TA Survey - 2025_1W_T_Manir Feitosa_Leonardo_ESM 201_0102

Project Title: **W25 TA Survey**

Courses Audience: **14**
Responses Received: **4**
Response Rate : **28.6%**

Guidance for Interpreting End-of-quarter Course Evaluation Reports:

1. **Look for rating variations.** Questions with markedly higher or lower scores may point to areas where students find that instruction is facilitating their learning or may indicate opportunities for improvement.
2. **Look for higher standard deviations.** Questions with wide variations in responses may suggest that students experienced instruction in different ways.
3. **Use the following guidelines to interpret scores:**
   An average /mean score of…
   a. >4 suggests that the instructor or TA is supporting student learning,
   b. 3.5-4.0 suggests that the instructor or TA is partially supporting student learning,
   c. <3.5 suggests that the instructor or TA can more effectively support student learning.
4. **Review comments.** Look for patterns in comments indicating things that went well or opportunities for improvement. Patterns or differences between your understanding and student comments may suggest opportunities for reflection.
5. **Write down your takeaways.** These might include challenges or activities that help students learn. You can include these in teaching statements for merit/promotion reviews.
6. **Notice response rates.** Low response rates make generalizing feedback difficult. Classes <40: require 95% response rate for a 95% confidence level; 40% for an 80% confidence level. Classes >100, 87% response rate for a 95% confidence level; 21% for an 80% confidence level (Nutly, 2008).
7. **Use comparative norms cautiously.** If desired, you may compare your quantitative scores to departmental and campus average scores (look for Dept_Norm_Year reports in https://ucsb.bluera.com/ucsb).
8. **Course evaluations are only part of a holistic evaluation of teaching.** Analysis of teaching effectiveness must be supported by a holistic analysis that includes additional evidence. An extensive body of research has documented systematic bias in standardized evaluations of teaching. Comprehensive evaluations of teaching should include student evaluation surveys with other sources of feedback on teaching effectiveness. Visit https://otl.ucsb.edu/faculty/teaching-effectivenessmerit-review for additional guidance.
9. **Questions?** Contact support@course-evals.ucsb.edu to discuss course evaluations with an OTL Instructional Consultant.

Creation Date: **Tuesday, April 1, 2025**

What portion of the discussion or lab class meetings did you attend?

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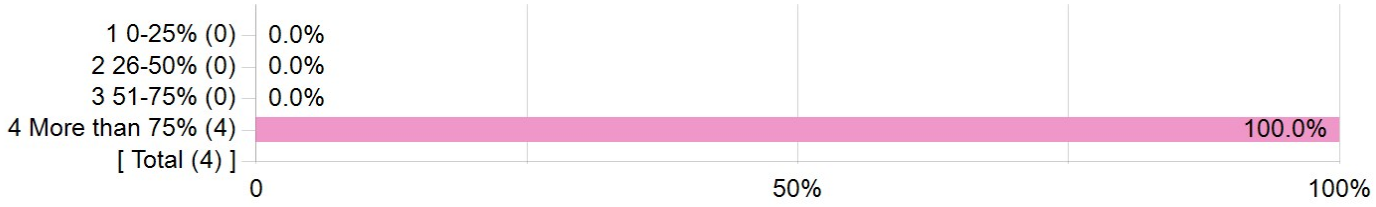
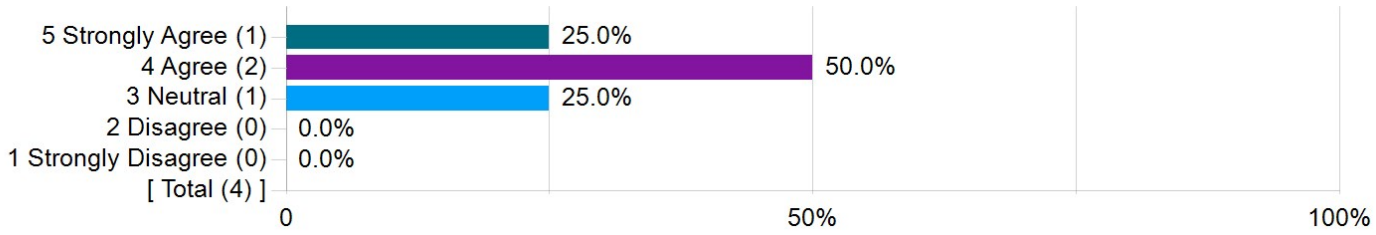


Statistics	Value
Invited Count	14
Response Count	4
Response Rate	28.6%
Mean	4.0
Standard Deviation	0.0

This section/lab was organized in a way that helped me learn.

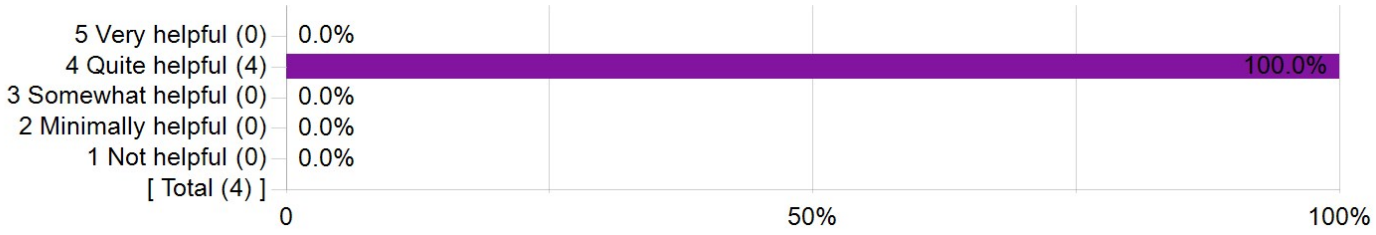
This section/lab was organized in a way that helped me learn.



Statistics	Value
Invited Count	14
Response Count	4
Response Rate	28.6%
Mean	4.0
Standard Deviation	0.8

How helpful were the TA’s explanations of course material?

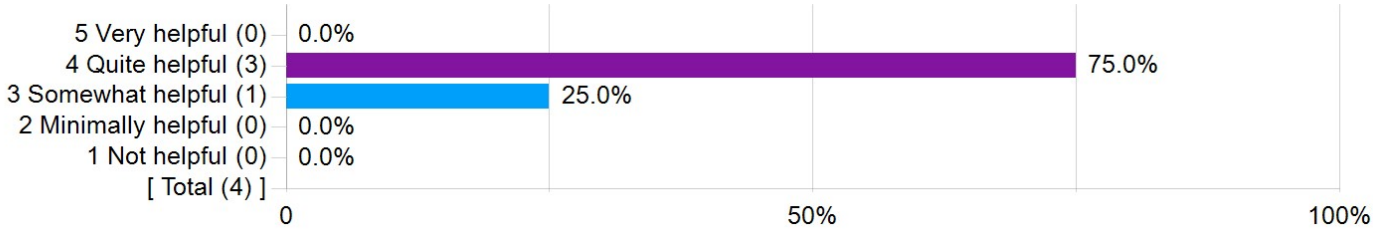
How helpful were the TA’s explanations of course material?



Statistics	Value
Invited Count	14
Response Count	4
Response Rate	28.6%
Mean	4.0
Standard Deviation	0.0

How helpful were the TA's answers to student questions?

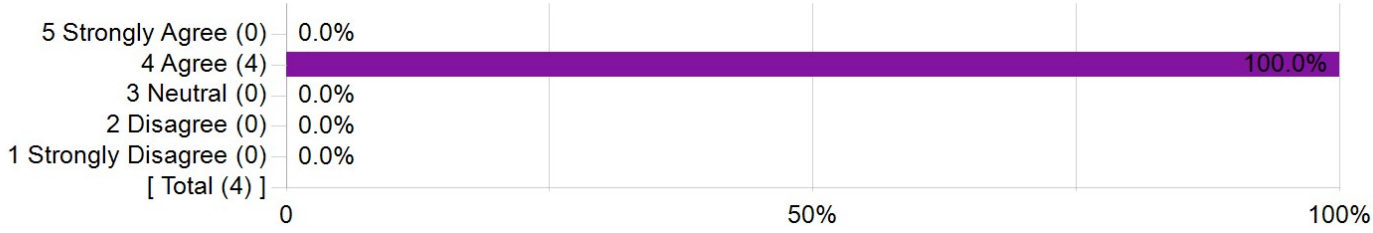
How helpful were the TA's answers to student questions?



Statistics	Value
Invited Count	14
Response Count	4
Response Rate	28.6%
Mean	3.8
Standard Deviation	0.5

The TA created opportunities for student interaction in this discussion section/lab.

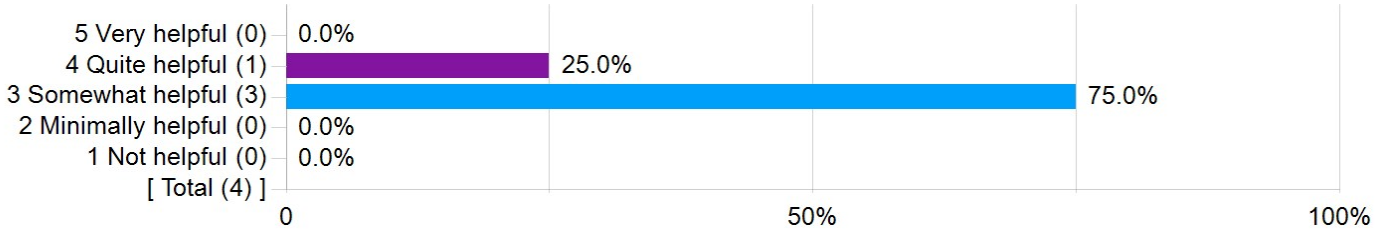
The TA created opportunities for student interaction in this discussion section/lab.



Statistics	Value
Invited Count	14
Response Count	4
Response Rate	28.6%
Mean	4.0
Standard Deviation	0.0

How helpful was the TA’s feedback on your assignments?

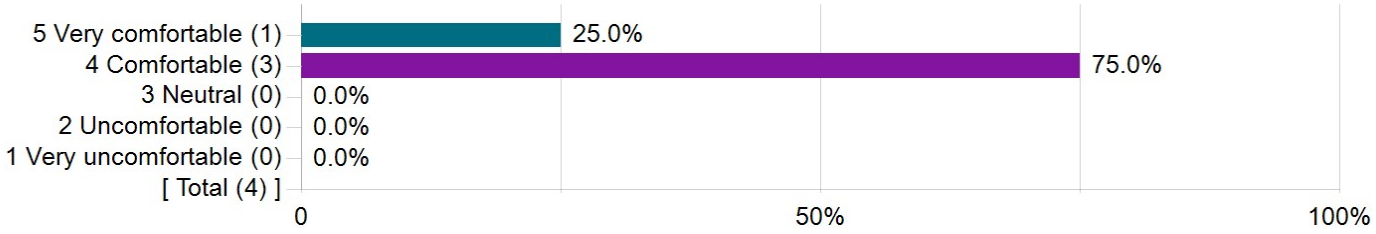
How helpful was the TA’s feedback on your assignments?



Statistics	Value
Invited Count	14
Response Count	4
Response Rate	28.6%
Mean	3.3
Standard Deviation	0.5

The TA created a _____ learning atmosphere.

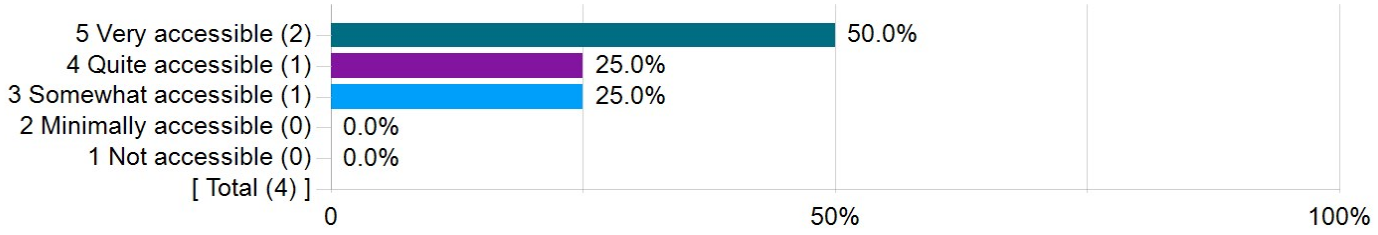
The TA created a _____ learning atmosphere.



Statistics	Value
Invited Count	14
Response Count	4
Response Rate	28.6%
Mean	4.3
Standard Deviation	0.5

How accessible was the TA for help or consultation?

How accessible was the TA for help or consultation?



Statistics	Value
Invited Count	14
Response Count	4
Response Rate	28.6%
Mean	4.3
Standard Deviation	1.0

Please share additional feedback with Leonardo Manir Feitosa about your learning in the course. What worked well and what could be improved?

Comments

I appreciated the discussion sections that reviewed what was covered in class. I had a hard time following the professor in class, so I think having more structured discussion sections would support this, and potentially slides posted that have clear notes from the course both in text form and having graphs/images that are clearly labeled with focus points and descriptions/explanations. I am more of a visual learner, so getting most of the information via lecture with little to no text/explanation on the slides is difficult for me. I will share this suggestion with the professor as well, for his lectures. Thank you for being available and so patient with our questions!

Some sections providing new or more in depth information from lecture, others felt redundant so if we were paying attention in lecture they weren't really necessary.

UCSB

TA Survey - 2025_1W_T_Manir Feitosa_Leonardo_ESM 201_0101

Project Title: **W25 TA Survey**

Courses Audience: **22**
Responses Received: **12**
Response Rate : **54.5%**

Guidance for Interpreting End-of-quarter Course Evaluation Reports:

1. **Look for rating variations.** Questions with markedly higher or lower scores may point to areas where students find that instruction is facilitating their learning or may indicate opportunities for improvement.
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9. **Questions?** Contact support@course-evals.ucsb.edu to discuss course evaluations with an OTL Instructional Consultant.

Creation Date: **Tuesday, April 1, 2025**

What portion of the discussion or lab class meetings did you attend?

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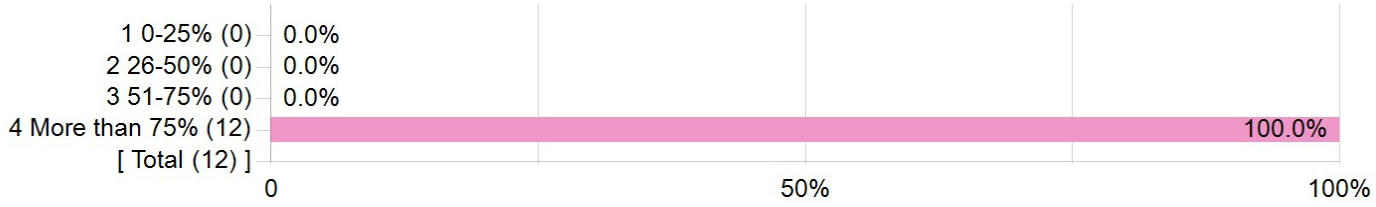
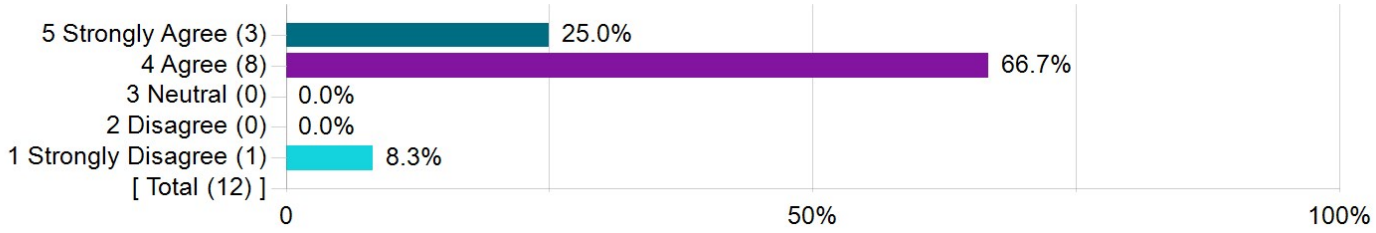


Statistics	Value
Invited Count	22
Response Count	12
Response Rate	54.5%
Mean	4.0
Standard Deviation	0.0

This section/lab was organized in a way that helped me learn.

This section/lab was organized in a way that helped me learn.



Statistics	Value
Invited Count	22
Response Count	12
Response Rate	54.5%
Mean	4.0
Standard Deviation	1.0

How helpful were the TA’s explanations of course material?

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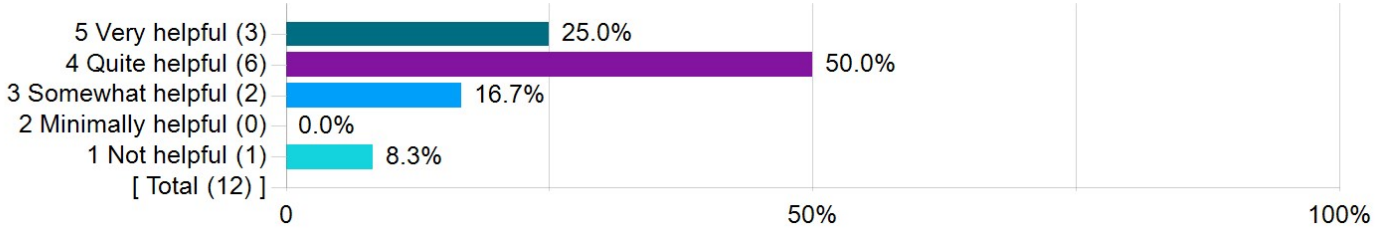
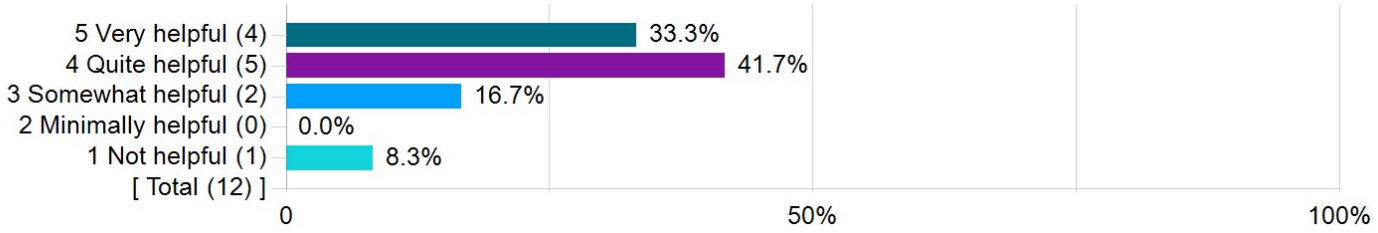


Statistics	Value
Invited Count	22
Response Count	12
Response Rate	54.5%
Mean	3.8
Standard Deviation	1.1

How helpful were the TA's answers to student questions?

How helpful were the TA's answers to student questions?



Statistics	Value
Invited Count	22
Response Count	12
Response Rate	54.5%
Mean	3.9
Standard Deviation	1.2

The TA created opportunities for student interaction in this discussion section/lab.

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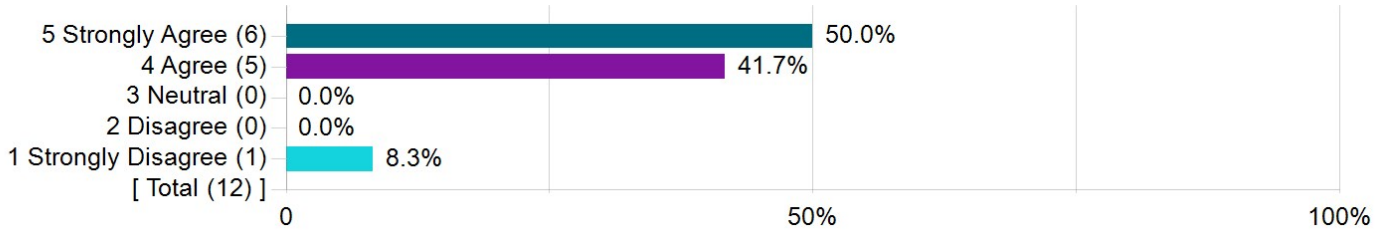
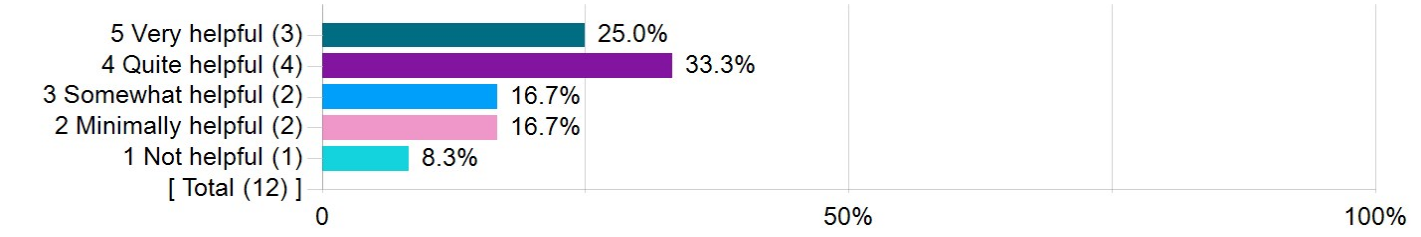


Statistics	Value
Invited Count	22
Response Count	12
Response Rate	54.5%
Mean	4.3
Standard Deviation	1.1

How helpful was the TA’s feedback on your assignments?

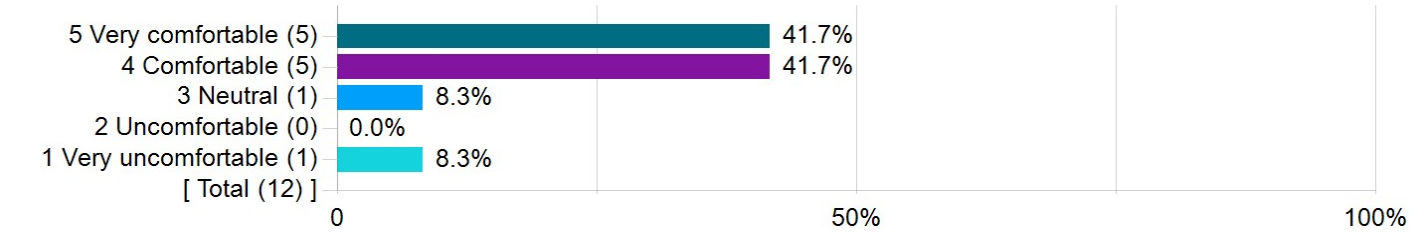
How helpful was the TA’s feedback on your assignments?



Statistics	Value
Invited Count	22
Response Count	12
Response Rate	54.5%
Mean	3.5
Standard Deviation	1.3

The TA created a _____ learning atmosphere.

The TA created a _____ learning atmosphere.



Statistics	Value
Invited Count	22
Response Count	12
Response Rate	54.5%
Mean	4.1
Standard Deviation	1.2

How accessible was the TA for help or consultation?

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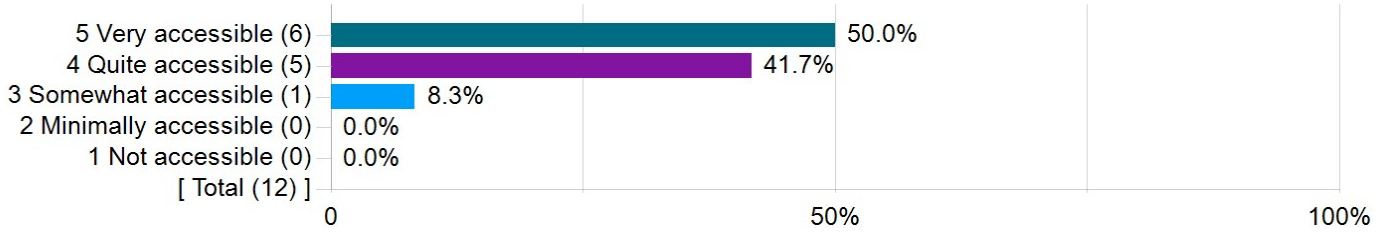

Statistics	Value
Invited Count	22
Response Count	12
Response Rate	54.5%
Mean	4.4
Standard Deviation	0.7

Please share additional feedback with Leonardo Manir Feitosa about your learning in the course. What worked well and what could be improved?

Comments
Leo is clearly well prepared, cares about teaching us, and tries to engage the class even though many people don't talk! The slides were helpful in class and for reference, and it was helpful to have recaps of the lecture because oftentimes they were paced quickly (Dr Tilman talks fast!). For office hours, as a TA generally I appreciate that people made the effort to come in, so while you don't want to give the answers, I think it's OK to give a little more clear of yes or no answers or explain things more fully if they're unclear! It would also be helpful to get some level of feedback on what was wrong with homework when marking off
We love Leo!
n/a
Leo was a great TA, he answered many questions and took time to ensure his students were following along. He made himself available in office hours and after class each week. The only improvement I would suggest is more coordination between the two TA's and Tilman since they would sometimes emphasize/omit different parts of the section slides.
Leo is a good TA. The sections offered good review of course material, and he offered helpful materials to review for exams. Overall, I have no complaints
I think providing the rubric for homework to the students would give a lot greater chance of success. Homeworks were graded rather harshly, which didn't feel like they were set up for student learning but rather for arbitrary grading metrics that were not related to course content. Additionally, Leo seemed to grade homeworks much more harshly than the other TA, as many people in James's section got extra credit whereas Leo's grading was very tough.
Very helpful throughout the quarter. Loved the extra exam review sessions and the accessibility outside of office hours. The discussion sections at times felt confusing however, some of the explanation contradicted what Tilman said or were worded in a way that did not make sense and that was reflected on the homework so more clarity on definitions and exact professor expectations would be nice moving forwards.
One of the best TA's I've ever had!

TA Survey - 2024_1W_T_Manir Feitosa_Leonardo_ESM 201_0102

Project Title: **W24 TA Evaluation Survey**

Courses Audience: **19**
Responses Received: **10**
Response Rate : **52.6%**

Guidance for Interpreting End-of-quarter Course Evaluation Reports:

1. Notice response rates. Low response rates make generalizing feedback difficult. Classes <40: require 95% response rate for a 95% confidence level; 40% for an 80% confidence level. Classes >100, 87% response rate for a 95% confidence level; 21% for an 80% confidence level (Nutly, 2008).

2. Look for rating variations. Questions with markedly higher or lower scores may point to areas of excellence or opportunities for improvement.

3. Look for higher standard deviations. Questions with wide variations in responses may suggest that students experienced instruction in different ways.

4. Review comments. Look for patterns in comments indicating things that went well or opportunities for improvement. Patterns or differences between your understanding and student comments may suggest opportunities for reflection.

5. Use comparative norms cautiously. If desired, you may compare your quantitative scores to departmental and campus average scores (look for Dept_Norm_Year reports in https://ucsb.bluera.com/ucsb).

6. Write down your takeaways. These might include challenges or activities that help students learn. You can include these in teaching statements for merit/promotion reviews. Email help@id.ucsb.edu to discuss evaluations with an OTL Instructional Consultant.

7. Course evaluations are only part of a holistic evaluation of teaching. Analysis of teaching effectiveness must be supported by a holistic analysis that includes additional evidence. See this document for additional guidance.

Creation Date: **Thursday, April 25, 2024**

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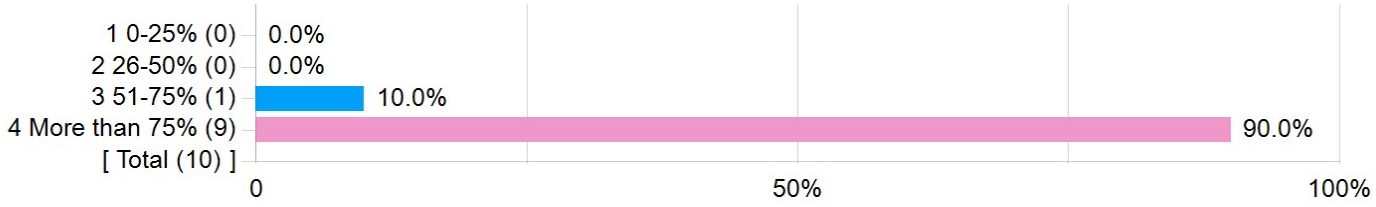
What portion of the discussion or lab class meetings did you attend?

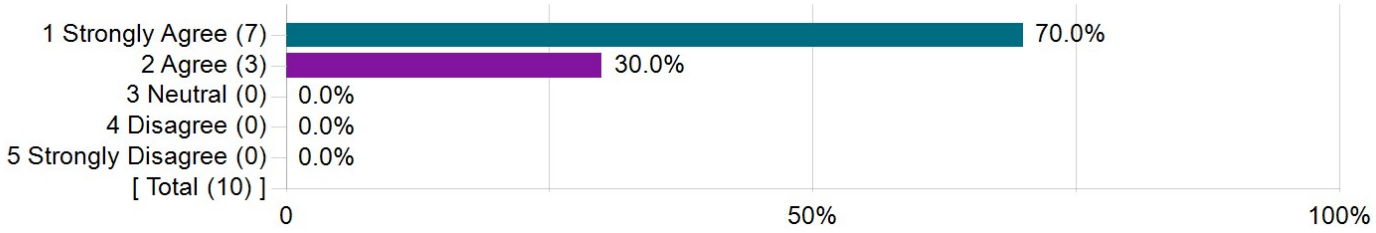
What portion of the discussion or lab class meetings did you attend?



Statistics	Value
Invited Count	19
Response Count	10
Response Rate	52.6%
Mean	3.9
Standard Deviation	0.3

This section/lab was organized in a way that helped me learn.

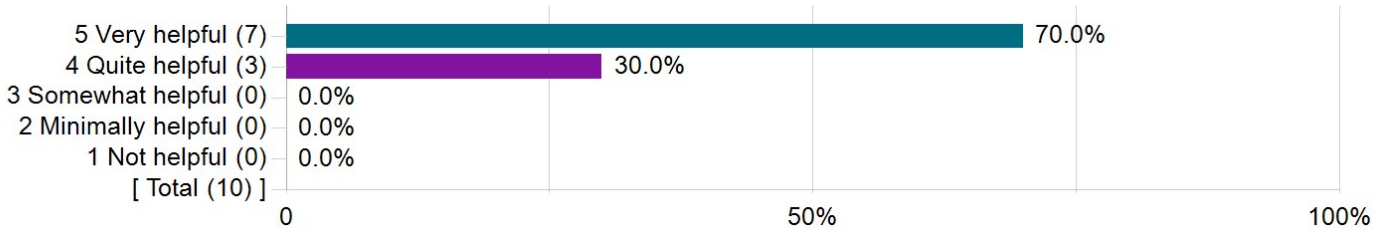
This section/lab was organized in a way that helped me learn.



Statistics	Value
Invited Count	19
Response Count	10
Response Rate	52.6%
Mean	1.3
Standard Deviation	0.5

How helpful were the TA’s explanations of course material?

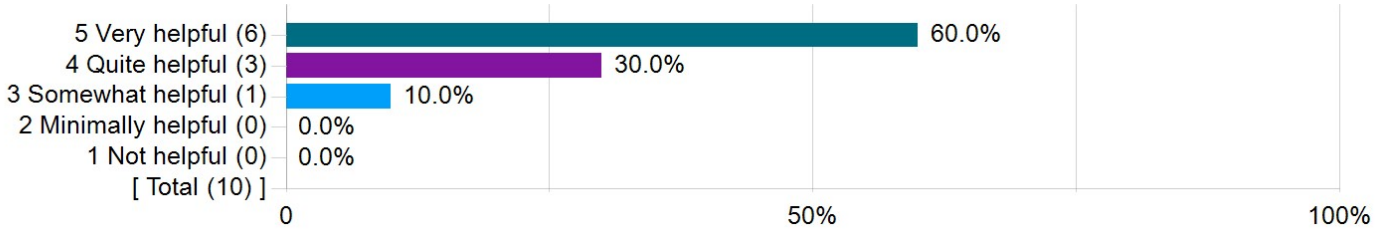
How helpful were the TA’s explanations of course material?



Statistics	Value
Invited Count	19
Response Count	10
Response Rate	52.6%
Mean	4.7
Standard Deviation	0.5

How helpful were the TA's answers to student questions?

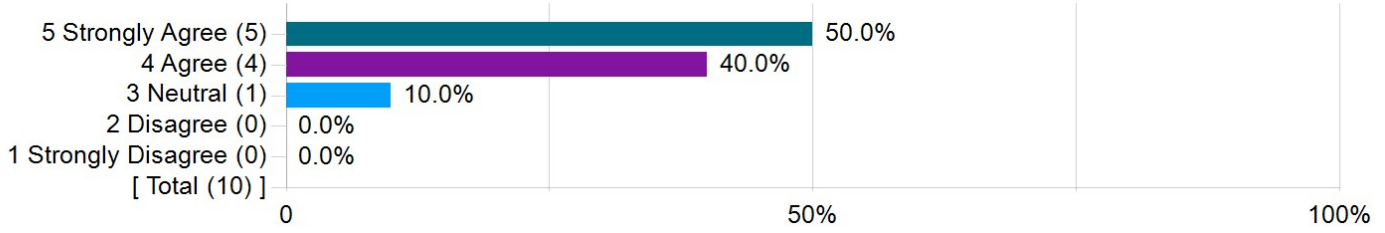
How helpful were the TA's answers to student questions?



Statistics	Value
Invited Count	19
Response Count	10
Response Rate	52.6%
Mean	4.5
Standard Deviation	0.7

The TA created opportunities for student interaction in this discussion section/lab.

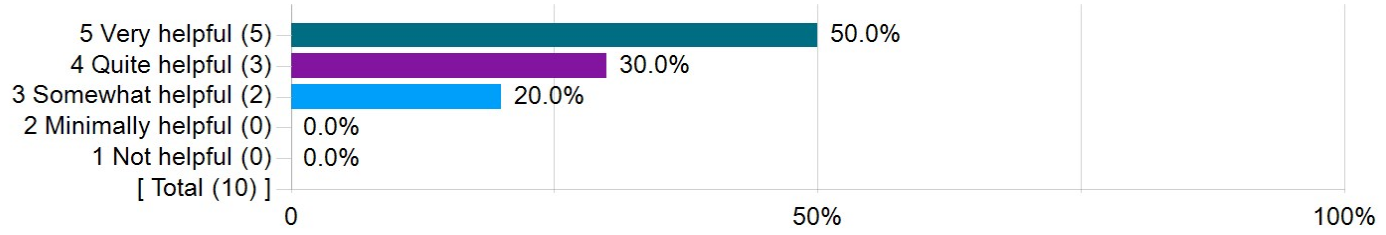
The TA created opportunities for student interaction in this discussion section/lab.



Statistics	Value
Invited Count	19
Response Count	10
Response Rate	52.6%
Mean	4.4
Standard Deviation	0.7

How helpful was the TA's feedback on your assignments?

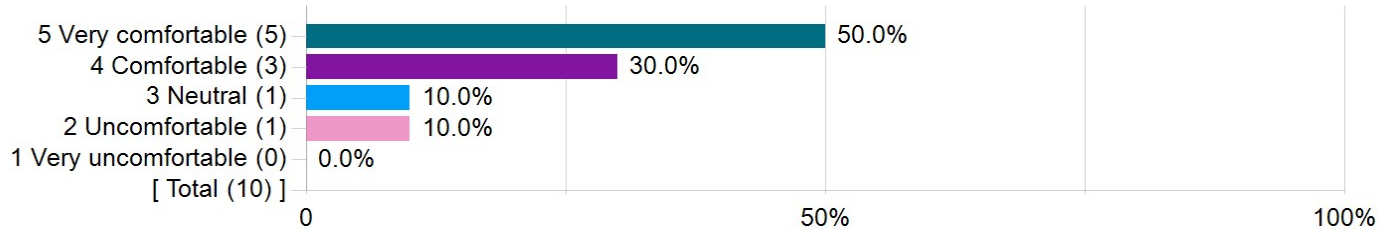
How helpful was the TA's feedback on your assignments?



Statistics	Value
Invited Count	19
Response Count	10
Response Rate	52.6%
Mean	4.3
Standard Deviation	0.8

The TA created a _____ learning atmosphere.

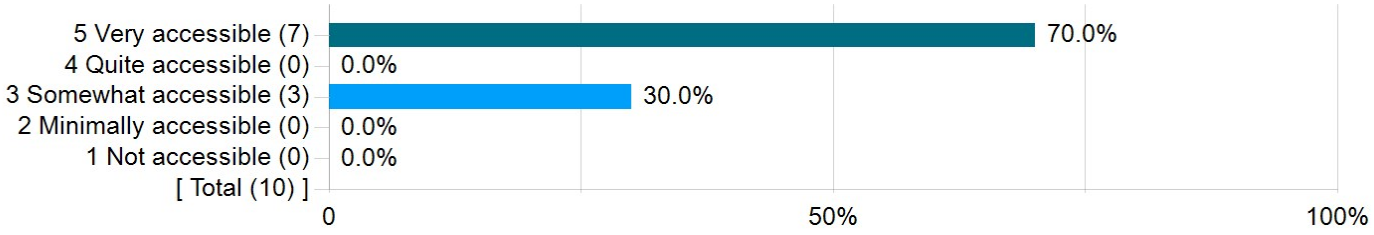
The TA created a _____ learning atmosphere.



Statistics	Value
Invited Count	19
Response Count	10
Response Rate	52.6%
Mean	4.2
Standard Deviation	1.0

How accessible was the TA for help or consultation?

How accessible was the TA for help or consultation?



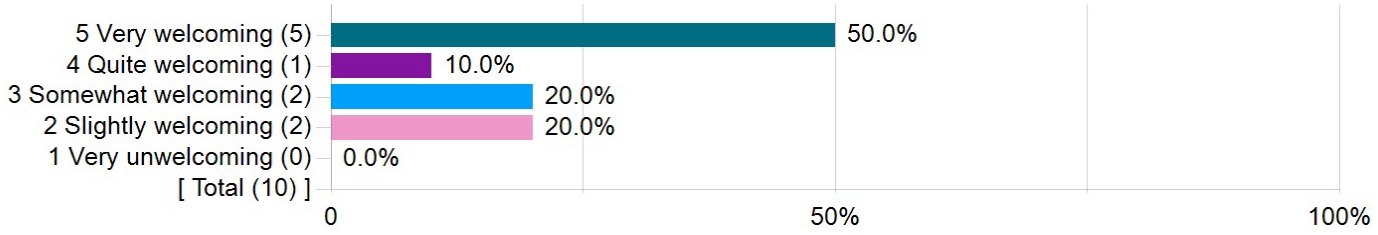
Statistics	Value
Invited Count	19
Response Count	10
Response Rate	52.6%
Mean	4.4
Standard Deviation	1.0

Please share additional feedback with Leonardo Manir Feitosa about your learning in the course. What worked well and what could be improved?

Comments
Loved the way he would be able to rephrase complex topics so that I could understand certain ideas. He is super smart and easy to talk to, patient and kind. This section was immensely helpful to help me be able to understand all the concepts spoken about in lecture.
Overall, I found Leo to be an effective TA. I don't have any specific feedback on his teaching style.
Leo and Zoe clearly had very different teaching styles. Both of them did an amazing job at summarizing Tilman's lectures and diving into more detail, however, I did not feel very supported outside of the classroom. When asking questions about homework we were often told that we could not be "given the answer" when we were not asking for the answer. It felt really counterintuitive that Tilman "does not do homework questions" and the TAs would not support us with homework at the level of detail that we needed it. I also had multiple instances where classmates and I consulted each other on our homework comments and had put nearly identical answers but received different scores depending on which TA graded the homework. This felt pretty unfair at times as some students got full credit for the exact same answer as me, while I got points taken off. I don't think this is unique to this course as I am starting to see similar things play out in courses with 2+ TAs, but it is disheartening. Leo's teaching style and what some might consider "stern" approach was appreciated at times, but I think was very intimidating at the beginning of the semester. I think unfortunately this deterred many students from coming to office hours or even voicing their questions in discussion. I now understand that it was not something to take personally, but I think many of us felt challenged by Leo's commanding approach initially.
Apparently Zoe's discussion sections were about the upcoming homework assignments while Leo's were based on the previous week's homework assignment. I personally didn't have too much of a problem with the homework for this to matter, but other students may have.
He and the discussion organization he led was the sole reason I passed and understood this class. His lectures and explanations made clear sense and provided excellent understanding for the course.
He was a ge

How welcoming was the classroom environment created by the TA?

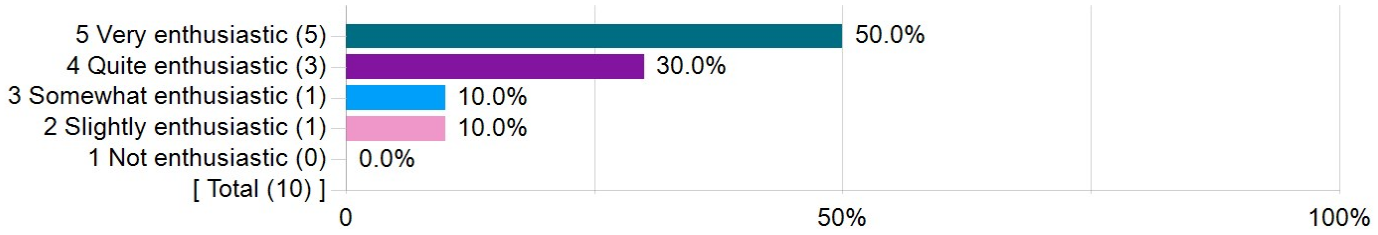
How welcoming was the classroom environment created by the TA?



Statistics	Value
Invited Count	19
Response Count	10
Response Rate	52.6%
Mean	3.9
Standard Deviation	1.3

How enthusiastic was the TA about teaching?

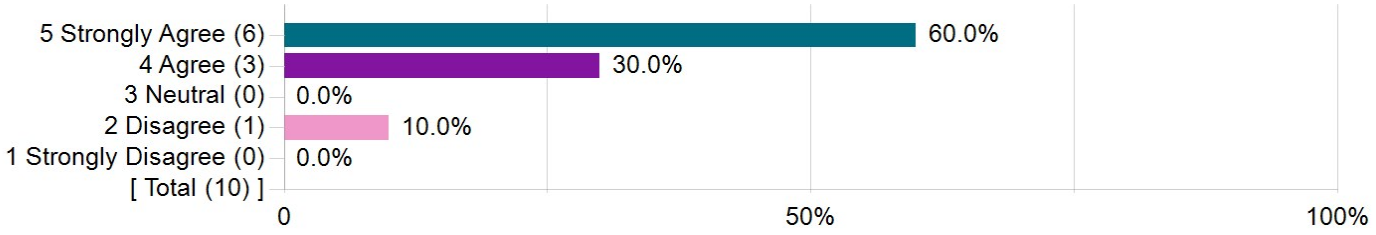
How enthusiastic was the TA about teaching?



Statistics	Value
Invited Count	19
Response Count	10
Response Rate	52.6%
Mean	4.2
Standard Deviation	1.0

The TA and classroom environment were inclusive of all students.

The TA and classroom environment were inclusive of all students.



Statistics	Value
Invited Count	19
Response Count	10
Response Rate	52.6%
Mean	4.4
Standard Deviation	1.0

How could the section / lab be improved? (e.g. additional detail about topics, modifications to instructional materials, different teaching strategies)

Student Comments
Work with the other TA to disseminate the same information. It sometimes felt like depending on the discussion section, we were producing different answers. Overall, very helpful – but I wish we had more time spent going over homework. It also made very little sense that all of our problem sets were at midnight Tuesday yet the TAs office hours weren't until later in the week. We often found ourselves crowdsourcing information to complete the problem sets and it feels like it would have been much more productive if the TAs had office hours on Monday or Tuesday... would consider making this a requirement for future TAs!
n/a
I thought it was great!
I found the discussion to be helpful at reiterating key course concepts; I don't have any suggestions.

TA Survey - 2024_1W_T_Manir Feitosa_Leonardo_ESM 201_0101

Project Title: **W24 TA Evaluation Survey**

Courses Audience: **21**
Responses Received: **17**
Response Rate : **81.0%**

Guidance for Interpreting End-of-quarter Course Evaluation Reports:

1. Notice response rates. Low response rates make generalizing feedback difficult. Classes <40: require 95% response rate for a 95% confidence level; 40% for an 80% confidence level. Classes >100, 87% response rate for a 95% confidence level; 21% for an 80% confidence level (Nutly, 2008).

2. Look for rating variations. Questions with markedly higher or lower scores may point to areas of excellence or opportunities for improvement.

3. Look for higher standard deviations. Questions with wide variations in responses may suggest that students experienced instruction in different ways.

4. Review comments. Look for patterns in comments indicating things that went well or opportunities for improvement. Patterns or differences between your understanding and student comments may suggest opportunities for reflection.

5. Use comparative norms cautiously. If desired, you may compare your quantitative scores to departmental and campus average scores (look for Dept_Norm_Year reports in https://ucsb.bluera.com/ucsb).

6. Write down your takeaways. These might include challenges or activities that help students learn. You can include these in teaching statements for merit/promotion reviews. Email help@id.ucsb.edu to discuss evaluations with an OTL Instructional Consultant.

7. Course evaluations are only part of a holistic evaluation of teaching. Analysis of teaching effectiveness must be supported by a holistic analysis that includes additional evidence. See this document for additional guidance.

Creation Date: **Thursday, April 25, 2024**

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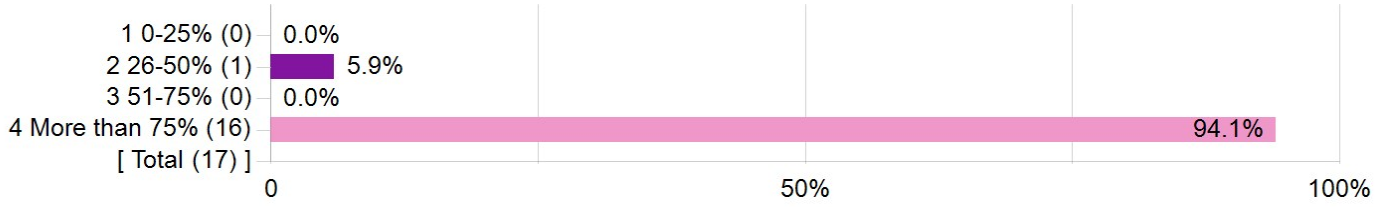
What portion of the discussion or lab class meetings did you attend?

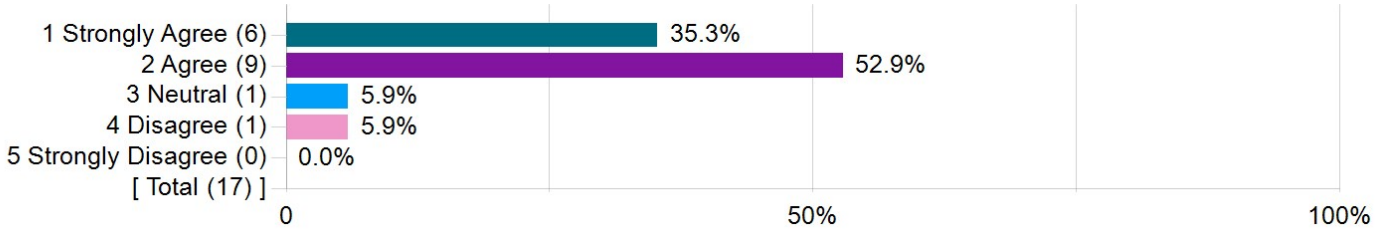
What portion of the discussion or lab class meetings did you attend?



Statistics	Value
Invited Count	21
Response Count	17
Response Rate	81.0%
Mean	3.9
Standard Deviation	0.5

This section/lab was organized in a way that helped me learn.

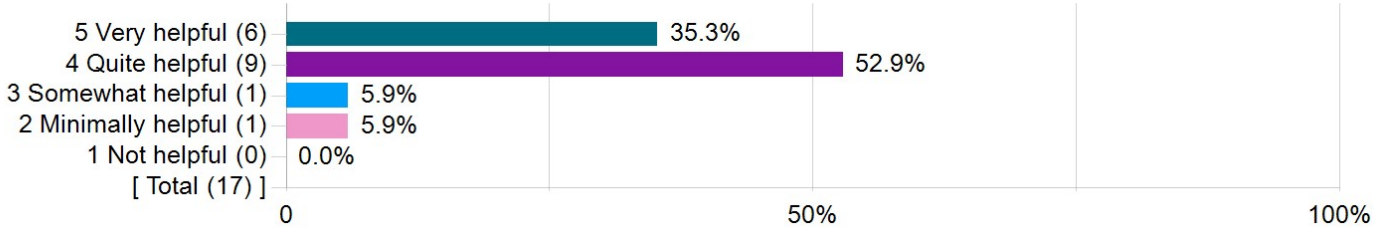
This section/lab was organized in a way that helped me learn.



Statistics	Value
Invited Count	21
Response Count	17
Response Rate	81.0%
Mean	1.8
Standard Deviation	0.8

How helpful were the TA’s explanations of course material?

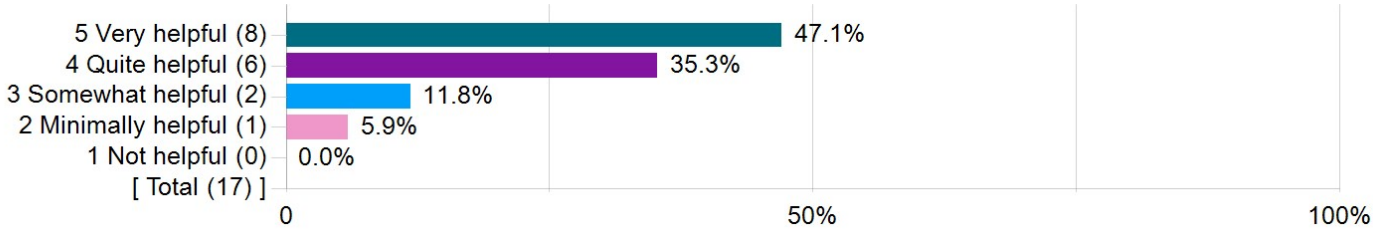
How helpful were the TA’s explanations of course material?



Statistics	Value
Invited Count	21
Response Count	17
Response Rate	81.0%
Mean	4.2
Standard Deviation	0.8

How helpful were the TA's answers to student questions?

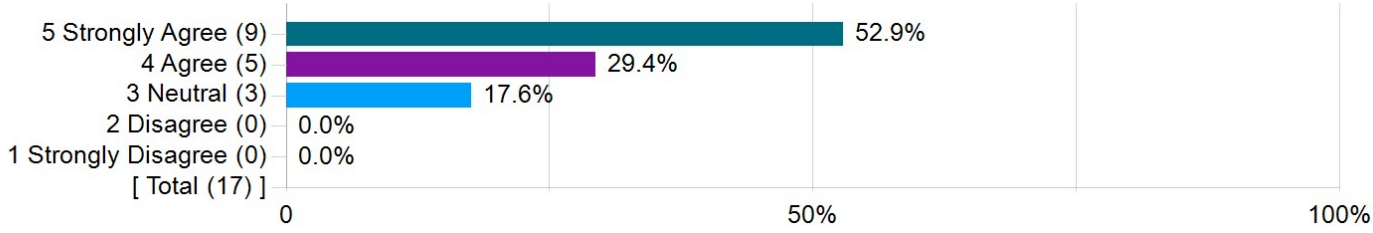
How helpful were the TA's answers to student questions?



Statistics	Value
Invited Count	21
Response Count	17
Response Rate	81.0%
Mean	4.2
Standard Deviation	0.9

The TA created opportunities for student interaction in this discussion section/lab.

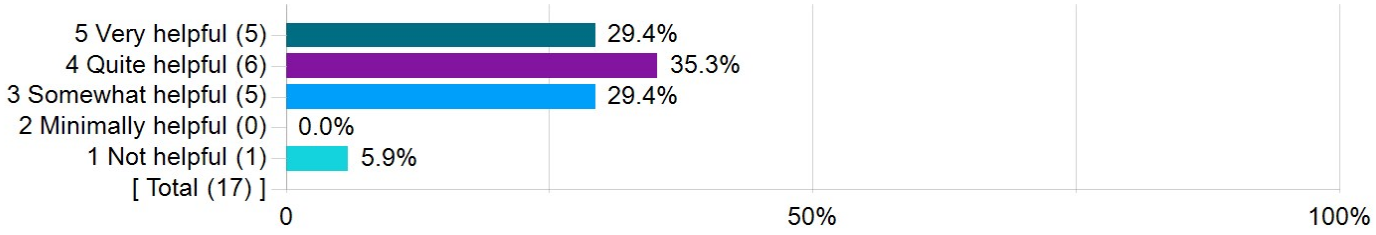
The TA created opportunities for student interaction in this discussion section/lab.



Statistics	Value
Invited Count	21
Response Count	17
Response Rate	81.0%
Mean	4.4
Standard Deviation	0.8

How helpful was the TA’s feedback on your assignments?

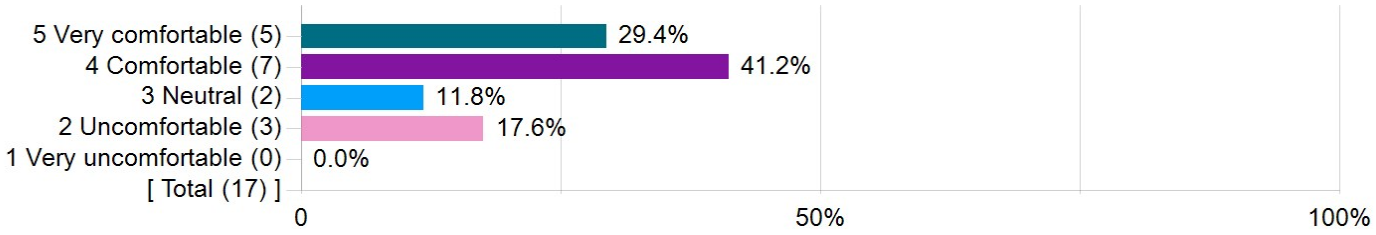
How helpful was the TA’s feedback on your assignments?



Statistics	Value
Invited Count	21
Response Count	17
Response Rate	81.0%
Mean	3.8
Standard Deviation	1.1

The TA created a _____ learning atmosphere.

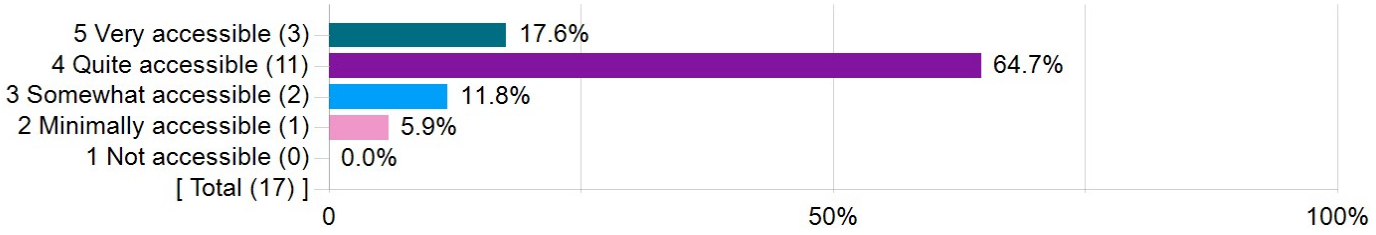
The TA created a _____ learning atmosphere.



Statistics	Value
Invited Count	21
Response Count	17
Response Rate	81.0%
Mean	3.8
Standard Deviation	1.1

How accessible was the TA for help or consultation?

How accessible was the TA for help or consultation?



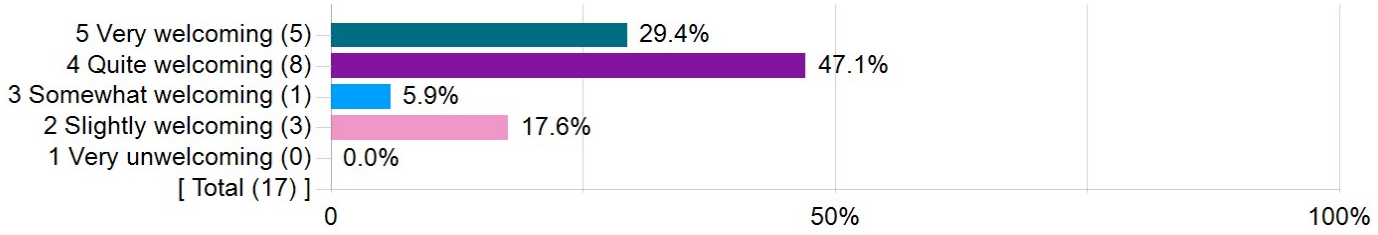
Statistics	Value
Invited Count	21
Response Count	17
Response Rate	81.0%
Mean	3.9
Standard Deviation	0.7

Please share additional feedback with Leonardo Manir Feitosa about your learning in the course. What worked well and what could be improved?

Comments
I appreciated how thoroughly we went over concepts, equations, and graphs in each section. I felt like it provided good organization and structure to all the concepts we learned in lecture, and helped us identify what was most important to remember. I also really appreciated the midterm review session, I found it to be extremely helpful!
He was scary at first. Very direct with answering questions and sometimes would just straight up say "No" if you were wrong in an intimidating way. But he grew on us and his explanations were helpful; he clearly cared to help us learn the material. Overly picky grader but you take what you get.
Extra tutoring and review hours were extremely helpful. Leo kind of gatekeeps the answers to the homework (more than Zoe) (in Discussion section and in office hours) and I don't know how I feel about that. Last week, for example, Zoe prepared the class with material related to the upcoming homework, but Leo discussed a different topic. At the end of the day, the TAs completely saved us and prepared us really well for the exam.
Leo was great in this section, thanks so much!
I think Leo was a great TA as he had great understanding and ability to communicate the subject material however the attitude he brought to the homework assignments created an uncomfortable learning environment. If homework is the main vehicle through which our learning and understanding of the course material is assessed, there should be more support provided. I perceived that Leo felt he would be doing our work by helping us with homework but success in our homework is not just related to our grade but our understanding of the material as these assignments can help identify topics that we are not understanding. This should not have to be reflected in obtaining a poorer grade than desired but rather, should be able to be addressed and remedied before the assignment is due.
Leo was a great TA, he had a very strong understanding of course material and did a great job reinforcing lecture concepts in section. I always left sections satisfied
Leo was the main reason I really understood the course material. His section really helped me connect the concepts in a way that aligned with my learning style. He was kind of intimidating, which made it somewhat difficult for me to want to attend office hours, etc..
Leo was a rockstar! Our professor is all over the place and I had a hard time grasping what I needed to know or even understand the material. However, Leo organizes each lecture's chaos in a way that makes me understand what's going on. He's also very intelligent and is able to explain the material well. I enjoy how interactive he is, allowing our classmates to draw graphs and opportunities to explain concepts to the class then he fills in any gaps. His explanations are very clear. I learned so much more about the material during discussion sections than I do during lecture.
Leo was very helpful. I think some of the grading was confusing, but overall, I really enjoyed this section and appreciated all of the help and patience he had with us.
Appreciated him going over the graphs so much!
I appreciated having concepts broken down and explained in a smaller group. I also loved the midterm review session. It made me feel confident about the midterm.

How welcoming was the classroom environment created by the TA?

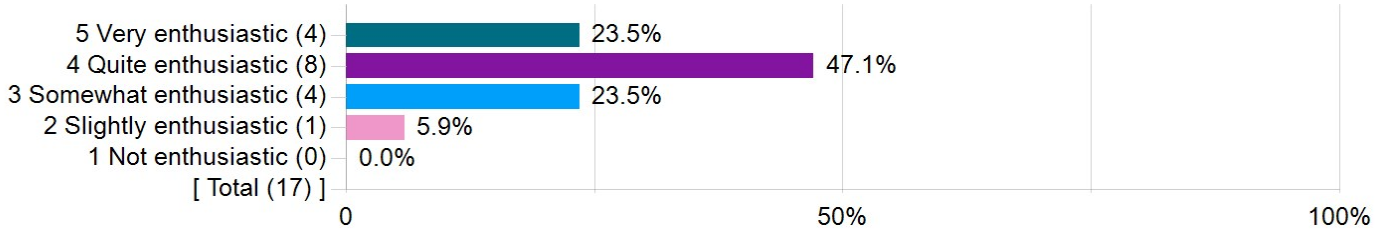
How welcoming was the classroom environment created by the TA?



Statistics	Value
Invited Count	21
Response Count	17
Response Rate	81.0%
Mean	3.9
Standard Deviation	1.1

How enthusiastic was the TA about teaching?

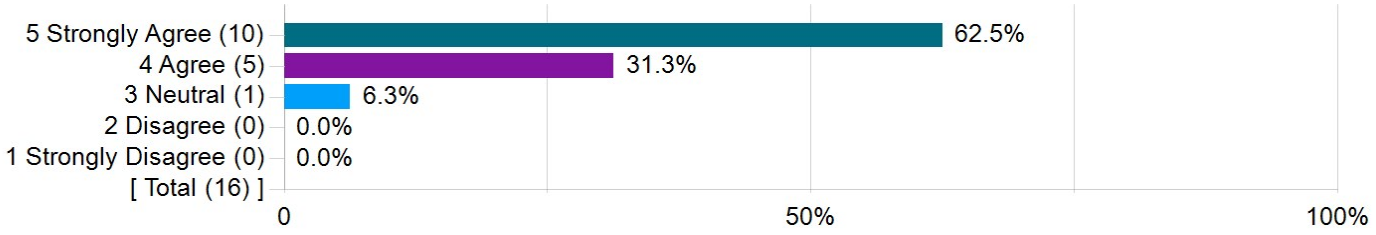
How enthusiastic was the TA about teaching?



Statistics	Value
Invited Count	21
Response Count	17
Response Rate	81.0%
Mean	3.9
Standard Deviation	0.9

The TA and classroom environment were inclusive of all students.

The TA and classroom environment were inclusive of all students.



Statistics	Value
Invited Count	21
Response Count	16
Response Rate	76.2%
Mean	4.6
Standard Deviation	0.6

How could the section / lab be improved? (e.g. additional detail about topics, modifications to instructional materials, different teaching strategies)

Student Comments
It would be helpful to discuss what will be on the homework for next week, to prepare ourselves
Creating a more inviting learning atmosphere via brainstorming before just asking us questions might increase engagement. It was interesting having Zoe for one week and observing how many people were talking and answering her brainstorming questions. I think approaching the concepts with an opportunity for the students to think before they're asked to answer a question could be helpful for future students! It could be worth asking Zoe how she kicks off her classes.
Be more welcoming/ a little more sensitive. Otherwise keep the teaching the same, that is very helpful.
I think there were some discrepancies between TAs teaching material through discussions with other sections that may be attributed to some frustrations or discontent, especially as pertains to homework.
I know that it was a lot of material to cover each week for discussion, but it would be really helpful to go over content that would be in the next homework before it was due instead of the week of/after.
It would be nice to preview next week's problem set and topics rather then spending so much time on the one you just graded. Split up 60/40 or 70/30.
The best sections were ones that prepared us for the upcoming homework, especially because sometimes I got confused on what the homework questions were asking. Going over previous homework was helpful too, but the explanations would sometimes drag on.

ESCI ONLINE SURVEY STATISTICS

3/30/23

Note that the Campus and Departmental Norms for this Survey are based ONLY on other ESCI Online Courses.
Due to the different method of data collection, these Norms do not include ESCI Surveys collected by the paper response forms.

End of Winter Quarter 2023 -- ESCI Online

Department and Campus Norms taken over time span: Spring Quarter 2018 - Winter Quarter 2023

Abbrv: **ESM** Instructor: **MANIR FEITOSA** Rank: **Teaching Assistant** Course: **ESM 201 0103** Type: **Discussion**
Department: **ENVIRONMENTAL SCIENCE AND MANAGEMENT** Course Enrollment: **20**

Guidelines for "Interpreting ESCI Data" and a description of the "Report Output" can be found at http://oic.id.ucsb.edu/esci.
NOTICE: Please examine these evaluations upon receipt and immediately report any suspected errors to: ESCI Office, Instructional Development, 1130 Kerr Hall (x4278) or (id-esci@ucsb.edu)

(3320) **1.** How knowledgeable was the TA about the course material?

(a) Very knowledgeable
(b) Quite knowledgeable
(c) Somewhat knowledgeable
(d) Slightly knowledgeable
(e) Not knowledgeable

Response weighting: *NOTE: Each Student Response=8%	1 (a)	2 (b)	3 (c)	4 (d)	5 (e)	Blank Response	Total Students	Total Courses	Mean	Median
***--> This COURSE current quarter**	**50%**	**50%**				**0**	**12**	**1**	**1.5**	**1.5**
Student-weighted Norms (GR students)										
Dept ESM TAs current qtr	63%	29%	6%			0	202	21	1.5	1.0
Dept ESM TAs over time	65%	28%	6%	1%		13	2653	221	1.4	1.0
Campus TAs over time	65%	28%	6%	1%		13	2677	222	1.4	1.0

(3306) **2.** How clear were the goals of the course?

(a) Very clear
(b) Quite clear
(c) Somewhat clear
(d) Slightly clear
(e) Not clear

Response weighting: *NOTE: Each Student Response=8%	1 (a)	2 (b)	3 (c)	4 (d)	5 (e)	Blank Response	Total Students	Total Courses	Mean	Median
***--> This COURSE current quarter**	**67%**	**17%**	**17%**			**0**	**12**	**1**	**1.5**	**1.0**
Student-weighted Norms (GR students)										
Dept ESM TAs current qtr	48%	27%	19%	2%	4%	1	202	21	1.9	2.0
Dept ESM TAs over time	53%	31%	13%	2%	1%	31	2653	221	1.7	1.0
Campus TAs over time	52%	32%	13%	2%	1%	31	2677	222	1.7	1.0

ESCI ONLINE SURVEY STATISTICS

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End of Winter Quarter 2023 -- ESCI Online

Department and Campus Norms taken over time span: Spring Quarter 2018 - Winter Quarter 2023

Abbrv: **ESM** Instructor: **MANIR FEITOSA** Rank: **Teaching Assistant** Course: **ESM 201 0103** Type: **Discussion**
Department: **ENVIRONMENTAL SCIENCE AND MANAGEMENT** Course Enrollment: **20**

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(3321) **3.** How clearly did the TA explain the course material?

(a) Very clearly
(b) Quite clearly
(c) Somewhat clearly
(d) Slightly clearly
(e) Not clearly

Response weighting: *NOTE: Each Student Response=8%	1 (a)	2 (b)	3 (c)	4 (d)	5 (e)	Blank Response	Total Students	Total Courses	Mean	Median
***--> This COURSE current quarter**	**50%**	**33%**	**17%**			**0**	**12**	**1**	**1.7**	**1.5**
Student-weighted Norms (GR students)										
Dept ESM TAs current qtr	45%	38%	16%	2%		0	202	21	1.8	2.0
Dept ESM TAs over time	52%	33%	12%	2%	1%	29	2653	221	1.7	1.0
Campus TAs over time	52%	33%	12%	2%	1%	29	2677	222	1.7	1.0

(3322) **4.** How well-prepared was the TA for conducting section?

(a) Very prepared
(b) Quite prepared
(c) Somewhat prepared
(d) Slightly prepared
(e) Not prepared

Response weighting: *NOTE: Each Student Response=8%	1 (a)	2 (b)	3 (c)	4 (d)	5 (e)	Blank Response	Total Students	Total Courses	Mean	Median
***--> This COURSE current quarter**	**75%**	**25%**				**0**	**12**	**1**	**1.3**	**1.0**
Student-weighted Norms (GR students)										
Dept ESM TAs current qtr	65%	28%	6%	1%		7	202	21	1.4	1.0
Dept ESM TAs over time	66%	26%	7%	1%		73	2653	221	1.4	1.0
Campus TAs over time	66%	26%	7%	1%		73	2677	222	1.5	1.0

ESCI ONLINE SURVEY STATISTICS

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End of Winter Quarter 2023 -- ESCI Online

Department and Campus Norms taken over time span: Spring Quarter 2018 - Winter Quarter 2023

Abbrv: **ESM** Instructor: **MANIR FEITOSA** Rank: **Teaching Assistant** Course: **ESM 201 0103** Type: **Discussion**
Department: **ENVIRONMENTAL SCIENCE AND MANAGEMENT** Course Enrollment: **20**

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(3323) **5.** How enthusiastic was the TA about the course material?

(a) Very enthusiastic
(b) Quite enthusiastic
(c) Somewhat enthusiastic
(d) Slightly enthusiastic
(e) Not enthusiastic

Response weighting: *NOTE: Each Student Response=8%	1 (a)	2 (b)	3 (c)	4 (d)	5 (e)	Blank Response	Total Students	Total Courses	Mean	Median
***--> This COURSE current quarter**	**42%**	**33%**	**17%**	**8%**		**0**	**12**	**1**	**1.9**	**2.0**
Student-weighted Norms (GR students)										
Dept ESM TAs current qtr	64%	24%	10%	2%	2%	2	202	21	1.5	1.0
Dept ESM TAs over time	64%	25%	8%	2%	1%	28	2653	221	1.5	1.0
Campus TAs over time	64%	25%	8%	2%	1%	28	2685	229	1.5	1.0

(3324) **6.** How skilled was the TA at adjusting the pace of section to meet students' level of understanding?

(a) Highly skilled
(b) Quite skilled
(c) Reasonably skilled
(d) Hardly skilled
(e) Not skilled

Response weighting: *NOTE: Each Student Response=8%	1 (a)	2 (b)	3 (c)	4 (d)	5 (e)	Blank Response	Total Students	Total Courses	Mean	Median
***--> This COURSE current quarter**	**67%**	**25%**		**8%**		**0**	**12**	**1**	**1.5**	**1.0**
Student-weighted Norms (GR students)										
Dept ESM TAs current qtr	57%	31%	9%	2%	1%	6	202	21	1.6	1.0
Dept ESM TAs over time	55%	30%	12%	2%	1%	95	2653	221	1.6	1.0
Campus TAs over time	55%	30%	13%	2%	1%	96	2677	222	1.6	1.0

ESCI ONLINE SURVEY STATISTICS

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End of Winter Quarter 2023 -- ESCI Online

Department and Campus Norms taken over time span: Spring Quarter 2018 - Winter Quarter 2023

Abbrv: **ESM** Instructor: **MANIR FEITOSA** Rank: **Teaching Assistant** Course: **ESM 201 0103** Type: **Discussion**
Department: **ENVIRONMENTAL SCIENCE AND MANAGEMENT** Course Enrollment: **20**

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(3325) **7.** How useful were the TA's responses to student questions?

(a) Very useful
(b) Quite useful
(c) Somewhat useful
(d) Hardly useful
(e) Not useful

Response weighting: 1 2 3 4 5	(a)	(b)	(c)	(d)	(e)	Blank Response	Total Students	Total Courses	Mean	Median
***--> This COURSE current quarter**	**58%**	**33%**	**8%**			**0**	**12**	**1**	**1.5**	**1.0**
Student-weighted Norms (GR students)										
Dept ESM TAs current qtr	52%	30%	14%	4%	1%	2	202	21	1.7	1.0
Dept ESM TAs over time	60%	27%	11%	2%	1%	30	2653	221	1.6	1.0
Campus TAs over time	59%	27%	11%	2%	1%	30	2677	222	1.6	1.0

(3326) **8.** How helpful was the TA's feedback about your work?

(a) Very helpful
(b) Quite helpful
(c) Somewhat helpful
(d) Slightly helpful
(e) Not helpful

(f) Not applicable

Response weighting: 1 2 3 4 5 0	(a)	(b)	(c)	(d)	(e)	(f)	Blank Response	Total Students	Total Courses	Mean	Median
***--> This COURSE current quarter**	**33%**	**67%**					**0**	**12**	**1**	**1.7**	**2.0**
Student-weighted Norms (GR students)											
Dept ESM TAs current qtr	47%	28%	11%	6%	6%	1%	1	202	21	1.9	2.0
Dept ESM TAs over time	53%	24%	13%	3%	3%	3%	30	2653	221	1.8	1.0
Campus TAs over time	53%	24%	13%	4%	3%	3%	30	2677	222	1.8	1.0

ESCI ONLINE SURVEY STATISTICS

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Due to the different method of data collection, these Norms do not include ESCI Surveys collected by the paper response forms.

End of Winter Quarter 2023 -- ESCI Online

Department and Campus Norms taken over time span: Spring Quarter 2018 - Winter Quarter 2023

Abbrv: **ESM** Instructor: **MANIR FEITOSA** Rank: **Teaching Assistant** Course: **ESM 201 0103** Type: **Discussion**
Department: **ENVIRONMENTAL SCIENCE AND MANAGEMENT** Course Enrollment: **20**

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(3327) **9.** How available was the TA to help students outside of class?

(a) Very available
(b) Reasonably available
(c) Sometimes available
(d) Rarely available
(e) Not available

Response weighting: *NOTE: Each Student Response=9%	1 (a)	2 (b)	3 (c)	4 (d)	5 (e)	Blank Response	Total Students	Total Courses	Mean	Median
***--> This COURSE current quarter**	**64%**	**36%**				**1**	**12**	**1**	**1.4**	**1.0**
Student-weighted Norms (GR students)										
Dept ESM TAs current qtr	68%	27%	4%	1%		3	202	21	1.4	1.0
Dept ESM TAs over time	71%	24%	4%	1%		69	2653	221	1.3	1.0
Campus TAs over time	71%	24%	4%	1%		69	2677	222	1.3	1.0

(3328) **10.** How approachable was the TA to discuss course material?

(a) Very approachable
(b) Quite approachable
(c) Somewhat approachable
(d) Slightly approachable
(e) Not approachable

Response weighting: *NOTE: Each Student Response=8%	1 (a)	2 (b)	3 (c)	4 (d)	5 (e)	Blank Response	Total Students	Total Courses	Mean	Median
***--> This COURSE current quarter**	**58%**	**33%**		**8%**		**0**	**12**	**1**	**1.6**	**1.0**
Student-weighted Norms (GR students)										
Dept ESM TAs current qtr	74%	16%	6%	2%	1%	0	202	21	1.4	1.0
Dept ESM TAs over time	75%	17%	6%	1%	1%	43	2653	221	1.4	1.0
Campus TAs over time	75%	18%	6%	1%	1%	43	2677	222	1.4	1.0

ESCI ONLINE SURVEY STATISTICS

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End of Winter Quarter 2023 -- ESCI Online

Department and Campus Norms taken over time span: Spring Quarter 2018 - Winter Quarter 2023

Abbrv: **ESM** Instructor: **MANIR FEITOSA** Rank: **Teaching Assistant** Course: **ESM 201 0103** Type: **Discussion**
Department: **ENVIRONMENTAL SCIENCE AND MANAGEMENT** Course Enrollment: **20**

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(3329) **11.** Rate the overall quality of the TA's instruction.

	(a) Excellent	(b) Very good	(c) Satisfactory	(d) Fair	(e) Poor					
Response weighting:	1	2	3	4	5					
*NOTE: Each Student Response=8%	(a)	(b)	(c)	(d)	(e)	Blank Response	Total Students	Total Courses	Mean	Median
***--> This COURSE current quarter**	**50%**	**42%**	**8%**			**0**	**12**	**1**	**1.6**	**1.5**
Student-weighted Norms (GR students)										
Dept ESM TAs current qtr	55%	29%	11%	3%	1%	1	202	21	1.7	1.0
Dept ESM TAs over time	63%	25%	9%	2%	1%	35	2653	221	1.5	1.0
Campus TAs over time	63%	25%	9%	2%	1%	35	2677	222	1.5	1.0

(3330) **12. Please describe the strengths of your TA in teaching this section.**

Leonardo was good at going over the content taught in class and seemed to deeply understand the material.

Patience and empathy

Leo was great! Took the time to get everyone in section to a place of understanding and answer questions.

Very knowledgeable about the material.

The TA did a great job of adjusting the pace to answer students questions and help us out when we were confused about something from class. He also was very honest when he was unsure about something and did a great job of following through on getting us an answer later if he didn't have one right away.

Leo is one of the best TAs I have ever had. He was invested in the course and truly cared about the students learning. He was extremely understanding and flexible. He stayed after discussion to review topics. I owe a lot of my learning to him.

Leonardo clearly wanted us to understand the material. If we had specific questions he would always look into them further and elaborate more on them the next section.

The way he ran the section was very well organized, there was time to work with classmates on the worksheets, go over it as a class & discuss. When students had questions he did a great job clarifying concepts and trying different approaches to explain topics that were discussed in class to make it easier to understand. He also put in the time to follow up with questions that were brought up in the last section. He also took the time to hold a review session with the other TA before exams which was super helpful.

Leo came prepared to every section with activities that helped us understand the often confusing material presented during lecture. The weekly worksheets make a big difference in my ability to understand key course concepts. He always gave us an opportunity to ask questions, and was personable in the way he interacted with us.

Leonardo is very knowledgeable about the material and is very good at keeping the class engaged in the material we were working on in discussion

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(3331) **13. Please provide specific suggestions for improving this TA's teaching effectiveness.**

I would recommend making sure to define all variables and axis's when answering questions related to math or graphs. Answers to these types of questions were the only times that I was ever confused.

I am satisfied by the TA's skills

---

to be more understanding when students are stuck on the material and have questions. sometimes the material is still confusing despite having gone to lectures or reading the required readings.

I thought Leo was great. I do not have any suggestions.

A few sessions had longer worksheets & sometimes the individual work time felt like not enough time before regrouping as a class to go over it. Other than that no specific suggestions.

No suggestions

(3332) **14. Please provide additional comments here.**

The problem sets were SO SO helpful. Please keep these for future years of ESM201.

I probably got more out of section than lectures in terms of understanding the material

---

He made the section time very interesting by connecting some topics to his experiences & background. This made the discussions very insightful & engaging. I really enjoyed the last section tying in the Environmental justice aspects to the class.

I really appreciated Leo's flexibility with my difficult situation this quarter. He was great!

I really appreciated the insights Leonardo shared and really liked having him as a TA. I also really appreciated him co-leading review sessions for the midterm and final

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ESCI ONLINE SURVEY STATISTICS

3/30/23

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End of Winter Quarter 2023 -- ESCI Online

Department and Campus Norms taken over time span: Spring Quarter 2018 - Winter Quarter 2023

Abbrv: **ESM** Instructor: **MANIR FEITOSA** Rank: **Teaching Assistant** Course: **ESM 201 0104** Type: **Discussion**
Department: **ENVIRONMENTAL SCIENCE AND MANAGEMENT** Course Enrollment: **2**

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(3320) **1.** How knowledgeable was the TA about the course material?

(a) Very knowledgeable
(b) Quite knowledgeable
(c) Somewhat knowledgeable
(d) Slightly knowledgeable
(e) Not knowledgeable

Response weighting: 1 2 3 4 5 *NOTE: Each Student Response=100%	(a)	(b)	(c)	(d)	(e)	Blank Response	Total Students	Total Courses	Mean	Median
***--> This COURSE current quarter**		**100%**				**0**	**1**	**1**	**2.0**	**2.0**
Student-weighted Norms (GR students)										
Dept ESM TAs current qtr	63%	29%	6%			0	202	21	1.5	1.0
Dept ESM TAs over time	65%	28%	6%	1%		13	2653	221	1.4	1.0
Campus TAs over time	65%	28%	6%	1%		13	2677	222	1.4	1.0

(3306) **2.** How clear were the goals of the course?

(a) Very clear
(b) Quite clear
(c) Somewhat clear
(d) Slightly clear
(e) Not clear

Response weighting: 1 2 3 4 5 *NOTE: Each Student Response=100%	(a)	(b)	(c)	(d)	(e)	Blank Response	Total Students	Total Courses	Mean	Median
***--> This COURSE current quarter**		**100%**				**0**	**1**	**1**	**2.0**	**2.0**
Student-weighted Norms (GR students)										
Dept ESM TAs current qtr	48%	27%	19%	2%	4%	1	202	21	1.9	2.0
Dept ESM TAs over time	53%	31%	13%	2%	1%	31	2653	221	1.7	1.0
Campus TAs over time	52%	32%	13%	2%	1%	31	2677	222	1.7	1.0

ESCI ONLINE SURVEY STATISTICS

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End of Winter Quarter 2023 -- ESCI Online

Department and Campus Norms taken over time span: Spring Quarter 2018 - Winter Quarter 2023

Abbrv: **ESM** Instructor: **MANIR FEITOSA** Rank: **Teaching Assistant** Course: **ESM 201 0104** Type: **Discussion**
Department: **ENVIRONMENTAL SCIENCE AND MANAGEMENT** Course Enrollment: **2**

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(3321) **3.** How clearly did the TA explain the course material?

(a) Very clearly
(b) Quite clearly
(c) Somewhat clearly
(d) Slightly clearly
(e) Not clearly

Response weighting: *NOTE: Each Student Response=100%	1 (a)	2 (b)	3 (c)	4 (d)	5 (e)	Blank Response	Total Students	Total Courses	Mean	Median
***--> This COURSE current quarter**	**100%**					**0**	**1**	**1**	**1.0**	**1.0**
Student-weighted Norms (GR students)										
Dept ESM TAs current qtr	45%	38%	16%	2%		0	202	21	1.8	2.0
Dept ESM TAs over time	52%	33%	12%	2%	1%	29	2653	221	1.7	1.0
Campus TAs over time	52%	33%	12%	2%	1%	29	2677	222	1.7	1.0

(3322) **4.** How well-prepared was the TA for conducting section?

(a) Very prepared
(b) Quite prepared
(c) Somewhat prepared
(d) Slightly prepared
(e) Not prepared

Response weighting: *NOTE: Each Student Response=100%	1 (a)	2 (b)	3 (c)	4 (d)	5 (e)	Blank Response	Total Students	Total Courses	Mean	Median
***--> This COURSE current quarter**	**100%**					**0**	**1**	**1**	**1.0**	**1.0**
Student-weighted Norms (GR students)										
Dept ESM TAs current qtr	65%	28%	6%	1%		7	202	21	1.4	1.0
Dept ESM TAs over time	66%	26%	7%	1%		73	2653	221	1.4	1.0
Campus TAs over time	66%	26%	7%	1%		73	2677	222	1.5	1.0

ESCI ONLINE SURVEY STATISTICS

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End of Winter Quarter 2023 -- ESCI Online

Department and Campus Norms taken over time span: Spring Quarter 2018 - Winter Quarter 2023

Abbrv: **ESM** Instructor: **MANIR FEITOSA** Rank: **Teaching Assistant** Course: **ESM 201 0104** Type: **Discussion**
Department: **ENVIRONMENTAL SCIENCE AND MANAGEMENT** Course Enrollment: **2**

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(3323) **5.** How enthusiastic was the TA about the course material?

(a) Very enthusiastic
(b) Quite enthusiastic
(c) Somewhat enthusiastic
(d) Slightly enthusiastic
(e) Not enthusiastic

Response weighting: *NOTE: Each Student Response=100%	1 (a)	2 (b)	3 (c)	4 (d)	5 (e)	Blank Response	Total Students	Total Courses	Mean	Median
***--> This COURSE current quarter**		**100%**				**0**	**1**	**1**	**2.0**	**2.0**
Student-weighted Norms (GR students)										
Dept ESM TAs current qtr	64%	24%	10%	2%	2%	2	202	21	1.5	1.0
Dept ESM TAs over time	64%	25%	8%	2%	1%	28	2653	221	1.5	1.0
Campus TAs over time	64%	25%	8%	2%	1%	28	2685	229	1.5	1.0

(3324) **6.** How skilled was the TA at adjusting the pace of section to meet students' level of understanding?

(a) Highly skilled
(b) Quite skilled
(c) Reasonably skilled
(d) Hardly skilled
(e) Not skilled

Response weighting: *NOTE: Each Student Response=100%	1 (a)	2 (b)	3 (c)	4 (d)	5 (e)	Blank Response	Total Students	Total Courses	Mean	Median
***--> This COURSE current quarter**		**100%**				**0**	**1**	**1**	**2.0**	**2.0**
Student-weighted Norms (GR students)										
Dept ESM TAs current qtr	57%	31%	9%	2%	1%	6	202	21	1.6	1.0
Dept ESM TAs over time	55%	30%	12%	2%	1%	95	2653	221	1.6	1.0
Campus TAs over time	55%	30%	13%	2%	1%	96	2677	222	1.6	1.0

ESCI ONLINE SURVEY STATISTICS

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End of Winter Quarter 2023 -- ESCI Online

Department and Campus Norms taken over time span: Spring Quarter 2018 - Winter Quarter 2023

Abbrv: **ESM** Instructor: **MANIR FEITOSA** Rank: **Teaching Assistant** Course: **ESM 201 0104** Type: **Discussion**
Department: **ENVIRONMENTAL SCIENCE AND MANAGEMENT** Course Enrollment: **2**

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(3325) **7.** How useful were the TA's responses to student questions?

(a) Very useful
(b) Quite useful
(c) Somewhat useful
(d) Hardly useful
(e) Not useful

Response weighting: 1 2 3 4 5 *NOTE: Each Student Response=100%	(a)	(b)	(c)	(d)	(e)	Blank Response	Total Students	Total Courses	Mean	Median
***--> This COURSE current quarter**		**100%**				**0**	**1**	**1**	**2.0**	**2.0**
Student-weighted Norms (GR students)										
Dept ESM TAs current qtr	52%	30%	14%	4%	1%	2	202	21	1.7	1.0
Dept ESM TAs over time	60%	27%	11%	2%	1%	30	2653	221	1.6	1.0
Campus TAs over time	59%	27%	11%	2%	1%	30	2677	222	1.6	1.0

(3326) **8.** How helpful was the TA's feedback about your work?

(a) Very helpful
(b) Quite helpful
(c) Somewhat helpful
(d) Slightly helpful
(e) Not helpful

(f) Not applicable

Response weighting: 1 2 3 4 5 0 *NOTE: Each Student Response=100%	(a)	(b)	(c)	(d)	(e)	(f)	Blank Response	Total Students	Total Courses	Mean	Median
***--> This COURSE current quarter**		**100%**					**0**	**1**	**1**	**2.0**	**2.0**
Student-weighted Norms (GR students)											
Dept ESM TAs current qtr	47%	28%	11%	6%	6%	1%	1	202	21	1.9	2.0
Dept ESM TAs over time	53%	24%	13%	3%	3%	3%	30	2653	221	1.8	1.0
Campus TAs over time	53%	24%	13%	4%	3%	3%	30	2677	222	1.8	1.0

ESCI ONLINE SURVEY STATISTICS

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End of Winter Quarter 2023 -- ESCI Online

Department and Campus Norms taken over time span: Spring Quarter 2018 - Winter Quarter 2023

Abbrv: **ESM** Instructor: **MANIR FEITOSA** Rank: **Teaching Assistant** Course: **ESM 201 0104** Type: **Discussion**
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(3327) **9.** How available was the TA to help students outside of class?

(a) Very available
(b) Reasonably available
(c) Sometimes available
(d) Rarely available
(e) Not available

Response weighting: 1 2 3 4 5 *NOTE: Each Student Response=100%	(a)	(b)	(c)	(d)	(e)	Blank Response	Total Students	Total Courses	Mean	Median
***--> This COURSE current quarter**	**100%**					**0**	**1**	**1**	**1.0**	**1.0**
Student-weighted Norms (GR students)										
Dept ESM TAs current qtr	68%	27%	4%	1%		3	202	21	1.4	1.0
Dept ESM TAs over time	71%	24%	4%	1%		69	2653	221	1.3	1.0
Campus TAs over time	71%	24%	4%	1%		69	2677	222	1.3	1.0

(3328) **10.** How approachable was the TA to discuss course material?

(a) Very approachable
(b) Quite approachable
(c) Somewhat approachable
(d) Slightly approachable
(e) Not approachable

Response weighting: 1 2 3 4 5 *NOTE: Each Student Response=100%	(a)	(b)	(c)	(d)	(e)	Blank Response	Total Students	Total Courses	Mean	Median
***--> This COURSE current quarter**	**100%**					**0**	**1**	**1**	**1.0**	**1.0**
Student-weighted Norms (GR students)										
Dept ESM TAs current qtr	74%	16%	6%	2%	1%	0	202	21	1.4	1.0
Dept ESM TAs over time	75%	17%	6%	1%	1%	43	2653	221	1.4	1.0
Campus TAs over time	75%	18%	6%	1%	1%	43	2677	222	1.4	1.0

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Abbrv: **ESM** Instructor: **MANIR FEITOSA** Rank: **Teaching Assistant** Course: **ESM 201 0104** Type: **Discussion**
Department: **ENVIRONMENTAL SCIENCE AND MANAGEMENT** Course Enrollment: **2**

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(3329) **11.** Rate the overall quality of the TA's instruction.

(a) Excellent (b) Very good (c) Satisfactory (d) Fair (e) Poor

Response weighting: 1 2 3 4 5 *NOTE: Each Student Response=100%	(a)	(b)	(c)	(d)	(e)	Blank Response	Total Students	Total Courses	Mean	Median
***--> This COURSE current quarter**	**100%**					**0**	**1**	**1**	**2.0**	**2.0**
Student-weighted Norms (GR students)										
Dept ESM TAs current qtr	55%	29%	11%	3%	1%	1	202	21	1.7	1.0
Dept ESM TAs over time	63%	25%	9%	2%	1%	35	2653	221	1.5	1.0
Campus TAs over time	63%	25%	9%	2%	1%	35	2677	222	1.5	1.0

(3330) **12. Please describe the strengths of your TA in teaching this section.**

Leo was an amazing TA. He is really good at breaking down complicated concepts into easier to understand comparisons (like pizza and yeast). His jokes are great too! I am also really appreciative of his committment and time he brings to sections and the really helpful study sessions he and Ignacia hosted. It can be hard to understand Professor Tilman's lectures, and these TAs do a great job finding new ways to explain the course material.

(3331) **13. Please provide specific suggestions for improving this TA's teaching effectiveness.**

The last section, Leo shared more of his personal opinions on environmental justice and ecology which were really insightful. Please continue to bring more of your perspective in what you are teaching because it is valuable

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(3332) **14. Please provide additional comments here.**

(No Comments Were Submitted For This Item.)