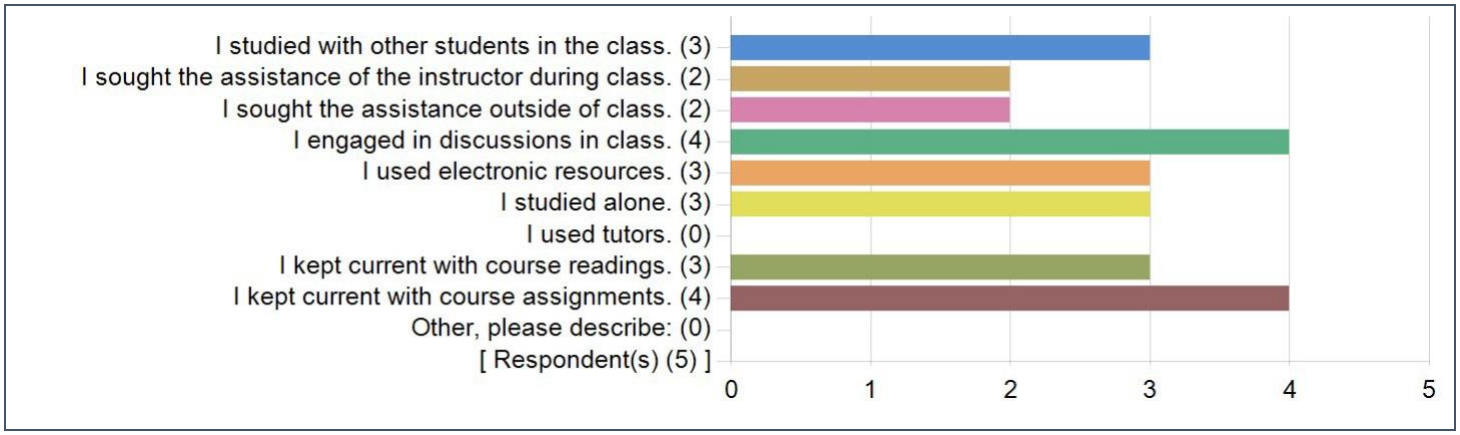
Approximately how many times did you interact with instructor Jennifer Head outside of class? (e.g., via email, office hours)

Approximately how many hours did you spend on coursework outside of the classroom?

Approximately how many hours did you spend on coursework outside of the classroom?



In what ways have you participated in your learning for this course? (Please select all that apply.)



Please describe the MOST valuable aspect(s) of this course.

Comments
class size was small, so things usually moved quickly and effectively.

USC University of Southern California

Individual Report for Instructor Head (49683-20211 : PHIL-246 Foundations of Cognitive Science (49683))

Project Title: **Learning Experience Evaluations - Spring 2021**

Courses Audience: **10**
Responses Received: **7**
Response Ratio: **70.0%**

PHIL-246 Foundations of Cognitive Science (49683)

Report Comments

This semester's summary scores reflect a shift to online instruction.

Creation Date: **Wednesday, June 30, 2021**

Technology powered by BLUE

LEARNING EXPERIENCE SUBSCALE ANALYSIS

Learning Experience Subscale Average Score

Competency	Course-instructor	Standard Deviation
Course Design	3.52	+/-0.51
Instructional Practices	3.71	+/-0.46
Inclusion Practices	3.63	+/-0.49
Assessment Practices	3.54	+/-0.51
Course Impact	3.43	+/-0.51

COURSE DESIGN

	N	Mean	Std. Deviation
The course objectives were well explained.	7	3.43	0.53
The course assignments were related to the course objectives.	7	3.57	0.53
I understood what was expected of me in this course.	7	3.57	0.53

INSTRUCTIONAL PRACTICES

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	7	3.71	0.49
The instructor encouraged me to do my best work.	7	3.71	0.49
The instructor encouraged questioning and discussion of course topics from the students	7	3.71	0.49

INCLUSION PRACTICES

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	6	3.50	0.55
The instructor used a variety of teaching approaches to meet the needs of all students.	7	3.57	0.53
The instructor was receptive to the expression of diverse student viewpoints	7	3.71	0.49
The instructor demonstrated sensitivity to students' needs and diverse life experiences	7	3.71	0.49

ASSESSMENT PRACTICES

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	7	3.43	0.53
The grades I have received thus far reflect the QUALITY of my performance in the course.	7	3.57	0.53
The criteria for good performance on the assignments or assessments were clearly communicated.	7	3.57	0.53
The instructor's evaluation of my performances was constructive.	7	3.57	0.53

COURSE IMPACT

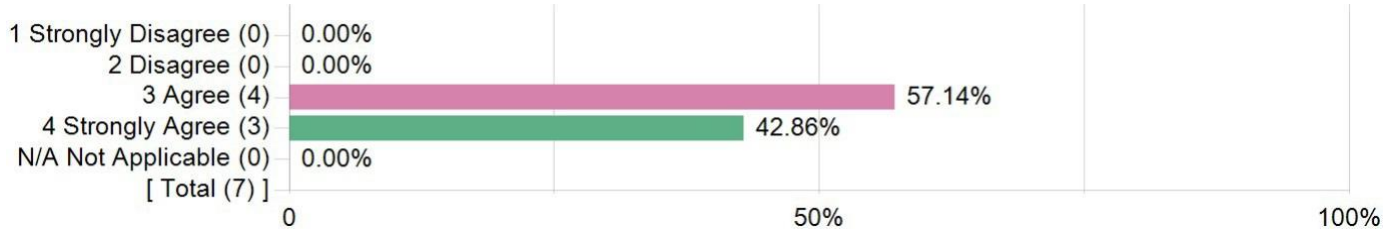
	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	7	3.43	0.53
This course challenged me to think critically and communicate clearly about the subject.	7	3.43	0.53
This course provided me with information that may be directly applicable to my career or academic goals.	7	3.43	0.53

LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE DESIGN

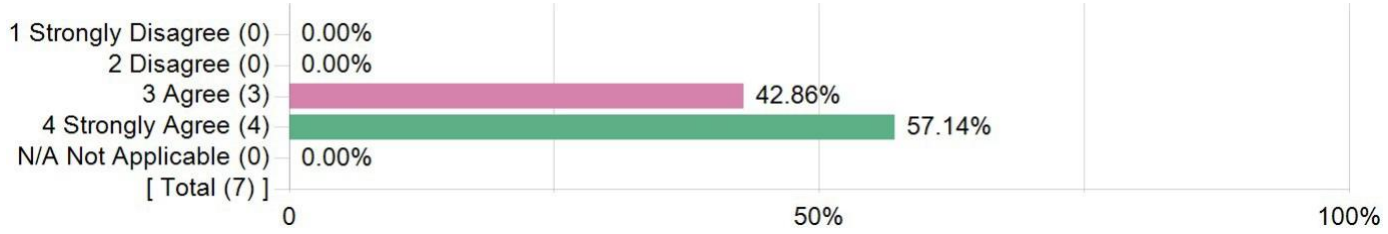
COURSE DESIGN

	N	Mean	Std. Deviation
The course objectives were well explained.	7	3.43	0.53
The course assignments were related to the course objectives.	7	3.57	0.53
I understood what was expected of me in this course.	7	3.57	0.53

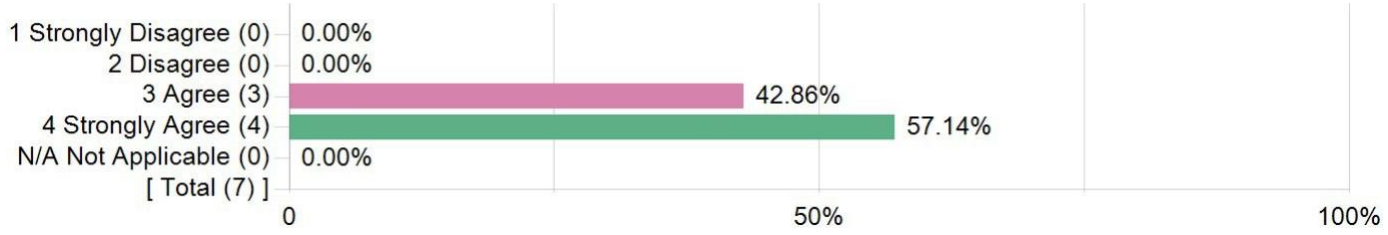
1. The course objectives were well explained.



2. The course assignments were related to the course objectives.



3. I understood what was expected of me in this course.



LEARNING EXPERIENCE SUBSCALE ANALYSIS: INSTRUCTIONAL PRACTICES

INSTRUCTIONAL PRACTICES

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	7	3.71	0.49
The instructor encouraged me to do my best work.	7	3.71	0.49
The instructor encouraged questioning and discussion of course topics from the students	7	3.71	0.49

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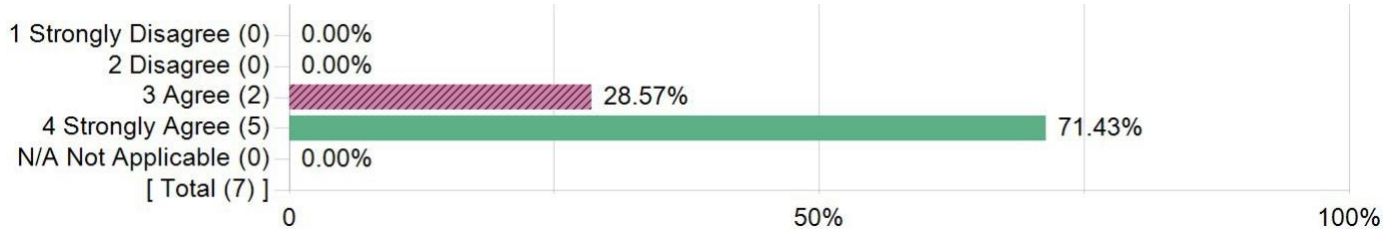

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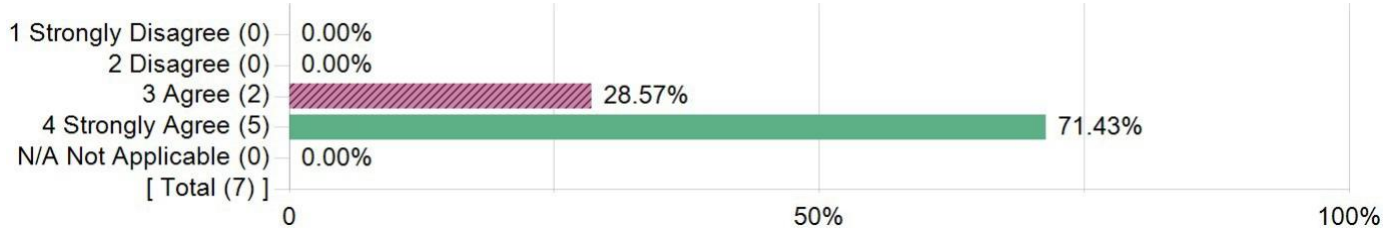

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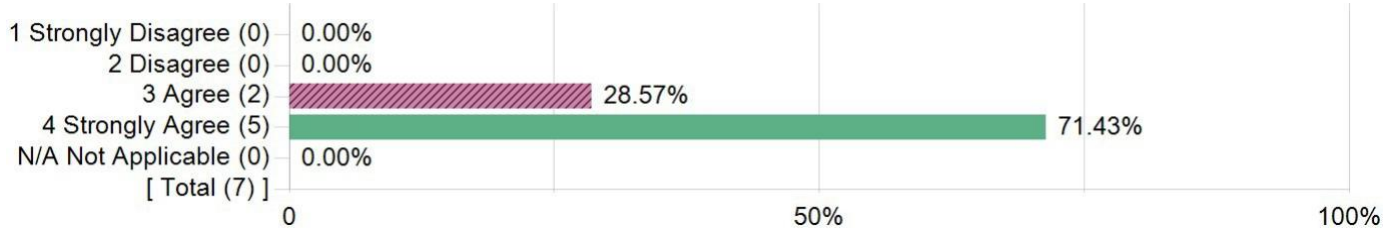

LEARNING EXPERIENCE SUBSCALE ANALYSIS: INCLUSION PRACTICES

INCLUSION PRACTICES

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	6	3.50	0.55
The instructor used a variety of teaching approaches to meet the needs of all students.	7	3.57	0.53
The instructor was receptive to the expression of diverse student viewpoints	7	3.71	0.49
The instructor demonstrated sensitivity to students' needs and diverse life experiences	7	3.71	0.49

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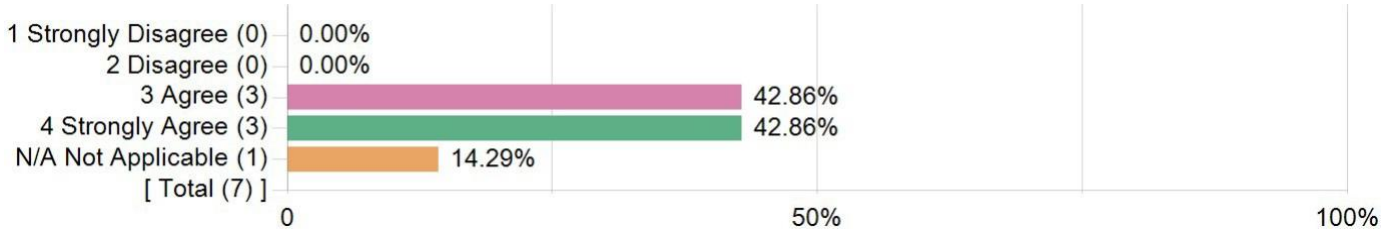
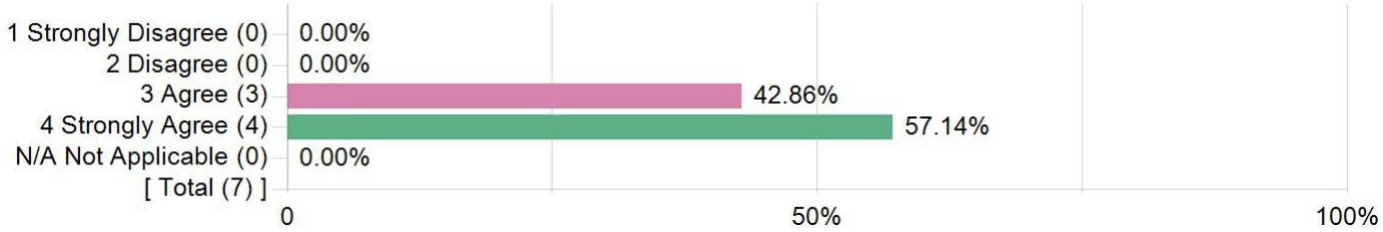
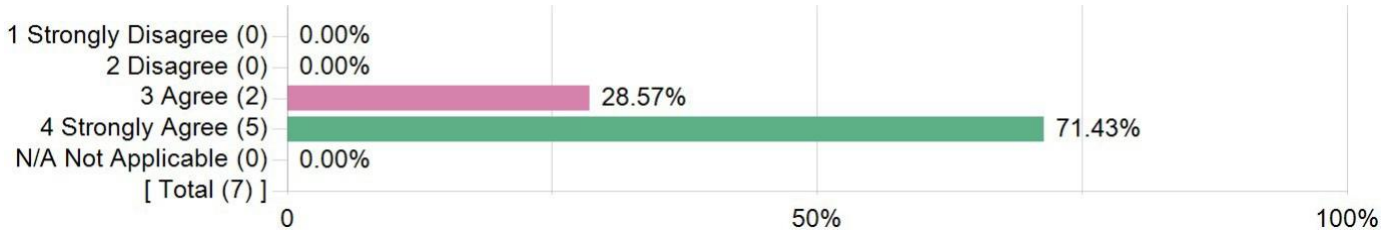


2. The instructor used a variety of teaching approaches to meet the needs of all students.



3. The instructor was receptive to the expression of diverse student viewpoints



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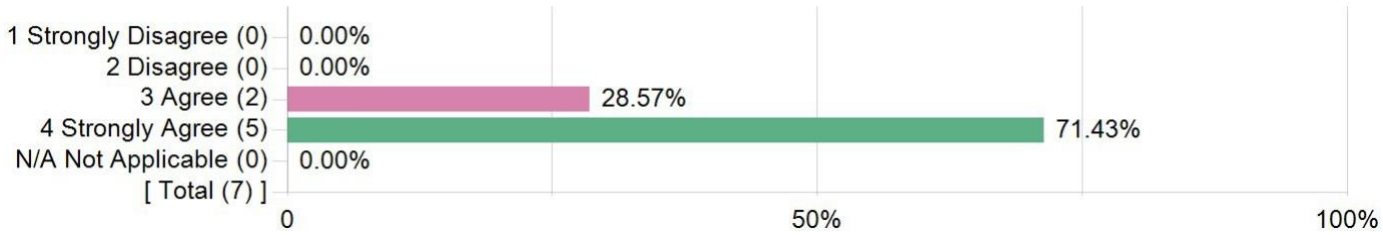

LEARNING EXPERIENCE SUBSCALE ANALYSIS: ASSESSMENT PRACTICES

ASSESSMENT PRACTICES

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	7	3.43	0.53
The grades I have received thus far reflect the QUALITY of my performance in the course.	7	3.57	0.53
The criteria for good performance on the assignments or assessments were clearly communicated.	7	3.57	0.53
The instructor's evaluation of my performances was constructive.	7	3.57	0.53

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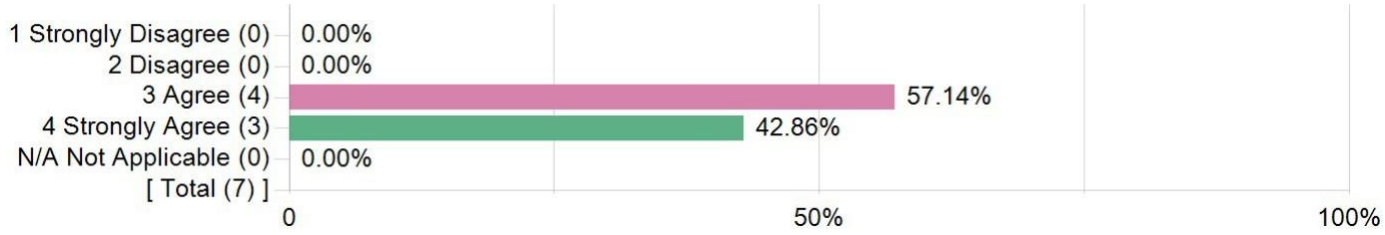

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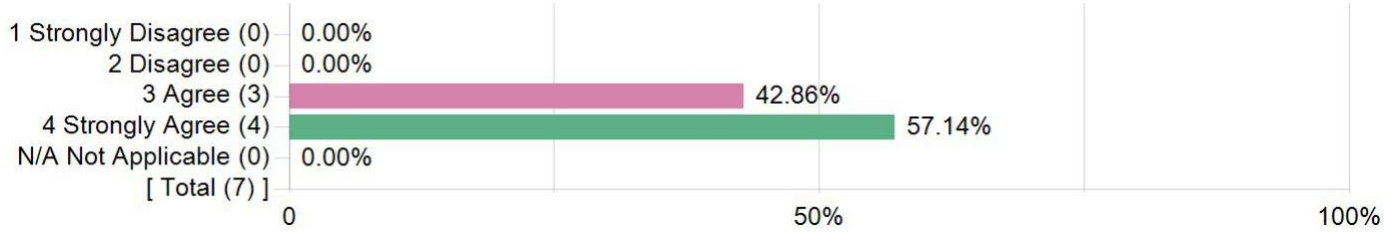

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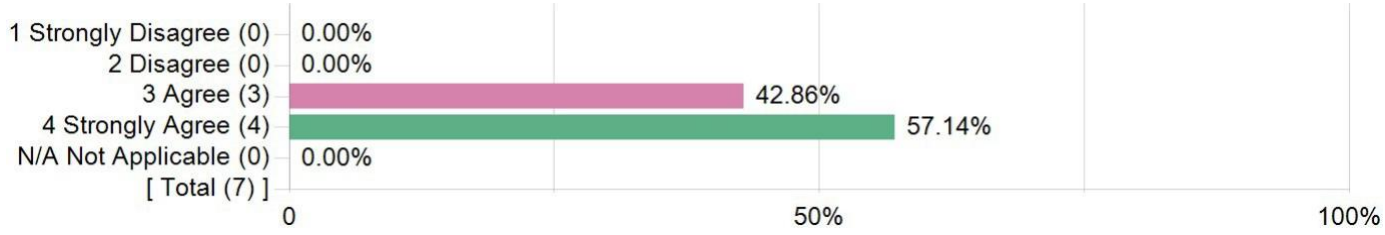

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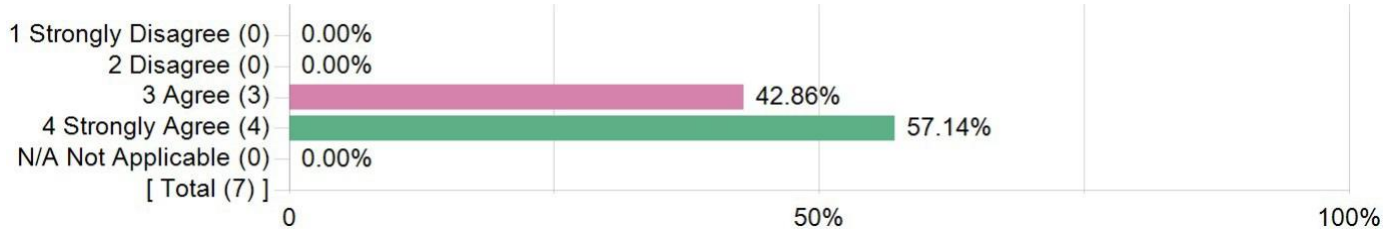
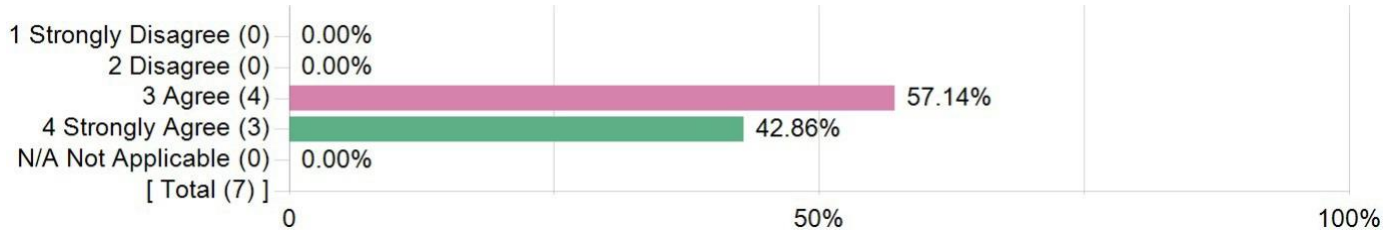


LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE IMPACT

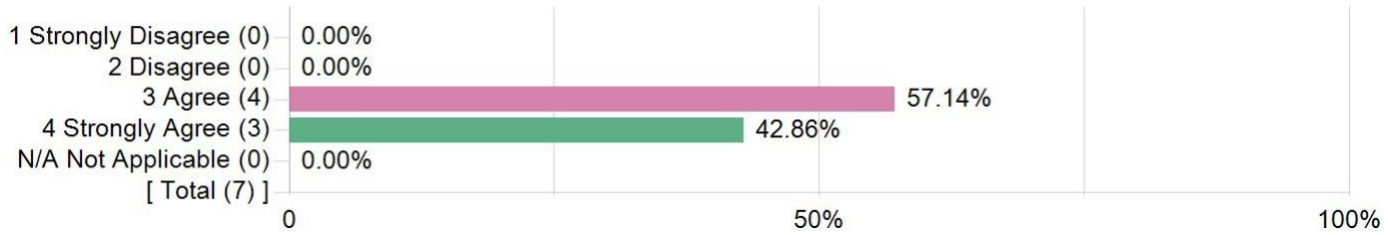
COURSE IMPACT

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	7	3.43	0.53
This course challenged me to think critically and communicate clearly about the subject.	7	3.43	0.53
This course provided me with information that may be directly applicable to my career or academic goals.	7	3.43	0.53

1. I learned perspectives, principles, or practices from this course that I expect to apply to new situations.



2. This course challenged me to think critically and communicate clearly about the subject.



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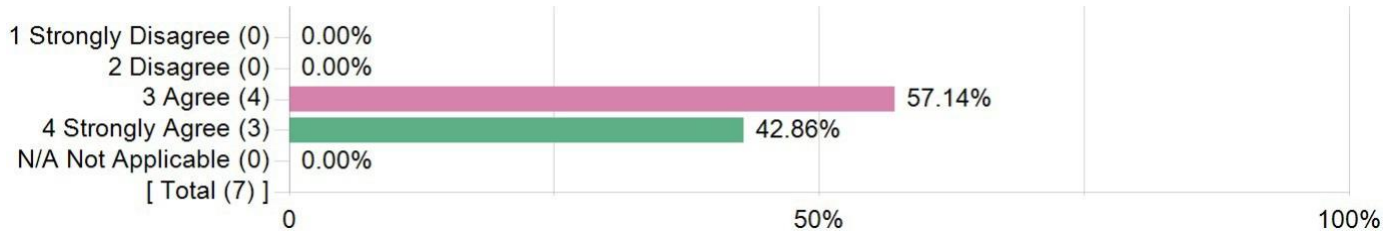


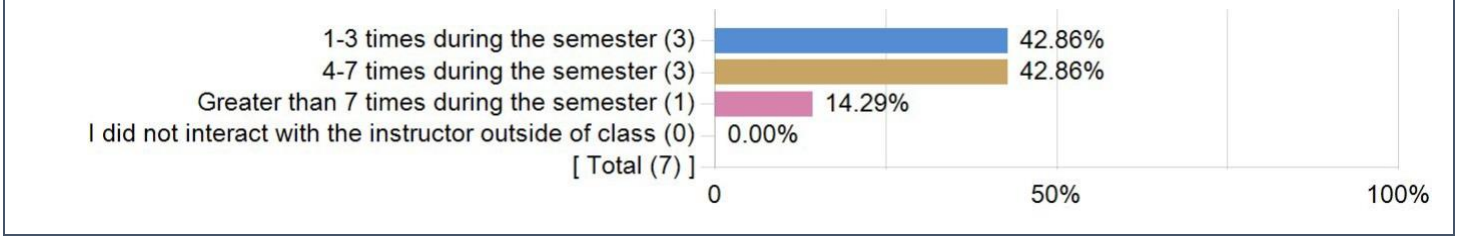
Is there additional information or feedback that you would like to share with instructor Jennifer Head ?

Students
Please take the labs a bit more seriously. We spent too much time talking about your pets. Things like that made the concepts confusing for me and made the labs sometimes unhelpful.
Thank you for being an awesome TA!!!!!
Jen, thank you so much for being such an amazing TA! I really appreciate how quickly you always responded to all of my questions and how patient you were with answering questions. You always were genuinely interested in how we were doing and it was so awesome that you took in our feedback after the first exam. You have definitely been the best TA I've had at USC and I hope I'll see you around campus next year!
Jen is so caring to all of her students and always makes lab fun!
I really enjoyed the semester with you as my TA!

STUDENT ENGAGEMENT ANALYSIS

Number of Instructor Interactions Outside of Class

Approximately how many times did you interact with instructor Jennifer Head outside of class? (e.g., via email, office hours)



Approximately how many hours did you spend on coursework outside of the classroom?

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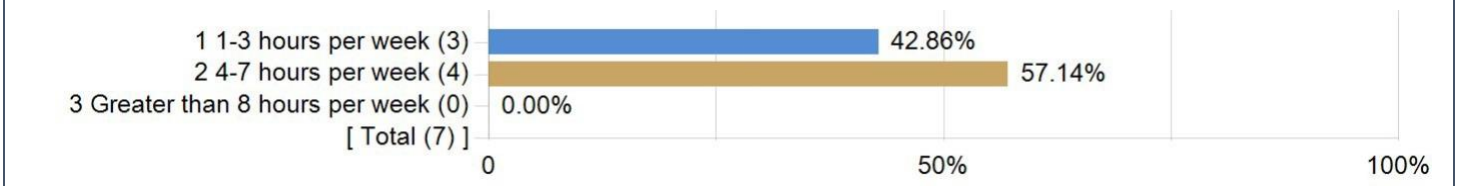
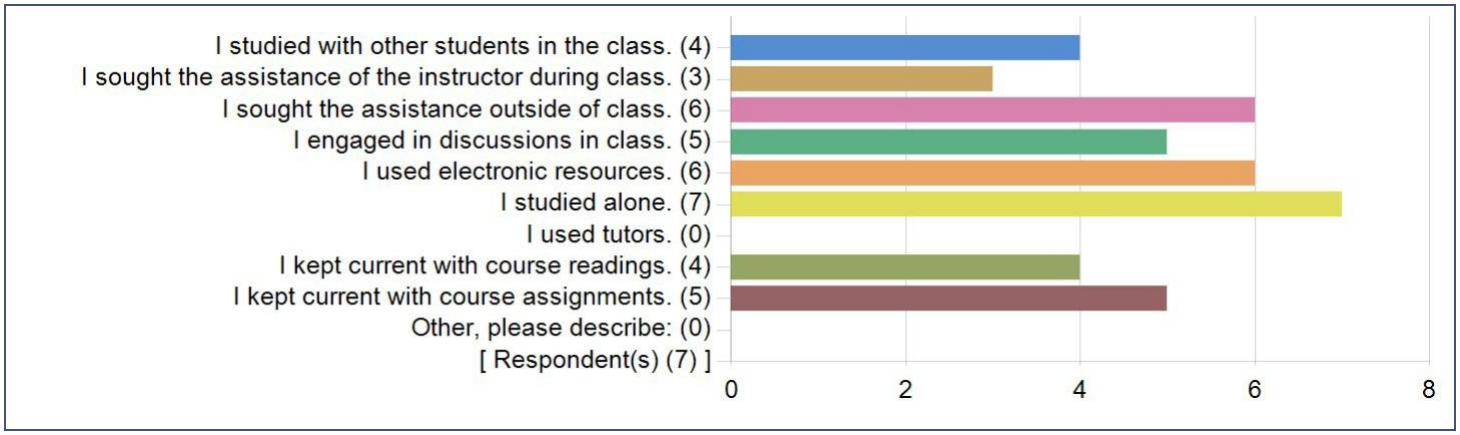


In what ways have you participated in your learning for this course? (Please select all that apply.)



Please describe the MOST valuable aspect(s) of this course.

Comments
Jen putting in a TON of work (via class time, Discord, etc...) to make sure that we all did the best we could possibly do
1
Being able to learn about formal logic and discuss it in a group setting was very valuable. Also, all the homeworks we did and final project were very well explained.
The lectures

Please describe the LEAST valuable aspect(s) of this course.

Comments
It was online
I wish I had a better overall picture of why we covered certain content in the discussions so that I could see how it relates to me better understanding cognitive science. I absolutely loved learning everything, just having that connection would be helpful!
I wish there were more opportunities to practice some of the predicate logic that we learned in class

USC University of Southern California

Spring 2020

PHIL-174 Freedom Equality and Social Justice

blue®

USC University of Southern California

Individual Report for Instructor Head (49405-20201 : PHIL-174 Freedom Equality and Social Justice (49405))

Project Title: **Learning Experience Evaluations - Spring 2020**

Courses Audience: **9**
Responses Received: **1**
Response Ratio: **11.11%**

PHIL-174 Freedom Equality and Social Justice (49405)

Report Comments

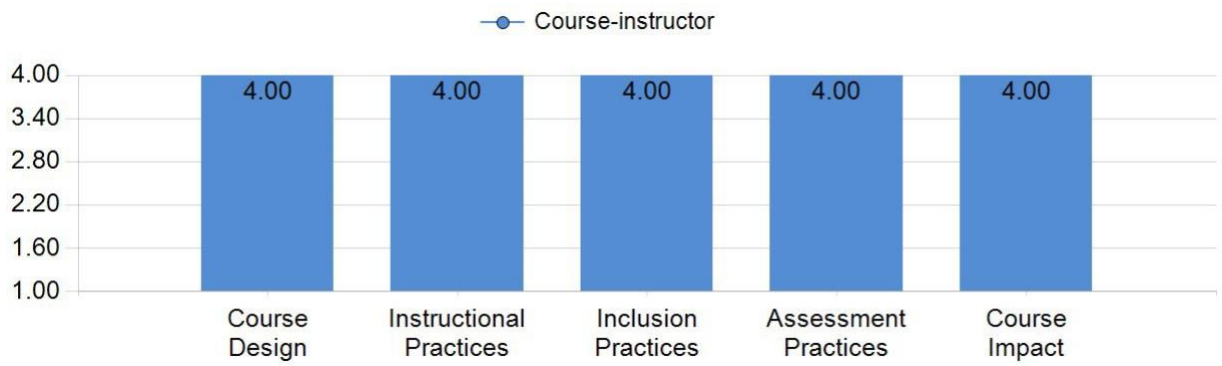
This semester's summary scores reflect a shift to online instruction the week of March 16th.

Creation Date: **Friday, July 31, 2020**

Technology powered by BLUE

LEARNING EXPERIENCE SUBSCALE ANALYSIS

Learning Experience Subscale Average Score



Competency	Course-instructor	Standard Deviation
Course Design	4.00	+/-0.00
Instructional Practices	4.00	+/-0.00
Inclusion Practices	4.00	+/-0.00
Assessment Practices	4.00	+/-0.00
Course Impact	4.00	+/-0.00

COURSE DESIGN

	N	Mean	Std. Deviation
The course objectives were well explained.	1	4.00	N/A
The course assignments were related to the course objectives.	1	4.00	N/A
I understood what was expected of me in this course.	1	4.00	N/A

INSTRUCTIONAL PRACTICES

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	1	4.00	N/A
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ASSESSMENT PRACTICES

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The assessments/assignments reflected what was covered in the course.	1	4.00	N/A
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LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE DESIGN

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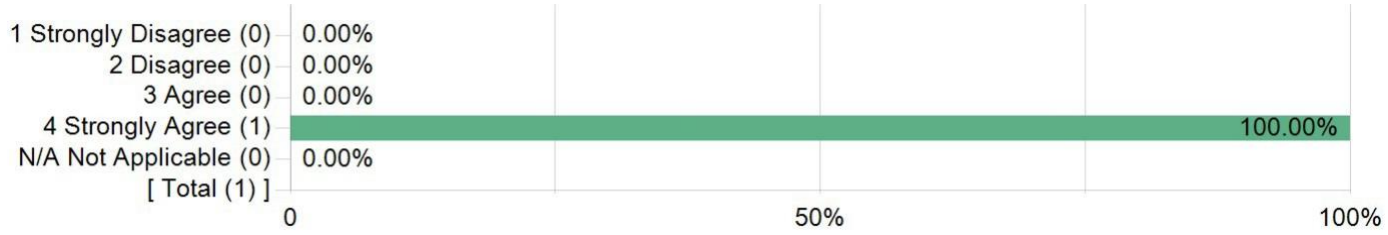

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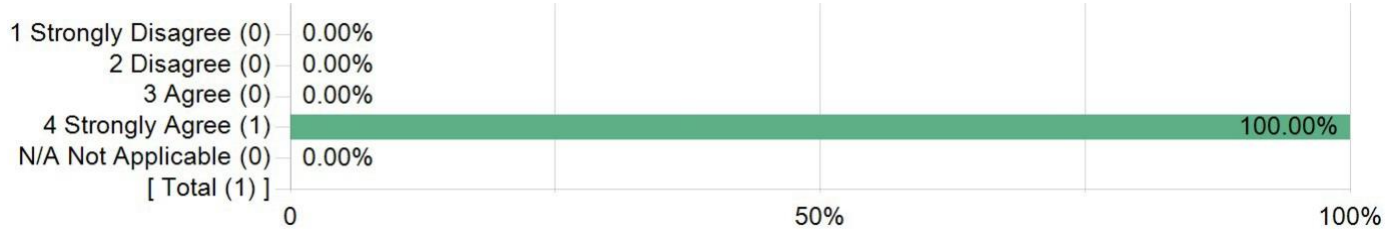
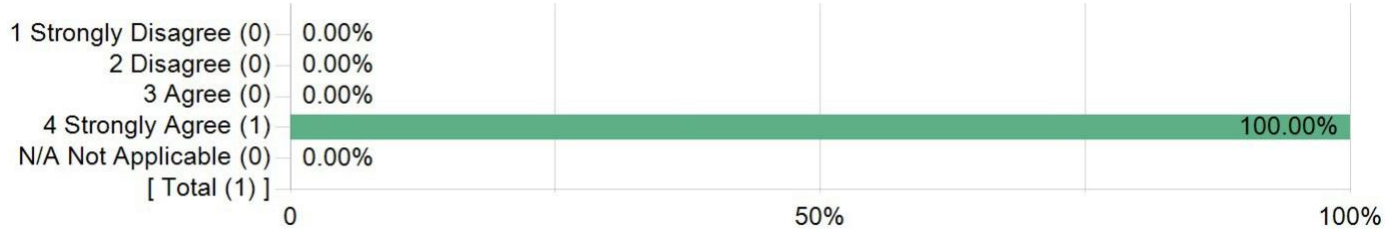


3. I understood what was expected of me in this course.



LEARNING EXPERIENCE SUBSCALE ANALYSIS: INSTRUCTIONAL PRACTICES

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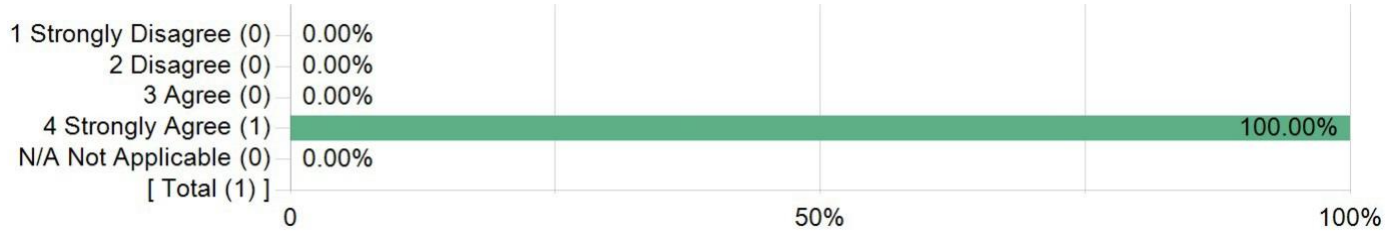

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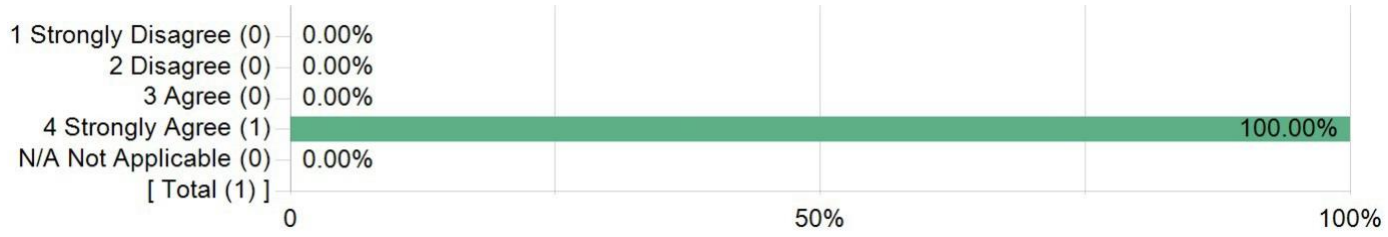

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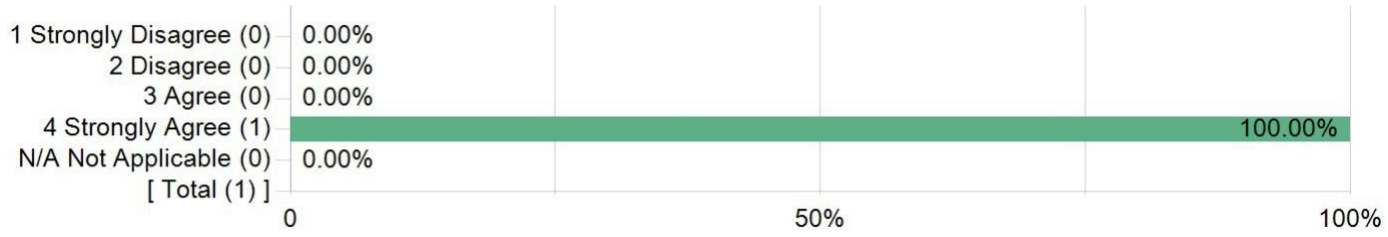

LEARNING EXPERIENCE SUBSCALE ANALYSIS: INCLUSION PRACTICES

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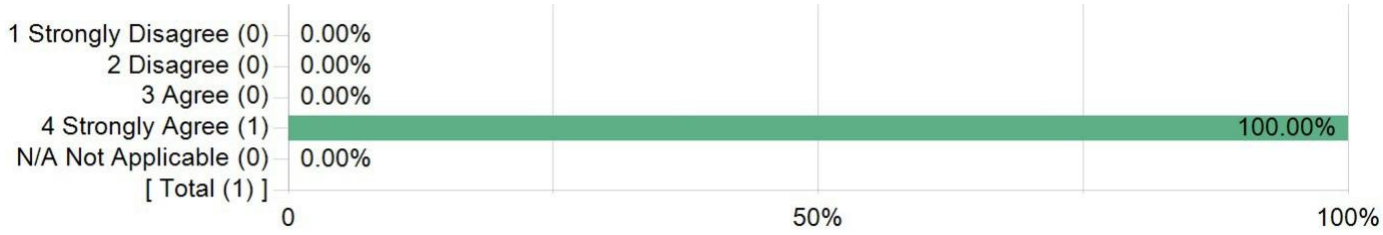

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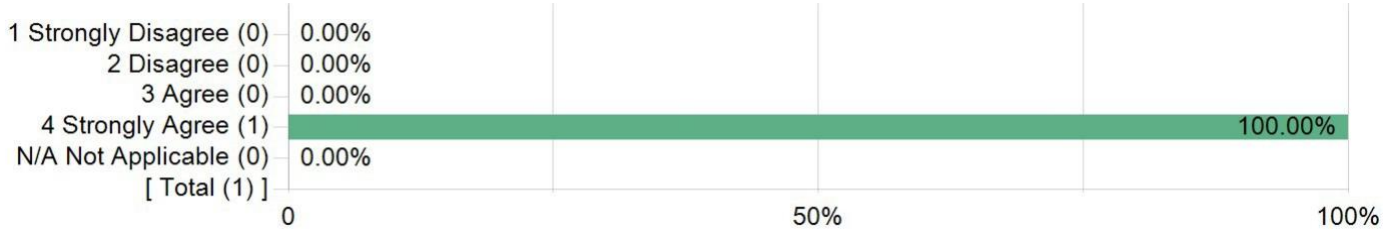

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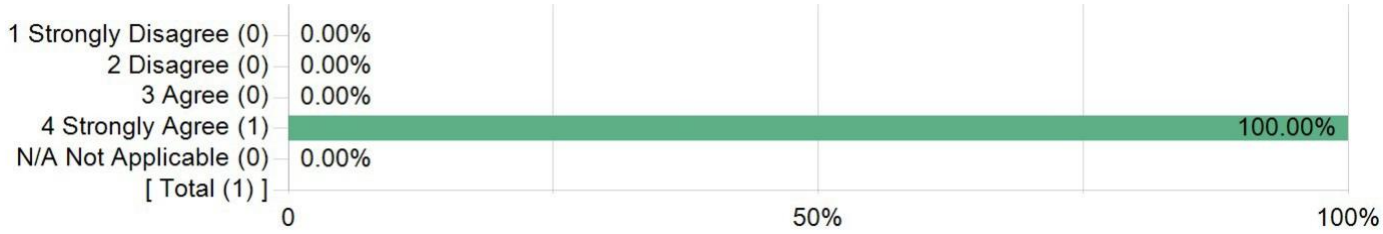

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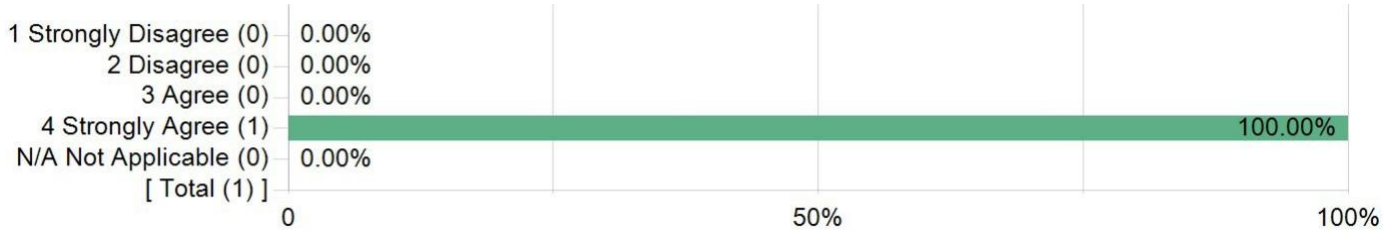

LEARNING EXPERIENCE SUBSCALE ANALYSIS: ASSESSMENT PRACTICES

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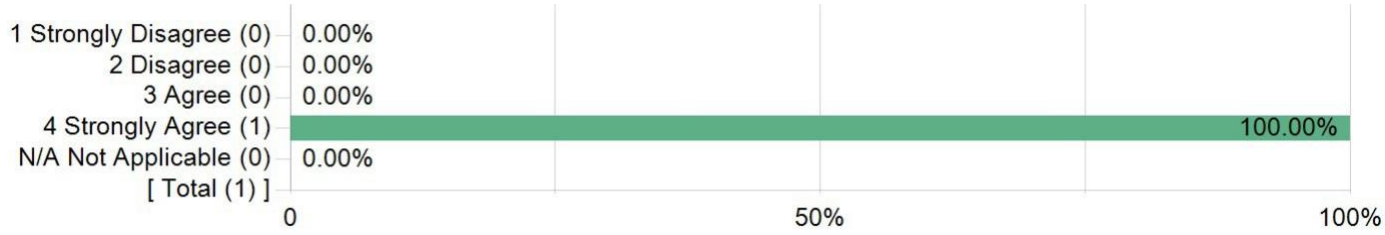

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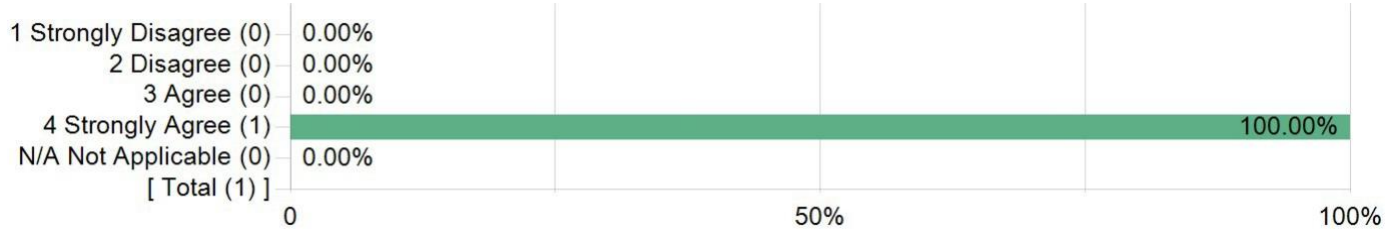

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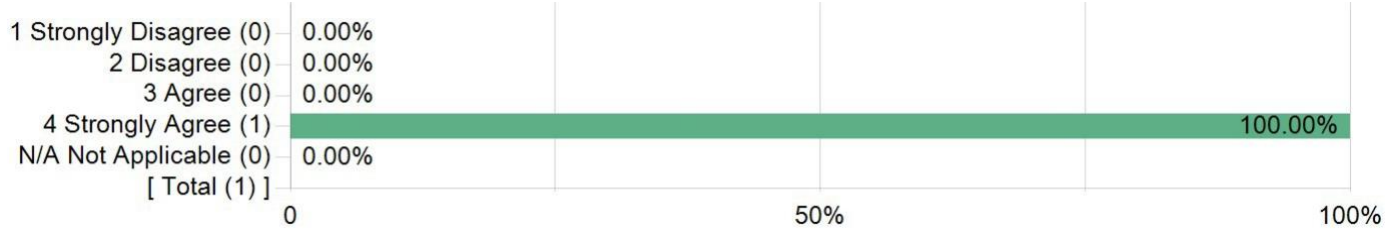
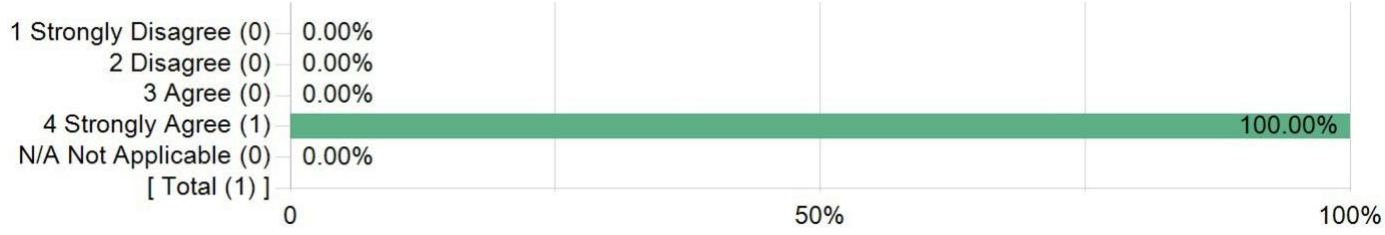


4. The instructor's evaluation of my performances was constructive.

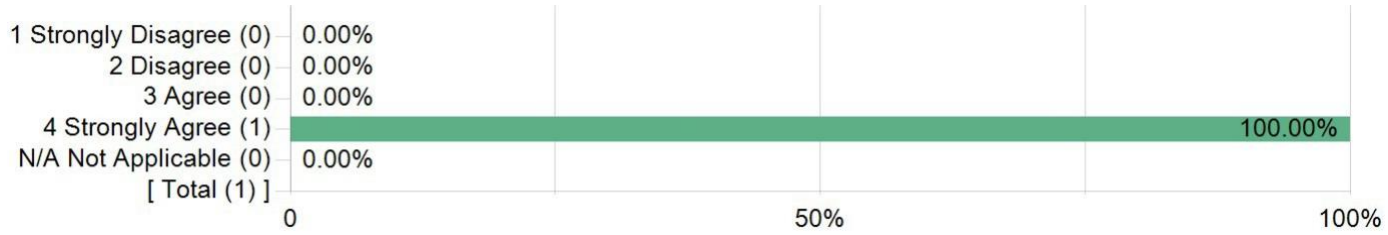


LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE IMPACT

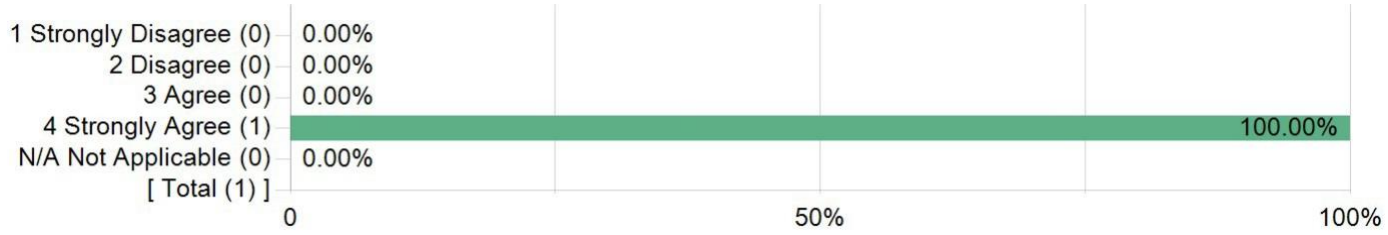
COURSE IMPACT

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	1	4.00	N/A
This course challenged me to think critically and communicate clearly about the subject.	1	4.00	N/A
This course provided me with information that may be directly applicable to my career or academic goals.	1	4.00	N/A

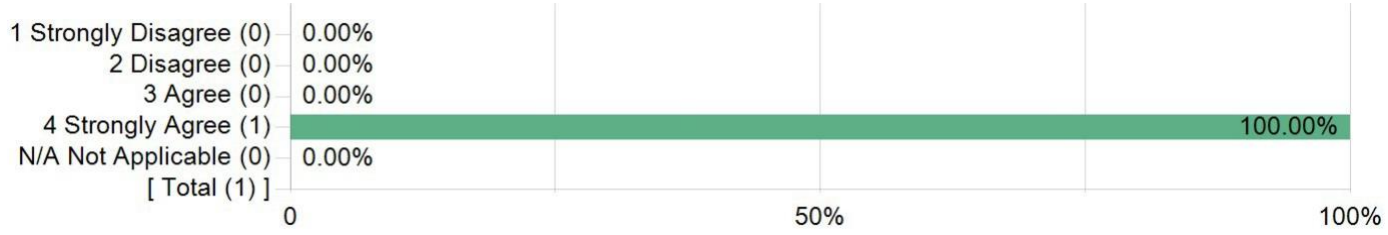
1. I learned perspectives, principles, or practices from this course that I expect to apply to new situations.



2. This course challenged me to think critically and communicate clearly about the subject.



3. This course provided me with information that may be directly applicable to my career or academic goals.



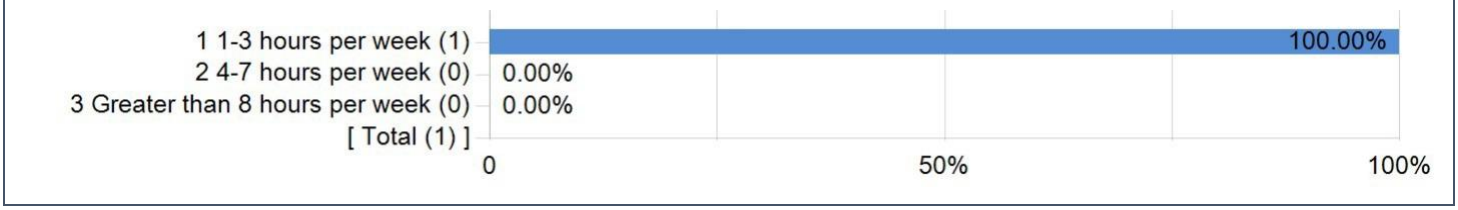
STUDENT ENGAGEMENT ANALYSIS

Number of Instructor Interactions Outside of Class

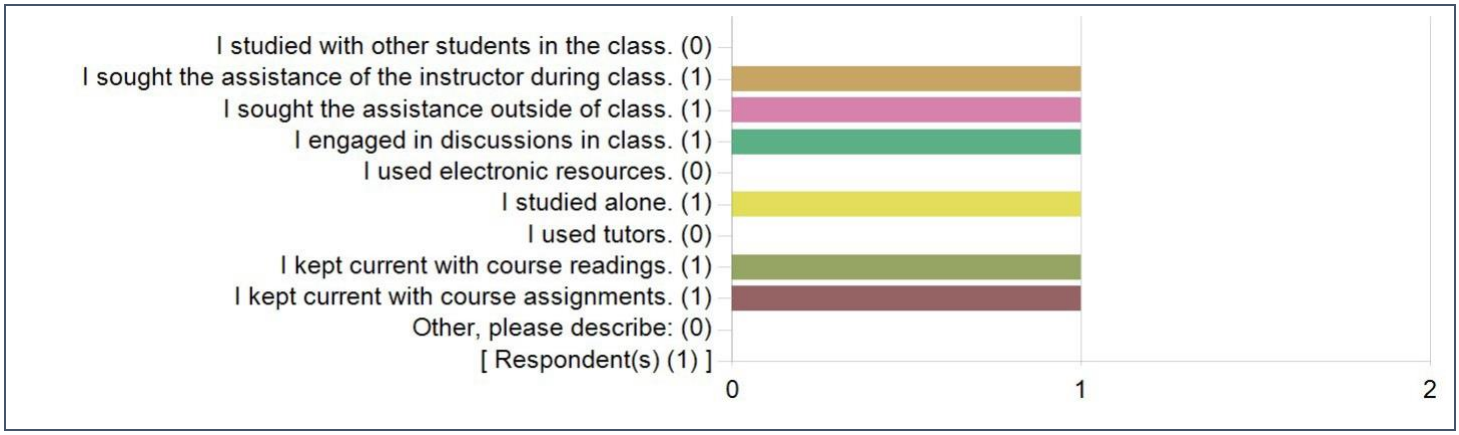
Approximately how many times did you interact with instructor Jennifer Head outside of class? (e.g., via email, office hours)

Approximately how many hours did you spend on coursework outside of the classroom?

Approximately how many hours did you spend on coursework outside of the classroom?



In what ways have you participated in your learning for this course? (Please select all that apply.)



USC University of Southern California

Individual Report for Instructor Head (49406-20201 : PHIL-174 Freedom Equality and Social Justice (49406))

Project Title: **Learning Experience Evaluations - Spring 2020**

Courses Audience: **24**
Responses Received: **8**
Response Ratio: **33.33%**

PHIL-174 Freedom Equality and Social Justice (49406)

Report Comments

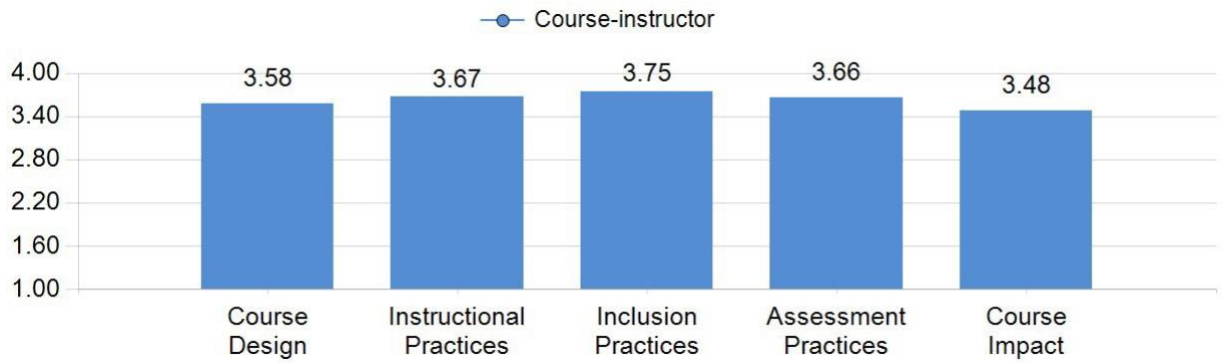
This semester's summary scores reflect a shift to online instruction the week of March 16th.

Creation Date: **Saturday, August 01, 2020**

Technology powered by BLUE

LEARNING EXPERIENCE SUBSCALE ANALYSIS

Learning Experience Subscale Average Score



Competency	Course-instructor	Standard Deviation
Course Design	3.58	+/-0.50
Instructional Practices	3.67	+/-0.48
Inclusion Practices	3.75	+/-0.44
Assessment Practices	3.66	+/-0.55
Course Impact	3.48	+/-0.51

COURSE DESIGN

	N	Mean	Std. Deviation
The course objectives were well explained.	8	3.50	0.53
The course assignments were related to the course objectives.	8	3.63	0.52
I understood what was expected of me in this course.	8	3.63	0.52

INSTRUCTIONAL PRACTICES

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	8	3.63	0.52
The instructor encouraged me to do my best work.	8	3.75	0.46
The instructor encouraged questioning and discussion of course topics from the students	8	3.63	0.52

INCLUSION PRACTICES

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	8	3.75	0.46
The instructor used a variety of teaching approaches to meet the needs of all students.	8	3.75	0.46
The instructor was receptive to the expression of diverse student viewpoints	8	3.75	0.46
The instructor demonstrated sensitivity to students' needs and diverse life experiences	8	3.75	0.46

ASSESSMENT PRACTICES

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	8	3.75	0.46
The grades I have received thus far reflect the QUALITY of my performance in the course.	8	3.50	0.76
The criteria for good performance on the assignments or assessments were clearly communicated.	8	3.63	0.52
The instructor's evaluation of my performances was constructive.	8	3.75	0.46

COURSE IMPACT

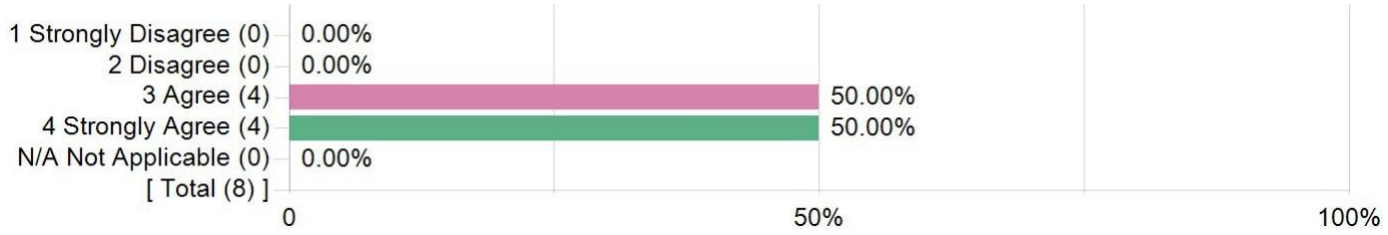
	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	8	3.50	0.53
This course challenged me to think critically and communicate clearly about the subject.	8	3.50	0.53
This course provided me with information that may be directly applicable to my career or academic goals.	7	3.43	0.53

LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE DESIGN

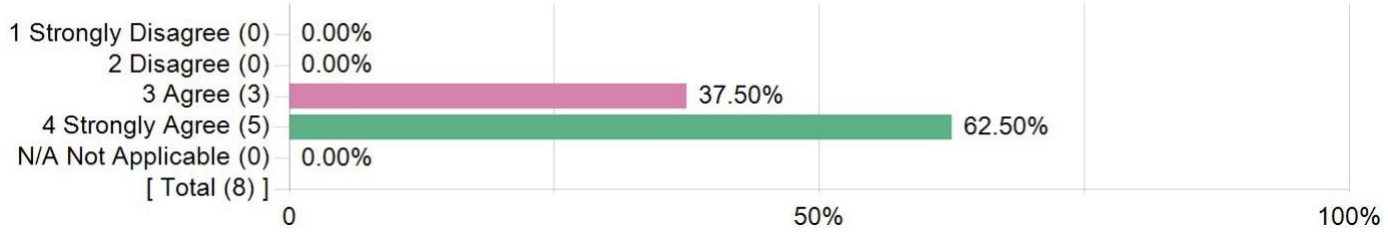
COURSE DESIGN

	N	Mean	Std. Deviation
The course objectives were well explained.	8	3.50	0.53
The course assignments were related to the course objectives.	8	3.63	0.52
I understood what was expected of me in this course.	8	3.63	0.52

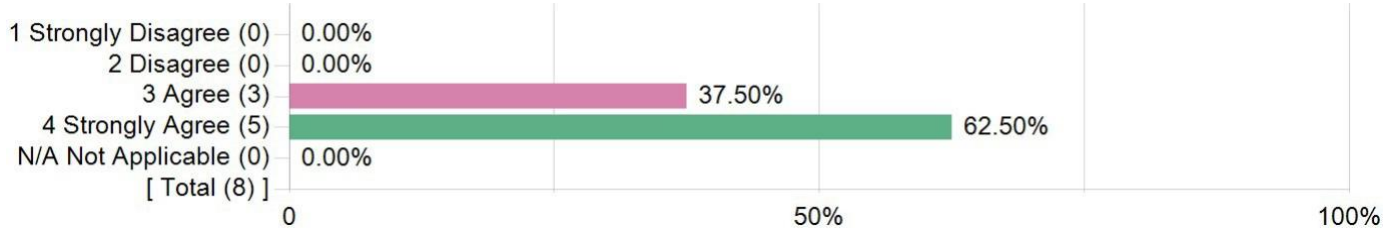
1. The course objectives were well explained.



2. The course assignments were related to the course objectives.



3. I understood what was expected of me in this course.

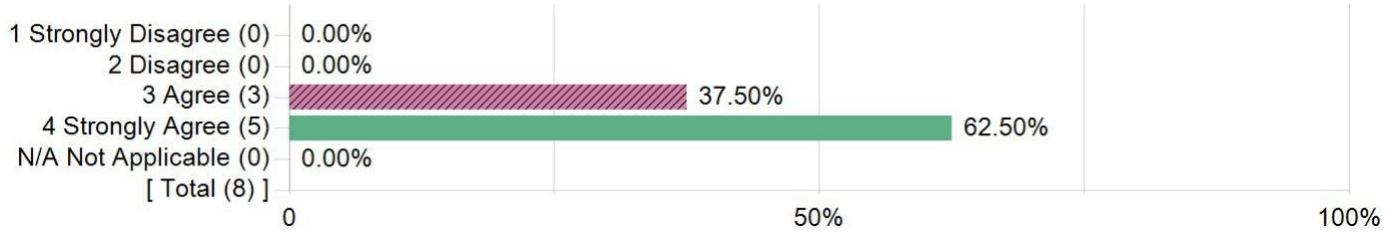


LEARNING EXPERIENCE SUBSCALE ANALYSIS: INSTRUCTIONAL PRACTICES

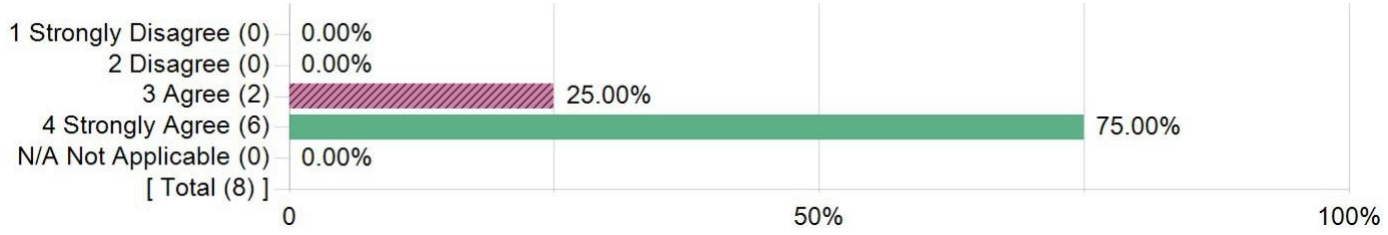
INSTRUCTIONAL PRACTICES

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	8	3.63	0.52
The instructor encouraged me to do my best work.	8	3.75	0.46
The instructor encouraged questioning and discussion of course topics from the students	8	3.63	0.52

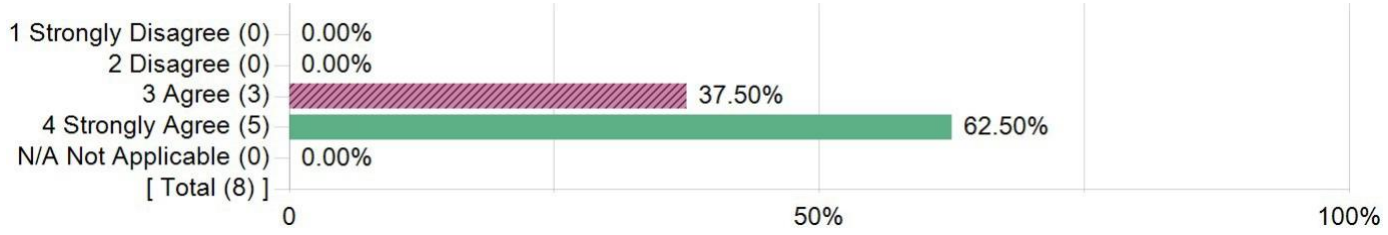
1. The instructor carefully explained difficult concepts, methods, and subject matter.



2. The instructor encouraged me to do my best work.



3. The instructor encouraged questioning and discussion of course topics from the students

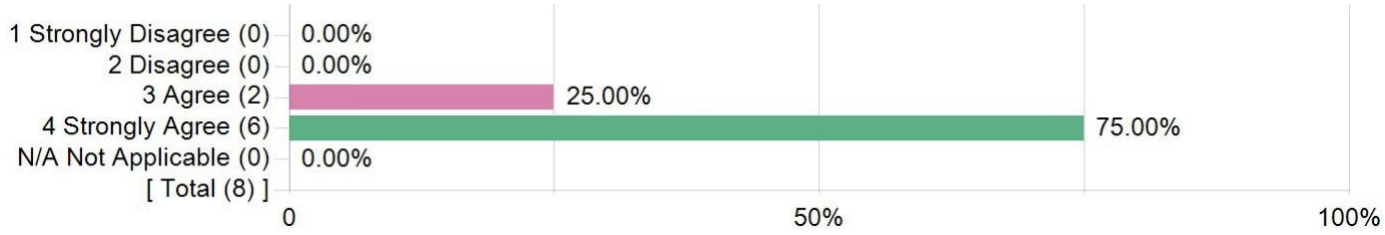


LEARNING EXPERIENCE SUBSCALE ANALYSIS: INCLUSION PRACTICES

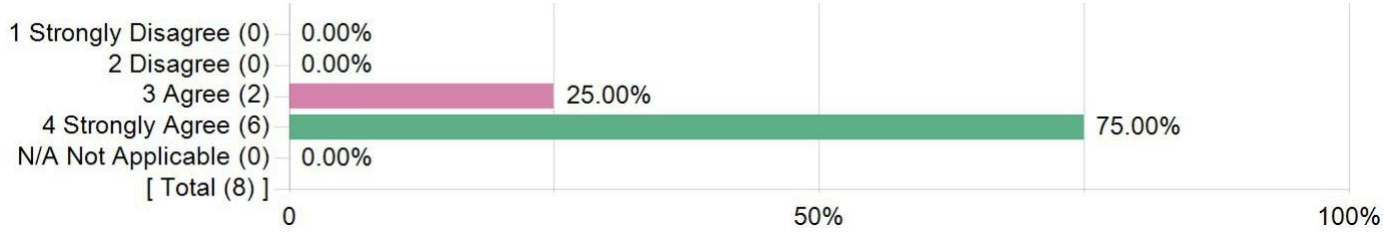
INCLUSION PRACTICES

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	8	3.75	0.46
The instructor used a variety of teaching approaches to meet the needs of all students.	8	3.75	0.46
The instructor was receptive to the expression of diverse student viewpoints	8	3.75	0.46
The instructor demonstrated sensitivity to students' needs and diverse life experiences	8	3.75	0.46

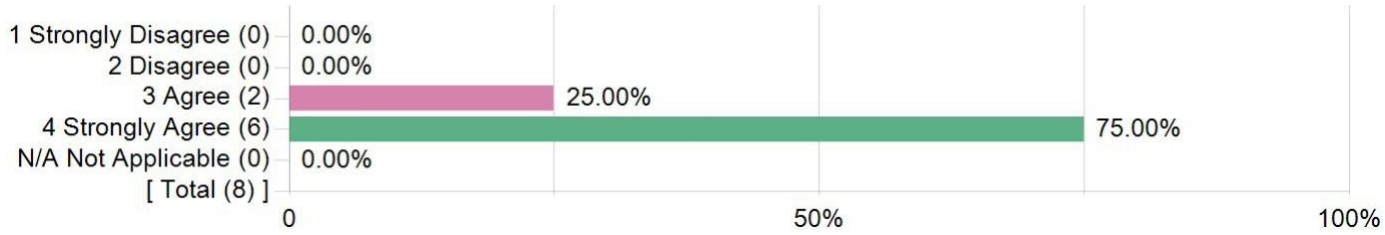
1. The course materials included diverse perspectives OR applications to diverse populations.



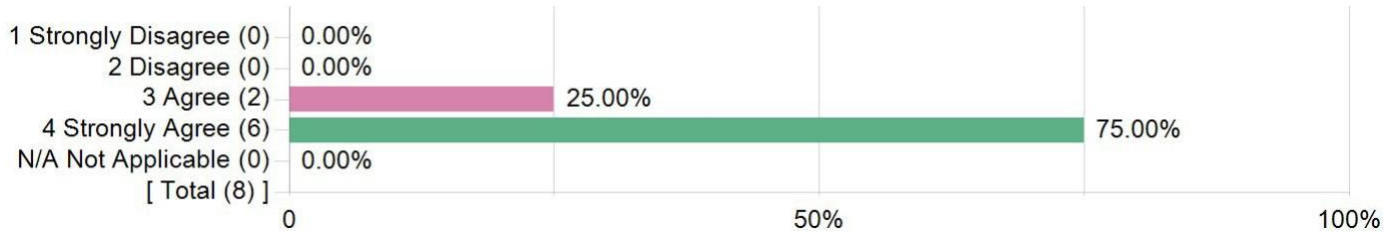
2. The instructor used a variety of teaching approaches to meet the needs of all students.



3. The instructor was receptive to the expression of diverse student viewpoints



4. The instructor demonstrated sensitivity to students' needs and diverse life experiences

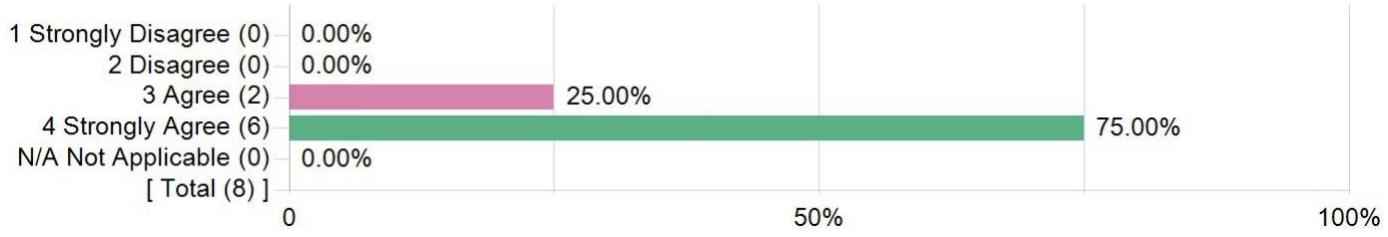


LEARNING EXPERIENCE SUBSCALE ANALYSIS: ASSESSMENT PRACTICES

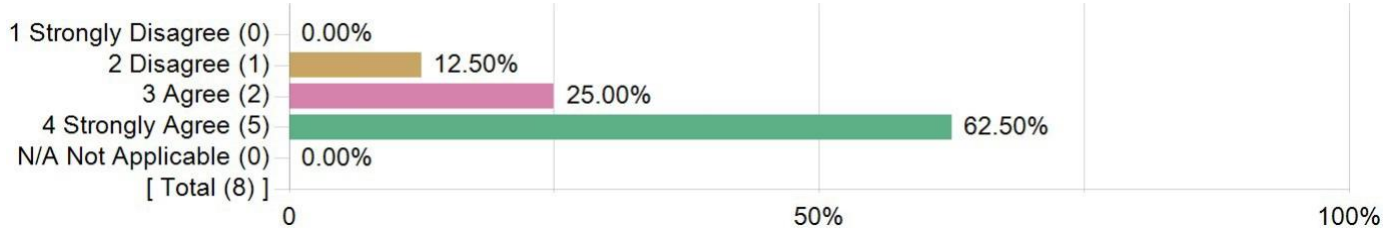
ASSESSMENT PRACTICES

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	8	3.75	0.46
The grades I have received thus far reflect the QUALITY of my performance in the course.	8	3.50	0.76
The criteria for good performance on the assignments or assessments were clearly communicated.	8	3.63	0.52
The instructor's evaluation of my performances was constructive.	8	3.75	0.46

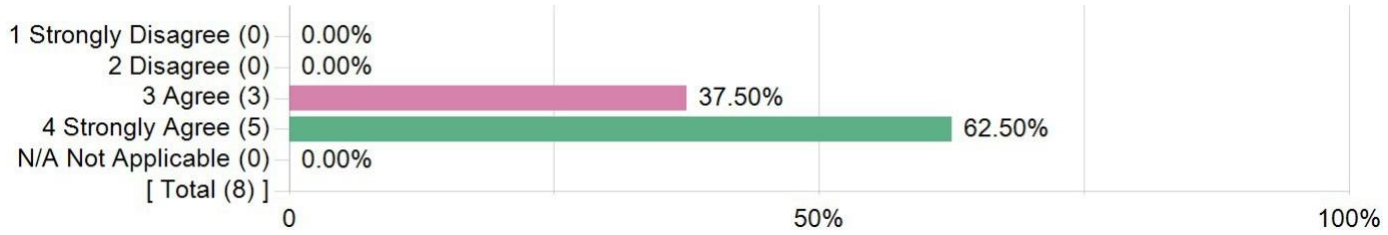
1. The assessments/assignments reflected what was covered in the course.



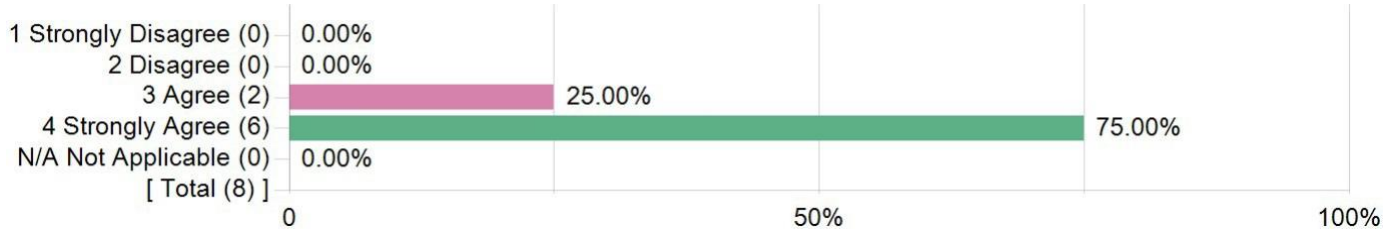
2. The grades I have received thus far reflect the QUALITY of my performance in the course.



3. The criteria for good performance on the assignments or assessments were clearly communicated.



4. The instructor's evaluation of my performances was constructive.

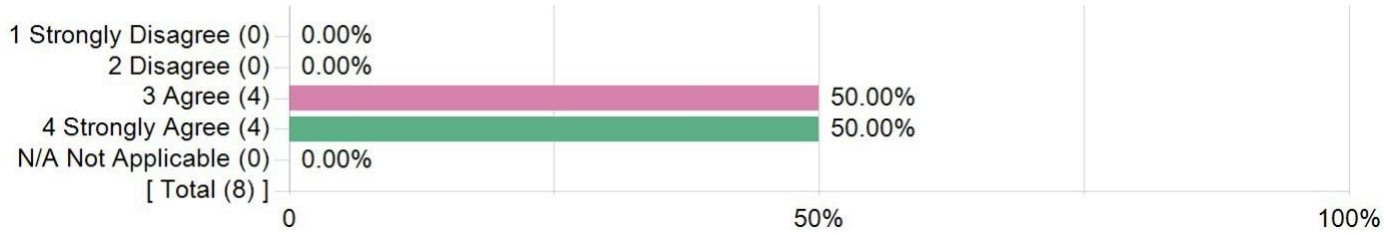


LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE IMPACT

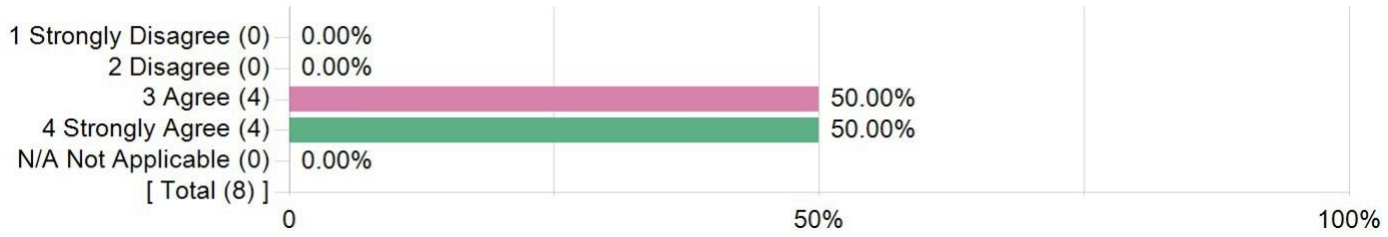
COURSE IMPACT

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	8	3.50	0.53
This course challenged me to think critically and communicate clearly about the subject.	8	3.50	0.53
This course provided me with information that may be directly applicable to my career or academic goals.	7	3.43	0.53

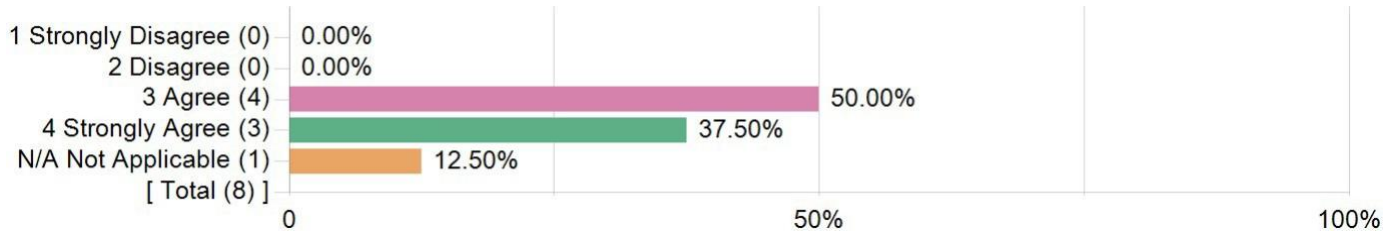
1. I learned perspectives, principles, or practices from this course that I expect to apply to new situations.



2. This course challenged me to think critically and communicate clearly about the subject.



3. This course provided me with information that may be directly applicable to my career or academic goals.



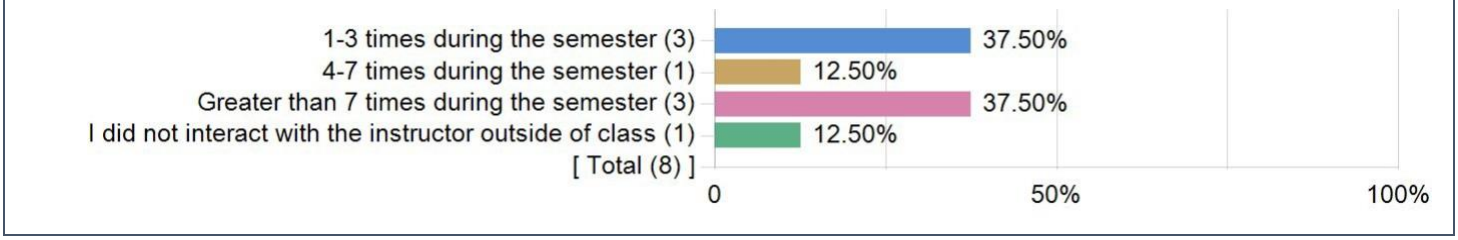
Is there additional information or feedback that you would like to share with instructor Jennifer Head ?

Students
Jennifer was the best TA I could ask for. She was patient with me and answered all of my questions. I am a high–maintenance person with a lot of questions but she was always there for me in office hours. She is very understanding even if I was lost with the material. Besides the material, she is the reason I loved this class.
Hi Jennifer! You were an amazing TA. Thank you for taking the time to always explain concepts to the students, especially since a majority of us haven't been exposed to philosophy before. Your dedication to helping students learn shows, and I really appreciated that. Thank you!
Jennifer explains material in a really easy–to–understand and sensitive manner and is really understanding of students' needs and wellbeing.
Thanks for constantly wanting to help me out during office hours with a welcoming smile on your face! It made learning the material much easier to have your support and advice easily accessible.
Jennifer was a great TA. She genuinely cared about her students' success both in the class and out of it, and truly meant it when she said at the beginning of the semester that "no question is a dumb question." She was responsive with emails, and always wanted her students to do the best they could. She was, however, a bit of a tough grader compared to the other TA's.

STUDENT ENGAGEMENT ANALYSIS

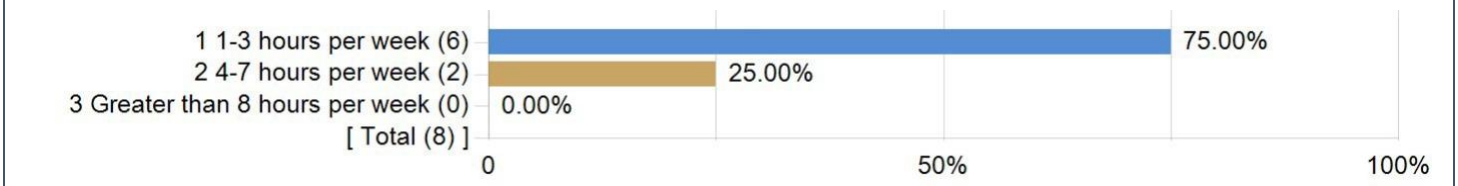
Number of Instructor Interactions Outside of Class

Approximately how many times did you interact with instructor Jennifer Head outside of class? (e.g., via email, office hours)

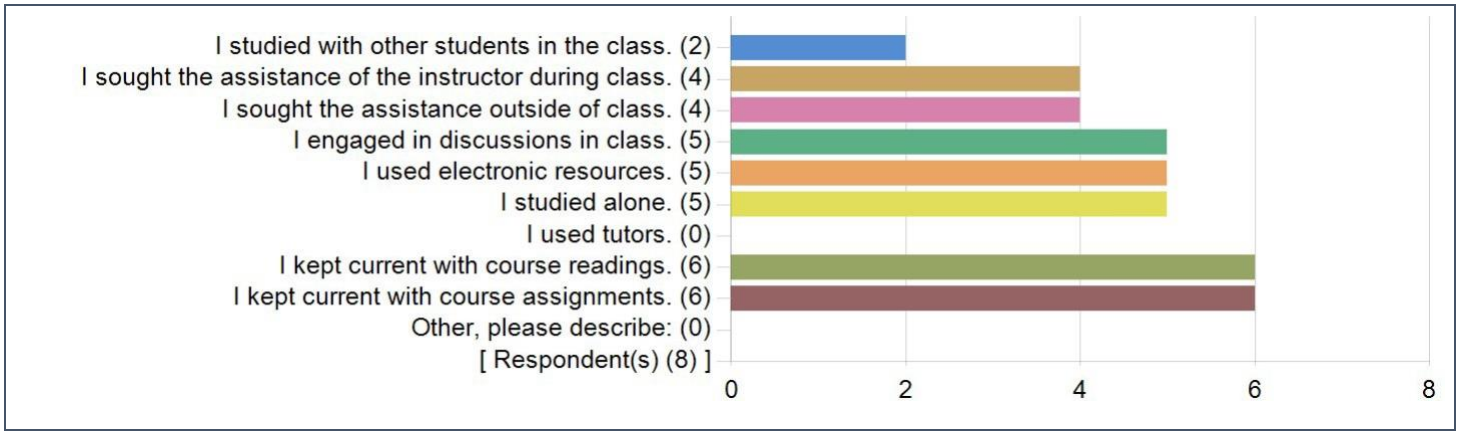


Approximately how many hours did you spend on coursework outside of the classroom?

Approximately how many hours did you spend on coursework outside of the classroom?



In what ways have you participated in your learning for this course? (Please select all that apply.)



Please describe the MOST valuable aspect(s) of this course.

Comments
Jennifer helped me so much throughout this course, I am thankful for her.
The discussion section is very helpful for us to understand the material better! Sometimes the lecture could be a little bit hard to follow since there are a lot of material covered in a short lecture, but the discussion section really clarifies some difficult subject.
There were a lot of philosophical concepts that can easily be applied to situations that I am familiar with in life.
this discussion session was great at breaking down the material
Viewing my interest and progress improve throughout the course and see how this material applies in our lives today.
The intimacy of the discussion section allowed me to have a great resource where I could really ask the questions that arose during Quong's lectures.

Please describe the LEAST valuable aspect(s) of this course.

Comments
There are none.
N/A
difficulty of assignments
None! Jennifer did everything to keep students engaged through working together and having weekly worksheets.
Sometimes I felt like topics could be made a bit more clear, and that some things I had worked hard on could have received a better grade.

USC University of Southern California

Fall 2019

PHIL-168 The Meaning of Life

blue®

USC University of Southern California

Individual Report for Instructor Head (49389-20193 : PHIL-168 The Meaning of Life (49389))

Project Title: **Learning Experience Evaluations - Fall 2019**

Courses Audience: **25**
Responses Received: **15**
Response Ratio: **60.0%**

PHIL-168 The Meaning of Life (49389)

Creation Date: **Thursday, January 16, 2020**

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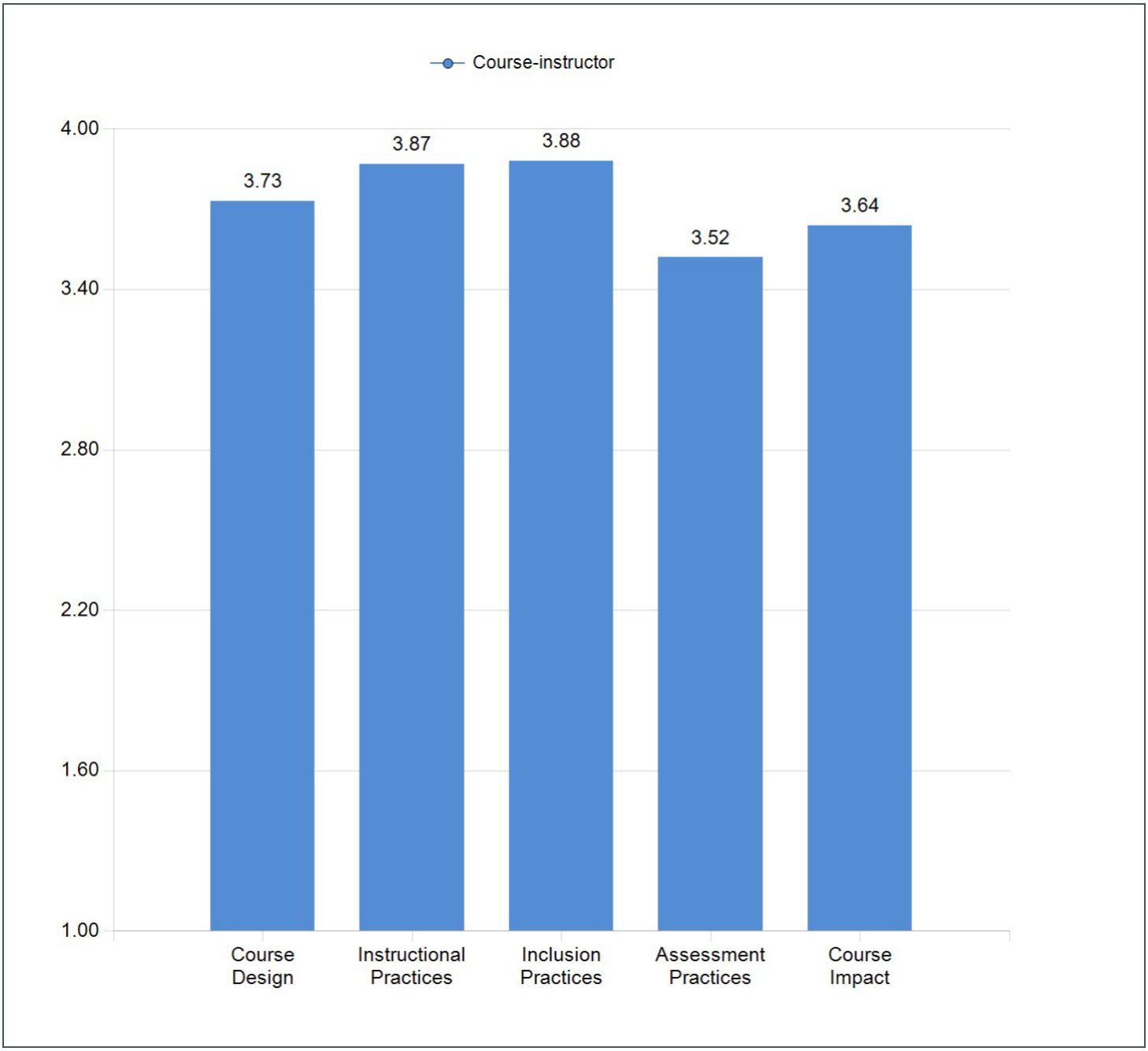
LEARNING EXPERIENCE SUBSCALE ANALYSIS

Learning Experience Subscale Average Score



Competency	Course-instructor	Standard Deviation
Course Design	3.73	+/-0.50
Instructional Practices	3.87	+/-0.40
Inclusion Practices	3.88	+/-0.33
Assessment Practices	3.52	+/-0.73
Course Impact	3.64	+/-0.53

COURSE DESIGN

	N	Mean	Std. Deviation
The course objectives were well explained.	15	3.80	0.41
The course assignments were related to the course objectives.	15	3.80	0.41
I understood what was expected of me in this course.	15	3.60	0.63

INSTRUCTIONAL PRACTICES

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	15	3.80	0.56
The instructor encouraged me to do my best work.	15	3.93	0.26
The instructor encouraged questioning and discussion of course topics from the students	15	3.87	0.35

INCLUSION PRACTICES

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	15	3.93	0.26
The instructor used a variety of teaching approaches to meet the needs of all students.	14	3.79	0.43
The instructor was receptive to the expression of diverse student viewpoints	15	3.93	0.26
The instructor demonstrated sensitivity to students' needs and diverse life experiences	15	3.87	0.35

ASSESSMENT PRACTICES

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	15	3.60	0.63
The grades I have received thus far reflect the QUALITY of my performance in the course.	14	3.43	0.85
The criteria for good performance on the assignments or assessments were clearly communicated.	15	3.33	0.90
The instructor's evaluation of my performances was constructive.	15	3.73	0.46

COURSE IMPACT

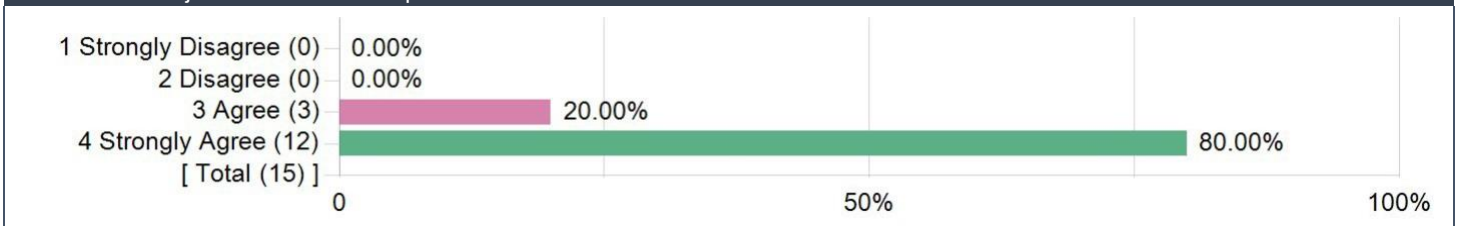
	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	15	3.60	0.51
This course challenged me to think critically and communicate clearly about the subject.	15	3.80	0.41
This course provided me with information that may be directly applicable to my career or academic goals.	15	3.53	0.64

LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE DESIGN

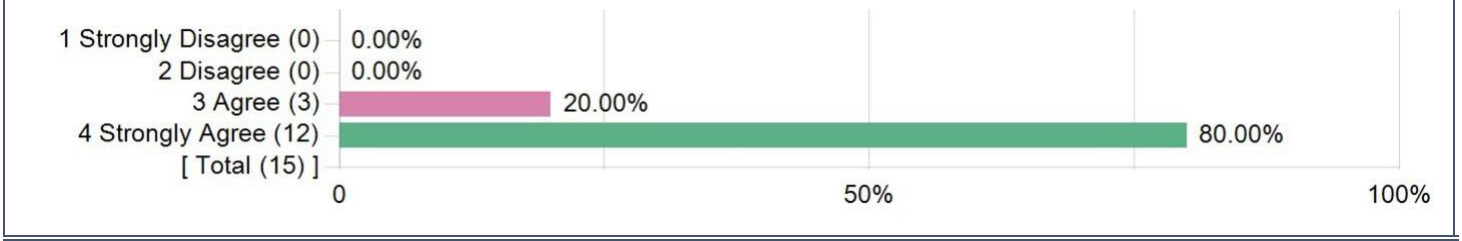
COURSE DESIGN

	N	Mean	Std. Deviation
The course objectives were well explained.	15	3.80	0.41
The course assignments were related to the course objectives.	15	3.80	0.41
I understood what was expected of me in this course.	15	3.60	0.63

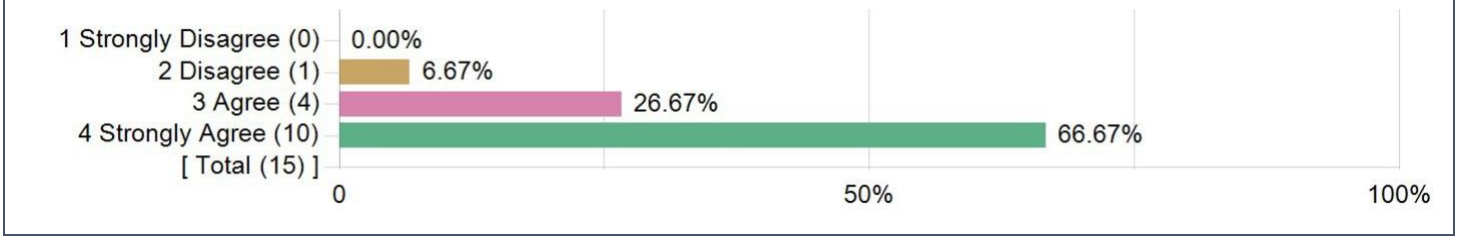
1. The course objectives were well explained.



2. The course assignments were related to the course objectives.



3. I understood what was expected of me in this course.



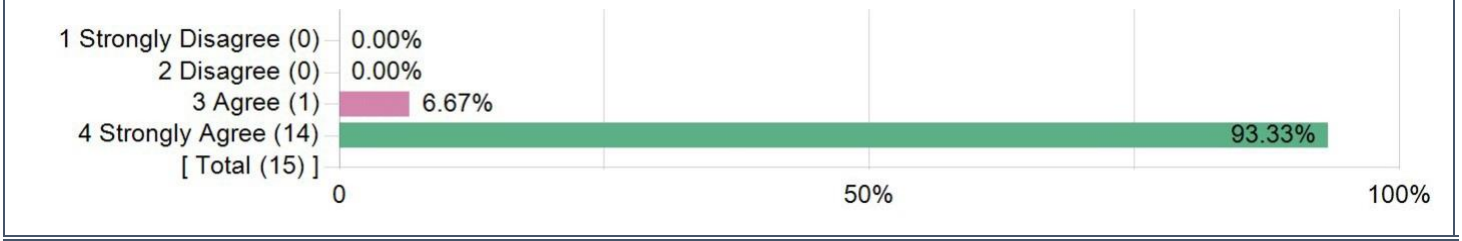
LEARNING EXPERIENCE SUBSCALE ANALYSIS: INSTRUCTIONAL PRACTICES

INSTRUCTIONAL PRACTICES

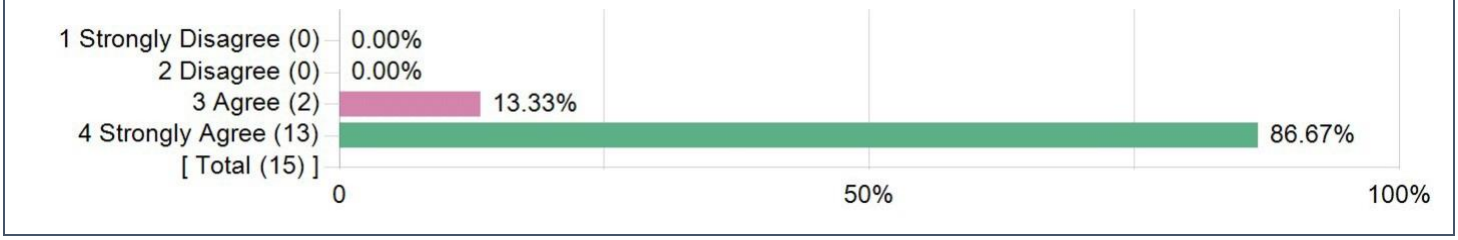
	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	15	3.80	0.56
The instructor encouraged me to do my best work.	15	3.93	0.26
The instructor encouraged questioning and discussion of course topics from the students	15	3.87	0.35

1. The instructor carefully explained difficult concepts, methods, and subject matter.

2. The instructor encouraged me to do my best work.



3. The instructor encouraged questioning and discussion of course topics from the students

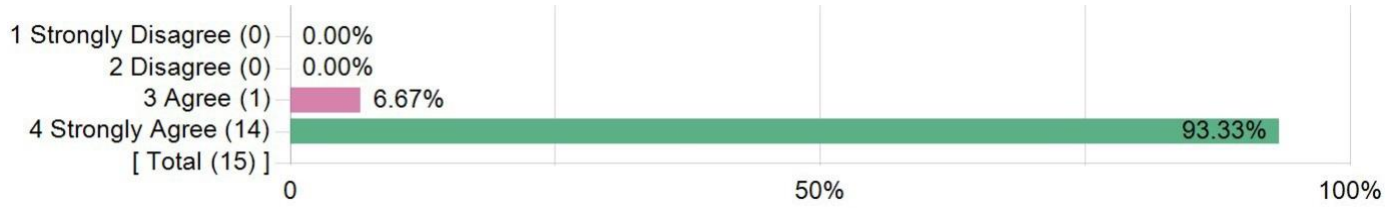


LEARNING EXPERIENCE SUBSCALE ANALYSIS: INCLUSION PRACTICES

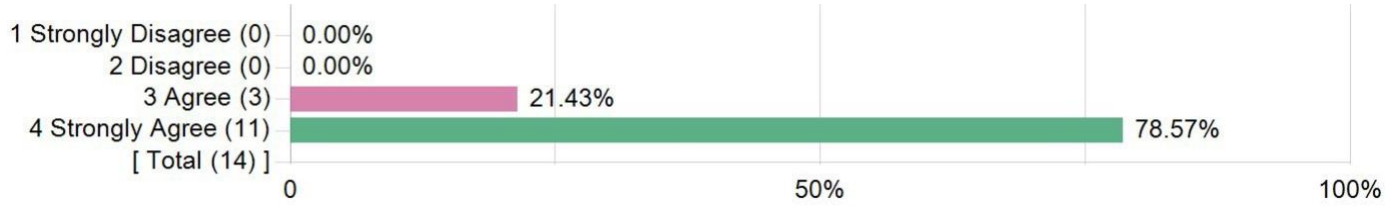
INCLUSION PRACTICES

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	15	3.93	0.26
The instructor used a variety of teaching approaches to meet the needs of all students.	14	3.79	0.43
The instructor was receptive to the expression of diverse student viewpoints	15	3.93	0.26
The instructor demonstrated sensitivity to students' needs and diverse life experiences	15	3.87	0.35

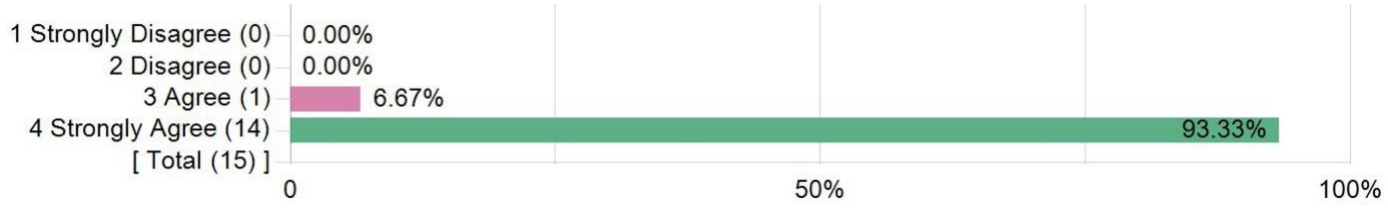
1. The course materials included diverse perspectives OR applications to diverse populations.



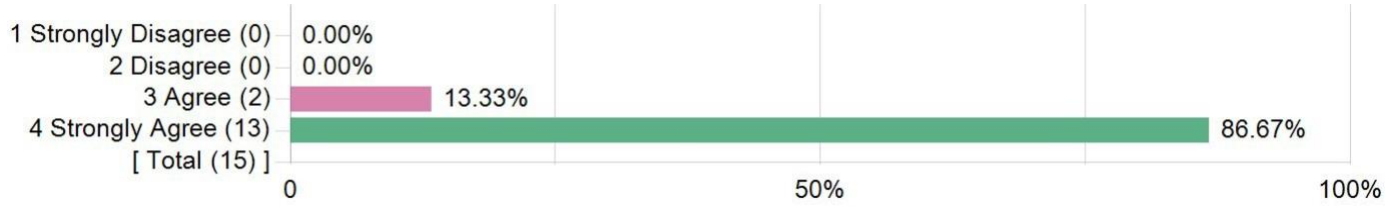
2. The instructor used a variety of teaching approaches to meet the needs of all students.



3. The instructor was receptive to the expression of diverse student viewpoints



4. The instructor demonstrated sensitivity to students' needs and diverse life experiences

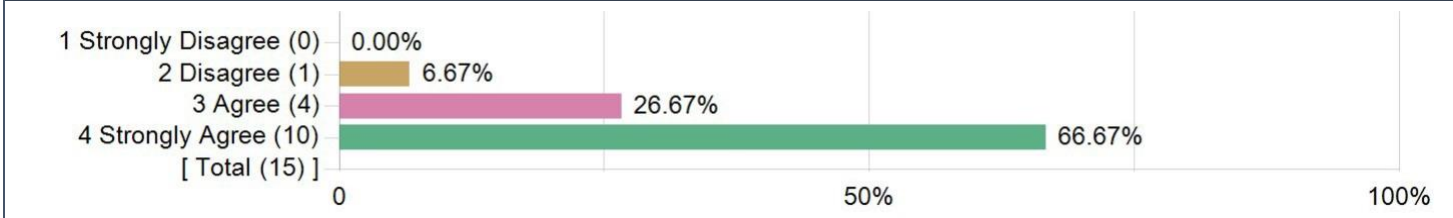


LEARNING EXPERIENCE SUBSCALE ANALYSIS: ASSESSMENT PRACTICES

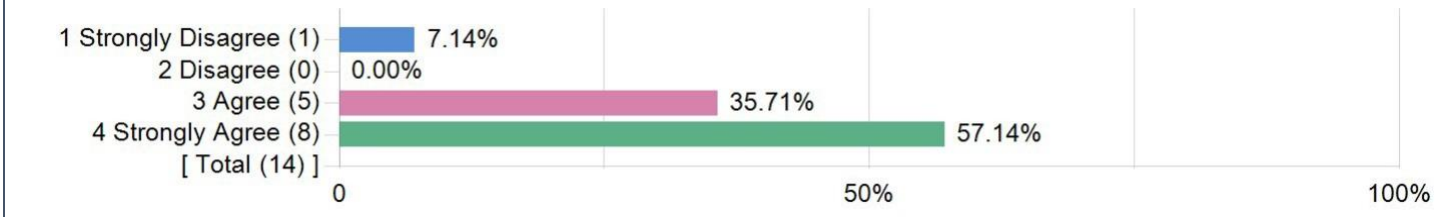
ASSESSMENT PRACTICES

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	15	3.60	0.63
The grades I have received thus far reflect the QUALITY of my performance in the course.	14	3.43	0.85
The criteria for good performance on the assignments or assessments were clearly communicated.	15	3.33	0.90
The instructor's evaluation of my performances was constructive.	15	3.73	0.46

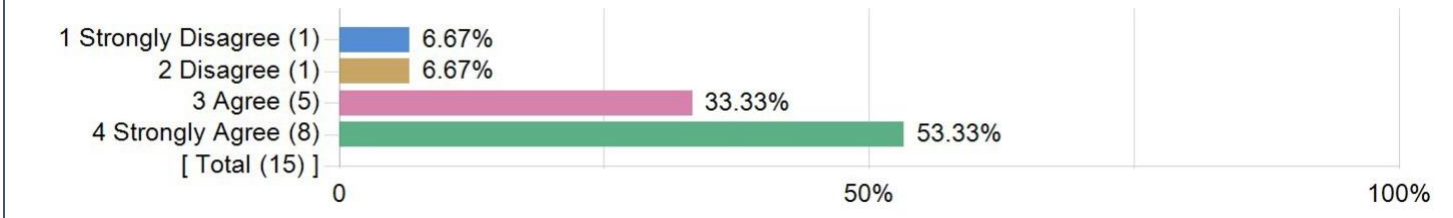
1. The assessments/assignments reflected what was covered in the course.



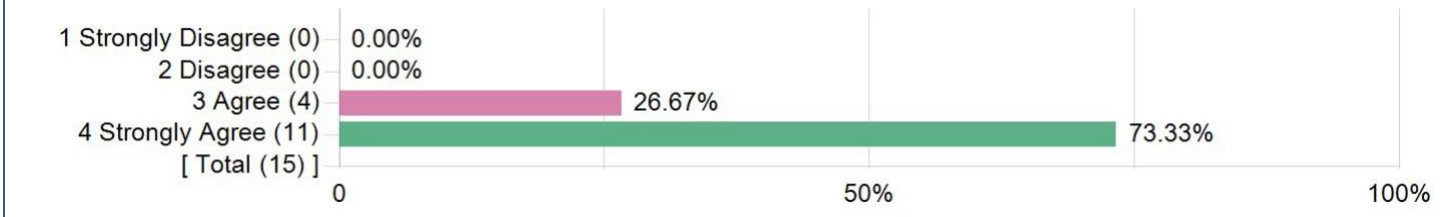
2. The grades I have received thus far reflect the QUALITY of my performance in the course.



3. The criteria for good performance on the assignments or assessments were clearly communicated.



4. The instructor's evaluation of my performances was constructive.

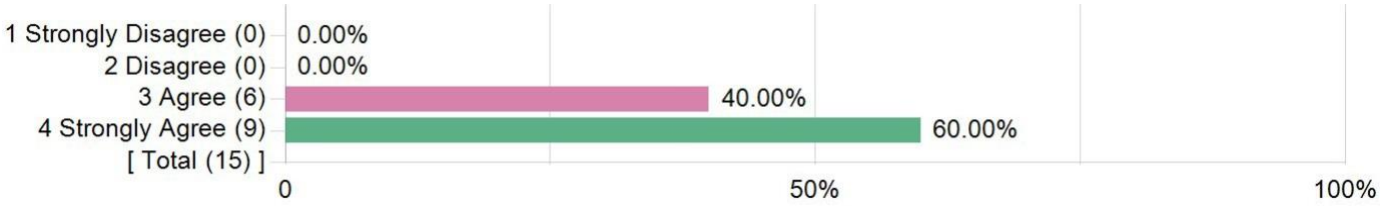


LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE IMPACT

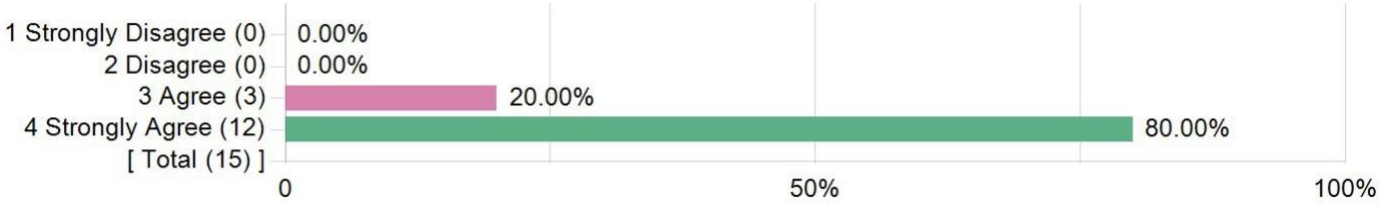
COURSE IMPACT

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	15	3.60	0.51
This course challenged me to think critically and communicate clearly about the subject.	15	3.80	0.41
This course provided me with information that may be directly applicable to my career or academic goals.	15	3.53	0.64

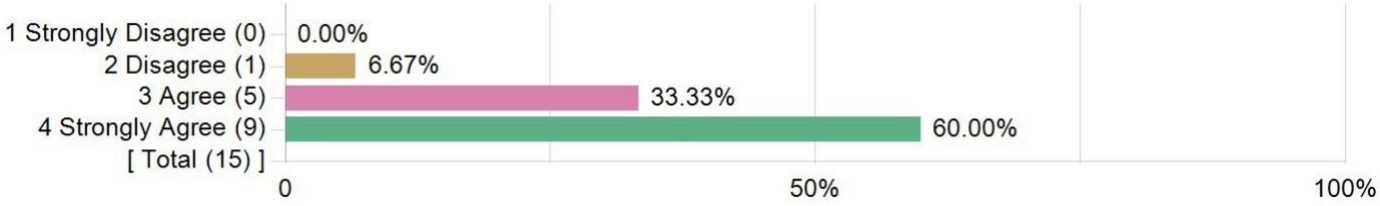
1. I learned perspectives, principles, or practices from this course that I expect to apply to new situations.



2. This course challenged me to think critically and communicate clearly about the subject.



3. This course provided me with information that may be directly applicable to my career or academic goals.



If you have selected at least a "Strongly Disagree" or "Disagree" option with one of the previous statements on COURSE DESIGN, INSTRUCTIONAL PRACTICES, ASSESSMENT PRACTICES or COURSE IMPACT, please describe a change that would improve that aspect of the course.

Students
The assignments reflect a small portion of what we covered, not very comprehensive (3 papers on 3 topics).
I just needed more direction in writing philosophy papers

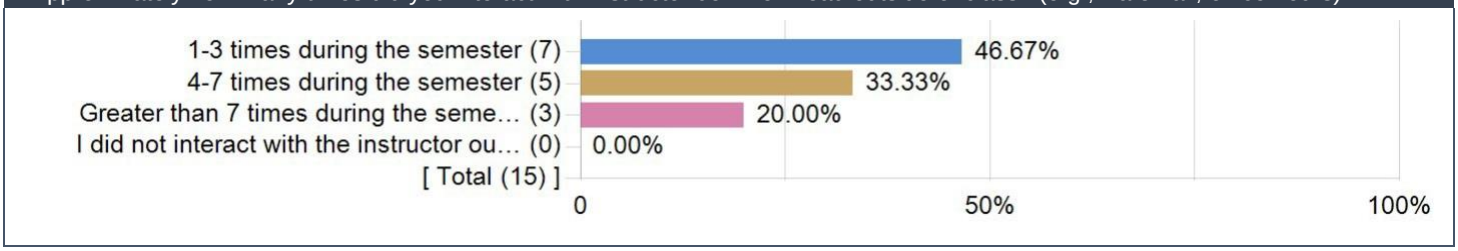
Is there additional information or feedback that you would like to share with instructor Jennifer Head ?

Students
that I thought the question breakdown was very helpful with the last essay and also that after receiving feedback for the first essay I had criteria sheet to work with for the other essays, but for the first essay I wasn't completely clear on the criteria. overall great though and discussions were engaging.
n/a
Thank you for being very helpful and understanding
Jennifer was always very available to provide help for her students. For each of the three essays we had to write, Jennifer set aside time for each student to meet with her. These meetings were extremely constructive and helpful. Furthermore, Jennifer came to discussion sections extremely well prepared and spurred student discussion and engagement with concepts covered in lecture. Overall, she significantly contributed to my understanding of and appreciation for material in this course.
You did well hosting the classes.
Jennifer was an absolutely amazing TA!
Used an interactive way to teach and review the difficult materials

STUDENT ENGAGEMENT ANALYSIS

Number of Instructor Interactions Outside of Class

1. Approximately how many times did you interact with instructor Jennifer Head outside of class? (e.g., via email, office hours)



Approximately how many hours did you spend on coursework outside of the classroom?

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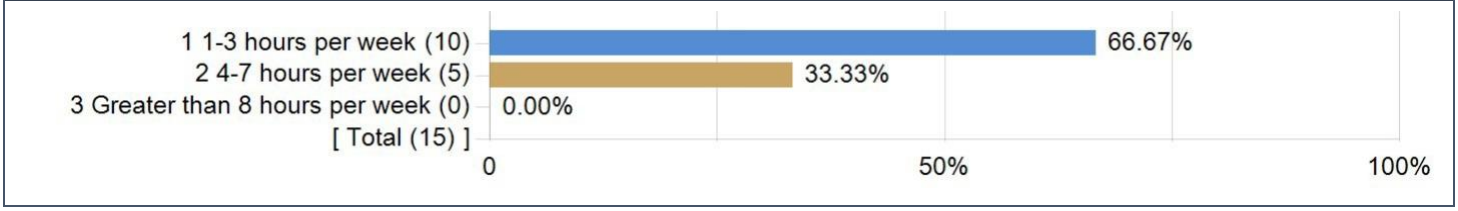
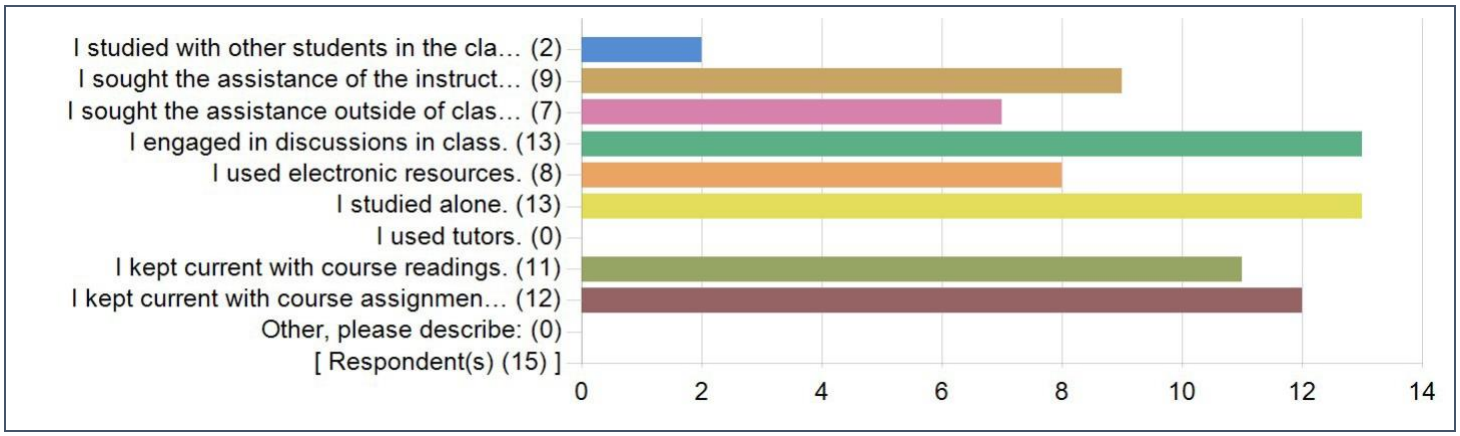


In what ways have you participated in your learning for this course? (Please select all that apply.)



USC University of Southern California

Individual Report for Instructor Head (49481-20193 : PHIL-168 The Meaning of Life (49481))

Project Title: **Learning Experience Evaluations - Fall 2019**

Courses Audience: **25**
Responses Received: **18**
Response Ratio: **72.00%**

PHIL-168 The Meaning of Life (49481)

Creation Date: **Thursday, January 16, 2020**

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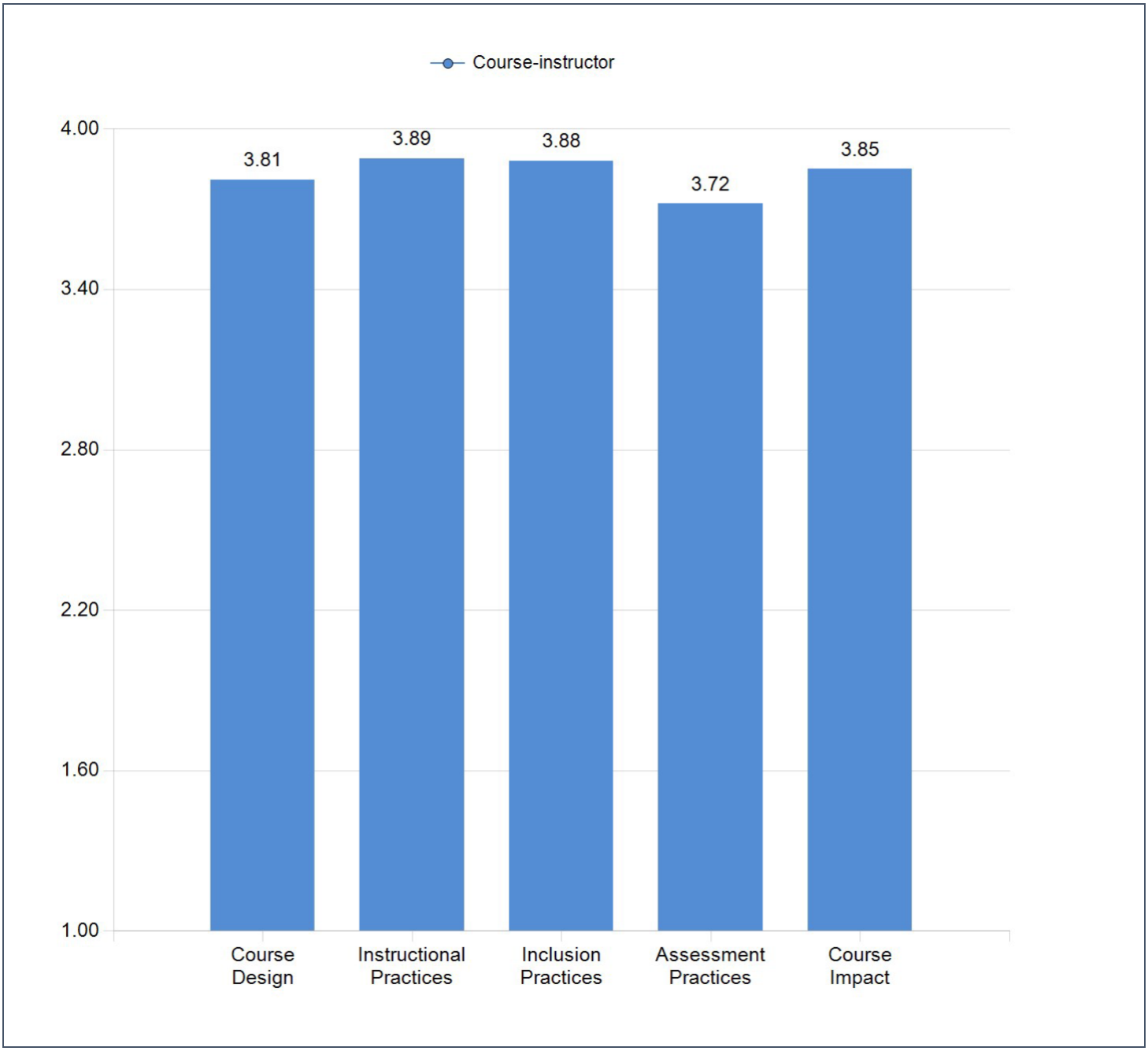
LEARNING EXPERIENCE SUBSCALE ANALYSIS

Learning Experience Subscale Average Score



Competency	Course-instructor	Standard Deviation
Course Design	3.81	+/-0.39
Instructional Practices	3.89	+/-0.32
Inclusion Practices	3.88	+/-0.33
Assessment Practices	3.72	+/-0.54
Course Impact	3.85	+/-0.36

COURSE DESIGN

	N	Mean	Std. Deviation
The course objectives were well explained.	18	3.78	0.43
The course assignments were related to the course objectives.	18	3.83	0.38
I understood what was expected of me in this course.	18	3.83	0.38

INSTRUCTIONAL PRACTICES

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	18	3.89	0.32
The instructor encouraged me to do my best work.	18	3.89	0.32
The instructor encouraged questioning and discussion of course topics from the students	18	3.89	0.32

INCLUSION PRACTICES

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	18	3.83	0.38
The instructor used a variety of teaching approaches to meet the needs of all students.	18	3.89	0.32
The instructor was receptive to the expression of diverse student viewpoints	18	3.89	0.32
The instructor demonstrated sensitivity to students' needs and diverse life experiences	18	3.89	0.32

ASSESSMENT PRACTICES

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	18	3.78	0.43
The grades I have received thus far reflect the QUALITY of my performance in the course.	18	3.61	0.70
The criteria for good performance on the assignments or assessments were clearly communicated.	18	3.78	0.43
The instructor's evaluation of my performances was constructive.	18	3.72	0.57

COURSE IMPACT

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	18	3.89	0.32
This course challenged me to think critically and communicate clearly about the subject.	18	3.89	0.32
This course provided me with information that may be directly applicable to my career or academic goals.	18	3.78	0.43

LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE DESIGN

COURSE DESIGN

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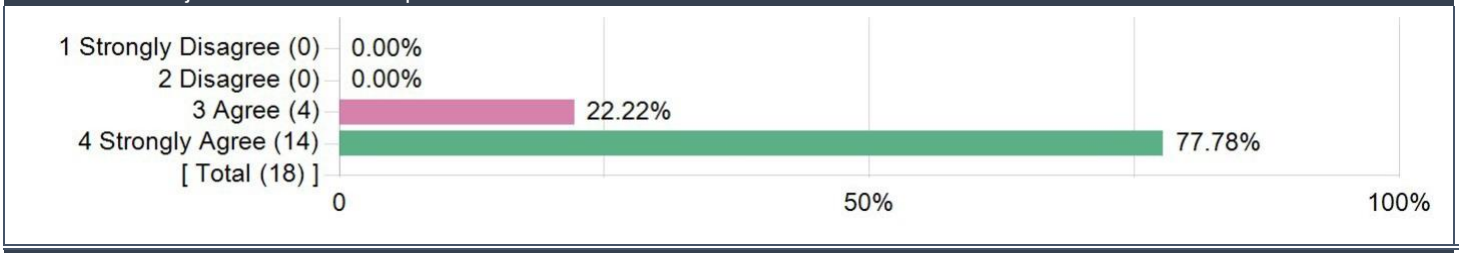
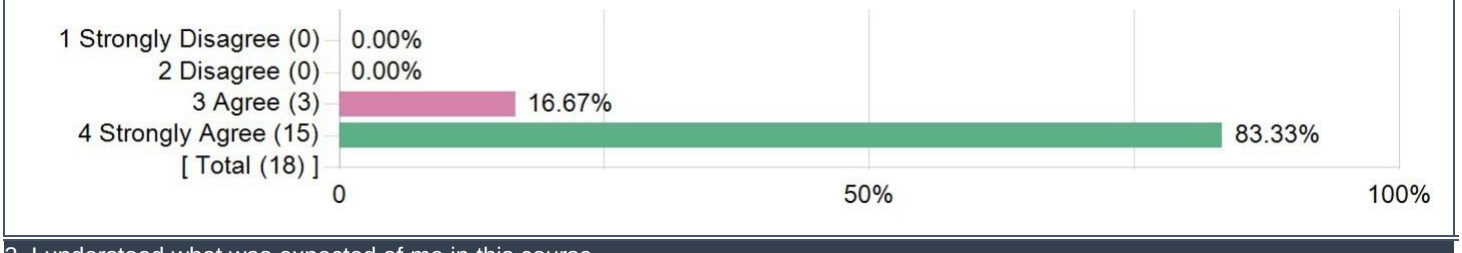
The course assignments were related to the course objectives.	18	3.83	0.38
I understood what was expected of me in this course.	18	3.83	0.38

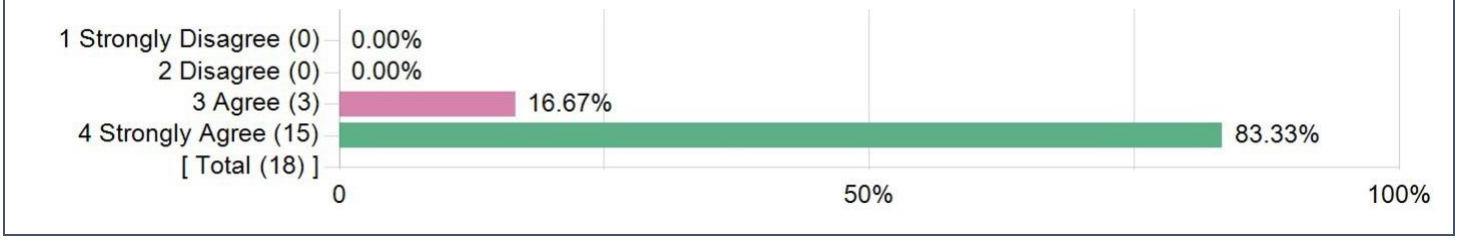
1. The course objectives were well explained.



2. The course assignments were related to the course objectives.



3. I understood what was expected of me in this course.



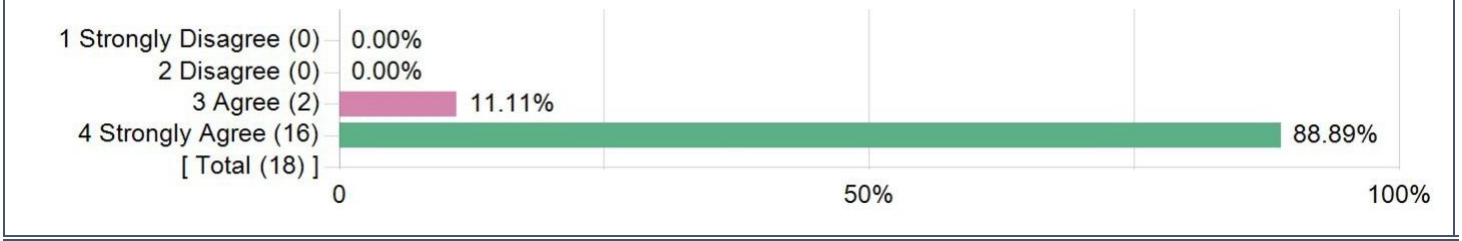
LEARNING EXPERIENCE SUBSCALE ANALYSIS: INSTRUCTIONAL PRACTICES

INSTRUCTIONAL PRACTICES

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	18	3.89	0.32
The instructor encouraged me to do my best work.	18	3.89	0.32
The instructor encouraged questioning and discussion of course topics from the students	18	3.89	0.32

1. The instructor carefully explained difficult concepts, methods, and subject matter.

2. The instructor encouraged me to do my best work.



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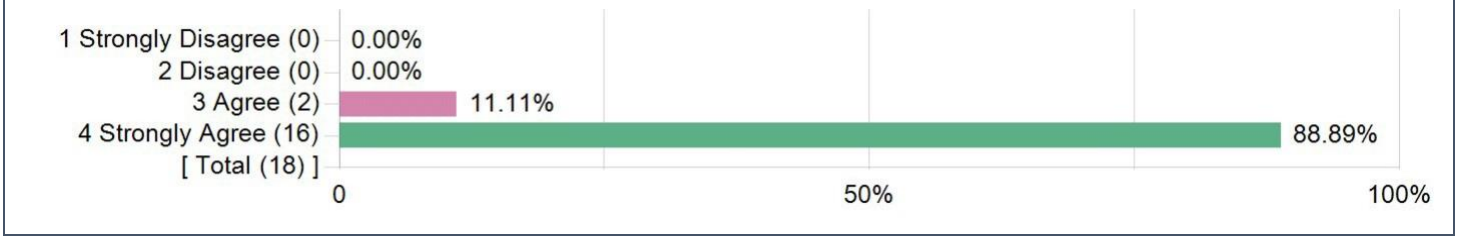
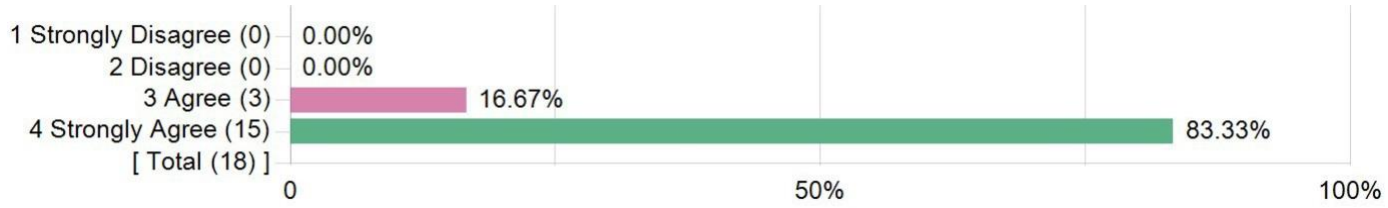


LEARNING EXPERIENCE SUBSCALE ANALYSIS: INCLUSION PRACTICES

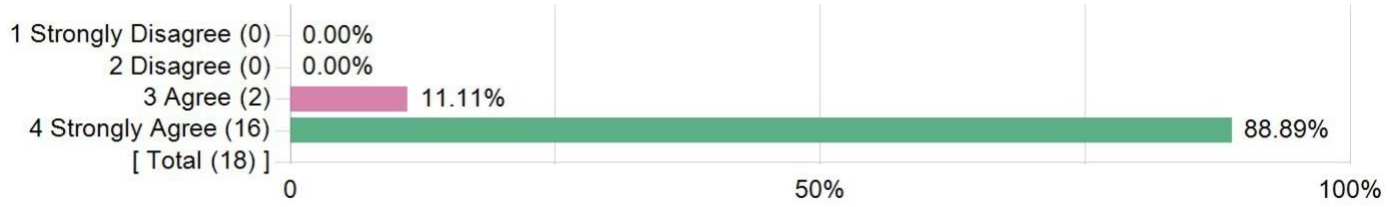
INCLUSION PRACTICES

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	18	3.83	0.38
The instructor used a variety of teaching approaches to meet the needs of all students.	18	3.89	0.32
The instructor was receptive to the expression of diverse student viewpoints	18	3.89	0.32
The instructor demonstrated sensitivity to students' needs and diverse life experiences	18	3.89	0.32

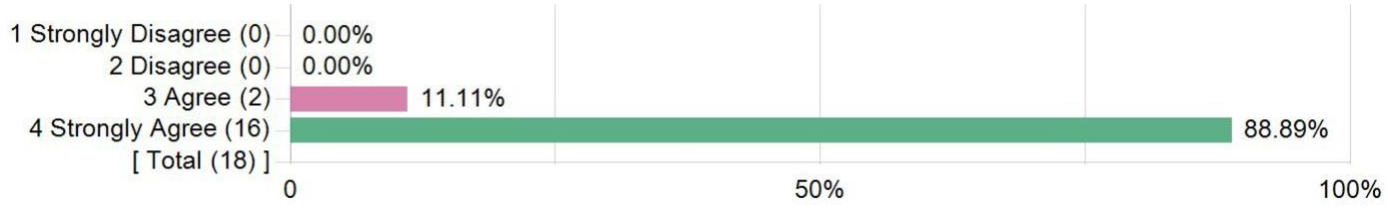
1. The course materials included diverse perspectives OR applications to diverse populations.



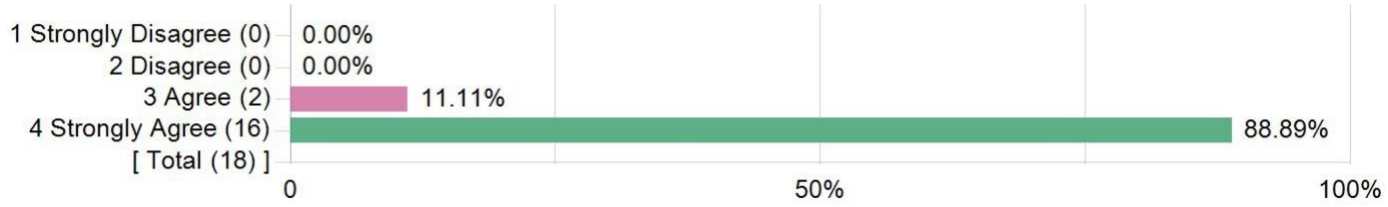
2. The instructor used a variety of teaching approaches to meet the needs of all students.



3. The instructor was receptive to the expression of diverse student viewpoints



4. The instructor demonstrated sensitivity to students' needs and diverse life experiences

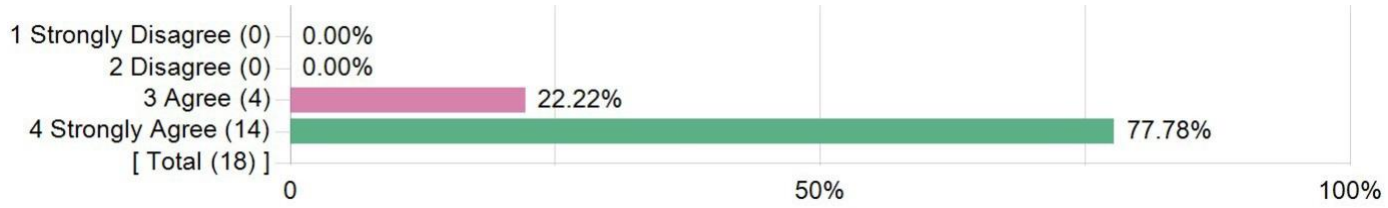


LEARNING EXPERIENCE SUBSCALE ANALYSIS: ASSESSMENT PRACTICES

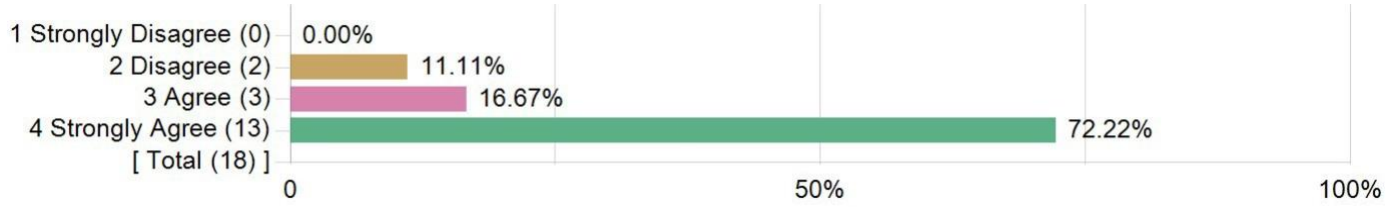
ASSESSMENT PRACTICES

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	18	3.78	0.43
The grades I have received thus far reflect the QUALITY of my performance in the course.	18	3.61	0.70
The criteria for good performance on the assignments or assessments were clearly communicated.	18	3.78	0.43
The instructor's evaluation of my performances was constructive.	18	3.72	0.57

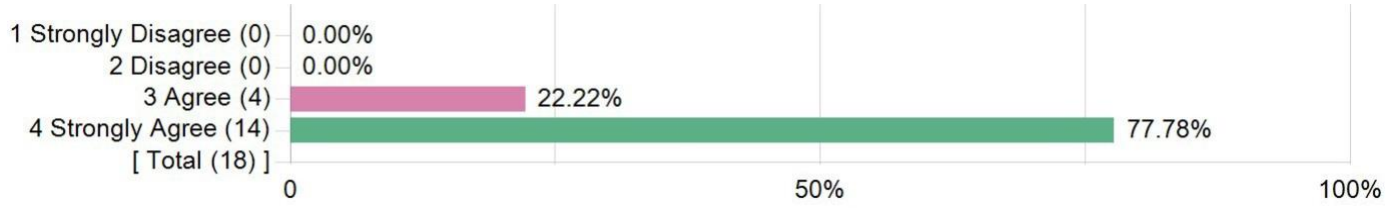
1. The assessments/assignments reflected what was covered in the course.



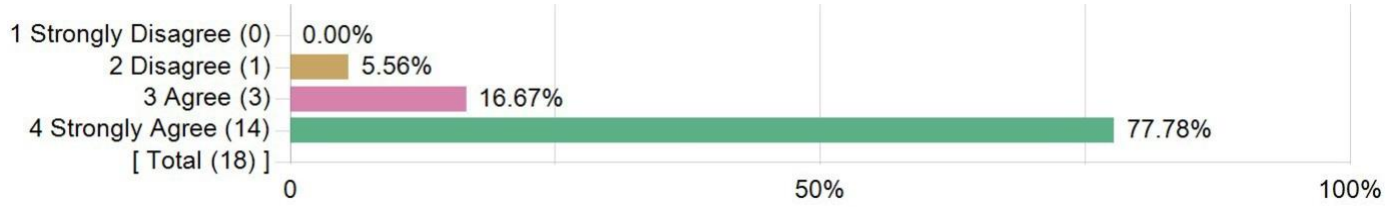
2. The grades I have received thus far reflect the QUALITY of my performance in the course.



3. The criteria for good performance on the assignments or assessments were clearly communicated.



4. The instructor's evaluation of my performances was constructive.



LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE IMPACT

COURSE IMPACT

	N	Mean	Std. Deviation
I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	18	3.89	0.32
This course challenged me to think critically and communicate clearly about the subject.	18	3.89	0.32
This course provided me with information that may be directly applicable to my career or academic goals.	18	3.78	0.43

1. I learned perspectives, principles, or practices from this course that I expect to apply to new situations.

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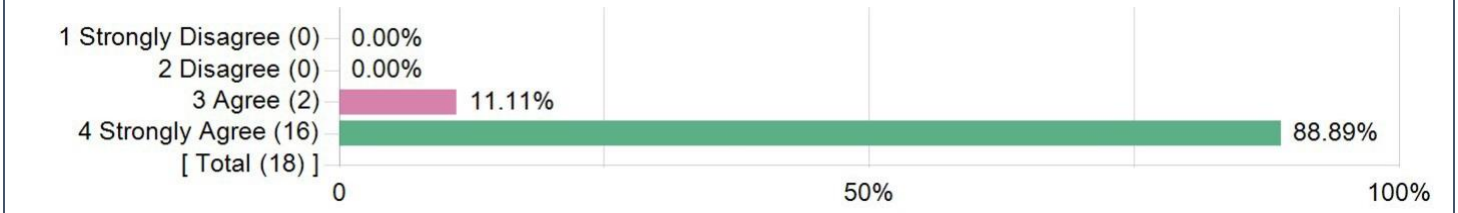

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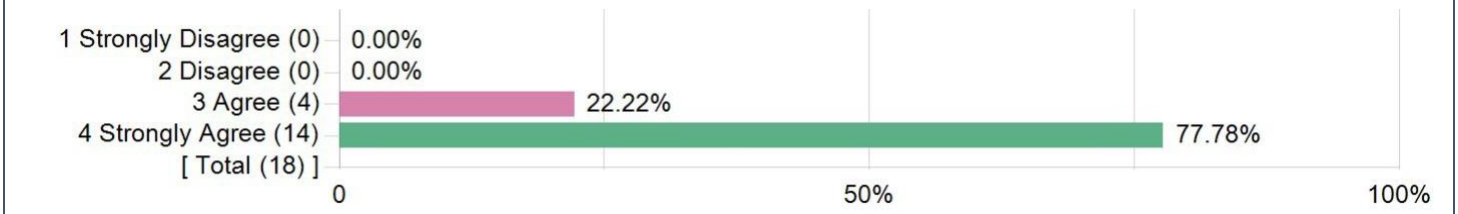


If you have selected at least a "Strongly Disagree" or "Disagree" option with one of the previous statements on COURSE DESIGN, INSTRUCTIONAL PRACTICES, ASSESSMENT PRACTICES or COURSE IMPACT, please describe a change that would improve that aspect of the course.

Students
Despite reviewing mistakes on my prior papers with the TA, and then correcting them, I was still getting docked on papers for the same stuff. Very harsh grading for a gen ed.

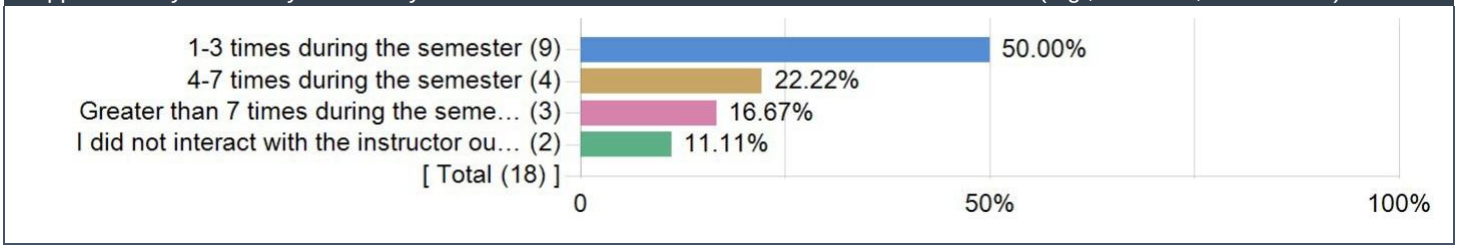
Is there additional information or feedback that you would like to share with instructor Jennifer Head ?

Students
No
I couldn’t have had a better TA this semester. Thank you for the thorough feedback and great discussions.
Be more honest when students come with help for their papers. After multiple meetings, I was convinced I had a great paper with your feedback, but still lost points in places that I specifically asked about before turning in the paper. If it's not perfect, let students know.
your paper feedback was amazing – really helpful & i really appreciate how much time you put into each of our papers
Jennifer was always very enthusiastic about the topics we discussed in section which really encouraged students to engage also. I always enjoyed section and exploring lecture ideas further. Jennifer always introduced new ideas to us and deepened my personal understanding of topics.
None.
Extremely helpful in explaining difficult concepts and very understanding of all issues that came up.
Thank you so much for this wonderful semester! I can say without a doubt that after 2.5 years here at USC that you have been by far the best TA I've ever had. You were really engaging to work with and learn from, and I always felt comfortable asking you for clarification or participating in our discussion sections. You accepted a lot of diverse standpoints, and were always kind if we were misguided or if we didn't understand a concept from lecture/the readings. And most importantly, you really went above and beyond to help us truly understand the course content with more resources than I ever could've expected or asked for. I will always be grateful for what you did for us in this course!!
Thanks for holding additional office hours!
Good job to Jennifer for trying to make discussion interesting and engaging. She is quirky but super likable and really wants the students to understand the material. Her preparation is amazing and she really puts in a lot of work for her sections.
Jennifer was great and a relief to make complicated concepts more understandable during the semster

STUDENT ENGAGEMENT ANALYSIS

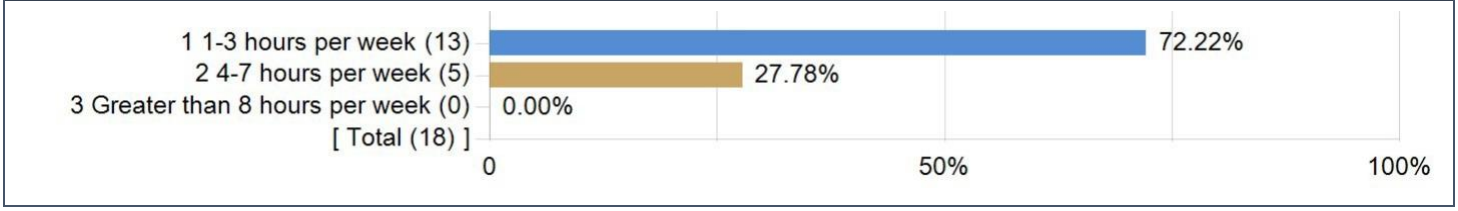
Number of Instructor Interactions Outside of Class

1. Approximately how many times did you interact with instructor Jennifer Head outside of class? (e.g., via email, office hours)

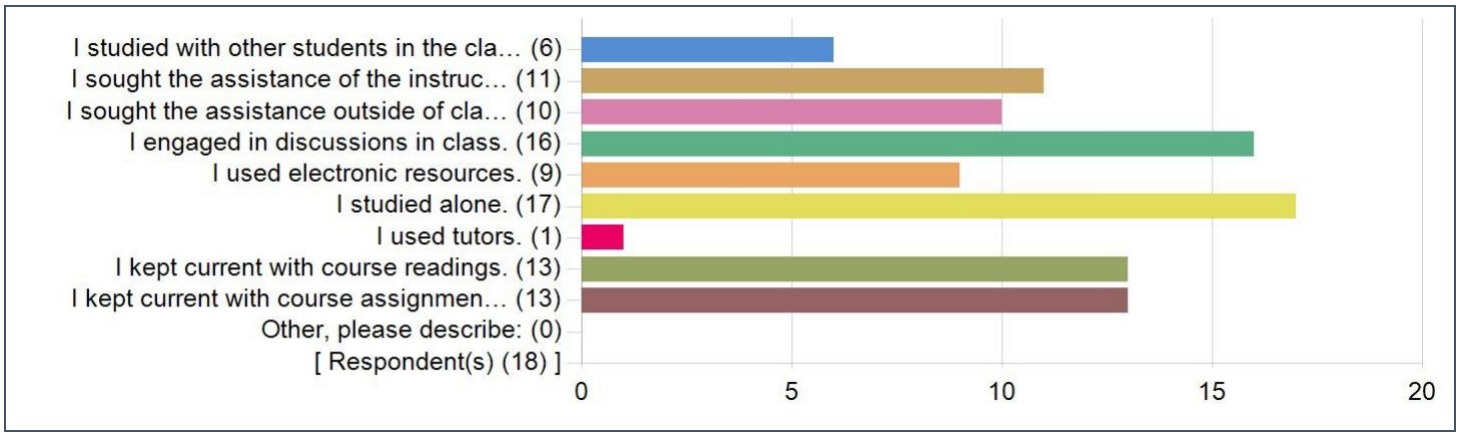


Approximately how many hours did you spend on coursework outside of the classroom?

1. Approximately how many hours did you spend on coursework outside of the classroom?



In what ways have you participated in your learning for this course? (Please select all that apply.)



Please describe the MOST valuable aspect(s) of this course.

Comments
Readings
The most valuable aspect is how the course taught me to reflect on myself and my own life. Also it taught me how to write a philosophy paper well.
Great discussions that were applicable to everyday life.
The discussion was always very interesting and incredibly helpful.
Lectures
the discussion sections were very enlightening.
our discussions were very thought provoking, and it was clear that you really wanted us to succeed.
Jennifer always guided super interesting discussions that helped the class explore lecture ideas further. The discussions in our sections were always helpful when it came to writing papers. Jennifer was also super flexible when holding office hours for helping us with our papers which was always appreciated!
Jennifer always uses understandable examples to explain some concepts that are hard to understand.
Discussions.
The debates and discussions we had
Informative lectures
Jennifer provided a multitude of resources and techniques to help us engage with and really understand the course content. The discussions we were able to have and the clarification we received in this section every week really reinforced my understanding of the topics in this course.
Discussing philosophy

Please describe the LEAST valuable aspect(s) of this course.

Comments
Length of paper assignments
The least valuable aspect was sometimes discussion would go off topic.
Reading quizzes?
Quizzes? But they were still relevant. Maybe make it more concept focused.
None.
Some of the worksheets that we never completed
N/A!
Writing the essays

Please describe the MOST valuable aspect(s) of this course.

Comments
How the prof tries to make the material applicable to your life
the most valuable aspect of this course were learning all of the different philosophies and all the interesting ideas and thoughts it lead to it was super valuable getting to approach these ideas that I commonly ponder in a class with great professor and TA's .
n/a
The most valuable aspect was the thoughtful discussions
The most valuable aspects of this course were that it required me to engage critically with readings, while also emphasizing concise, clear, argumentative writing and logic. Overall, the critical thinking and writing I practiced in this course helped me significantly improve in those areas.
I really enjoyed discussion section. It's nice to talk about confusing concepts with a smaller group of students. It's less intimidating and daunting than sharing your opinion in a lecture hall with a hundred people. I also appreciated how Jen encouraged questions. She was very patient with answering clarifying questions. Additionally, I appreciate how accessible she was outside of class. She worked out a way to meet with each student individually to discuss the progress of their papers and give students a slight nudge in the right direction. I really valued these one–on–one meetings because they allowed me to better collect my thoughts. She would also throw challenging questions at me, to try and poke holes in my argument, that I hadn't considered on my own, forcing me to delve deeper into the topics and really fortify my claims.
Life lessons and deep thought
Learning to practice philosophy trough discussion
the support from the TA is huge and really improved my essay skills
Brought up different perspectives on the meaning of life written by a wide variety of philosophers Clear discussion session helps to review the complicated lectures

Please describe the LEAST valuable aspect(s) of this course.

Comments
Little to no room for real discourse
Least valuable aspect of this course, the background info was least valuable I guess but I would still consider it productive and useful but offers less value than the ideas you learn.
n/a
The quizzes were the least valuable aspect, but she did a good job spreading them out and tried to go over them.
I didn't particularly enjoy the reading quizzes. However, I understand why they are important and I appreciate that Jen allowed us to provide an alternative answer (a few sentences) to demonstrate that we did the reading, if we didn't know the answer to a question.
None
Some of the discussion felt repetitive
readings can be boring and hard to understand
Writing philosophical essays are hard

USC University of Southern California

Spring 2018

PHIL-168 The Meaning of Life

blue®

USC University of Southern California

Individual Report for Instructor Head (49389-20181 : PHIL-168 The Meaning of Life (49389))

Project Title: **USC Learnin Experie Evaluat - Spring 2018**

Project Audience: **26**

Responses Received: **21**

Response Ratio: **80.7**

PHIL-168 The Meaning of Life (49389)

Creation Date: **Thu, Aug 02, 2018**

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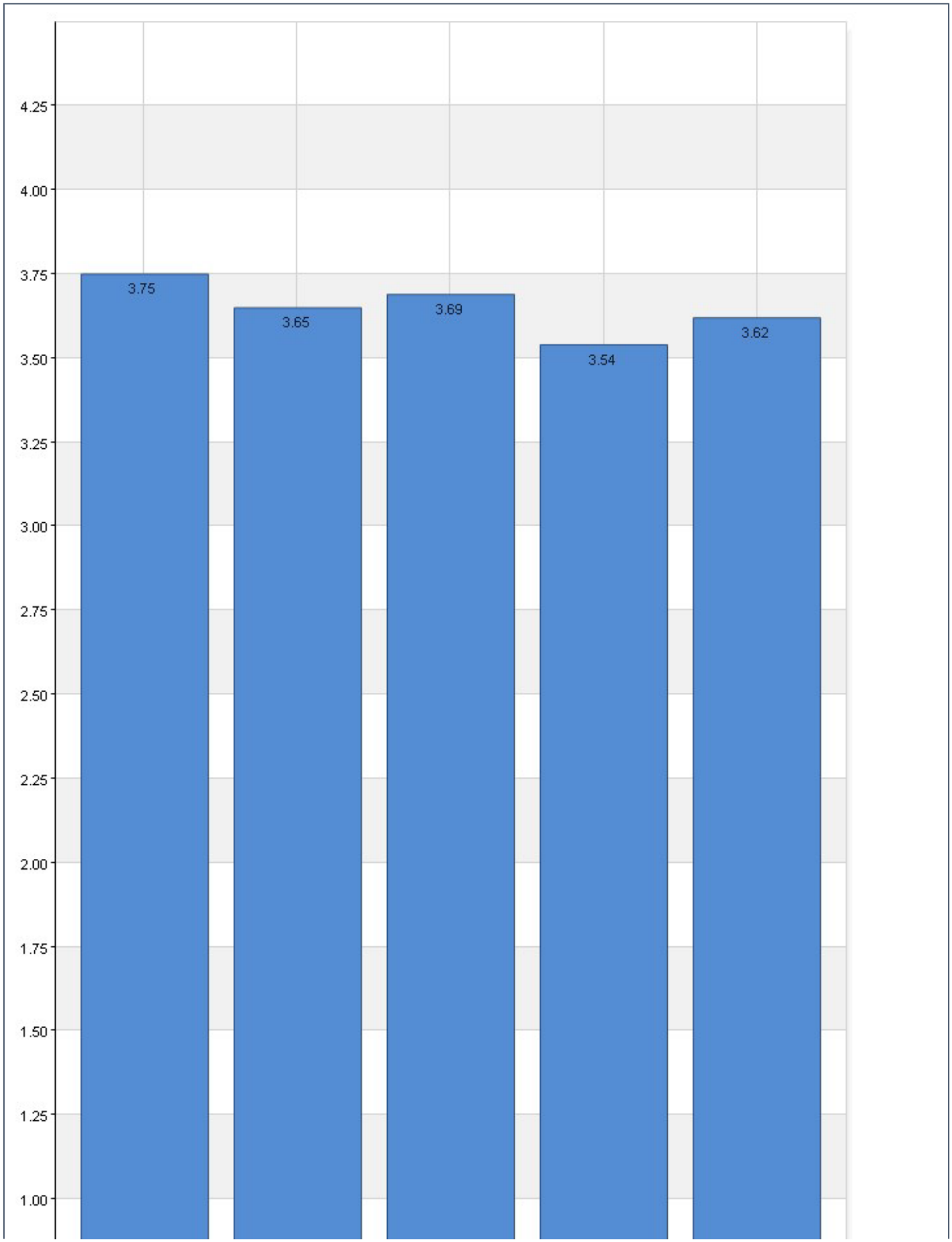
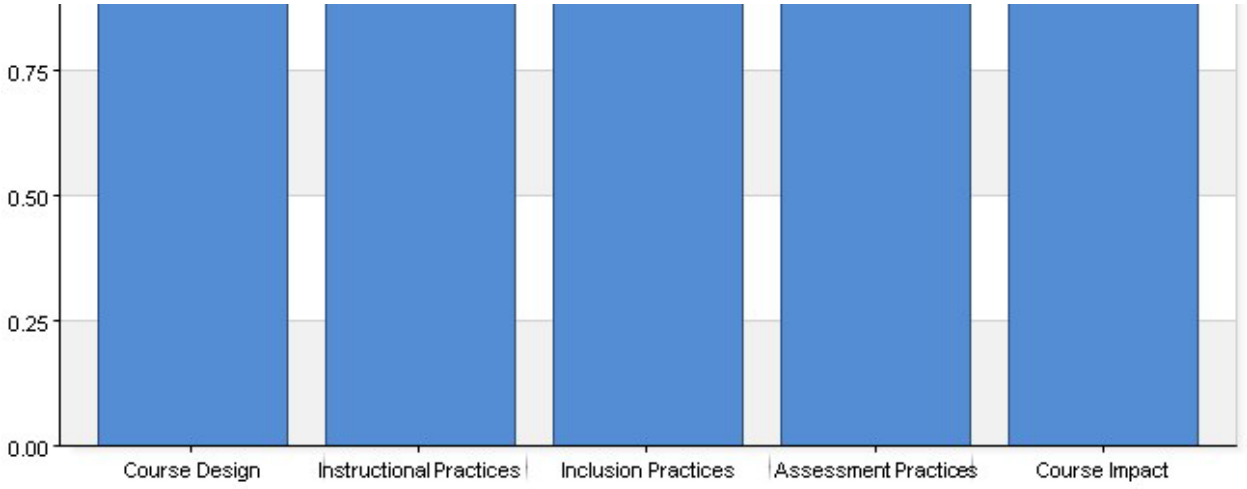
Learning Experience Subscale Analysis





Competency	Course-instructor	Standard Deviation
Course Design	3.75	+/-0.44
Instructional Practices	3.65	+/-0.54
Inclusion Practices	3.69	+/-0.49
Assessment Practices	3.54	+/-0.53
Course Impact	3.62	+/-0.55

COURSE DESIGN

	N	Mean	Std. Deviation
The course objectives were well explained.	20	3.75	0.44
The course assignments were related to the course objectives.	20	3.80	0.41
I understood what was expected of me in this course.	20	3.70	0.47

INSTRUCTIONAL PRACTICES

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	21	3.62	0.59
The instructor encouraged questioning and discussion of course topics from the students.	21	3.71	0.46
The instructor encouraged me to do my best work.	21	3.62	0.59

INCLUSION PRACTICES

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	20	3.80	0.41
The instructor used a variety of teaching approaches to meet the needs of all students.	21	3.57	0.60
The instructor was receptive to the expression of diverse student viewpoints.	21	3.71	0.46
The instructor demonstrated sensitivity to students' needs and diverse life experiences.	21	3.71	0.46

ASSESSMENT PRACTICES

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	21	3.52	0.51
The grades I have received thus far reflect the QUALITY of my performance in the course.	21	3.43	0.60
The criteria for good performance on the assignments or assessments were clearly communicated.	21	3.62	0.50
The instructor's evaluation of my performances was constructive.	21	3.57	0.51

COURSE IMPACT

	N	Mean	Std. Deviation
I learned a lot from this course.I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	21	3.67	0.48
This course challenged me to think critically and communicate clearly about the subject.	21	3.71	0.46
This course provided me with information that may be directly applicable to my career or academic goals.	21	3.48	0.68

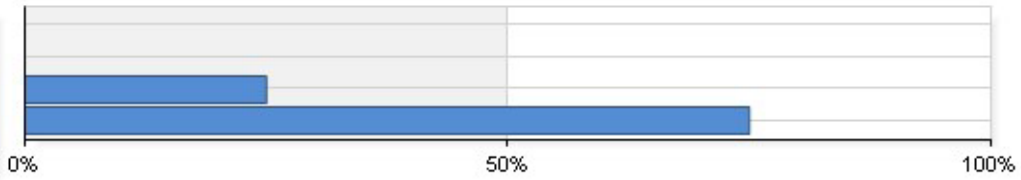
LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE DESIGN

COURSE DESIGN

	N	Mean	Std. Deviation
The course objectives were well explained.	20	3.75	0.44
The course assignments were related to the course objectives.	20	3.80	0.41
I understood what was expected of me in this course.	20	3.70	0.47

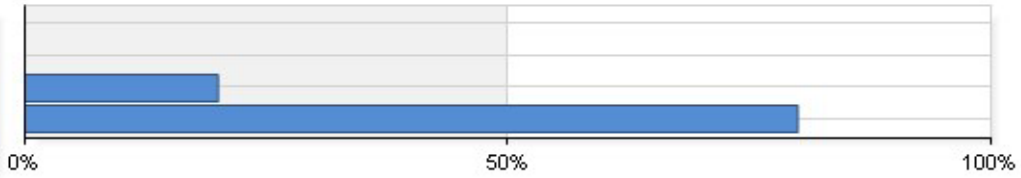
1. The course objectives were well explained.

1 Strongly Disagree	0	0.00%
2 Disagree	0	0.00%
3 Agree	5	25.00%
4 Strongly Agree	15	75.00%
Total	20	



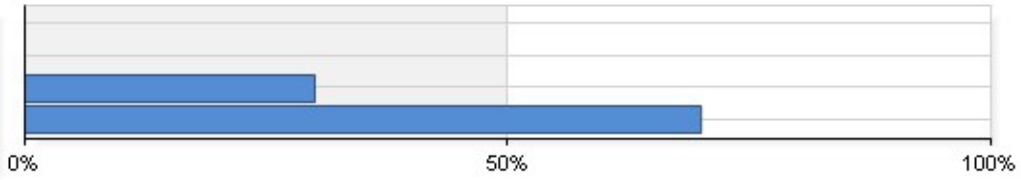
2. The course assignments were related to the course objectives.

1 Strongly Disagree	0	0.00%
2 Disagree	0	0.00%
3 Agree	4	20.00%
4 Strongly Agree	16	80.00%
Total	20	



3. I understood what was expected of me in this course.

1 Strongly Disagree	0	0.00%
2 Disagree	0	0.00%
3 Agree	6	30.00%
4 Strongly Agree	14	70.00%
Total	20	



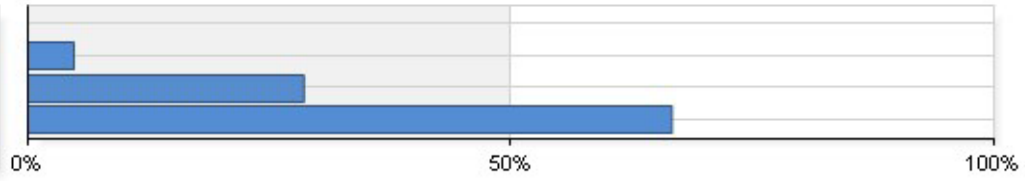
LEARNING EXPERIENCE SUBSCALE ANALYSIS: INSTRUCTIONAL PRACTICES

INSTRUCTIONAL PRACTICES

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	21	3.62	0.59
The instructor encouraged questioning and discussion of course topics from the students.	21	3.71	0.46
The instructor encouraged me to do my best work.	21	3.62	0.59

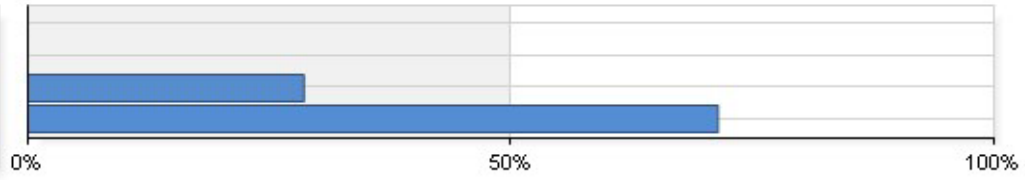
1. The instructor carefully explained difficult concepts, methods, and subject matter.

1 Strongly Disagree	0	0.00%
2 Disagree	1	4.76%
3 Agree	6	28.57%
4 Strongly Agree	14	66.67%
Total	21	



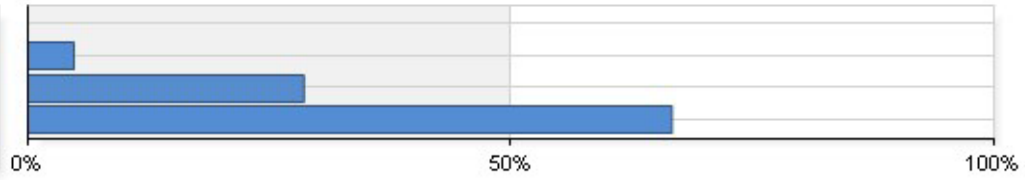
2. The instructor encouraged questioning and discussion of course topics from the students.

1 Strongly Disagree	0	0.00%
2 Disagree	0	0.00%
3 Agree	6	28.57%
4 Strongly Agree	15	71.43%
Total	21	



3. The instructor encouraged me to do my best work.

1 Strongly Disagree	0	0.00%
2 Disagree	1	4.76%
3 Agree	6	28.57%
4 Strongly Agree	14	66.67%
Total	21	



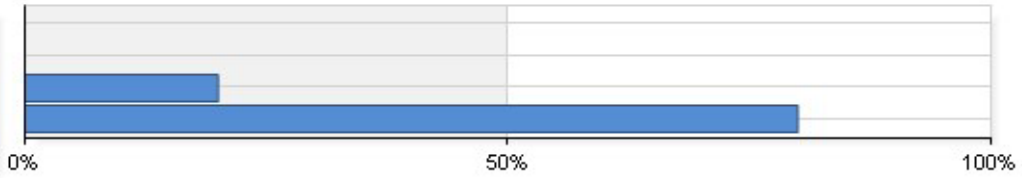
LEARNING EXPERIENCE SUBSCALE ANALYSIS: INCLUSION PRACTICES

INCLUSION PRACTICES

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	20	3.80	0.41
The instructor used a variety of teaching approaches to meet the needs of all students.	21	3.57	0.60
The instructor was receptive to the expression of diverse student viewpoints.	21	3.71	0.46
The instructor demonstrated sensitivity to students' needs and diverse life experiences.	21	3.71	0.46

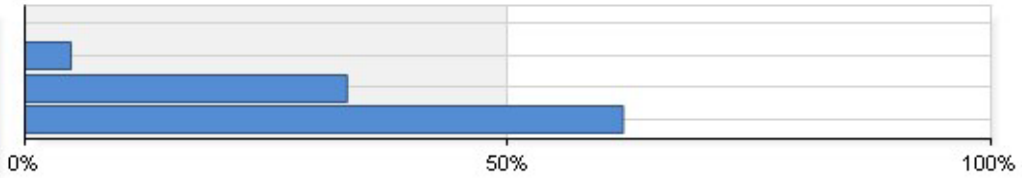
1. The course materials included diverse perspectives OR applications to diverse populations.

1 Strongly Disagree	0	0.00%
2 Disagree	0	0.00%
3 Agree	4	20.00%
4 Strongly Agree	16	80.00%
Total	20	



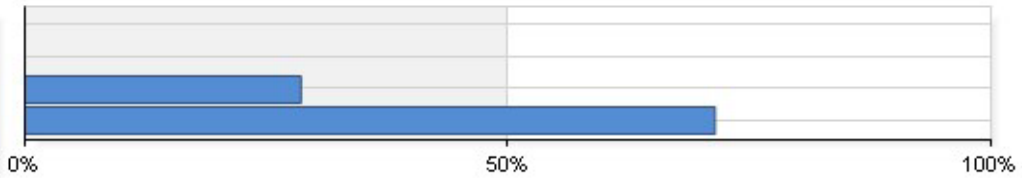
2. The instructor used a variety of teaching approaches to meet the needs of all students.

1 Strongly Disagree	0	0.00%
2 Disagree	1	4.76%
3 Agree	7	33.33%
4 Strongly Agree	13	61.90%
Total	21	



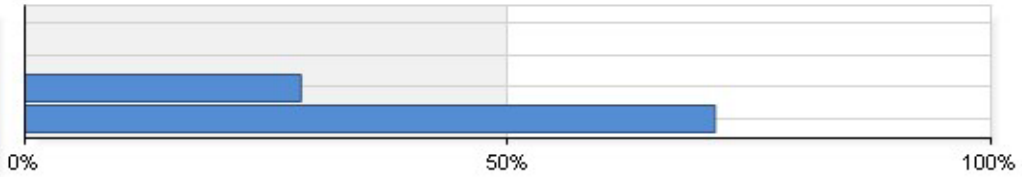
3. The instructor was receptive to the expression of diverse student viewpoints.

1 Strongly Disagree	0	0.00%
2 Disagree	0	0.00%
3 Agree	6	28.57%
4 Strongly Agree	15	71.43%
Total	21	



4. The instructor demonstrated sensitivity to students' needs and diverse life experiences.

1 Strongly Disagree	0	0.00%
2 Disagree	0	0.00%
3 Agree	6	28.57%
4 Strongly Agree	15	71.43%
Total	21	



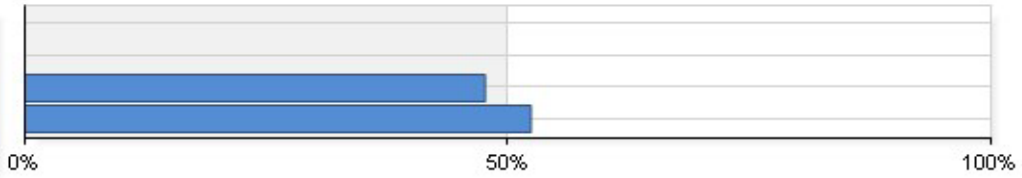
LEARNING EXPERIENCE SUBSCALE ANALYSIS: ASSESSMENT PRACTICES

ASSESSMENT PRACTICES

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	21	3.52	0.51
The grades I have received thus far reflect the QUALITY of my performance in the course.	21	3.43	0.60
The criteria for good performance on the assignments or assessments were clearly communicated.	21	3.62	0.50
The instructor's evaluation of my performances was constructive.	21	3.57	0.51

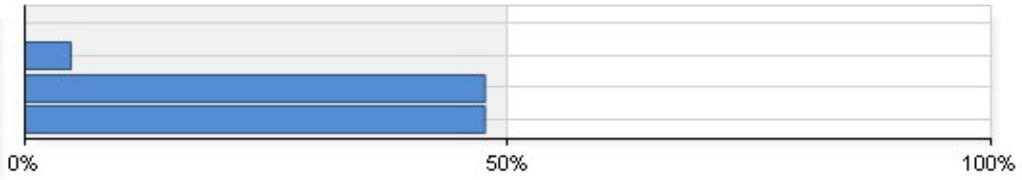
1. The assessments/assignments reflected what was covered in the course.

1 Strongly Disagree	0	0.00%
2 Disagree	0	0.00%
3 Agree	10	47.62%
4 Strongly Agree	11	52.38%
Total	21	



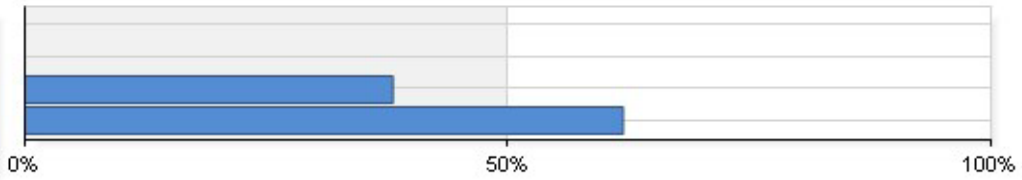
2. The grades I have received thus far reflect the QUALITY of my performance in the course.

1 Strongly Disagree	0	0.00%
2 Disagree	1	4.76%
3 Agree	10	47.62%
4 Strongly Agree	10	47.62%
Total	21	



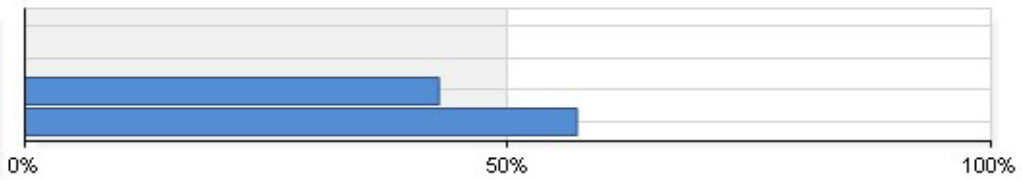
3. The criteria for good performance on the assignments or assessments were clearly communicated.

1 Strongly Disagree	0	0.00%
2 Disagree	0	0.00%
3 Agree	8	38.10%
4 Strongly Agree	13	61.90%
Total	21	



4. The instructor's evaluation of my performances was constructive.

1 Strongly Disagree	0	0.00%
2 Disagree	0	0.00%
3 Agree	9	42.86%
4 Strongly Agree	12	57.14%
Total	21	



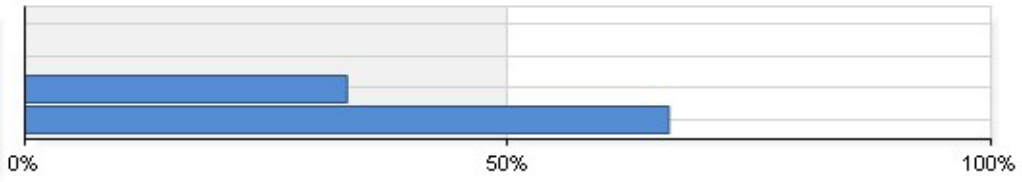
LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE IMPACT

COURSE IMPACT

	N	Mean	Std. Deviation
I learned a lot from this course.I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	21	3.67	0.48
This course challenged me to think critically and communicate clearly about the subject.	21	3.71	0.46
This course provided me with information that may be directly applicable to my career or academic goals.	21	3.48	0.68

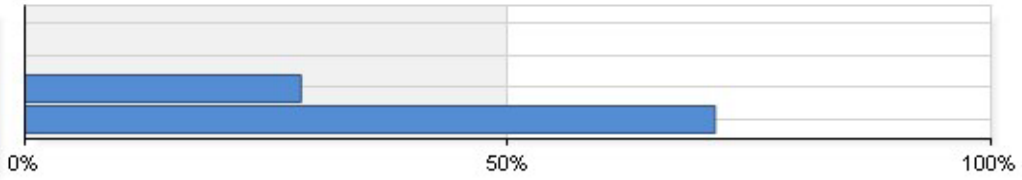
1. I learned a lot from this course.I learned perspectives, principles, or practices from this course that I expect to apply to new situations.

1 Strongly Disagree	0	0.00%
2 Disagree	0	0.00%
3 Agree	7	33.33%
4 Strongly Agree	14	66.67%
Total	21	



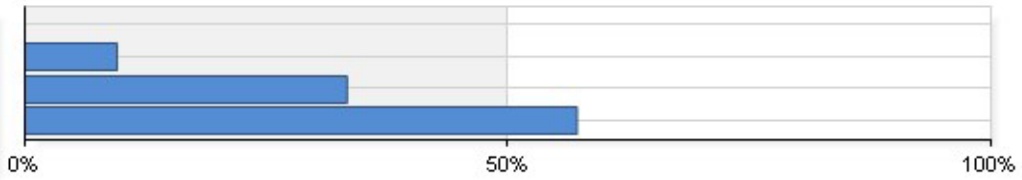
2. This course challenged me to think critically and communicate clearly about the subject.

1 Strongly Disagree	0	0.00%
2 Disagree	0	0.00%
3 Agree	6	28.57%
4 Strongly Agree	15	71.43%
Total	21	



3. This course provided me with information that may be directly applicable to my career or academic goals.

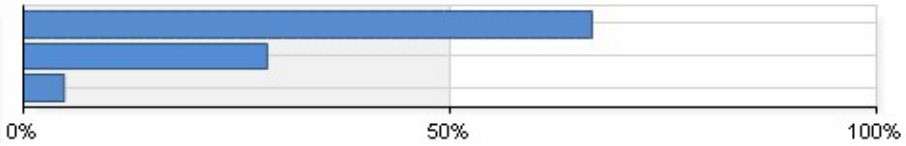
1 Strongly Disagree	0	0.00%
2 Disagree	2	9.52%
3 Agree	7	33.33%
4 Strongly Agree	12	57.14%
Total	21	



STUDENT ENGAGMENT ANALYSIS

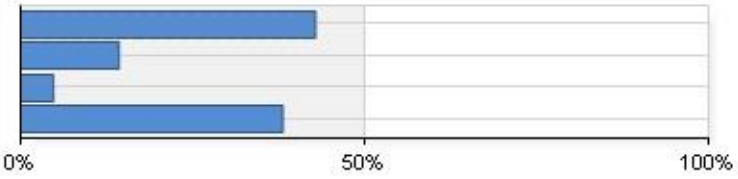
Hours Spent Doing Coursework Outside of Class

1	1-3 hours per week	14	66.67%
2	4-7 hours per week	6	28.57%
3	Greater than 8 hours per week	1	4.76%
Total		21	



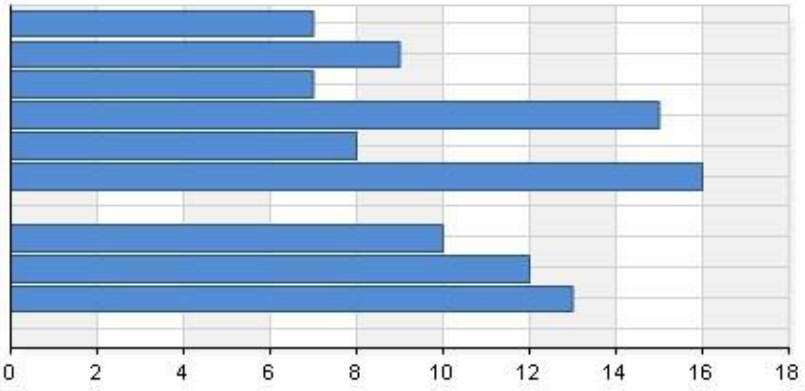
Number of Instructor Interactions Outside of Class

1-3 times during the semester		9	42.86%
4-7 times during the semester		3	14.29%
Greater than 7 times during the semester		1	4.76%
I did not interact with the instructor outside of class		8	38.10%
Total		21	



Student Participation in Learning for the Course

I studied with other students in the class.	7
I sought the assistance of the instructor during class.	9
I sought the assistance outside of class.	7
I engaged in discussions in class.	15
I used electronic resources.	8
I studied alone.	16
I used tutors.	0
I studied alone.	10
I kept current with course readings.	12
I kept current with course assignments.	13
Other, please describe:	0
Respondent(s)	19



E. If you disagreed with one of the previous items on COURSE DESIGN, INSTRUCTIONAL PRACTICES, ASSESSMENT PRACTICES or COURSE IMPACT, please describe a change that would improve that aspect of the course.

Comments
Keep rearranging the classroom so students are seated in a circular, discussion type format! Made discussion much easier as compared to original classroom structure
Loved both the instructors for this course! However, sometimes I felt bored in discussion because it was usually just a repetition of what went on in lecture. I think it'd be great if discussion could add something more to lecture in some way?
None
I would like to see more variety from Miss Head. While I wasn't sure what a philosophy discussion class would be like until the course began, we essentially had the same class every week. I felt bad for Miss Head because really no matter the material we all still sat in the same awkward silence while our TA attempted to draw links that only she saw. We had handouts and wrote on the whiteboard but it never actually created discussion. The class overall was just very awkward and never helped with our writing assignments.

Please describe the most valuable aspect(s) of this course.

Comments
Jennifer has a very wide understanding of philosphical concepts and explains concepts very well and simply. This was really helpful since I was often confused after leaving lecture.
enthusiastic about teaching/ going over material
Discussion among students: very valuable to hear other perspectives and ideas.
Applicable to life
Readily available and explained material nicely
The discussion sheets that outline the lecture material and prompt participation. Jennifer's flexibility in office hours were extremely helpful, also. Her office hours in general were key to refining my ideas into strong arguments, because philosophy rhetoric doesn't come naturally to me.
I appreciated the opportunity to critically discuss philosophical concepts covered in lecture.
Jennifer has been the most helpful, knowledgable and supportive TA. Jennifer is able to give clear and concise feedback on all assignments and helps her students do better and better, it feels as though she is as invested in our success in the class as we are. I sought her help and advice multiple times and she is always available and willing to discuss. She sets out the class goals clearly and allows us to delve into the class information with vibrant discussions and debates in section. Jennifer definitely helped me a great deal to understand the class material in greater depth and to improve my philosophy writing. I hope I will have her as a TA again.
Very detailed
Jennifer was extremely helpful regarding tips on how to study and especially on developing the essay
Miss Head really tried to stay optimistic throughout the course which I really appreciated. She held class outside one morning which I loved! She's young and clearly has a great passion for philosophy, the class just clearly did not feel the same about the subject matter.
Very thorough, knowledgeable and approachable. Learned a lot. Gained new perspectives.
The discussion section was led by a very understanding and caring TA, and she made sure that each student would be taken care of or were participating. She really cared for the success of each student and that was greatly appreciated.
Facilitated discussion well and could get students to participate in comfortable ways.
The additional discussion of the concepts we learn in class are really useful
This course is extremely interesting and helps a lot with my other philosophy classes.
Being exposed to different philosophical perspectives to help construct a sense of meaning.
Discussions

Please describe the least valuable aspect(s) of this course.

Comments
Quizzes. Sometimes the questions were somewhat ambiguous and hard to remember. Many times, simple guessing earned a passing score.
Sometimes a repetition of what we learned in lecture
Pop quizzes – felt trivial, even though their purpose was to test our readings.
No comment.
none
I felt as if the readings were really hard to keep up with along with the essay.
It's really difficult for a student that has never taken a single philosophy course before to be thrown into class and be surrounded by students throwing out quotes and pieces from their favorite philosophers when you literally know nothing. While I know it is impossible to eliminate this bias, it would be greatly appreciated that when outside knowledge is shared that it be explained to the entire class so we too can benefit from other people's comments.
Surprise quizes focused on small details in the book instead of main ideas/concepts.
The time the discussion was offered.
Sometimes, there's not enough time to cover everything, so we lose out on those times.
This class needs more than just 2 lectures a week.
Didn't like how people seemed apathetic/hesitant to participate

Is there additional information or feedback that you would like to share with the course instructor?

Comments
I feel like our discussion section was often very quite. Yes, it was early. Yes, we had already talked about everything the week before. But I feel like the T.A. could've done a better job engaging the students. When Vishnu substituted, the class was much more talkative due to the implementation of polls. Prof. Finlay is always doing polls and I fell like that is a way for people to express their opinions without talking. Later, the people that picked wither side are called on to express why they think what they raised their hand for. This is a less awkward and "boring" way to simply ask, "so what did you think of so and so?"
I think the "round table" seating style facilitates more discussion. Good call! I also enjoyed the comedy set on Stoicism you emailed us. Thank you for always putting so much effort into creating an engaging environment for discussion (even though some students seem to have forgotten the meaning of the word "discussion.") I think you've done a fantastic job this semester, and I wish you all the best in the future. :)
none
Such a wonderful class and student teacher.
Thank you for a great semester!
Great job!
Keep up the good work
This was a very fulfilling course and I appreciate everything Professor Finlay was able to teach.

USC University of Southern California

Individual Report for Instructor Head (49390-20181 : PHIL-168 The Meaning of Life (49390))

Project Title: **USC Learnin Experie Evaluat - Spring 2018**

Project Audience: **24**

Responses Received: **13**

Response **54.1**

PHIL-168 The Meaning of Life (49390)

Creation Date: **Thu, Aug 02, 2018**

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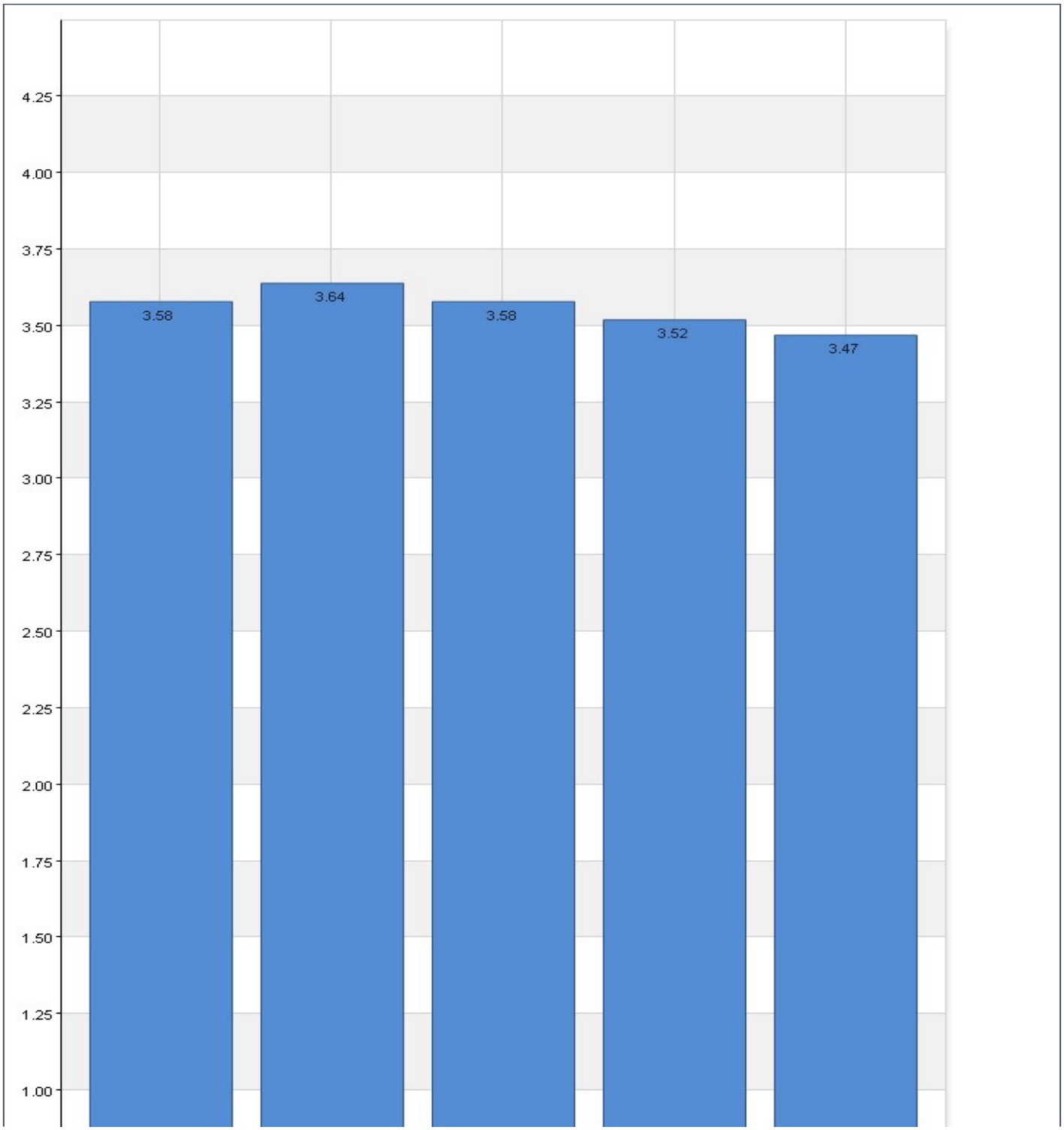
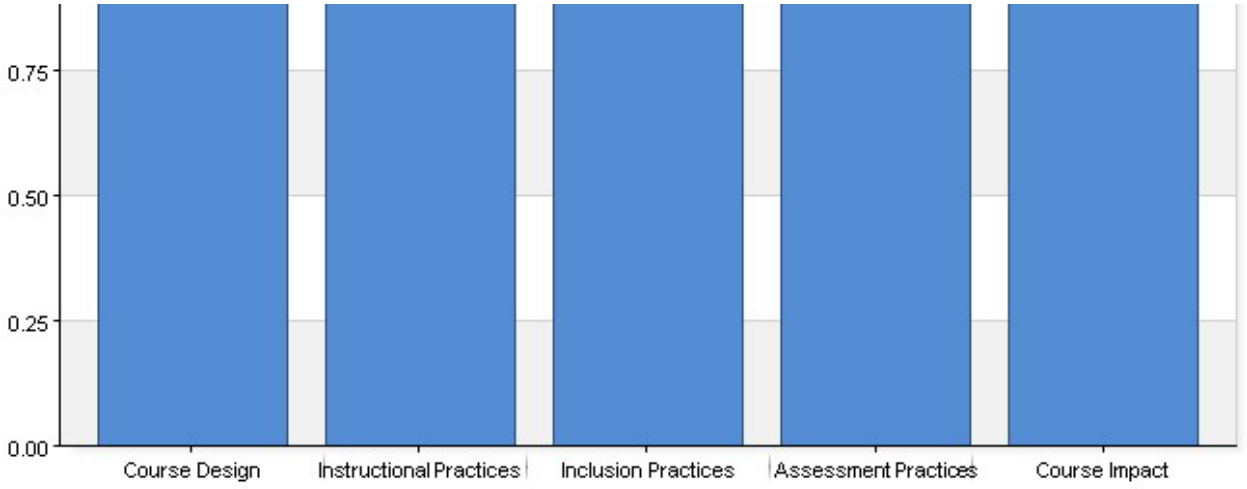
Learning Experience Subscale Analysis





Competency	Course-instructor	Standard Deviation
Course Design	3.58	+/-0.50
Instructional Practices	3.64	+/-0.49
Inclusion Practices	3.58	+/-0.50
Assessment Practices	3.52	+/-0.62
Course Impact	3.47	+/-0.61

COURSE DESIGN

	N	Mean	Std. Deviation
The course objectives were well explained.	12	3.58	0.51
The course assignments were related to the course objectives.	12	3.58	0.51
I understood what was expected of me in this course.	12	3.58	0.51

INSTRUCTIONAL PRACTICES

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	12	3.67	0.49
The instructor encouraged questioning and discussion of course topics from the students.	12	3.58	0.51
The instructor encouraged me to do my best work.	12	3.67	0.49

INCLUSION PRACTICES

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	12	3.58	0.51
The instructor used a variety of teaching approaches to meet the needs of all students.	12	3.58	0.51
The instructor was receptive to the expression of diverse student viewpoints.	12	3.58	0.51
The instructor demonstrated sensitivity to students' needs and diverse life experiences.	12	3.58	0.51

ASSESSMENT PRACTICES

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	12	3.58	0.51
The grades I have received thus far reflect the QUALITY of my performance in the course.	12	3.50	0.67
The criteria for good performance on the assignments or assessments were clearly communicated.	12	3.50	0.67
The instructor's evaluation of my performances was constructive.	12	3.50	0.67

COURSE IMPACT

	N	Mean	Std. Deviation
I learned a lot from this course.I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	12	3.50	0.67
This course challenged me to think critically and communicate clearly about the subject.	12	3.58	0.51
This course provided me with information that may be directly applicable to my career or academic goals.	12	3.33	0.65

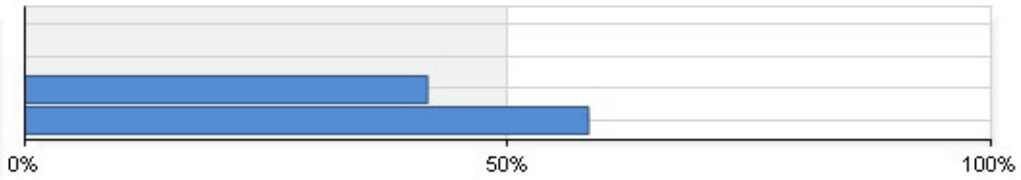
LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE DESIGN

COURSE DESIGN

	N	Mean	Std. Deviation
The course objectives were well explained.	12	3.58	0.51
The course assignments were related to the course objectives.	12	3.58	0.51
I understood what was expected of me in this course.	12	3.58	0.51

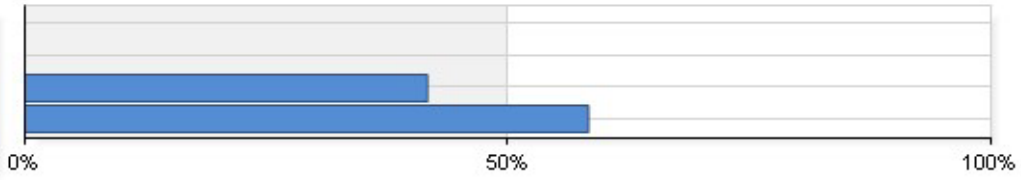
1. The course objectives were well explained.

1 Strongly Disagree	0	0.00%
2 Disagree	0	0.00%
3 Agree	5	41.67%
4 Strongly Agree	7	58.33%
Total	12	



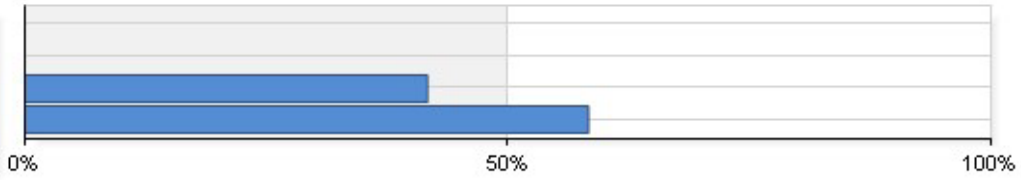
2. The course assignments were related to the course objectives.

1 Strongly Disagree	0	0.00%
2 Disagree	0	0.00%
3 Agree	5	41.67%
4 Strongly Agree	7	58.33%
Total	12	



3. I understood what was expected of me in this course.

1 Strongly Disagree	0	0.00%
2 Disagree	0	0.00%
3 Agree	5	41.67%
4 Strongly Agree	7	58.33%
Total	12	



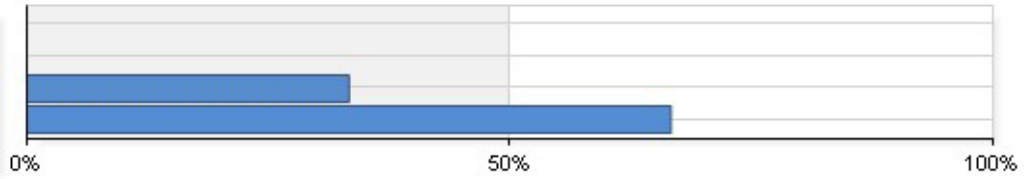
LEARNING EXPERIENCE SUBSCALE ANALYSIS: INSTRUCTIONAL PRACTICES

INSTRUCTIONAL PRACTICES

	N	Mean	Std. Deviation
The instructor carefully explained difficult concepts, methods, and subject matter.	12	3.67	0.49
The instructor encouraged questioning and discussion of course topics from the students.	12	3.58	0.51
The instructor encouraged me to do my best work.	12	3.67	0.49

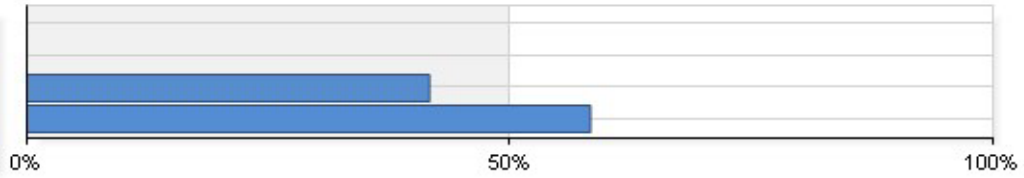
1. The instructor carefully explained difficult concepts, methods, and subject matter.

1 Strongly Disagree	0	0.00%
2 Disagree	0	0.00%
3 Agree	4	33.33%
4 Strongly Agree	8	66.67%
Total	12	



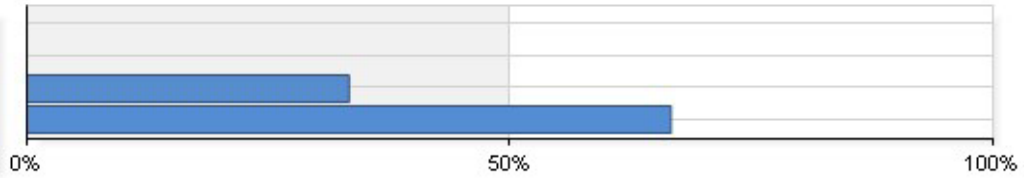
2. The instructor encouraged questioning and discussion of course topics from the students.

1 Strongly Disagree	0	0.00%
2 Disagree	0	0.00%
3 Agree	5	41.67%
4 Strongly Agree	7	58.33%
Total	12	



3. The instructor encouraged me to do my best work.

1 Strongly Disagree	0	0.00%
2 Disagree	0	0.00%
3 Agree	4	33.33%
4 Strongly Agree	8	66.67%
Total	12	



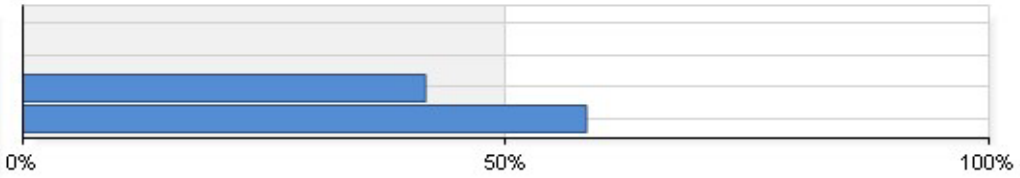
LEARNING EXPERIENCE SUBSCALE ANALYSIS: INCLUSION PRACTICES

INCLUSION PRACTICES

	N	Mean	Std. Deviation
The course materials included diverse perspectives OR applications to diverse populations.	12	3.58	0.51
The instructor used a variety of teaching approaches to meet the needs of all students.	12	3.58	0.51
The instructor was receptive to the expression of diverse student viewpoints.	12	3.58	0.51
The instructor demonstrated sensitivity to students' needs and diverse life experiences.	12	3.58	0.51

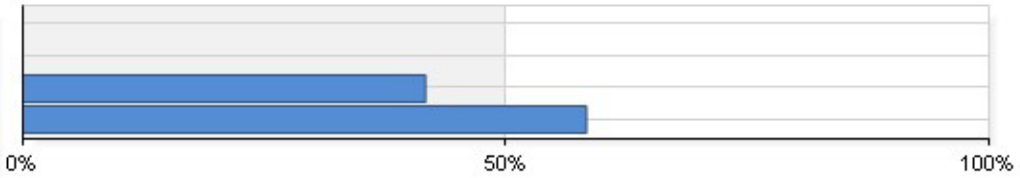
1. The course materials included diverse perspectives OR applications to diverse populations.

1 Strongly Disagree	0	0.00%
2 Disagree	0	0.00%
3 Agree	5	41.67%
4 Strongly Agree	7	58.33%
Total	12	



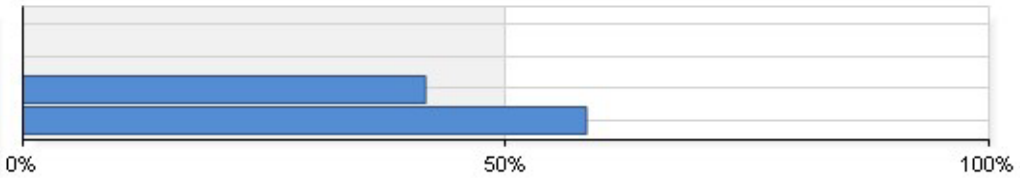
2. The instructor used a variety of teaching approaches to meet the needs of all students.

1 Strongly Disagree	0	0.00%
2 Disagree	0	0.00%
3 Agree	5	41.67%
4 Strongly Agree	7	58.33%
Total	12	



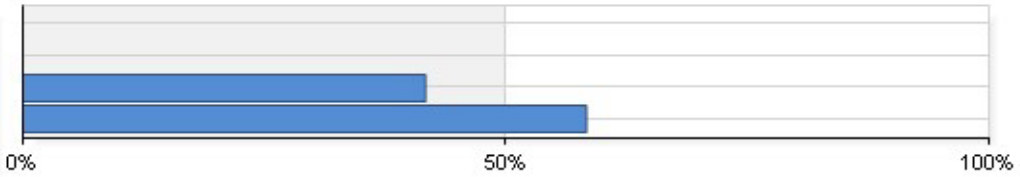
3. The instructor was receptive to the expression of diverse student viewpoints.

1 Strongly Disagree	0	0.00%
2 Disagree	0	0.00%
3 Agree	5	41.67%
4 Strongly Agree	7	58.33%
Total	12	



4. The instructor demonstrated sensitivity to students' needs and diverse life experiences.

1 Strongly Disagree	0	0.00%
2 Disagree	0	0.00%
3 Agree	5	41.67%
4 Strongly Agree	7	58.33%
Total	12	



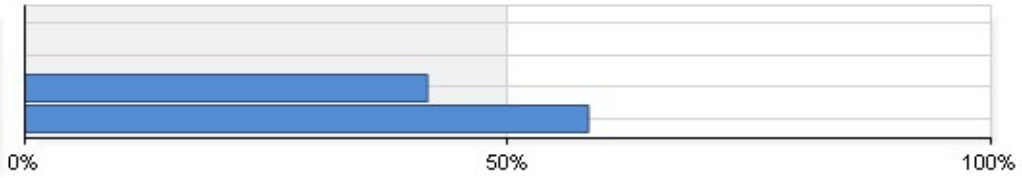
LEARNING EXPERIENCE SUBSCALE ANALYSIS: ASSESSMENT PRACTICES

ASSESSMENT PRACTICES

	N	Mean	Std. Deviation
The assessments/assignments reflected what was covered in the course.	12	3.58	0.51
The grades I have received thus far reflect the QUALITY of my performance in the course.	12	3.50	0.67
The criteria for good performance on the assignments or assessments were clearly communicated.	12	3.50	0.67
The instructor's evaluation of my performances was constructive.	12	3.50	0.67

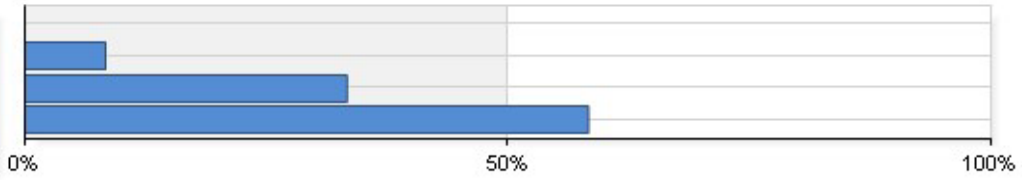
1. The assessments/assignments reflected what was covered in the course.

1 Strongly Disagree	0	0.00%
2 Disagree	0	0.00%
3 Agree	5	41.67%
4 Strongly Agree	7	58.33%
Total	12	



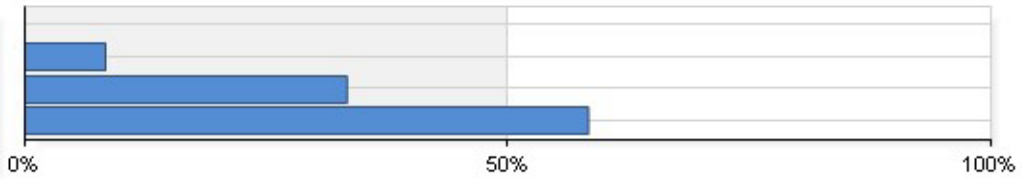
2. The grades I have received thus far reflect the QUALITY of my performance in the course.

1 Strongly Disagree	0	0.00%
2 Disagree	1	8.33%
3 Agree	4	33.33%
4 Strongly Agree	7	58.33%
Total	12	



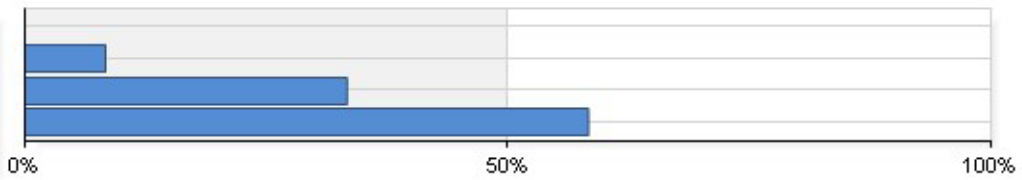
3. The criteria for good performance on the assignments or assessments were clearly communicated.

1 Strongly Disagree	0	0.00%
2 Disagree	1	8.33%
3 Agree	4	33.33%
4 Strongly Agree	7	58.33%
Total	12	



4. The instructor's evaluation of my performances was constructive.

1 Strongly Disagree	0	0.00%
2 Disagree	1	8.33%
3 Agree	4	33.33%
4 Strongly Agree	7	58.33%
Total	12	



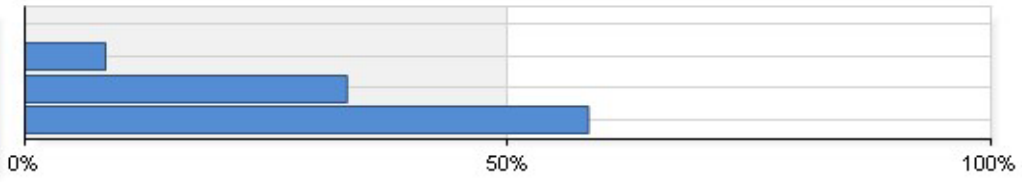
LEARNING EXPERIENCE SUBSCALE ANALYSIS: COURSE IMPACT

COURSE IMPACT

	N	Mean	Std. Deviation
I learned a lot from this course.I learned perspectives, principles, or practices from this course that I expect to apply to new situations.	12	3.50	0.67
This course challenged me to think critically and communicate clearly about the subject.	12	3.58	0.51
This course provided me with information that may be directly applicable to my career or academic goals.	12	3.33	0.65

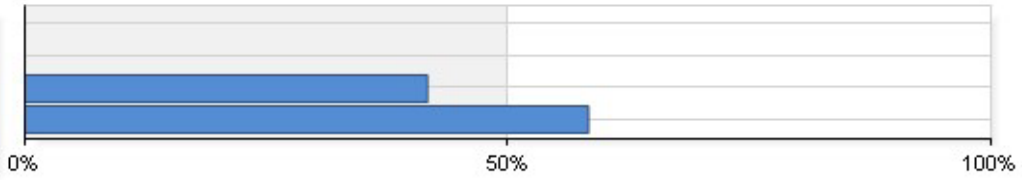
1. I learned a lot from this course.I learned perspectives, principles, or practices from this course that I expect to apply to new situations.

1 Strongly Disagree	0	0.00%
2 Disagree	1	8.33%
3 Agree	4	33.33%
4 Strongly Agree	7	58.33%
Total	12	



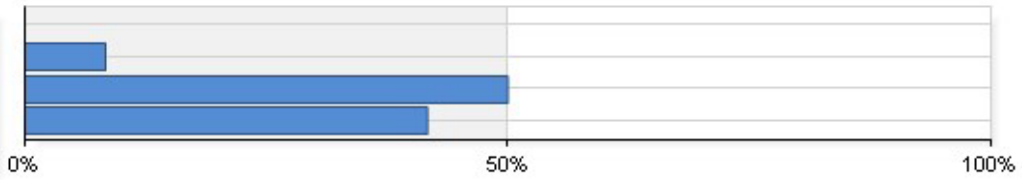
2. This course challenged me to think critically and communicate clearly about the subject.

1 Strongly Disagree	0	0.00%
2 Disagree	0	0.00%
3 Agree	5	41.67%
4 Strongly Agree	7	58.33%
Total	12	



3. This course provided me with information that may be directly applicable to my career or academic goals.

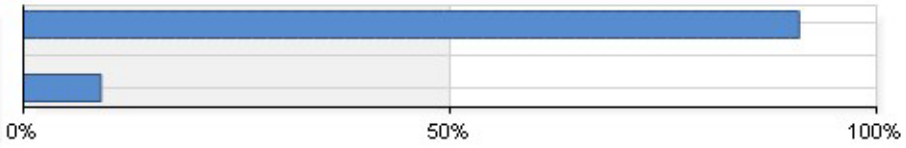
1 Strongly Disagree	0	0.00%
2 Disagree	1	8.33%
3 Agree	6	50.00%
4 Strongly Agree	5	41.67%
Total	12	



STUDENT ENGAGMENT ANALYSIS

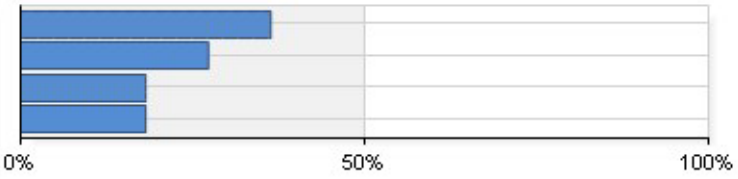
Hours Spent Doing Coursework Outside of Class

1	1-3 hours per week	10	90.91%
2	4-7 hours per week	0	0.00%
3	Greater than 8 hours per week	1	9.09%
Total		11	



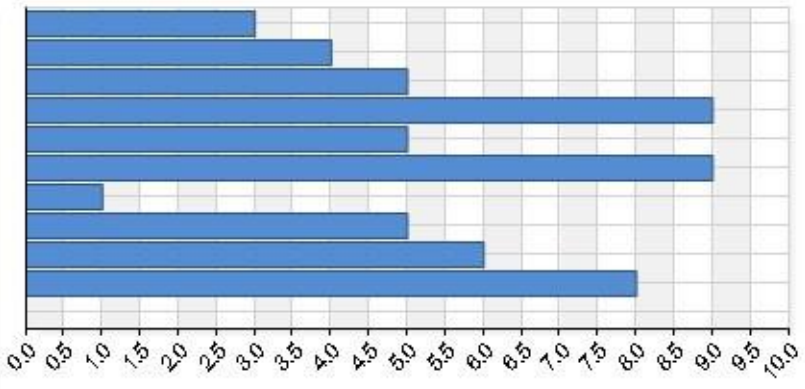
Number of Instructor Interactions Outside of Class

1-3 times during the semester		4	36.36%
4-7 times during the semester		3	27.27%
Greater than 7 times during the semester		2	18.18%
I did not interact with the instructor outside of class		2	18.18%
Total		11	



Student Participation in Learning for the Course

I studied with other students in the class.	3
I sought the assistance of the instructor during class.	4
I sought the assistance outside of class.	5
I engaged in discussions in class.	9
I used electronic resources.	5
I studied alone.	9
I used tutors.	1
I studied alone.	5
I kept current with course readings.	6
I kept current with course assignments.	8
Other, please describe:	0
Respondent(s)	11



E. If you disagreed with one of the previous items on COURSE DESIGN, INSTRUCTIONAL PRACTICES, ASSESSMENT PRACTICES or COURSE IMPACT, please describe a change that would improve that aspect of the course.

Comments
Not going to be a philosophy major this is just a GE
N/A

Please describe the most valuable aspect(s) of this course.

Comments
Her discussion session is very engaging and fun. She is also very accessible.
Professor was very open to participation of all kind and she brought snacks sometimes
Engaging, discussion–based course, and great TA.
The discussions in class were very helpful and engaging, and really got me thinking about the concepts covered in class.
Jennifer is really nice and approchable to students
She really wanted me to understand the concepts and was always willing to help outside of class.
Opportunity for discussion
Jennifer was very helpful with guiding me to create effective papers.
Very interesting and thought–provoking course. Appreciated the emphasis placed on open discussion.
Jennifer was very helpful and positive teacher

Please describe the least valuable aspect(s) of this course.

Comments
N/A
The "gotcha" style quizzes that ask extremely specific questions that even doing the readings didn't really help with
none
Sometimes, not all of the content that was planned was gone over in discussion.
Discussion section was time limited, and large amounts of time were focused on explaining and clarifying the material, which left little time to personally interact with the material.
The quizzes did not truly judge whether I read the material or not. I read all of them but did poorly on a few.
N/A
Some of the quizzes were meaningless because no one read

Is there additional information or feedback that you would like to share with the course instructor?

Comments
I really enjoyed her discussion sessions!
She was a pretty good professor and i understand that its one of her first years teaching so cut some slack
Thank you for encouraging our class to participate in the discussion.
Thank you for helping me, especially since I struggle in philosophy and the humanities in general.
Jennifer is a motivated TA.
N/A

USC University of Southern California

Fall 2017

PHIL-174 Freedom Equality and Social Justice

Report Comments

This semester's summary scores reflect an older format of evaluations.

blue®

PHIL-174 Freedom Equality and Social Justice (49406)

USC Student Course Evaluations - Fall 2017

Project Audience 25
Responses Received 14
Response Ratio 56.00%

Subject Details	
Name	PHIL-174 Freedom Equality and Social Justice (49406)
Section	49406-20173
Course_ID	PHIL-174
Course Type	Discussion
Course Department	PHIL
School	LAS
Session	1
First Name	Jennifer
Last Name	Head
Email	jennifnh@usc.edu

Creation Date Mon, Jan 29, 2018

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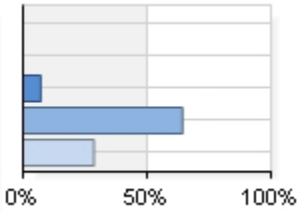
How would you rate the teaching assistant's effectiveness on the following items?

1. Clearly related the purpose and material in the discussion section to the lecture component of the course.

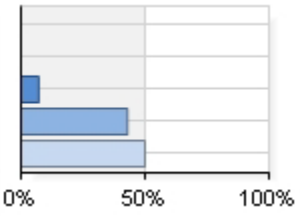
1 Poor	0	0.00%
2 Below Average	0	0.00%
3 Average	1	7.14%
4 Above Average	9	64.29%
5 Excellent	4	28.57%
Total	14	



Statistics	Value
Mean	4.21
Median	4.00
Mode	4
Standard Deviation	0.58

2. Was consistently punctual.

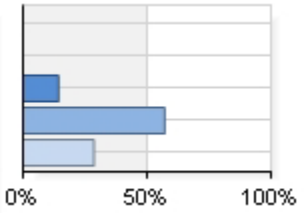
1 Poor	0	0.00%
2 Below Average	0	0.00%
3 Average	1	7.14%
4 Above Average	6	42.86%
5 Excellent	7	50.00%
Total	14	



Statistics	Value
Mean	4.43
Median	4.50
Mode	5
Standard Deviation	0.65

3. Articulated the goals of the discussion section clearly.

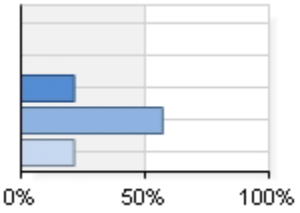
1 Poor	0	0.00%
2 Below Average	0	0.00%
3 Average	2	14.29%
4 Above Average	8	57.14%
5 Excellent	4	28.57%
Total	14	



Statistics	Value
Mean	4.14
Median	4.00
Mode	4
Standard Deviation	0.66

4. Organized the discussion section to achieve those goals.

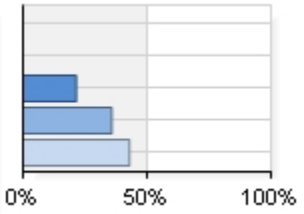
1 Poor	0	0.00%
2 Below Average	0	0.00%
3 Average	3	21.43%
4 Above Average	8	57.14%
5 Excellent	3	21.43%
Total	14	



Statistics	Value
Mean	4.00
Median	4.00
Mode	4
Standard Deviation	0.68

5. Presented material in clear, understandable language.

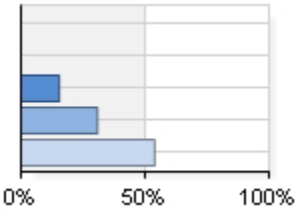
1 Poor	0	0.00%
2 Below Average	0	0.00%
3 Average	3	21.43%
4 Above Average	5	35.71%
5 Excellent	6	42.86%
Total	14	



Statistics	Value
Mean	4.21
Median	4.00
Mode	5
Standard Deviation	0.80

6. Used chalkboard/whiteboard and other visual aids effectively.

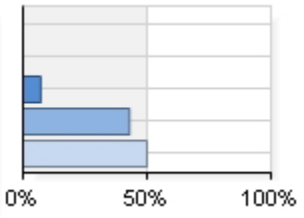
1 Poor	0	0.00%
2 Below Average	0	0.00%
3 Average	2	15.38%
4 Above Average	4	30.77%
5 Excellent	7	53.85%
Total	13	



Statistics	Value
Mean	4.38
Median	5.00
Mode	5
Standard Deviation	0.77

7. Was knowledgeable about the subject matter of the course.

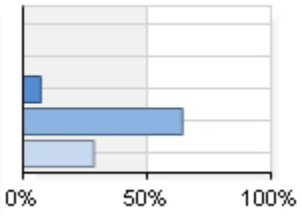
1 Poor	0	0.00%
2 Below Average	0	0.00%
3 Average	1	7.14%
4 Above Average	6	42.86%
5 Excellent	7	50.00%
Total	14	



Statistics	Value
Mean	4.43
Median	4.50
Mode	5
Standard Deviation	0.65

8. Carefully explained difficult concepts, methods, and subject matter.

1 Poor	0	0.00%
2 Below Average	0	0.00%
3 Average	1	7.14%
4 Above Average	9	64.29%
5 Excellent	4	28.57%
Total	14	

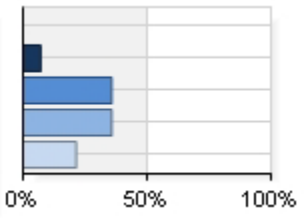


Statistics	Value
Mean	4.21
Median	4.00
Mode	4
Standard Deviation	0.58

How would you rate the teaching assistant's effectiveness on the following items? (continued)

9. Provided useful insights into the way research is done in this field.

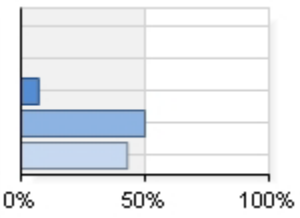
1 Poor	0	0.00%
2 Below Average	1	7.14%
3 Average	5	35.71%
4 Above Average	5	35.71%
5 Excellent	3	21.43%
Total	14	



Statistics	Value
Mean	3.71
Median	4.00
Mode	3, 4
Standard Deviation	0.91

10. Was enthusiastic about communicating the subject matter.

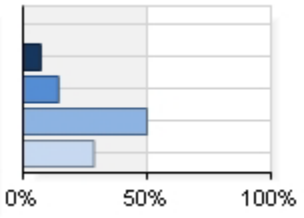
1 Poor	0	0.00%
2 Below Average	0	0.00%
3 Average	1	7.14%
4 Above Average	7	50.00%
5 Excellent	6	42.86%
Total	14	



Statistics	Value
Mean	4.36
Median	4.00
Mode	4
Standard Deviation	0.63

11. Encouraged students to participate in their learning (e.g., through discussion, projects, study groups and other appropriate activities).

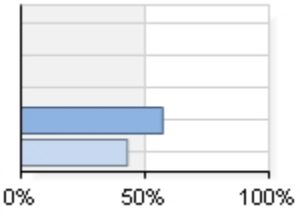
1 Poor	0	0.00%
2 Below Average	1	7.14%
3 Average	2	14.29%
4 Above Average	7	50.00%
5 Excellent	4	28.57%
Total	14	



Statistics	Value
Mean	4.00
Median	4.00
Mode	4
Standard Deviation	0.88

12. Was accessible to students (e.g., during office hours, before and after class, etc.).

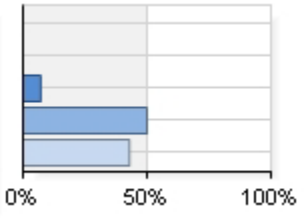
1 Poor	0	0.00%
2 Below Average	0	0.00%
3 Average	0	0.00%
4 Above Average	8	57.14%
5 Excellent	6	42.86%
Total	14	



Statistics	Value
Mean	4.43
Median	4.00
Mode	4
Standard Deviation	0.51

13. Evaluated student work in fair and appropriate ways (if applicable).

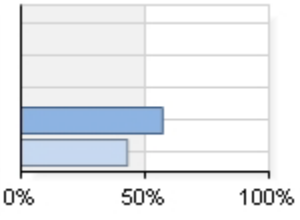
1 Poor	0	0.00%
2 Below Average	0	0.00%
3 Average	1	7.14%
4 Above Average	7	50.00%
5 Excellent	6	42.86%
Total	14	



Statistics	Value
Mean	4.36
Median	4.00
Mode	4
Standard Deviation	0.63

14. Gave helpful feedback on assignments.

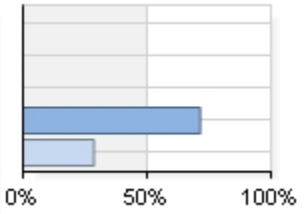
1 Poor	0	0.00%
2 Below Average	0	0.00%
3 Average	0	0.00%
4 Above Average	8	57.14%
5 Excellent	6	42.86%
Total	14	



Statistics	Value
Mean	4.43
Median	4.00
Mode	4
Standard Deviation	0.51

Overall, how would you rate this teaching assistant?

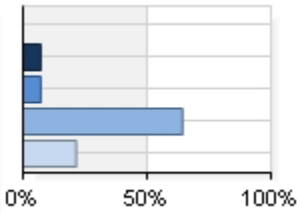
1 Poor	0	0.00%
2 Below Average	0	0.00%
3 Average	0	0.00%
4 Above Average	10	71.43%
5 Excellent	4	28.57%
Total	14	



Statistics	Value
Mean	4.29
Median	4.00
Mode	4
Standard Deviation	0.47

Overall, how would you rate this discussion section?

1 Poor	0	0.00%
2 Below Average	1	7.14%
3 Average	1	7.14%
4 Above Average	9	64.29%
5 Excellent	3	21.43%
Total	14	



Statistics	Value
Mean	4.00
Median	4.00
Mode	4
Standard Deviation	0.78

What were this teaching assistant's main strengths?

Comments
– fair grader – used discussion time wisely – explained course material in an understandable way
Very knowledgeable about the material and gave great feedback
Being accessible outside of discussion and helping students with understanding hard material
She is very knowledgeable on the subject.
Very knowledgeable on subject matters.
Clearly very passionate about philosophy, knew the concepts well and gave good feedback/length comments on each of the written assignments we turned in.
She went over material in depth and in a way that more understandable since some of the concepts that we went over were rather difficult or confusing and needed more elaboration. She is helpful and provides feedback for our weekly assignments, which I found was really helpful.
Enthusiastic and seemed very knowledgeable about the course material.
Knew material well, Clear speaking, Good feedback on asignments
She was very knowledgeable about the course material and explained things very well.
Very passionate and knowledgeable about subject, good at breaking difficult topics down. Really accessible to students.
helpful, accessible

How might this teaching assistant improve their teaching effectiveness?

Comments
– discuss more about readings than lecture topics because we usually review concepts of lecture in lecture vs. reading the assigning readings by ourselves
By using a more basic foundation to explain subjects
use discussions to explain hard concepts
Make the homework questions easier and more interesting readings.
Could spend more time on topics due t the complexity of them.
The visuals (when she wrote on the blackboard) sometimes spiraled out of control and became too disorganized to properly follow.
I think she could improve her teaching effectiveness by narrowing what she talks about because sometimes we would run out of time and don't get to cover everything that was necessarily covered. I understand that it may be hard to cover a week's worth of material, but I think this could be improved.
She could perhaps organize more efficient work groups to help utilize class time.
speak slower, leave more time for student questions, be more accessible through email
Possibly do exercises that help us retain the material better.
Lectures were sometimes a little bit unorganized, and the blackboard was sometimes difficult to follow.
less group work

Additional comments?

Students
Great Instructor
the extended office hours for essays were very helpful
Thanks for leading this section, you were definitely very helpful!
Overall an excellent TA! :)
n/a
n/a

PHIL-174 Freedom Equality and Social Justice (49405)

USC Student Course Evaluations - Fall 2017

Project Audience 18
Responses Received 15
Response Ratio 83.33%

Subject Details	
Name	PHIL-174 Freedom Equality and Social Justice (49405)
Section	49405-20173
Course_ID	PHIL-174
Course Type	Discussion
Course Department	PHIL
School	LAS
Session	1
First Name	Jennifer
Last Name	Head
Email	jennifnh@usc.edu

Creation Date Mon, Jan 29, 2018

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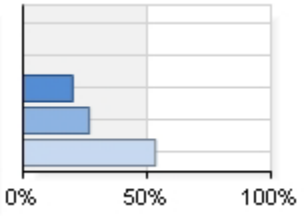
How would you rate the teaching assistant's effectiveness on the following items?

1. Clearly related the purpose and material in the discussion section to the lecture component of the course.

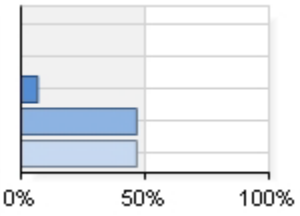
1 Poor	0	0.00%
2 Below Average	0	0.00%
3 Average	3	20.00%
4 Above Average	4	26.67%
5 Excellent	8	53.33%
Total	15	



Statistics	Value
Mean	4.33
Median	5.00
Mode	5
Standard Deviation	0.82

2. Was consistently punctual.

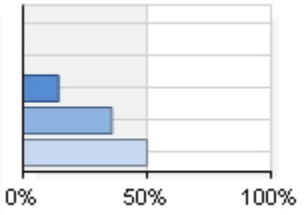
1 Poor	0	0.00%
2 Below Average	0	0.00%
3 Average	1	6.67%
4 Above Average	7	46.67%
5 Excellent	7	46.67%
Total	15	



Statistics	Value
Mean	4.40
Median	4.00
Mode	4, 5
Standard Deviation	0.63

3. Articulated the goals of the discussion section clearly.

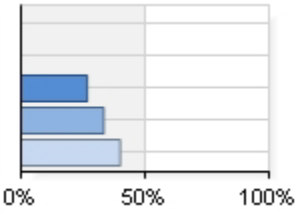
1 Poor	0	0.00%
2 Below Average	0	0.00%
3 Average	2	14.29%
4 Above Average	5	35.71%
5 Excellent	7	50.00%
Total	14	



Statistics	Value
Mean	4.36
Median	4.50
Mode	5
Standard Deviation	0.74

4. Organized the discussion section to achieve those goals.

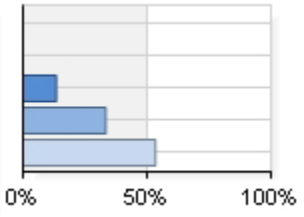
1 Poor	0	0.00%
2 Below Average	0	0.00%
3 Average	4	26.67%
4 Above Average	5	33.33%
5 Excellent	6	40.00%
Total	15	



Statistics	Value
Mean	4.13
Median	4.00
Mode	5
Standard Deviation	0.83

5. Presented material in clear, understandable language.

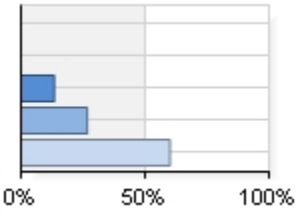
1 Poor	0	0.00%
2 Below Average	0	0.00%
3 Average	2	13.33%
4 Above Average	5	33.33%
5 Excellent	8	53.33%
Total	15	



Statistics	Value
Mean	4.40
Median	5.00
Mode	5
Standard Deviation	0.74

6. Used chalkboard/whiteboard and other visual aids effectively.

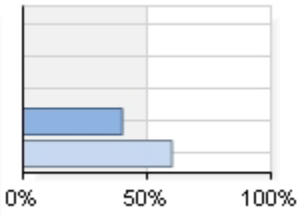
1 Poor	0	0.00%
2 Below Average	0	0.00%
3 Average	2	13.33%
4 Above Average	4	26.67%
5 Excellent	9	60.00%
Total	15	



Statistics	Value
Mean	4.47
Median	5.00
Mode	5
Standard Deviation	0.74

7. Was knowledgeable about the subject matter of the course.

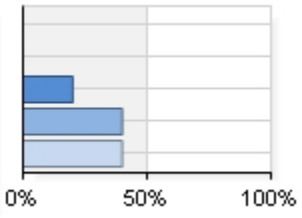
1 Poor	0	0.00%
2 Below Average	0	0.00%
3 Average	0	0.00%
4 Above Average	6	40.00%
5 Excellent	9	60.00%
Total	15	



Statistics	Value
Mean	4.60
Median	5.00
Mode	5
Standard Deviation	0.51

8. Carefully explained difficult concepts, methods, and subject matter.

1 Poor	0	0.00%
2 Below Average	0	0.00%
3 Average	3	20.00%
4 Above Average	6	40.00%
5 Excellent	6	40.00%
Total	15	

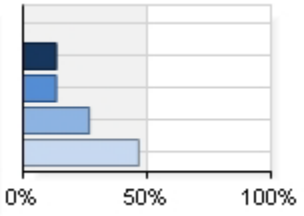


Statistics	Value
Mean	4.20
Median	4.00
Mode	4, 5
Standard Deviation	0.77

How would you rate the teaching assistant's effectiveness on the following items? (continued)

9. Provided useful insights into the way research is done in this field.

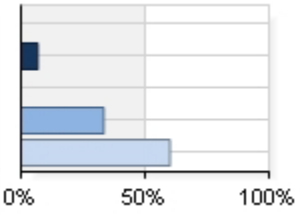
1 Poor	0	0.00%
2 Below Average	2	13.33%
3 Average	2	13.33%
4 Above Average	4	26.67%
5 Excellent	7	46.67%
Total	15	



Statistics	Value
Mean	4.07
Median	4.00
Mode	5
Standard Deviation	1.10

10. Was enthusiastic about communicating the subject matter.

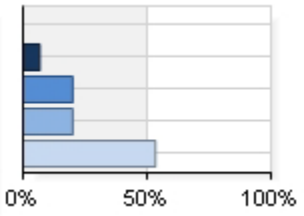
1 Poor	0	0.00%
2 Below Average	1	6.67%
3 Average	0	0.00%
4 Above Average	5	33.33%
5 Excellent	9	60.00%
Total	15	



Statistics	Value
Mean	4.47
Median	5.00
Mode	5
Standard Deviation	0.83

11. Encouraged students to participate in their learning (e.g., through discussion, projects, study groups and other appropriate activities).

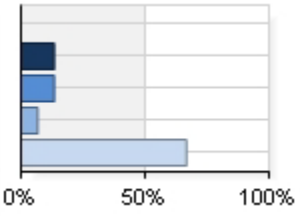
1 Poor	0	0.00%
2 Below Average	1	6.67%
3 Average	3	20.00%
4 Above Average	3	20.00%
5 Excellent	8	53.33%
Total	15	



Statistics	Value
Mean	4.20
Median	5.00
Mode	5
Standard Deviation	1.01

12. Was accessible to students (e.g., during office hours, before and after class, etc.).

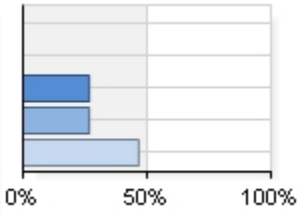
1 Poor	0	0.00%
2 Below Average	2	13.33%
3 Average	2	13.33%
4 Above Average	1	6.67%
5 Excellent	10	66.67%
Total	15	



Statistics	Value
Mean	4.27
Median	5.00
Mode	5
Standard Deviation	1.16

13. Evaluated student work in fair and appropriate ways (if applicable).

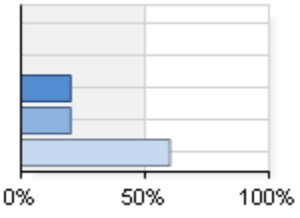
1 Poor	0	0.00%
2 Below Average	0	0.00%
3 Average	4	26.67%
4 Above Average	4	26.67%
5 Excellent	7	46.67%
Total	15	



Statistics	Value
Mean	4.20
Median	4.00
Mode	5
Standard Deviation	0.86

14. Gave helpful feedback on assignments.

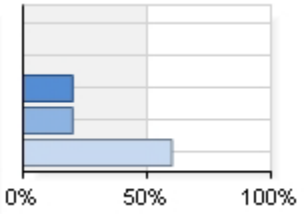
1 Poor	0	0.00%
2 Below Average	0	0.00%
3 Average	3	20.00%
4 Above Average	3	20.00%
5 Excellent	9	60.00%
Total	15	



Statistics	Value
Mean	4.40
Median	5.00
Mode	5
Standard Deviation	0.83

Overall, how would you rate this teaching assistant?

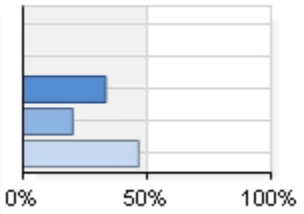
1 Poor	0	0.00%
2 Below Average	0	0.00%
3 Average	3	20.00%
4 Above Average	3	20.00%
5 Excellent	9	60.00%
Total	15	



Statistics	Value
Mean	4.40
Median	5.00
Mode	5
Standard Deviation	0.83

Overall, how would you rate this discussion section?

1 Poor	0	0.00%
2 Below Average	0	0.00%
3 Average	5	33.33%
4 Above Average	3	20.00%
5 Excellent	7	46.67%
Total	15	



Statistics	Value
Mean	4.13
Median	4.00
Mode	5
Standard Deviation	0.92

What were this teaching assistant's main strengths?

Comments
Was able to clearly help a student understand the complex philosophical theories.
Good at breaking downbeat and explaining difficult concepts.
She was always open to questions and explained some very complex ideas in a clear, meaningful way.
she was always willing to help out and really did a variety of ways to ensure people understood the subject
She understood and knew the material really well, and was very willing to help students whenever they needed
organization
She was always very enthusiastic and cared about what she was teaching!
She's very knowledgeable and was very enthusiastic about the course material.
She was very helpful in explaining complicated subjects and was available for meetings outside of section.
Jennifer's main strength is that she is very concise and clear whenever she explains concepts. She effectively uses the concepts learned from lecture and uses the board/visual aids/ made worksheets to make the concepts be understand more efficiently.
She did a good job of making sure we went over what was being said in lecture. Additionally, she made worksheets for us which made it easier to understand certain material.
Jennifer is truly one of the best, most knoweldgable and enthusiastic TAs that I have had in my past three and a half years of college. She has the special ability of decoding dense, confusing philosophical arguments to make it digestible for someone who isn't a Philosophy major. Her teaching style, as well as her care and attention for the students' success and understanding, has made a positive impact on my views toward political philosophy. I benefited from her weekly handouts that outlined course material and posed useful questions about the information. Even as a student herself, Jennifer has made herself abundantly available to meet with me every week due to the fact that I have class during her normal office hours. I am so appreciative to have had her as a TA this Fall and give her an immense amount of credit for helping me succeed in this course.

How might this teaching assistant improve their teaching effectiveness?

Comments
Take time to process her thoughts before speaking.
Work on pacing so that concepts don't seem richer when we get to the end of the class.
n/a
since it is her first time as a TA I think that she will learn more along the way on things that work and others that dont. However, I feel like sometimes we stayed too long on the same topic
She wasn't as engaging during lecture sections
being more available
I think it would be great if she related her discussions more directly to the lecture. In other classes discussion sections have been a recap of the week's lectures and a chance to clarify topics and ask questions. In this discussion I feel like we just expand on one specific thing and a lot of topics go un–discussed.
It would be helpful if we took more time to go over things we were confused about from lecture instead of learning new information.
encourage students to participate more
Jennifer can improve her teaching technique by handing work back on time.
Sometimes the feedback on the assignments was a little vague and it was also a little confusing because we had weekly assignments but the due date changed multiple times.
Her teaching style caters to the learning styles of many, including myself. There is not anything I would change.