

Teaching Evaluations: A Summary

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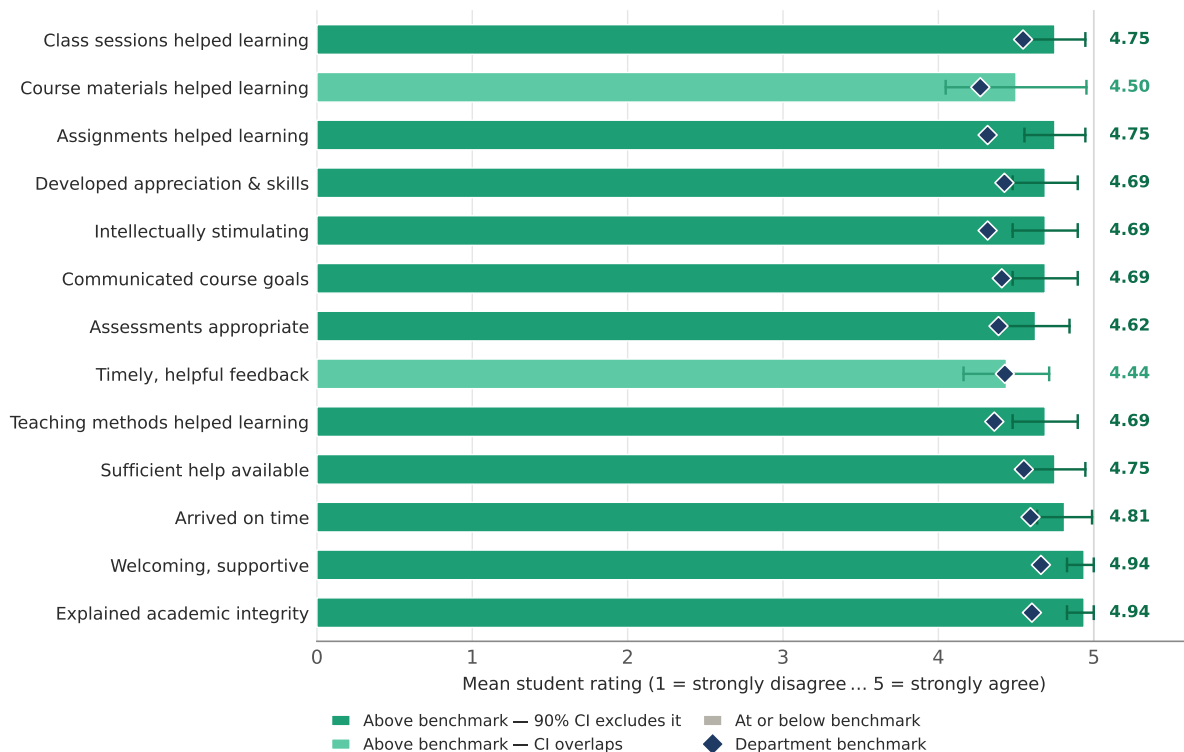
Student ratings, 2022–2026 • instructor of record and teaching / instructional assistant

This note summarizes roughly **330 student evaluations** collected at UC San Diego between 2022 and 2026: two courses as **instructor of record** (ECON 5 and ECON 121, three sections, $n = 32$) and sixteen discussion and lab sections as a **teaching / instructional assistant** ($n \approx 296$), spanning ECON 5, ECON 100A, ECON 121, ECON 171, ECON 190, and GPEC 443. All ratings are on the standard five-point scale (5 = strongly agree). Bars show the mean, with a 90% confidence interval where per-response data are available; where a departmental comparison exists it is drawn as a navy diamond, and the bar is colored by whether the rating exceeds that benchmark (see the note at the end).

Instructor of record

As instructor of record, Ida's ratings exceed the departmental benchmark on **every item**, and do so by a statistically meaningful margin (the 90% confidence interval clears the benchmark) on **11 of 13 items** when the two most recent courses are pooled (Figure 1). The benchmark is the mean across all Economics Summer-Session-I courses at the same level.

Figure 1. Instructor of record: pooled across ECON 5 and ECON 121 (Summer 2025, $n = 16$)

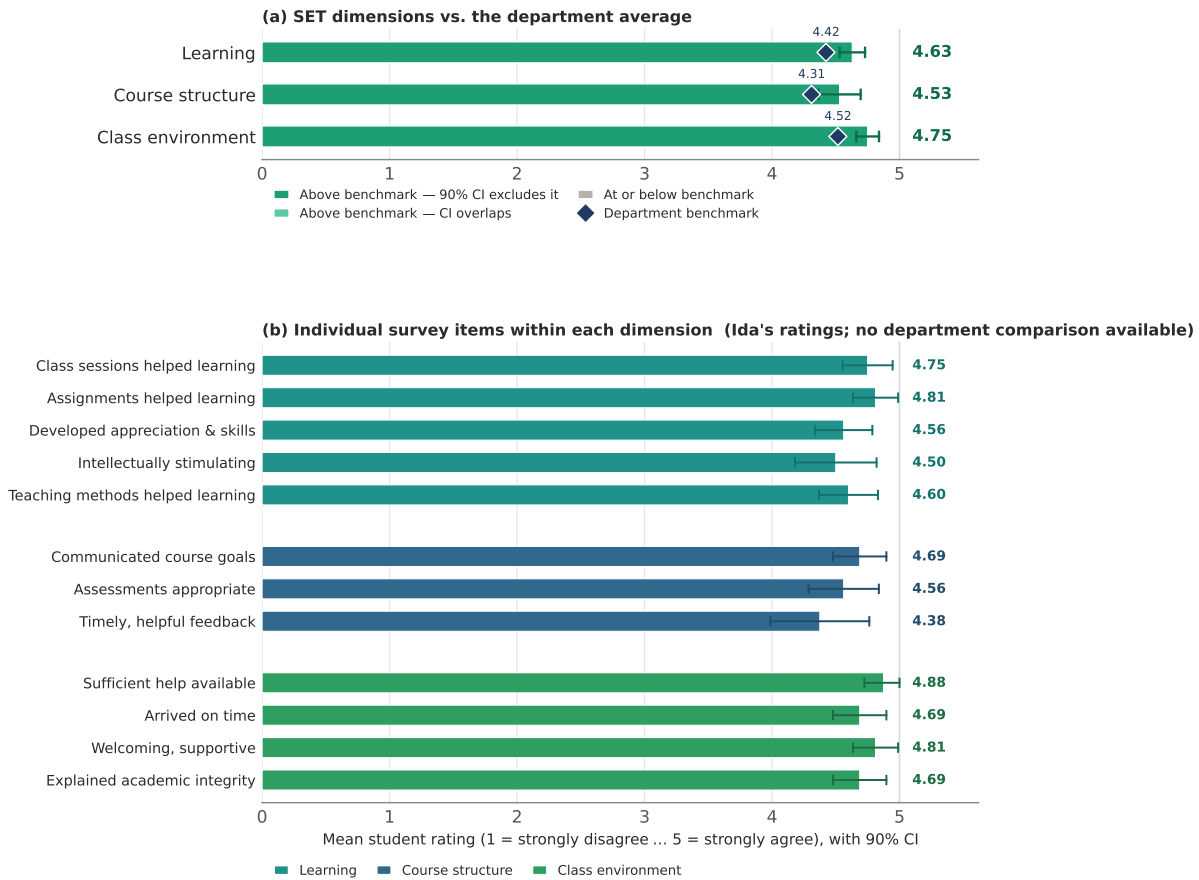


Notes. Bars are the pooled mean with a 90% t -CI (whisker capped at the 5.0 ceiling); the CI and the printed value share each bar's color. The navy diamond is the enrollment-weighted departmental benchmark. Green where the 90% CI clears the benchmark, light green where it overlaps; all 13 items exceed it, 11 significantly.

Her earlier course as instructor of record, ECON 5 in Summer 2024 (Figure 2), shows the same pattern. The 2024 SET report itself published no departmental comparison, so the benchmark here is reconstructed from the department's own SET records: the leave-one-out average of the other

lower-division Economics Summer-Session-I sections that term (three of them). At the level those records report, the three SET dimensions, Ida sits above the department on all three.

Figure 2. Instructor of record: ECON 5, Summer 2024 ($n = 16$)

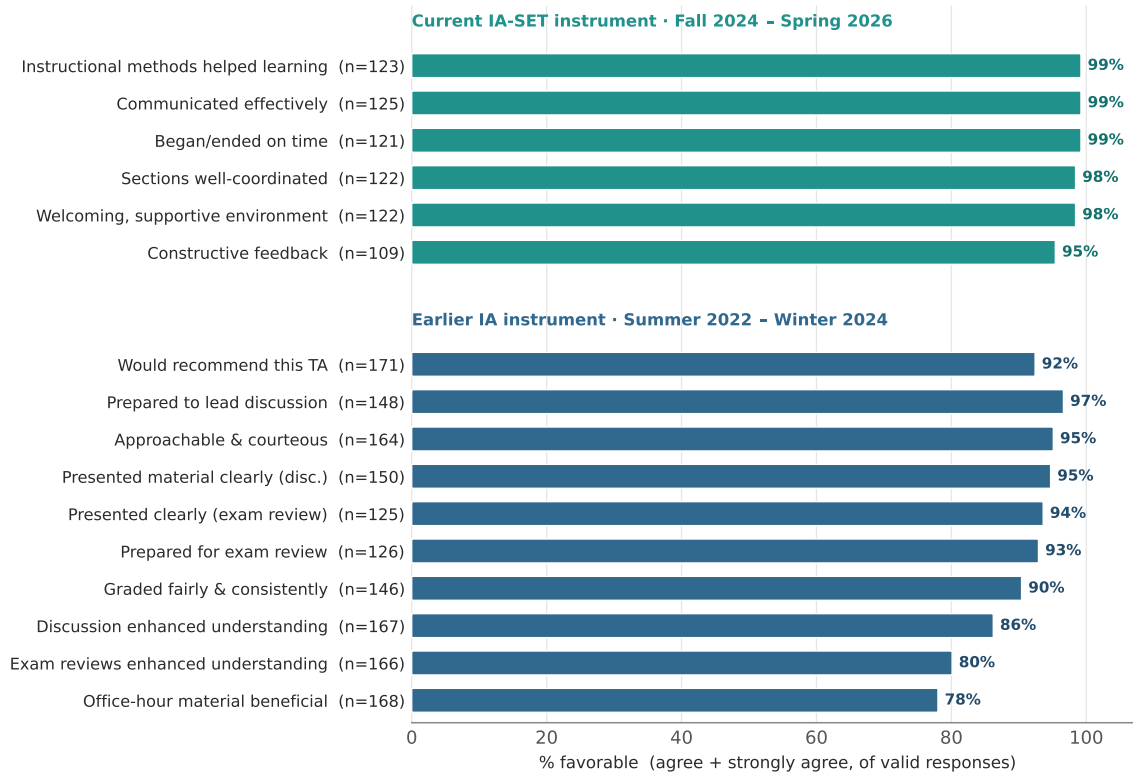


Notes. Panel (a) shows Ida's three SET dimension averages (each a composite of the related survey items) with a 90% t -CI pooled from her per-response data; the color rule and legend mirror Figure 1 (green where the 90% CI clears the benchmark, light green where it overlaps). The navy diamond is the Summer-2024 lower-division Economics department average, leave-one-out (the mean of the three other lower-division sections that term), reconstructed from the department's own SET records because the 2024 report published no comparison. Panel (b) disaggregates each dimension into its individual survey items (Ida's ratings with 90% CIs); the department publishes no per-item comparison, so no benchmark is drawn there. Ida is above the department on all three dimensions.

Teaching and instructional assistant

Across sixteen TA and IA sections, student endorsement is high and stable. On the current instructional-assistant instrument (Fall 2024 onward), **95–99% of students** respond favorably on every item, including communication, a welcoming environment, and constructive feedback; on the earlier instrument, favorability ranges from 78% to 97%, with the lowest values on whether exam-review and office-hour sessions deepened understanding (Figure 3). The underlying mean ratings, and a variant that credits half of each neutral response, are in the appendix (Figure 7, Figure 6).

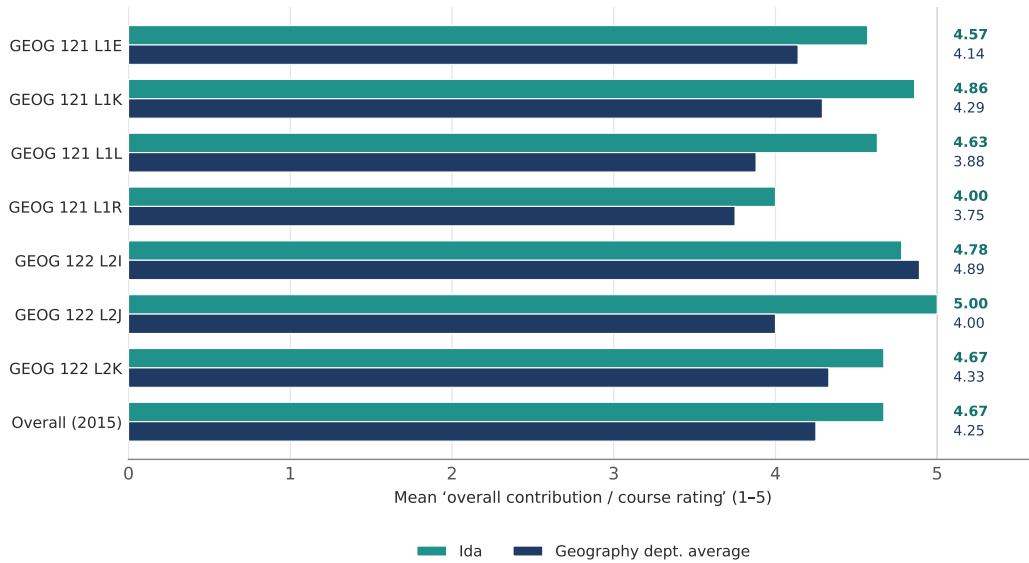
Figure 3. Teaching / instructional assistant: share responding favorably, pooled across 16 sections



Notes. “Favorable” counts *agree* and *strongly agree* as a share of all valid responses, so a *neutral* response is counted as non-favorable. Figure 6 (appendix) re-computes this crediting half of each neutral as favorable (assuming neutrals split evenly between mild approval and mild disapproval), and Figure 7 (appendix) gives the underlying mean ratings. Teal = the current IA-SET instrument; blue = the earlier instrument, whose items differ, so the two are pooled separately. *n* = pooled valid responses per item.

UC San Diego does not publish a departmental benchmark for instructional-assistant evaluations, so the TA figures above stand on their own. The one TA evaluation in the record that *does* carry a departmental comparison is from an earlier role at the University of British Columbia (Figure 4): across seven Geography sections in 2015, Ida’s “overall contribution / course rating” averaged **4.67** against the department’s **4.25**, above the department in six of the seven sections.

Figure 4. TA ratings vs. the Geography department average, UBC 2015

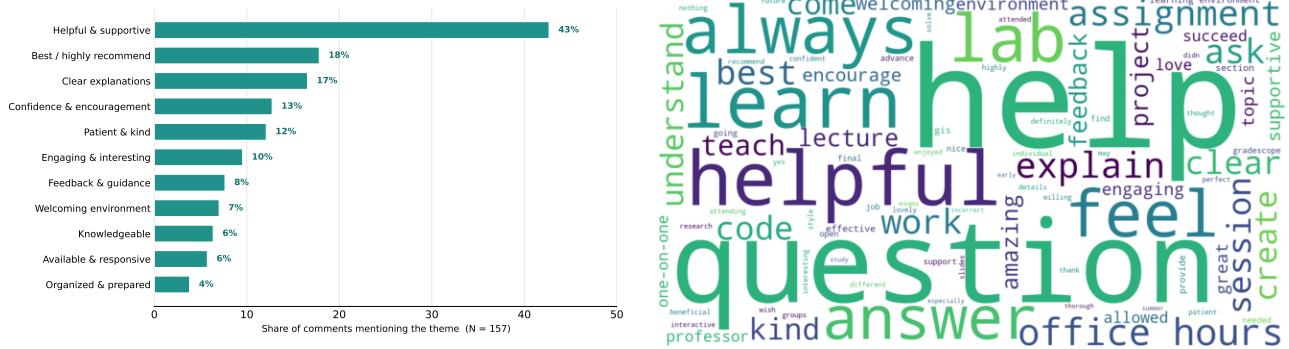


Notes. The only TA evaluation in the record that carries a departmental comparison. Across seven sections her “overall contribution / course rating” averaged 4.67 vs. the department’s 4.25, above the department in six of seven sections. A different institution, instrument, and era from the UCSD figures.

In students’ words

Across all **157 open-ended comments** (the full set of responses, including answers to prompts about what could be improved), **93% are purely positive**; the remaining 7% offer a specific, constructive suggestion (for example, more in-class coding practice, or releasing materials earlier), and none is negative in tone. Tagged by theme, nearly half mention how **helpful and supportive** she is, and the next most common themes are clear explanations, encouragement that builds confidence, and patience and kindness (Figure 5); the most frequent individual words echo this (Figure 5).

Figure 5. What students say: open-ended comments, 2025–26



Notes. Left: share of 157 open-ended comments (2025–26) mentioning each theme; a comment can match several. Right: the most frequent words after merging inflections (help/helped) and folding phrases (“office hours”), with distinctive adjectives such as “helpful” kept separate.

A few representative comments:

Ida was wonderful throughout the summer session; she helped answer every question I had and made class interesting. (ECON 5, instructor of record, Summer 2025)

Very interesting and engaging; [she] kept me interested in a subject I was not previously interested in. (ECON 121, instructor of record, Summer 2025)

When I first met her, I thought she was already a professor, that's how professional and engaging she was. She is an extremely effective teacher. (GPEC 443 (GIS & Spatial Data Analysis), TA, Fall 2025)

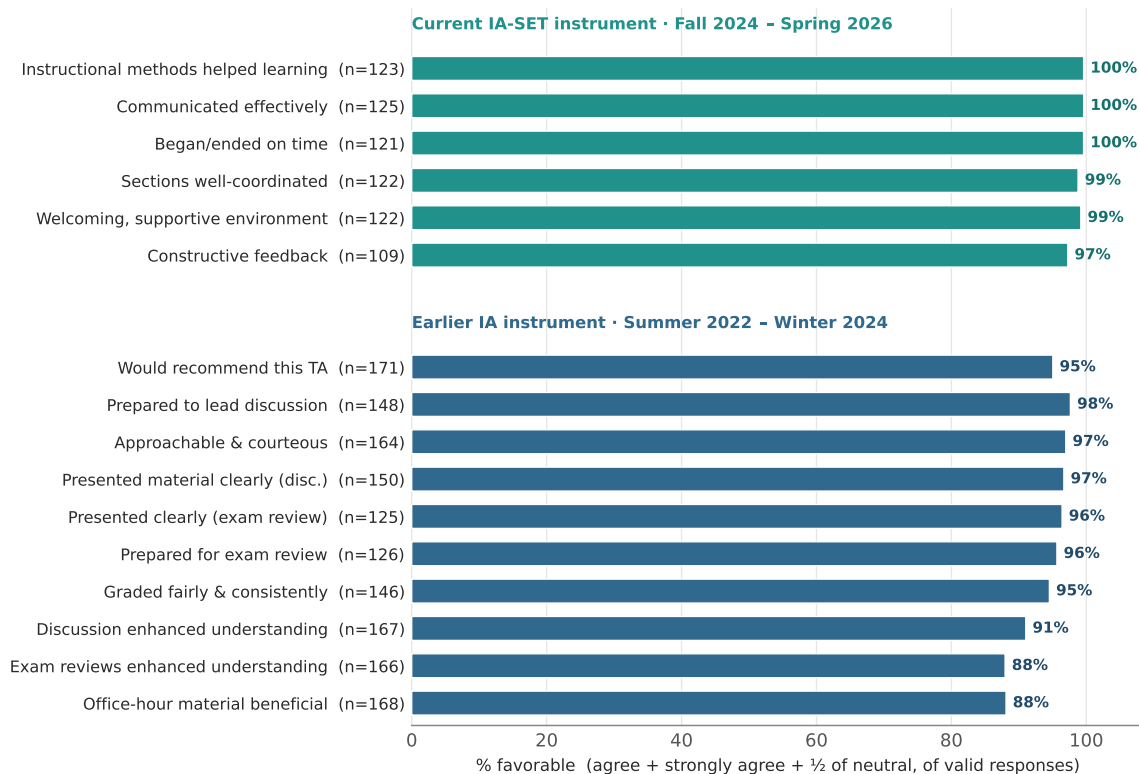
I came into this class very nervous, and I doubted my ability to succeed. Ida was one of the first people to make me feel like I can actually do GIS. (GPEC 443, TA, Fall 2025)

Talking through my ideas was extremely helpful in refining my research question; you've really pushed me to think further each meeting. (ECON 190 (Intro to Research in Economics), TA, Winter 2025)

Love her discussion section: very well organized, effective, and engaging. She's also very helpful! (ECON 5, TA, Spring 2026)

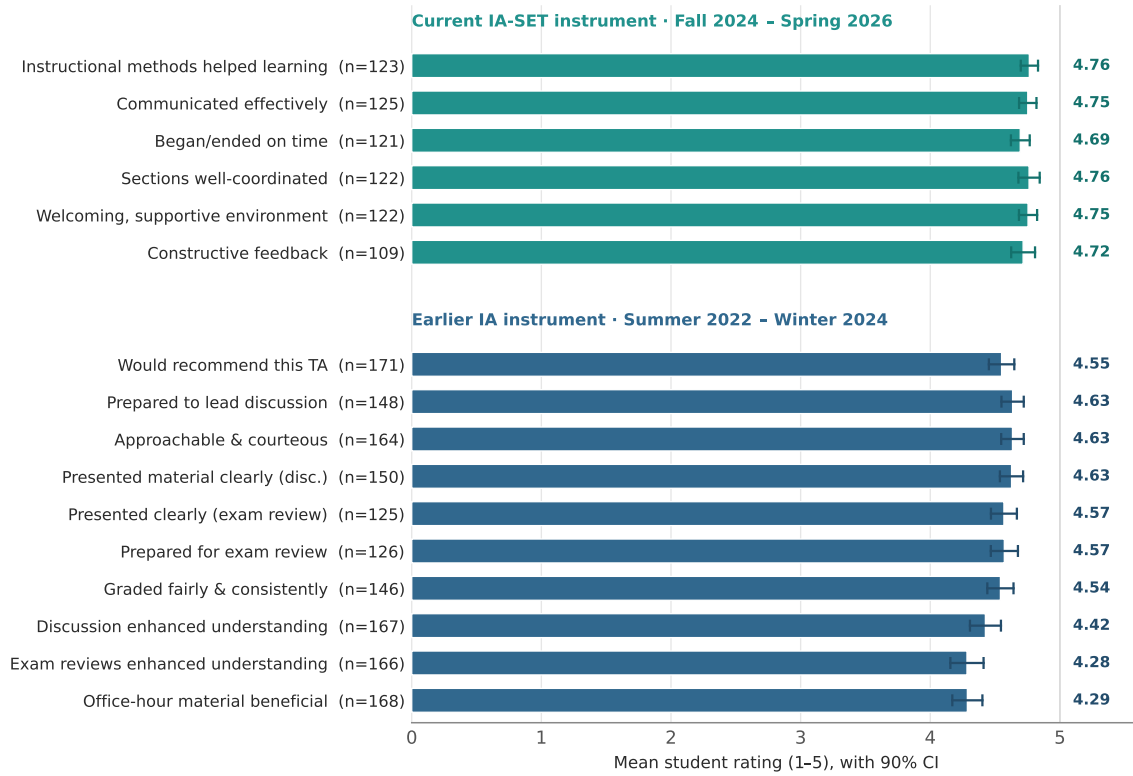
Appendix

Figure 6. Share responding favorably, counting half of each neutral as favorable



Notes. Back to the main text: the appendix companion to Figure 3 (Section 2). It re-computes that figure crediting each neutral response as half-favorable (agree, strongly agree, and half of each neutral, over valid responses), on the assumption that neutrals are a roughly even mix of mild approval and mild disapproval. Teal = the current IA-SET instrument; blue = the earlier instrument.

Figure 7. Pooled mean ratings with 90% confidence intervals, by instrument



Notes. Back to the main text: the mean ratings underlying Figure 3 (Section 2). Mean student rating (1–5) per item, pooled across sections, with 90% *t*-CIs. UCSD publishes no departmental benchmark for instructional-assistant evaluations (see Figure 4 for the one external comparison). Teal = the current IA-SET instrument; blue = the earlier instrument.

Notes. *Sources:* UC San Diego official Student Evaluation of Teaching (SET) and Instructional-Assistant evaluation reports and their per-response data exports, 2022–2026, plus the UBC Geography TA report (2015). *Statistics:* bars are means on the 1–5 scale; whiskers are 90% *t*-confidence intervals ($df = n - 1$), with the upper whisker capped at the scale ceiling of 5.0. “Favorable” counts *agree* and *strongly agree* as a share of valid (non-“not applicable”) responses, so a *neutral* response is counted as non-favorable; the appendix (Figure 6) gives a variant that instead credits half of each neutral. *Color rule (instructor figures):* green = mean above benchmark and the 90% CI lower bound also above it; light green = mean above benchmark but the CI overlaps it; gray = at or below benchmark; the CI whisker and the printed value share each bar’s color. *Benchmarks:* the two Summer-2025 instructor reports publish a per-item departmental comparison; for ECON 5 (Summer 2024), whose report published none, the comparison is the *lower-division* Economics Summer-Session-I department average that term (leave-one-out: the three other lower-division sections), reconstructed from the department’s own SET records (every Economics section, extracted from the campus SET system) and shown at the three SET-dimension composites, the finest level those records report. No UCSD TA/IA report publishes a comparison. *Comments:* on 157 de-duplicated 2025–26 comments, themes are keyword-tagged and each comment is flagged *purely positive* vs. containing a *constructive suggestion* using transparent cue rules; the figures and all underlying data are reproducible from the pipeline in portfolio_website/teaching_evals_pipeline/.