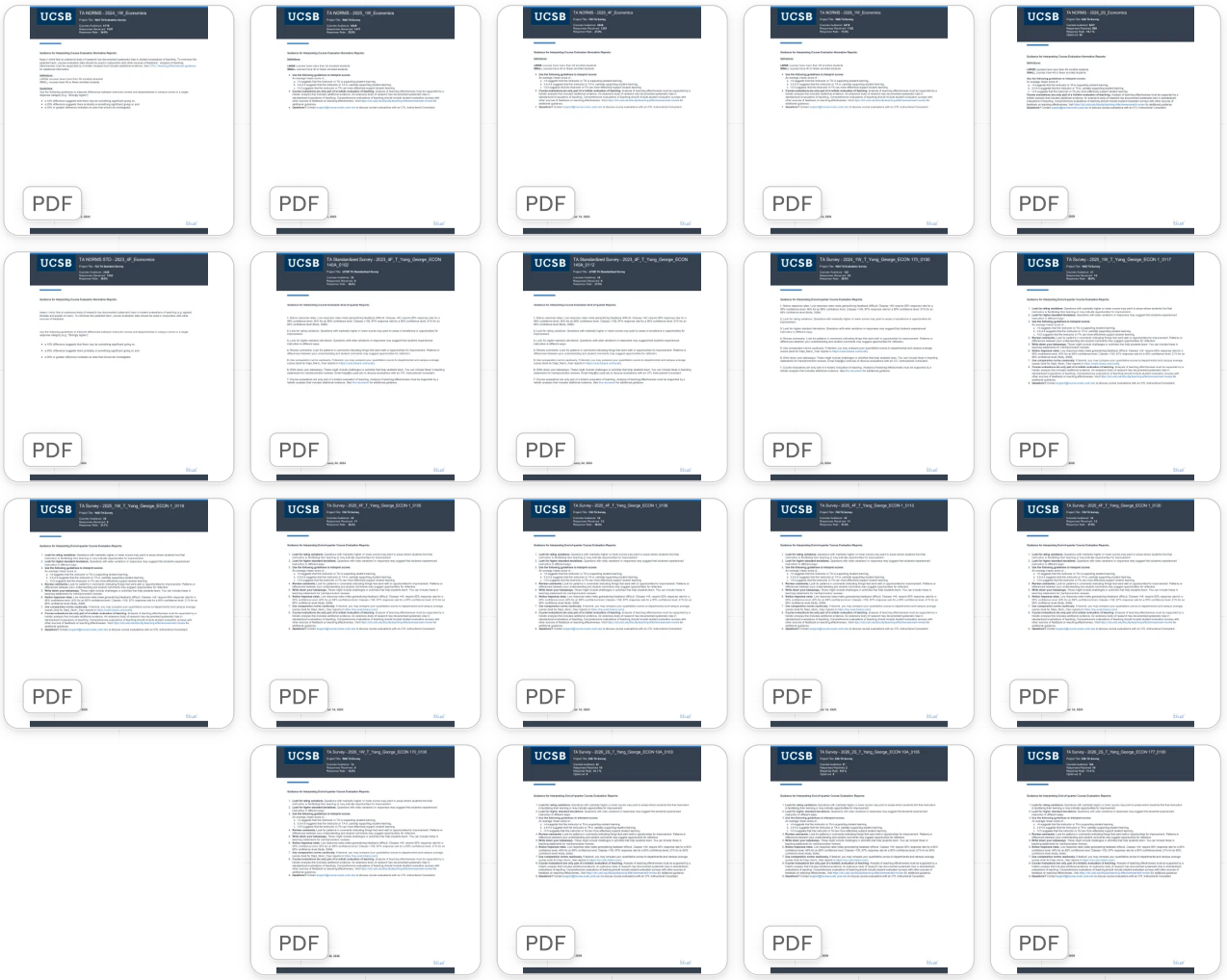


given these how would you summarize the skill at teaching of this guy.

Weighing Yang's strengths and weaknesses against department norms ›

George Yang reads as a solid, improving TA who sits at or above the Economics department's own small-section norms, with engagement as his clearest strength and a couple of rough edges around how that engagement lands.

Start with the comparison group. His sections are ECON undergrad small sections, and the department norm for that group runs around 3.9 to 4.1 on explanations, answers, interaction and accessibility across the five norm reports. His Fall 2025 and Spring 2026 sections mostly clear that. ECON 1 section 0120 in F25 hit 4.6 on organization and explanations and 4.8 on student interaction, which is near the top of what any group on campus posts. S26 ECON 10A_0103 came in at 4.2 to 4.6 on every teaching item. His no-section roles for ECON 170 and 177 score 4.2 to 4.8 on explanations and answers, with accessibility at 4.4 to 4.6. By UCSB's own rubric, a mean above 4 means the TA is supporting student learning, and most of his recent numbers are there.

The pattern in comments is consistent. Students describe him as approachable, patient in office hours, good at analogies and worked examples, willing to draw things out on the board. Several mention the cold-calling technique, and that is where opinions split. Some say it made them more attentive and encouraged them to prepare before section. Others in the Spring 2026 10A section found it stressful and felt it punished people who came to learn rather than perform. That section's atmosphere score of 3.9 with 20% choosing "uncomfortable" matches those remarks. A W25 comment asked him to give clearer instructions when questioning and avoid embarrassing students who answer wrong. So the technique works for the room on average while costing him with a minority.

Feedback on assignments is his most variable item. It ranges from 3.4 and 3.5 in some ECON 1 sections up to 4.4 and 4.6 elsewhere. Two separate students asked for more exam-oriented practice in section, which points to a tendency to go deeper into material than the course strictly requires. One F25 comment says it outright: he sometimes digresses.

The older data needs a caveat. The weak F23 140A section (feedback 3.0, answers 3.4) includes a comment addressed to "Jorge," so at least part of that evaluation may belong to someone else. Both W25 ECON 1 sections were taken over mid-quarter after the original TA left, and students said so. Those scores undercount him.

The response rates are low everywhere. Most sections have 6 to 12 respondents, the S26 10A_0105 section has 2, and the ECON 177 numbers rest on 4 people. Treat any single section as noisy. The reason the overall picture still holds is that the same traits show up across eleven reports and three years.

Trajectory matters here. The Fall 2023 numbers were mixed, the Winter 2025 ones were dragged down by the handoff situation, and from Fall 2025 onward he is reliably above the department line. He has grown into the role.

If you want this in one sentence for a letter or a review: an engaged, accessible TA whose explanations and section energy rate above the department norm, whose main development area is calibrating cold-calling and keeping section tightly tied to what students will be assessed on.



TA NORMS - 2024_1W_Economics

Project Title: **W24 TA Evaluation Survey**

Courses Audience: **6179**
Responses Received: **1537**
Response Rate : **24.9%**

Guidance for Interpreting Course Evaluation Normative Reports:

Keep in mind that an extensive body of research has documented systematic bias in student evaluations of teaching. To minimize this potential harm, course evaluation data should be used in conjunction with other sources of feedback. Analysis of teaching effectiveness must be supported by a holistic analysis that includes additional evidence. See OTL's Teaching Effectiveness guidance for additional information.

Definitions:
LARGE courses have more than 40 enrolled students
SMALL courses have 40 or fewer enrolled students

Guidelines:
Use the following guidelines to interpret differences between instructor scores and departmental or campus norms in a single response category (e.g. “Strongly Agree”):

- a 10% difference suggests that there may be something significant going on,
- a 20% difference suggests there probably is something significant going on and
- a 30% or greater difference indicates an area that should be investigated.

Creation Date: **Saturday, April 20, 2024**

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

	Resp. Rate %	Mean	SD	%(1)	%(2)	%(3)	%(4)
Overall	14.2%	3.0	1.2	21.8%	10.7%	13.6%	53.8%
DEPT. - ECON__UNDERGRAD_LARGE	-	3.9	0.4	0.0%	4.0%	1.1%	94.8%
DEPT. - ECON__UNDERGRAD_SMALL	-	2.7	1.3	28.3%	12.7%	17.3%	41.7%
DEPT. - ECON_GRAD_SMALL	-	3.7	0.7	3.3%	6.7%	3.3%	86.7%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	3.6	0.9	8.7%	3.8%	7.6%	79.9%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	3.7	0.7	3.8%	3.0%	7.7%	85.5%
CAMPUS - UCSB_GRAD_SMALL	-	3.7	0.8	6.0%	3.9%	6.7%	83.3%

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

	Resp. Rate %	Mean	SD	%(1)	%(2)	%(3)	%(4)	%(5)
Overall	12.8%	2.1	1.0	29.7%	40.9%	19.2%	6.1%	4.1%
DEPT. - ECON__UNDERGRAD_LARGE	-	2.2	1.0	24.9%	43.8%	23.7%	2.4%	5.3%
DEPT. - ECON__UNDERGRAD_SMALL	-	2.2	1.0	29.3%	40.9%	18.8%	7.3%	3.7%
DEPT. - ECON_GRAD_SMALL	-	1.5	1.0	66.7%	23.3%	3.3%	3.3%	3.3%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	1.8	0.9	42.7%	40.6%	12.2%	2.5%	2.0%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	1.8	0.9	45.4%	38.6%	10.8%	3.7%	1.6%
CAMPUS - UCSB_GRAD_SMALL	-	1.7	0.9	51.0%	33.0%	10.6%	3.0%	2.5%

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

	Resp. Rate %	Mean	SD	Very helpful (5)	Quite helpful (4)	Somewhat helpful (3)	Minimally helpful (2)	Not helpful (1)
Overall	18.6%	3.9	1.1	35.8%	35.6%	19.0%	5.7%	3.9%
DEPT. - ECON__UNDERGRAD_LARGE	-	3.9	1.1	33.2%	36.8%	20.5%	5.0%	4.5%
DEPT. - ECON__UNDERGRAD_SMALL	-	4.0	1.1	36.7%	35.0%	18.4%	6.2%	3.6%
DEPT. - ECON_GRAD_SMALL	-	4.5	0.9	63.3%	26.7%	3.3%	6.7%	0.0%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.2	1.0	46.4%	33.2%	13.4%	4.2%	2.8%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.3	0.9	54.4%	28.6%	11.9%	3.5%	1.7%
CAMPUS - UCSB_GRAD_SMALL	-	4.4	0.9	58.5%	25.7%	10.9%	4.2%	0.8%

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

	Resp. Rate %	Mean	SD	Very helpful (5)	Quite helpful (4)	Somewhat helpful (3)	Minimally helpful (2)	Not helpful (1)
Overall	18.7%	4.0	1.0	38.2%	35.2%	17.9%	5.4%	3.3%
DEPT. - ECON__UNDERGRAD_LARGE	-	3.9	1.0	34.8%	37.0%	19.2%	4.9%	4.0%
DEPT. - ECON__UNDERGRAD_SMALL	-	4.0	1.0	39.5%	34.4%	17.4%	5.9%	2.8%
DEPT. - ECON_GRAD_SMALL	-	4.5	1.0	73.3%	16.7%	3.3%	3.3%	3.3%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.2	1.0	48.2%	33.7%	12.1%	3.4%	2.6%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.4	0.9	56.1%	29.3%	10.6%	2.7%	1.3%
CAMPUS - UCSB_GRAD_SMALL	-	4.4	0.9	58.4%	25.0%	11.2%	3.9%	1.4%

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

	Resp. Rate %	Mean	SD	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
Overall	11.5%	4.0	1.0	35.4%	38.4%	18.5%	5.4%	2.3%
DEPT. - ECON__UNDERGRAD_LARGE	-	4.2	0.8	43.1%	38.9%	16.0%	1.4%	0.7%
DEPT. - ECON__UNDERGRAD_SMALL	-	3.9	1.0	31.8%	39.3%	19.8%	6.5%	2.6%
DEPT. - ECON_GRAD_SMALL	-	4.4	1.0	69.0%	17.2%	6.9%	3.4%	3.4%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.4	0.8	53.2%	34.6%	9.7%	1.6%	0.9%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.4	0.8	58.5%	30.3%	8.0%	2.3%	0.9%
CAMPUS - UCSB_GRAD_SMALL	-	4.4	0.9	63.2%	23.8%	8.4%	3.5%	1.2%

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

	Resp. Rate %	Mean	SD	Very Helpful (5)	Quite Helpful (4)	Somewhat Helpful (3)	Minimally Helpful (2)	Not Helpful (1)
Overall	16.2%	3.9	1.1	37.2%	33.7%	18.8%	5.6%	4.7%
DEPT. - ECON__UNDERGRAD_LARGE	-	3.9	1.1	34.9%	33.1%	20.9%	5.7%	5.5%
DEPT. - ECON__UNDERGRAD_SMALL	-	4.0	1.1	37.9%	35.2%	17.4%	5.7%	3.8%
DEPT. - ECON_GRAD_SMALL	-	4.3	1.3	65.4%	15.4%	7.7%	3.8%	7.7%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.1	1.1	46.3%	30.3%	14.7%	5.1%	3.6%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.2	1.0	52.1%	28.1%	13.1%	4.4%	2.3%
CAMPUS - UCSB_GRAD_SMALL	-	4.3	1.0	55.7%	23.7%	14.3%	4.8%	1.6%

The TA created a _____ learning atmosphere.

	Resp. Rate %	Mean	SD	Very comfortable (5)	Comfortable (4)	Neutral (3)	Uncomfortable (2)	Very uncomfortable (1)
Overall	11.6%	4.1	0.8	38.1%	40.2%	19.8%	1.7%	0.3%
DEPT. - ECON__UNDERGRAD_LARGE	-	4.1	0.8	34.0%	46.5%	17.4%	2.1%	0.0%
DEPT. - ECON__UNDERGRAD_SMALL	-	4.1	0.8	36.9%	39.8%	21.3%	1.7%	0.3%
DEPT. - ECON_GRAD_SMALL	-	4.8	0.5	80.0%	16.7%	3.3%	0.0%	0.0%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.4	0.8	53.2%	34.3%	10.5%	1.2%	0.8%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.4	0.8	55.8%	31.9%	10.2%	1.5%	0.6%
CAMPUS - UCSB_GRAD_SMALL	-	4.5	0.7	62.1%	26.5%	9.3%	2.0%	0.0%

How accessible was the TA for help or consultation?

	Resp. Rate %	Mean	SD	Very accessible (5)	Quite accessible (4)	Somewhat accessible (3)	Minimally accessible (2)	Not accessible (1)
Overall	19.2%	4.0	1.0	37.8%	37.4%	18.3%	4.6%	2.0%
DEPT. - ECON__UNDERGRAD_LARGE	-	4.0	1.0	36.4%	38.3%	18.2%	4.6%	2.6%
DEPT. - ECON__UNDERGRAD_SMALL	-	4.0	0.9	37.5%	37.5%	18.8%	4.8%	1.4%
DEPT. - ECON_GRAD_SMALL	-	4.5	0.9	70.0%	16.7%	10.0%	0.0%	3.3%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.2	0.9	48.2%	34.3%	12.1%	3.4%	2.0%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.4	0.8	58.1%	30.0%	9.3%	2.0%	0.6%
CAMPUS - UCSB_GRAD_SMALL	-	4.5	0.7	65.4%	24.7%	7.8%	1.8%	0.4%

How often did you seek assistance from this TA?

	Resp. Rate %	Mean	SD	%(1)	%(2)	%(3)	%(4)	%(5)
Overall	9.3%	2.4	1.3	10.3%	10.4%	21.3%	23.1%	34.9%
DEPT. - ECON__UNDERGRAD_LARGE	-	2.3	1.3	9.9%	9.2%	20.6%	22.3%	38.0%
DEPT. - ECON__UNDERGRAD_SMALL	-	2.8	1.3	12.2%	17.8%	25.6%	27.8%	16.7%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	2.0	1.2	5.5%	6.1%	18.7%	23.8%	45.9%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	3.0	1.4	16.5%	19.8%	27.8%	15.7%	20.2%
CAMPUS - UCSB_GRAD_SMALL	-	3.2	1.2	18.1%	23.6%	34.7%	11.1%	12.5%

TA NORMS - 2025_1W_Economics

Project Title: **W25 TA Survey**

Courses Audience: **6549**
Responses Received: **1477**
Response Rate : **22.6%**

Guidance for Interpreting Course Evaluation Normative Reports:

Definitions:

LARGE courses have more than 40 enrolled students
SMALL courses have 40 or fewer enrolled students

- **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.
- **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.
- **Questions?** Contact support@course-evals.ucsb.edu to discuss course evaluations with an OTL Instructional Consultant.

Creation Date: **Thursday, April 3, 2025**

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

	Resp. Rate %	Mean	SD	0-25%	26-50%	51-75%	>75%
Overall	12.5%	2.9	1.2	21.9%	11.1%	18.2%	48.8%
DEPT. - ECON__UNDERGRAD_LARGE	-	3.0	1.2	21.0%	8.7%	19.2%	51.1%
DEPT. - ECON__UNDERGRAD_SMALL	-	2.9	1.2	22.4%	12.0%	18.1%	47.5%
DEPT. - ECON_GRAD	-	3.4	1.1	11.1%	11.1%	0.0%	77.8%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	3.5	1.0	9.7%	4.2%	8.0%	78.0%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	3.8	0.6	2.6%	2.4%	7.1%	88.0%
COLLEGE - LTSC_GRAD	-	3.1	1.2	20.6%	7.9%	7.9%	63.5%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	3.6	0.9	8.8%	3.3%	7.3%	80.5%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	3.8	0.7	3.3%	2.9%	7.3%	86.6%
CAMPUS - UCSB_GRAD	-	3.6	1.0	9.2%	5.6%	6.1%	79.1%

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

	Resp. Rate %	Mean	SD	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
Overall	11.2%	4.0	1.0	34.7%	40.9%	17.5%	4.9%	2.0%
DEPT. - ECON__UNDERGRAD_LARGE	-	4.1	0.9	34.6%	43.5%	16.8%	3.7%	1.6%
DEPT. - ECON__UNDERGRAD_SMALL	-	4.0	1.0	34.3%	40.3%	17.8%	5.4%	2.2%
DEPT. - ECON_GRAD	-	4.5	0.8	62.5%	25.0%	12.5%	0.0%	0.0%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	4.1	0.9	36.1%	41.8%	17.1%	3.5%	1.5%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	4.3	0.9	48.3%	37.1%	10.2%	3.0%	1.4%
COLLEGE - LTSC_GRAD	-	4.5	0.8	62.1%	25.9%	8.6%	3.4%	0.0%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.2	0.9	40.4%	40.9%	14.3%	2.9%	1.5%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.3	0.9	48.0%	37.2%	10.5%	2.9%	1.3%
CAMPUS - UCSB_GRAD	-	4.3	1.0	51.6%	32.0%	10.1%	3.0%	3.3%

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

	Resp. Rate %	Mean	SD	Very helpful (5)	Quite helpful (4)	Somewhat helpful (3)	Minimally helpful (2)	Not helpful (1)
Overall	17.2%	4.0	1.0	38.0%	36.5%	17.9%	4.5%	3.1%
DEPT. - ECON__UNDERGRAD_LARGE	-	4.0	1.0	36.1%	37.6%	19.0%	4.2%	3.2%
DEPT. - ECON__UNDERGRAD_SMALL	-	4.0	1.0	39.3%	35.9%	16.7%	5.0%	3.1%
DEPT. - ECON_GRAD	-	4.8	0.7	88.9%	0.0%	11.1%	0.0%	0.0%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	4.1	1.0	45.3%	33.3%	14.6%	4.2%	2.6%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	4.3	0.9	55.3%	28.1%	11.9%	3.1%	1.6%
COLLEGE - LTSC_GRAD	-	4.6	0.7	75.9%	12.1%	10.3%	1.7%	0.0%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.2	1.0	48.2%	32.5%	13.3%	3.6%	2.3%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.3	0.9	55.0%	28.3%	12.1%	3.1%	1.5%
CAMPUS - UCSB_GRAD	-	4.3	1.0	57.0%	22.3%	14.0%	3.5%	3.3%

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

	Resp. Rate %	Mean	SD	Very helpful (5)	Quite helpful (4)	Somewhat helpful (3)	Minimally helpful (2)	Not helpful (1)
Overall	17.3%	4.1	1.0	38.2%	38.6%	16.6%	3.7%	2.8%
DEPT. - ECON__UNDERGRAD_LARGE	-	4.0	1.0	35.5%	41.5%	16.3%	3.6%	3.2%
DEPT. - ECON__UNDERGRAD_SMALL	-	4.1	1.0	40.7%	35.7%	17.2%	3.9%	2.5%
DEPT. - ECON_GRAD	-	4.7	0.7	77.8%	11.1%	11.1%	0.0%	0.0%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	4.2	0.9	47.6%	33.8%	13.1%	3.2%	2.3%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	4.4	0.9	56.6%	29.6%	10.2%	2.5%	1.2%
COLLEGE - LTSC_GRAD	-	4.6	0.7	72.4%	19.0%	5.2%	3.4%	0.0%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.3	0.9	50.2%	33.2%	11.8%	2.8%	2.1%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.4	0.9	56.4%	29.8%	10.2%	2.4%	1.2%
CAMPUS - UCSB_GRAD	-	4.3	1.0	57.5%	25.2%	11.1%	2.5%	3.7%

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

	Resp. Rate %	Mean	SD	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
Overall	11.0%	4.1	0.9	38.6%	42.6%	14.1%	3.2%	1.5%
DEPT. - ECON__UNDERGRAD_LARGE	-	4.2	0.8	40.8%	45.0%	9.4%	3.7%	1.0%
DEPT. - ECON__UNDERGRAD_SMALL	-	4.1	0.9	37.6%	41.8%	15.8%	3.1%	1.7%
DEPT. - ECON_GRAD	-	4.4	0.7	50.0%	37.5%	12.5%	0.0%	0.0%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	4.3	0.8	46.9%	37.7%	13.1%	1.5%	0.8%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	4.5	0.8	61.0%	29.5%	7.0%	1.7%	0.7%
COLLEGE - LTSC_GRAD	-	4.4	0.8	62.1%	22.4%	12.1%	3.4%	0.0%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.4	0.8	51.2%	35.9%	11.0%	1.2%	0.7%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.5	0.8	60.1%	29.9%	7.5%	1.8%	0.7%
CAMPUS - UCSB_GRAD	-	4.4	1.0	58.4%	27.7%	8.6%	2.1%	3.2%

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

	Resp. Rate %	Mean	SD	Very Helpful (5)	Quite Helpful (4)	Somewhat Helpful (3)	Minimally Helpful (2)	Not Helpful (1)
Overall	14.9%	4.0	1.1	39.9%	34.5%	17.2%	4.1%	4.3%
DEPT. - ECON__UNDERGRAD_LARGE	-	4.0	1.1	36.5%	35.7%	19.1%	4.0%	4.7%
DEPT. - ECON__UNDERGRAD_SMALL	-	4.1	1.1	43.2%	33.3%	15.2%	4.4%	3.9%
DEPT. - ECON_GRAD	-	4.8	0.4	77.8%	22.2%	0.0%	0.0%	0.0%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	4.1	1.1	44.9%	29.8%	15.9%	5.6%	3.8%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	4.3	1.0	52.7%	28.3%	13.1%	3.8%	2.2%
COLLEGE - LTSC_GRAD	-	4.5	0.9	69.0%	20.7%	5.2%	3.4%	1.7%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.1	1.1	47.2%	29.7%	14.4%	5.1%	3.5%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.3	1.0	52.8%	28.3%	13.2%	3.7%	2.0%
CAMPUS - UCSB_GRAD	-	4.2	1.1	54.3%	24.1%	12.0%	4.7%	4.9%

The TA created a _____ learning atmosphere.

	Resp. Rate %	Mean	SD	Very comfortable (5)	Comfortable (4)	Neutral (3)	Uncomfortable (2)	Very uncomfortable (1)
Overall	11.1%	4.2	0.8	42.3%	40.4%	15.3%	1.1%	1.0%
DEPT. - ECON__UNDERGRAD_LARGE	-	4.3	0.8	45.8%	40.5%	12.6%	0.0%	1.1%
DEPT. - ECON__UNDERGRAD_SMALL	-	4.2	0.8	40.6%	40.6%	16.3%	1.5%	0.9%
DEPT. - ECON_GRAD	-	4.6	0.7	66.7%	22.2%	11.1%	0.0%	0.0%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	4.3	0.8	47.9%	36.3%	14.7%	0.3%	0.7%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	4.4	0.8	57.2%	31.1%	9.9%	1.4%	0.5%
COLLEGE - LTSC_GRAD	-	4.6	0.6	71.2%	22.0%	6.8%	0.0%	0.0%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.4	0.8	52.5%	33.8%	12.6%	0.5%	0.7%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.4	0.8	56.8%	31.3%	10.2%	1.3%	0.4%
CAMPUS - UCSB_GRAD	-	4.4	0.9	63.0%	25.7%	7.0%	1.7%	2.6%

How accessible was the TA for help or consultation?

	Resp. Rate %	Mean	SD	Very accessible (5)	Quite accessible (4)	Somewhat accessible (3)	Minimally accessible (2)	Not accessible (1)
Overall	17.8%	4.1	0.9	39.5%	40.3%	15.6%	2.5%	2.1%
DEPT. - ECON__UNDERGRAD_LARGE	-	4.1	0.9	35.9%	42.1%	16.5%	2.8%	2.6%
DEPT. - ECON__UNDERGRAD_SMALL	-	4.2	0.9	43.4%	38.5%	14.6%	2.1%	1.4%
DEPT. - ECON_GRAD	-	4.7	0.7	77.8%	11.1%	11.1%	0.0%	0.0%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	4.3	0.9	49.0%	35.0%	11.7%	2.5%	1.8%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	4.5	0.8	59.6%	29.8%	8.4%	1.6%	0.5%
COLLEGE - LTSC_GRAD	-	4.7	0.7	78.3%	13.3%	5.0%	3.3%	0.0%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.3	0.9	51.0%	34.4%	10.6%	2.1%	1.8%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.5	0.8	59.3%	30.0%	8.6%	1.6%	0.5%
CAMPUS - UCSB_GRAD	-	4.5	0.9	65.4%	24.6%	6.4%	1.2%	2.4%

How often did you seek assistance from this TA?

	Resp. Rate %	Mean	SD	Very often (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
Overall	8.2%	2.2	1.3	9.9%	9.1%	18.8%	20.1%	42.1%
DEPT. - ECON__UNDERGRAD_LARGE	-	2.2	1.3	9.6%	8.9%	18.5%	20.4%	42.5%
DEPT. - ECON__UNDERGRAD_SMALL	-	3.5	1.3	25.0%	25.0%	37.5%	0.0%	12.5%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	2.3	1.2	8.0%	8.1%	24.4%	25.8%	33.7%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	2.3	1.2	7.6%	8.4%	19.8%	35.1%	29.0%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	2.3	1.2	8.2%	8.1%	24.0%	25.0%	34.7%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	2.4	1.2	8.5%	7.9%	22.2%	33.3%	28.0%
CAMPUS - UCSB_GRAD	-	2.2	1.2	7.3%	3.7%	23.2%	29.3%	36.6%

UCSB

TA NORMS - 2025_4F_Economics

Project Title: **F25 TA Survey**

Courses Audience: **5948**
Responses Received: **1251**
Response Rate : **21.0%**

Guidance for Interpreting Course Evaluation Normative Reports:

Definitions:

LARGE courses have more than 40 enrolled students
SMALL courses have 40 or fewer enrolled students

- **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.
- **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.
- **Questions?** Contact support@course-evals.ucsb.edu to discuss course evaluations with an OTL Instructional Consultant.

Creation Date: **Sunday, December 14, 2025**

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

	Resp. Rate %	Mean	SD	0-25%	26-50%	51-75%	>75%
Overall	11.3%	3.0	1.2	19.3%	13.9%	17.5%	49.4%
DEPT. - ECON__UNDERGRAD_LARGE	-	3.2	1.1	15.2%	10.9%	14.5%	59.4%
DEPT. - ECON__UNDERGRAD_SMALL	-	2.9	1.2	21.2%	15.3%	18.8%	44.7%
DEPT. - ECON_GRAD	-	3.9	0.3	0.0%	0.0%	6.7%	93.3%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	3.4	1.1	14.2%	3.9%	10.3%	71.6%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	3.8	0.6	2.3%	2.6%	6.7%	88.3%
COLLEGE - LTSC_GRAD	-	3.4	1.0	8.8%	10.5%	12.3%	68.4%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	3.5	1.0	12.1%	3.3%	8.5%	76.1%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	3.8	0.6	2.9%	3.0%	6.9%	87.3%
CAMPUS - UCSB_GRAD	-	3.6	0.9	9.2%	4.2%	7.8%	78.9%

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

	Resp. Rate %	Mean	SD	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
Overall	10.5%	3.9	1.1	31.5%	38.2%	18.9%	7.4%	4.0%
DEPT. - ECON__UNDERGRAD_LARGE	-	3.9	1.0	30.9%	39.5%	20.4%	5.3%	3.9%
DEPT. - ECON__UNDERGRAD_SMALL	-	3.8	1.1	30.6%	38.0%	19.0%	8.3%	4.1%
DEPT. - ECON_GRAD	-	4.7	0.5	66.7%	33.3%	0.0%	0.0%	0.0%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	4.2	0.9	44.6%	36.7%	14.4%	3.0%	1.3%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	4.3	0.9	48.9%	37.1%	9.3%	3.3%	1.4%
COLLEGE - LTSC_GRAD	-	4.5	0.6	57.1%	37.5%	5.4%	0.0%	0.0%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.3	0.8	46.5%	37.8%	12.2%	2.6%	1.0%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.3	0.9	48.6%	37.2%	9.5%	3.3%	1.4%
CAMPUS - UCSB_GRAD	-	4.3	0.9	46.8%	38.0%	9.8%	5.1%	0.3%

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

	Resp. Rate %	Mean	SD	Very helpful (5)	Quite helpful (4)	Somewhat helpful (3)	Minimally helpful (2)	Not helpful (1)
Overall	16.8%	3.9	1.1	37.4%	30.0%	21.4%	7.6%	3.6%
DEPT. - ECON__UNDERGRAD_LARGE	-	3.9	1.1	36.4%	30.8%	21.8%	7.7%	3.2%
DEPT. - ECON__UNDERGRAD_SMALL	-	3.9	1.1	37.2%	29.2%	21.7%	7.7%	4.2%
DEPT. - ECON_GRAD	-	4.8	0.4	80.0%	20.0%	0.0%	0.0%	0.0%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	4.1	1.0	46.9%	29.5%	15.6%	5.1%	2.8%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	4.3	0.9	55.0%	28.5%	11.2%	3.5%	1.7%
COLLEGE - LTSC_GRAD	-	4.5	0.7	63.0%	29.6%	5.6%	1.9%	0.0%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.2	1.0	48.3%	31.0%	13.9%	4.7%	2.1%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.3	0.9	54.8%	28.8%	11.3%	3.5%	1.7%
CAMPUS - UCSB_GRAD	-	4.3	0.9	56.5%	27.2%	12.3%	2.9%	1.2%

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

	Resp. Rate %	Mean	SD	Very helpful (5)	Quite helpful (4)	Somewhat helpful (3)	Minimally helpful (2)	Not helpful (1)
Overall	16.9%	4.0	1.0	37.1%	33.6%	20.7%	6.0%	2.6%
DEPT. - ECON__UNDERGRAD_LARGE	-	4.0	1.0	36.2%	35.2%	19.7%	6.7%	2.2%
DEPT. - ECON__UNDERGRAD_SMALL	-	3.9	1.0	37.0%	31.8%	22.7%	5.3%	3.1%
DEPT. - ECON_GRAD	-	4.7	0.5	73.3%	26.7%	0.0%	0.0%	0.0%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	4.2	1.0	48.6%	31.4%	13.6%	4.1%	2.3%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	4.4	0.9	56.8%	28.8%	10.4%	2.7%	1.3%
COLLEGE - LTSC_GRAD	-	4.5	0.7	59.3%	33.3%	5.6%	1.9%	0.0%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.2	0.9	49.7%	32.0%	12.6%	3.7%	1.9%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.4	0.9	56.7%	29.0%	10.3%	2.6%	1.3%
CAMPUS - UCSB_GRAD	-	4.4	0.9	60.9%	27.3%	7.2%	3.1%	1.4%

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

	Resp. Rate %	Mean	SD	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
Overall	10.8%	4.0	1.0	37.2%	35.7%	19.6%	4.8%	2.7%
DEPT. - ECON__UNDERGRAD_LARGE	-	4.0	0.9	33.3%	39.4%	21.2%	4.5%	1.5%
DEPT. - ECON__UNDERGRAD_SMALL	-	4.0	1.0	37.7%	34.6%	19.4%	5.1%	3.3%
DEPT. - ECON_GRAD	-	4.7	0.6	73.3%	20.0%	6.7%	0.0%	0.0%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	4.3	0.8	48.6%	33.0%	15.8%	1.9%	0.8%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	4.5	0.8	60.2%	29.6%	7.2%	2.1%	0.9%
COLLEGE - LTSC_GRAD	-	4.5	0.8	60.0%	30.9%	5.5%	3.6%	0.0%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.3	0.8	50.4%	33.8%	13.5%	1.7%	0.6%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.4	0.8	59.2%	30.0%	7.6%	2.2%	1.0%
CAMPUS - UCSB_GRAD	-	4.5	0.8	64.0%	23.1%	9.9%	1.8%	1.2%

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

	Resp. Rate %	Mean	SD	Very Helpful (5)	Quite Helpful (4)	Somewhat Helpful (3)	Minimally Helpful (2)	Not Helpful (1)
Overall	14.3%	3.9	1.1	39.3%	31.3%	18.4%	6.9%	4.1%
DEPT. - ECON__UNDERGRAD_LARGE	-	3.9	1.1	38.2%	31.4%	19.3%	7.2%	4.0%
DEPT. - ECON__UNDERGRAD_SMALL	-	3.9	1.1	39.3%	31.7%	17.8%	6.8%	4.4%
DEPT. - ECON_GRAD	-	4.7	0.6	73.3%	20.0%	6.7%	0.0%	0.0%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	4.1	1.1	46.6%	28.0%	15.5%	5.8%	4.1%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	4.3	1.0	54.2%	26.9%	12.9%	3.9%	2.1%
COLLEGE - LTSC_GRAD	-	4.5	0.7	60.4%	29.2%	8.3%	2.1%	0.0%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.1	1.0	48.2%	29.2%	14.2%	5.2%	3.2%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.3	1.0	54.2%	27.2%	12.7%	3.8%	2.1%
CAMPUS - UCSB_GRAD	-	4.3	0.9	57.2%	25.9%	12.2%	3.2%	1.6%

The TA created a _____ learning atmosphere.

	Resp. Rate %	Mean	SD	Very comfortable (5)	Comfortable (4)	Neutral (3)	Uncomfortable (2)	Very uncomfortable (1)
Overall	11.0%	4.1	0.9	36.1%	36.7%	24.3%	2.4%	0.6%
DEPT. - ECON__UNDERGRAD_LARGE	-	4.0	0.8	33.3%	38.8%	25.4%	2.5%	0.0%
DEPT. - ECON__UNDERGRAD_SMALL	-	4.0	0.9	35.9%	36.3%	24.6%	2.4%	0.9%
DEPT. - ECON_GRAD	-	4.8	0.4	80.0%	20.0%	0.0%	0.0%	0.0%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	4.3	0.8	50.1%	32.0%	16.9%	1.0%	0.1%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	4.4	0.8	56.7%	31.6%	9.8%	1.5%	0.5%
COLLEGE - LTSC_GRAD	-	4.6	0.6	65.5%	30.9%	3.6%	0.0%	0.0%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.4	0.8	52.7%	33.0%	13.4%	0.6%	0.3%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.4	0.8	56.5%	31.8%	9.8%	1.4%	0.5%
CAMPUS - UCSB_GRAD	-	4.5	0.8	63.7%	24.2%	10.7%	0.5%	0.8%

How accessible was the TA for help or consultation?

	Resp. Rate %	Mean	SD	Very accessible (5)	Quite accessible (4)	Somewhat accessible (3)	Minimally accessible (2)	Not accessible (1)
Overall	16.7%	4.1	0.9	39.8%	35.6%	18.7%	4.9%	1.0%
DEPT. - ECON__UNDERGRAD_LARGE	-	4.0	1.0	38.5%	35.6%	18.2%	6.9%	0.8%
DEPT. - ECON__UNDERGRAD_SMALL	-	4.1	0.9	40.3%	36.0%	20.1%	2.4%	1.2%
DEPT. - ECON_GRAD	-	4.8	0.4	80.0%	20.0%	0.0%	0.0%	0.0%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	4.3	0.9	49.5%	32.3%	13.1%	3.7%	1.3%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	4.5	0.8	60.0%	29.6%	8.2%	1.6%	0.5%
COLLEGE - LTSC_GRAD	-	4.6	0.6	65.5%	30.9%	3.6%	0.0%	0.0%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.3	0.9	51.0%	32.4%	12.2%	3.2%	1.2%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.5	0.8	59.8%	29.7%	8.3%	1.6%	0.5%
CAMPUS - UCSB_GRAD	-	4.5	0.8	65.5%	26.6%	5.8%	0.7%	1.4%

How often did you seek assistance from this TA?

	Resp. Rate %	Mean	SD	Very often (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
Overall	7.6%	2.4	1.3	10.0%	10.2%	26.1%	22.1%	31.6%
DEPT. - ECON__UNDERGRAD_LARGE	-	2.4	1.3	10.0%	10.2%	26.1%	22.1%	31.6%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	2.2	1.2	7.9%	6.5%	23.2%	27.1%	35.3%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	3.0	1.3	14.9%	19.1%	31.9%	19.1%	14.9%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	2.3	1.2	7.9%	6.7%	23.3%	26.9%	35.2%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	3.1	1.3	16.7%	18.3%	35.0%	15.0%	15.0%
CAMPUS - UCSB_GRAD	-	2.3	1.0	1.2%	9.8%	36.6%	22.0%	30.5%

TA NORMS - 2026_1W_Economics

Project Title: **W26 TA Survey**

Courses Audience: **6510**
Responses Received: **1120**
Response Rate : **17.2%**

Guidance for Interpreting Course Evaluation Normative Reports:

Definitions:

LARGE courses have more than 40 enrolled students
SMALL courses have 40 or fewer enrolled students

- **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.
- **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.
- **Questions?** Contact support@course-evals.ucsb.edu to discuss course evaluations with an OTL Instructional Consultant.

Creation Date: **Tuesday, March 24, 2026**

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

	Resp. Rate %	Mean	SD	0-25%	26-50%	51-75%	>75%
Overall	8.6%	2.9	1.2	21.3%	11.8%	17.9%	49.1%
DEPT. - ECON__UNDERGRAD_LARGE	-	2.7	1.3	28.0%	13.6%	15.2%	43.2%
DEPT. - ECON__UNDERGRAD_SMALL	-	3.0	1.2	19.8%	11.5%	19.1%	49.6%
DEPT. - ECON_GRAD	-	4.0	0.0	0.0%	0.0%	0.0%	100.0%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	3.7	0.8	6.0%	2.4%	7.3%	84.3%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	3.8	0.6	2.6%	2.6%	6.2%	88.6%
COLLEGE - LTSC_GRAD	-	3.6	0.9	5.6%	8.3%	8.3%	77.8%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	3.7	0.8	6.1%	2.5%	6.8%	84.6%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	3.8	0.6	3.1%	2.9%	6.6%	87.4%
CAMPUS - UCSB_GRAD	-	3.8	0.7	5.1%	2.5%	3.3%	89.1%

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

	Resp. Rate %	Mean	SD	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
Overall	7.8%	3.9	1.0	33.1%	39.3%	19.1%	6.1%	2.4%
DEPT. - ECON__UNDERGRAD_LARGE	-	3.9	1.0	28.4%	41.3%	21.1%	7.3%	1.8%
DEPT. - ECON__UNDERGRAD_SMALL	-	4.0	1.0	34.0%	38.4%	19.1%	5.9%	2.6%
DEPT. - ECON_GRAD	-	4.5	0.5	50.0%	50.0%	0.0%	0.0%	0.0%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	4.0	1.0	37.2%	39.1%	15.3%	5.9%	2.5%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	4.3	0.8	52.5%	34.3%	9.5%	2.6%	1.1%
COLLEGE - LTSC_GRAD	-	4.4	0.8	50.0%	38.2%	8.8%	2.9%	0.0%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.1	1.0	41.9%	37.9%	13.5%	4.6%	2.1%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.3	0.8	52.2%	34.3%	9.7%	2.6%	1.1%
CAMPUS - UCSB_GRAD	-	4.5	0.8	62.5%	26.9%	6.1%	4.5%	0.0%

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

	Resp. Rate %	Mean	SD	Very helpful (5)	Quite helpful (4)	Somewhat helpful (3)	Minimally helpful (2)	Not helpful (1)
Overall	12.7%	3.9	1.1	37.4%	32.4%	21.7%	4.9%	3.7%
DEPT. - ECON__UNDERGRAD_LARGE	-	3.9	1.1	35.7%	33.5%	22.8%	3.8%	4.2%
DEPT. - ECON__UNDERGRAD_SMALL	-	4.0	1.1	39.0%	30.9%	20.7%	6.3%	3.1%
DEPT. - ECON_GRAD	-	4.4	0.7	50.0%	40.0%	10.0%	0.0%	0.0%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	4.2	1.0	49.0%	30.6%	13.9%	4.0%	2.4%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	4.4	0.9	59.1%	26.0%	10.3%	3.0%	1.6%
COLLEGE - LTSC_GRAD	-	4.4	1.0	61.8%	26.5%	5.9%	2.9%	2.9%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.2	1.0	50.8%	30.2%	13.3%	3.6%	2.1%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.4	0.9	58.6%	26.1%	10.8%	3.1%	1.5%
CAMPUS - UCSB_GRAD	-	4.5	0.8	62.3%	26.2%	7.9%	3.0%	0.7%

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

	Resp. Rate %	Mean	SD	Very helpful (5)	Quite helpful (4)	Somewhat helpful (3)	Minimally helpful (2)	Not helpful (1)
Overall	12.6%	4.0	1.0	38.3%	34.0%	20.3%	3.9%	3.6%
DEPT. - ECON__UNDERGRAD_LARGE	-	4.0	1.1	38.5%	32.5%	21.2%	2.9%	4.9%
DEPT. - ECON__UNDERGRAD_SMALL	-	4.0	1.0	37.7%	35.5%	19.4%	5.3%	2.1%
DEPT. - ECON_GRAD	-	4.4	0.7	50.0%	40.0%	10.0%	0.0%	0.0%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	4.3	0.9	51.6%	31.0%	12.6%	2.8%	2.0%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	4.4	0.9	60.6%	26.5%	9.2%	2.4%	1.3%
COLLEGE - LTSC_GRAD	-	4.5	0.7	61.8%	29.4%	5.9%	2.9%	0.0%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.3	0.9	53.2%	30.6%	11.9%	2.5%	1.7%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.4	0.8	60.1%	26.8%	9.6%	2.4%	1.2%
CAMPUS - UCSB_GRAD	-	4.5	0.8	65.2%	24.3%	7.5%	2.3%	0.7%

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

	Resp. Rate %	Mean	SD	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
Overall	7.5%	3.9	1.0	36.2%	32.1%	22.8%	5.9%	3.0%
DEPT. - ECON__UNDERGRAD_LARGE	-	3.9	1.0	30.2%	43.4%	17.9%	4.7%	3.8%
DEPT. - ECON__UNDERGRAD_SMALL	-	3.9	1.1	36.9%	29.3%	24.5%	6.3%	2.9%
DEPT. - ECON_GRAD	-	4.6	0.7	70.0%	20.0%	10.0%	0.0%	0.0%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	4.3	0.9	49.2%	35.9%	10.4%	2.1%	2.4%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	4.5	0.8	64.1%	26.8%	6.5%	1.9%	0.8%
COLLEGE - LTSC_GRAD	-	4.5	0.7	64.7%	26.5%	5.9%	2.9%	0.0%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.4	0.8	53.3%	33.7%	9.6%	1.7%	1.7%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.5	0.8	63.1%	27.1%	7.0%	2.0%	0.8%
CAMPUS - UCSB_GRAD	-	4.7	0.6	72.1%	21.6%	5.6%	0.7%	0.0%

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

	Resp. Rate %	Mean	SD	Very Helpful (5)	Quite Helpful (4)	Somewhat Helpful (3)	Minimally Helpful (2)	Not Helpful (1)
Overall	11.0%	3.9	1.1	38.5%	31.5%	20.5%	4.5%	5.0%
DEPT. - ECON__UNDERGRAD_LARGE	-	3.9	1.1	36.9%	32.4%	21.7%	4.0%	5.0%
DEPT. - ECON__UNDERGRAD_SMALL	-	3.9	1.1	39.7%	30.6%	19.4%	5.3%	5.0%
DEPT. - ECON_GRAD	-	4.8	0.4	83.3%	16.7%	0.0%	0.0%	0.0%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	4.2	1.0	48.2%	30.1%	14.3%	4.3%	3.2%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	4.3	0.9	56.9%	26.3%	11.4%	3.6%	1.8%
COLLEGE - LTSC_GRAD	-	4.6	0.8	76.7%	13.3%	6.7%	3.3%	0.0%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.2	1.0	49.6%	30.0%	13.9%	3.9%	2.7%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.3	0.9	56.6%	26.5%	11.6%	3.5%	1.8%
CAMPUS - UCSB_GRAD	-	4.4	0.9	66.3%	18.0%	10.2%	4.4%	1.0%

The TA created a _____ learning atmosphere.

	Resp. Rate %	Mean	SD	Very comfortable (5)	Comfortable (4)	Neutral (3)	Uncomfortable (2)	Very uncomfortable (1)
Overall	7.6%	4.1	0.9	37.4%	36.6%	22.9%	2.0%	1.2%
DEPT. - ECON__UNDERGRAD_LARGE	-	3.9	0.9	25.0%	44.4%	25.9%	3.7%	0.9%
DEPT. - ECON__UNDERGRAD_SMALL	-	4.1	0.9	40.3%	34.5%	22.3%	1.6%	1.3%
DEPT. - ECON_GRAD	-	4.5	0.7	60.0%	30.0%	10.0%	0.0%	0.0%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	4.3	0.8	48.9%	35.3%	12.6%	2.2%	1.0%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	4.5	0.7	61.3%	28.4%	8.5%	1.2%	0.5%
COLLEGE - LTSC_GRAD	-	4.5	0.7	62.9%	28.6%	5.7%	2.9%	0.0%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.4	0.8	54.1%	32.7%	10.7%	1.6%	0.9%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.5	0.7	60.9%	28.7%	8.8%	1.1%	0.5%
CAMPUS - UCSB_GRAD	-	4.6	0.7	69.5%	23.7%	5.4%	1.4%	0.0%

How accessible was the TA for help or consultation?

	Resp. Rate %	Mean	SD	Very accessible (5)	Quite accessible (4)	Somewhat accessible (3)	Minimally accessible (2)	Not accessible (1)
Overall	13.2%	4.1	0.9	38.6%	37.5%	19.3%	2.8%	1.7%
DEPT. - ECON__UNDERGRAD_LARGE	-	4.0	1.0	35.8%	38.0%	20.7%	3.1%	2.4%
DEPT. - ECON__UNDERGRAD_SMALL	-	4.2	0.9	41.6%	37.4%	17.7%	2.5%	0.8%
DEPT. - ECON_GRAD	-	4.6	0.7	70.0%	20.0%	10.0%	0.0%	0.0%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	4.3	0.9	51.5%	33.4%	11.5%	2.2%	1.4%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	4.5	0.7	63.3%	27.3%	7.5%	1.6%	0.4%
COLLEGE - LTSC_GRAD	-	4.7	0.7	78.1%	15.6%	3.1%	3.1%	0.0%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.3	0.8	53.2%	32.4%	11.1%	2.0%	1.3%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.5	0.7	62.9%	27.5%	7.7%	1.6%	0.4%
CAMPUS - UCSB_GRAD	-	4.6	0.7	71.1%	20.5%	6.5%	1.3%	0.6%

How often did you seek assistance from this TA?

	Resp. Rate %	Mean	SD	Very often (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
Overall	7.4%	2.1	1.3	10.8%	5.9%	14.3%	23.6%	45.4%
DEPT. - ECON__UNDERGRAD_LARGE	-	2.1	1.3	10.8%	5.9%	14.3%	23.6%	45.4%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	2.2	1.3	8.3%	7.1%	19.9%	26.7%	38.0%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	2.3	1.2	8.8%	8.8%	13.7%	36.3%	32.4%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	2.2	1.3	8.2%	7.1%	19.6%	26.3%	38.8%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	2.3	1.3	8.3%	11.7%	14.2%	31.7%	34.2%
CAMPUS - UCSB_GRAD	-	1.9	1.1	2.2%	10.9%	10.9%	26.1%	50.0%

UCSB

TA NORMS - 2026_2S_Economics

Project Title: **S26 TA Survey**

Courses Audience: **5337**
Responses Received: **889**
Response Rate : **16.7 %**
Opted out: **35**

Guidance for Interpreting Course Evaluation Normative Reports:

Definitions:

LARGE courses have more than 40 enrolled students
SMALL courses have 40 or fewer enrolled students

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.

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.
Questions? Contact support@course-evals.ucsb.edu to discuss course evaluations with an OTL Instructional Consultant.

Creation Date: **Monday, June 15, 2026**

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

	Resp. Rate %	Mean	SD	0-25%	26-50%	51-75%	>75%
Overall	7.7%	3.3	0.9	7.5%	10.7%	26.7%	55.1%
DEPT. - ECON__UNDERGRAD_LARGE	-	2.7	1.2	25.0%	15.6%	21.9%	37.5%
DEPT. - ECON__UNDERGRAD_SMALL	-	3.3	0.9	6.3%	10.6%	27.5%	55.6%
DEPT. - ECON_GRAD	-	3.8	0.4	0.0%	0.0%	15.4%	84.6%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	3.8	0.7	3.9%	2.4%	7.2%	86.5%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	3.8	0.6	2.2%	2.4%	7.4%	88.1%
COLLEGE - LTSC_GRAD	-	3.5	0.9	7.8%	6.3%	18.8%	67.2%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	3.6	0.9	7.2%	4.9%	7.0%	80.9%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	3.8	0.6	2.8%	2.9%	7.8%	86.6%
CAMPUS - UCSB_GRAD	-	3.7	0.8	6.7%	3.5%	6.7%	83.1%

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

	Resp. Rate %	Mean	SD	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
Overall	7.4%	4.0	1.0	34.0%	40.8%	16.4%	5.0%	3.8%
DEPT. - ECON__UNDERGRAD_LARGE	-	3.5	1.5	30.0%	36.7%	6.7%	6.7%	20.0%
DEPT. - ECON__UNDERGRAD_SMALL	-	4.0	1.0	33.1%	41.8%	17.5%	5.1%	2.5%
DEPT. - ECON_GRAD	-	4.6	0.7	69.2%	23.1%	7.7%	0.0%	0.0%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	4.0	1.0	34.1%	42.9%	14.9%	5.8%	2.4%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	4.3	0.8	50.8%	36.6%	8.8%	2.7%	1.2%
COLLEGE - LTSC_GRAD	-	4.4	0.9	58.7%	28.6%	9.5%	0.0%	3.2%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.1	0.9	40.0%	40.6%	14.0%	3.9%	1.4%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.3	0.8	50.7%	36.7%	8.8%	2.7%	1.2%
CAMPUS - UCSB_GRAD	-	4.5	0.8	58.2%	32.1%	7.6%	1.3%	0.8%

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

	Resp. Rate %	Mean	SD	Very helpful (5)	Quite helpful (4)	Somewhat helpful (3)	Minimally helpful (2)	Not helpful (1)
Overall	11.4%	3.9	1.1	39.0%	30.2%	21.1%	5.8%	3.9%
DEPT. - ECON__UNDERGRAD_LARGE	-	3.9	1.1	37.1%	31.1%	21.0%	5.7%	5.1%
DEPT. - ECON__UNDERGRAD_SMALL	-	4.0	1.1	39.4%	30.1%	21.4%	6.1%	2.9%
DEPT. - ECON_GRAD	-	4.6	0.8	76.9%	7.7%	15.4%	0.0%	0.0%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	4.1	1.0	45.1%	32.5%	15.2%	4.6%	2.6%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	4.4	0.9	58.0%	27.1%	10.5%	2.8%	1.5%
COLLEGE - LTSC_GRAD	-	4.6	0.7	69.8%	20.6%	7.9%	1.6%	0.0%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.2	1.0	47.1%	32.9%	13.8%	4.0%	2.2%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.4	0.9	57.6%	27.6%	10.5%	2.8%	1.5%
CAMPUS - UCSB_GRAD	-	4.5	0.8	66.3%	23.3%	7.5%	1.8%	1.1%

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

	Resp. Rate %	Mean	SD	Very helpful (5)	Quite helpful (4)	Somewhat helpful (3)	Minimally helpful (2)	Not helpful (1)
Overall	11.5%	4.0	1.0	41.5%	30.8%	19.9%	4.8%	3.0%
DEPT. - ECON__UNDERGRAD_LARGE	-	4.0	1.1	38.1%	33.4%	19.4%	4.7%	4.4%
DEPT. - ECON__UNDERGRAD_SMALL	-	4.1	1.0	43.5%	28.8%	20.9%	5.0%	1.8%
DEPT. - ECON_GRAD	-	4.7	0.6	76.9%	15.4%	7.7%	0.0%	0.0%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	4.2	1.0	46.3%	33.6%	14.0%	3.6%	2.5%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	4.4	0.9	59.1%	27.8%	9.4%	2.5%	1.2%
COLLEGE - LTSC_GRAD	-	4.7	0.6	74.6%	17.5%	7.9%	0.0%	0.0%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.2	0.9	48.2%	33.7%	12.7%	3.4%	2.0%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.4	0.8	58.7%	28.4%	9.3%	2.4%	1.2%
CAMPUS - UCSB_GRAD	-	4.5	0.8	67.6%	22.3%	7.0%	2.1%	1.0%

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

	Resp. Rate %	Mean	SD	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
Overall	6.3%	4.0	1.0	38.4%	36.0%	17.7%	5.6%	2.4%
DEPT. - ECON__UNDERGRAD_LARGE	-	3.6	1.2	24.1%	34.5%	20.7%	13.8%	6.9%
DEPT. - ECON__UNDERGRAD_SMALL	-	4.0	1.0	38.1%	37.5%	17.3%	5.1%	2.1%
DEPT. - ECON_GRAD	-	4.5	0.9	76.9%	0.0%	23.1%	0.0%	0.0%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	4.2	0.9	43.5%	39.3%	12.7%	2.8%	1.6%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	4.5	0.8	62.0%	28.6%	6.6%	2.1%	0.7%
COLLEGE - LTSC_GRAD	-	4.6	0.6	65.1%	28.6%	6.3%	0.0%	0.0%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.3	0.8	48.9%	36.7%	11.6%	1.8%	1.0%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.5	0.8	61.1%	29.0%	7.0%	2.1%	0.8%
CAMPUS - UCSB_GRAD	-	4.6	0.7	67.7%	23.6%	7.9%	0.9%	0.0%

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

	Resp. Rate %	Mean	SD	Very Helpful (5)	Quite Helpful (4)	Somewhat Helpful (3)	Minimally Helpful (2)	Not Helpful (1)
Overall	9.6%	4.0	1.1	40.7%	27.7%	23.7%	3.3%	4.7%
DEPT. - ECON__UNDERGRAD_LARGE	-	3.9	1.1	35.6%	28.4%	27.4%	3.0%	5.6%
DEPT. - ECON__UNDERGRAD_SMALL	-	4.1	1.1	45.4%	26.3%	20.6%	3.8%	3.8%
DEPT. - ECON_GRAD	-	4.6	0.5	61.5%	38.5%	0.0%	0.0%	0.0%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	4.1	1.0	45.9%	30.2%	16.2%	4.6%	3.2%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	4.3	0.9	55.6%	27.3%	11.6%	3.4%	2.0%
COLLEGE - LTSC_GRAD	-	4.7	0.6	72.4%	22.4%	5.2%	0.0%	0.0%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.2	1.0	47.4%	30.7%	15.0%	4.2%	2.7%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.3	0.9	55.3%	27.8%	11.6%	3.3%	2.0%
CAMPUS - UCSB_GRAD	-	4.5	0.8	67.7%	21.9%	6.3%	2.6%	1.5%

The TA created a _____ learning atmosphere.

	Resp. Rate %	Mean	SD	Very comfortable (5)	Comfortable (4)	Neutral (3)	Uncomfortable (2)	Very uncomfortable (1)
Overall	6.5%	4.2	0.9	41.9%	37.1%	17.8%	2.8%	0.5%
DEPT. - ECON__UNDERGRAD_LARGE	-	3.8	1.1	33.3%	26.7%	26.7%	10.0%	3.3%
DEPT. - ECON__UNDERGRAD_SMALL	-	4.2	0.8	41.6%	38.5%	17.4%	2.3%	0.3%
DEPT. - ECON_GRAD	-	4.6	0.7	69.2%	23.1%	7.7%	0.0%	0.0%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	4.2	0.8	42.2%	38.7%	15.4%	3.2%	0.5%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	4.5	0.7	60.3%	29.4%	8.5%	1.3%	0.5%
COLLEGE - LTSC_GRAD	-	4.7	0.6	73.0%	22.2%	3.2%	1.6%	0.0%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.3	0.8	50.1%	35.8%	12.2%	1.4%	0.5%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.5	0.7	60.0%	29.7%	8.6%	1.2%	0.5%
CAMPUS - UCSB_GRAD	-	4.6	0.7	67.3%	24.5%	6.9%	1.2%	0.0%

How accessible was the TA for help or consultation?

	Resp. Rate %	Mean	SD	Very accessible (5)	Quite accessible (4)	Somewhat accessible (3)	Minimally accessible (2)	Not accessible (1)
Overall	12.0%	4.1	0.9	40.2%	36.5%	18.0%	3.6%	1.6%
DEPT. - ECON__UNDERGRAD_LARGE	-	4.0	1.0	37.0%	35.5%	19.9%	5.4%	2.1%
DEPT. - ECON__UNDERGRAD_SMALL	-	4.2	0.8	42.6%	38.6%	16.4%	1.2%	1.2%
DEPT. - ECON_GRAD	-	4.6	0.9	76.9%	15.4%	0.0%	7.7%	0.0%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	4.2	0.9	46.5%	36.6%	12.5%	3.2%	1.2%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	4.5	0.7	61.9%	28.4%	7.6%	1.7%	0.5%
COLLEGE - LTSC_GRAD	-	4.7	0.6	74.2%	22.6%	1.6%	1.6%	0.0%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.3	0.9	48.6%	36.0%	11.4%	2.9%	1.0%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.5	0.7	61.6%	28.7%	7.6%	1.6%	0.5%
CAMPUS - UCSB_GRAD	-	4.7	0.6	72.9%	20.8%	4.9%	1.4%	0.0%

How often did you seek assistance from this TA?

	Resp. Rate %	Mean	SD	Very often (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
Overall	7.4%	2.2	1.3	8.2%	7.3%	21.2%	22.9%	40.3%
DEPT. - ECON__UNDERGRAD_LARGE	-	2.2	1.3	8.2%	7.3%	21.2%	22.9%	40.3%
COLLEGE - LTSC__UNDERGRAD_LARGE	-	2.1	1.2	5.3%	7.1%	21.3%	25.7%	40.6%
COLLEGE - LTSC__UNDERGRAD_SMALL	-	2.8	1.5	18.2%	18.2%	18.2%	18.2%	27.3%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	2.1	1.2	5.5%	7.5%	21.4%	25.9%	39.7%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	2.6	1.2	9.1%	12.1%	30.3%	27.3%	21.2%
CAMPUS - UCSB_GRAD	-	2.8	1.4	16.3%	11.6%	32.6%	16.3%	23.3%

UCSB

TA NORMS STD - 2023_4F_Economics

Project Title: **F23 TA Standard Survey**

Courses Audience: **3428**
Responses Received: **1253**
Response Rate : **36.6%**

Guidance for Interpreting Course Evaluation Normative Reports:

Keep in mind that an extensive body of research has documented systematic bias in student evaluations of teaching (e.g. against females and people of color). To minimize this potential harm, course evaluation data should be used in conjunction with other sources of feedback.

Use the following guidelines to interpret differences between instructor scores and departmental or campus norms in a single response category (e.g. “Strongly Agree”):

- a 10% difference suggests that there may be something significant going on,
- a 20% difference suggests there probably is something significant going on and
- a 30% or greater difference indicates an area that should be investigated.

Creation Date: **Friday, April 19, 2024**

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

	Resp. Rate %	Mean	SD	Very helpful (5)	Quite helpful (4)	Somewhat helpful (3)	Minimally helpful (2)	Not helpful (1)
Overall	32.2%	3.9	1.0	33.7%	34.6%	21.1%	7.7%	2.9%
DEPT. - ECON__UNDERGRAD_LARGE	-	3.9	1.0	30.0%	38.2%	22.3%	8.2%	1.3%
DEPT. - ECON__UNDERGRAD_SMALL	-	3.9	1.1	33.6%	33.7%	21.4%	7.8%	3.4%
DEPT. - ECON_GRAD_SMALL	-	4.5	0.7	58.3%	33.3%	5.6%	2.8%	0.0%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.1	1.0	44.4%	34.2%	15.0%	4.7%	1.7%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.3	0.9	54.1%	28.1%	12.7%	3.7%	1.4%
CAMPUS - UCSB_GRAD_SMALL	-	4.4	0.9	58.7%	24.8%	13.2%	2.4%	1.0%

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

	Resp. Rate %	Mean	SD	Very helpful (5)	Quite helpful (4)	Somewhat helpful (3)	Minimally helpful (2)	Not helpful (1)
Overall	32.2%	3.9	1.0	34.2%	35.0%	22.1%	6.2%	2.5%
DEPT. - ECON__UNDERGRAD_LARGE	-	3.9	1.0	32.8%	38.2%	19.9%	7.5%	1.7%
DEPT. - ECON__UNDERGRAD_SMALL	-	3.9	1.0	33.2%	34.5%	23.4%	6.1%	2.9%
DEPT. - ECON_GRAD_SMALL	-	4.6	0.6	68.6%	25.7%	5.7%	0.0%	0.0%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.2	0.9	46.5%	34.4%	13.4%	4.2%	1.5%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.4	0.9	56.5%	28.1%	11.3%	2.9%	1.3%
CAMPUS - UCSB_GRAD_SMALL	-	4.4	0.9	61.9%	24.3%	9.9%	2.6%	1.2%

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

	Resp. Rate %	Mean	SD	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
Overall	31.4%	4.0	1.0	34.5%	36.6%	21.4%	4.6%	2.8%
DEPT. - ECON__UNDERGRAD_LARGE	-	4.0	0.9	31.3%	44.8%	17.8%	4.3%	1.7%
DEPT. - ECON__UNDERGRAD_SMALL	-	3.9	1.0	34.3%	34.8%	22.9%	4.9%	3.1%
DEPT. - ECON_GRAD_SMALL	-	4.5	0.9	62.5%	28.1%	6.3%	0.0%	3.1%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.2	0.9	49.4%	32.4%	13.4%	3.2%	1.5%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.4	0.8	58.7%	28.2%	9.9%	2.2%	1.0%
CAMPUS - UCSB_GRAD_SMALL	-	4.4	0.8	62.2%	23.7%	10.8%	3.0%	0.3%

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

	Resp. Rate %	Mean	SD	Very Helpful (5)	Quite Helpful (4)	Somewhat Helpful (3)	Minimally Helpful (2)	Not Helpful (1)
Overall	27.5%	3.8	1.1	34.5%	30.7%	22.1%	7.7%	5.0%
DEPT. - ECON__UNDERGRAD_LARGE	-	3.8	1.1	32.5%	35.4%	20.6%	7.2%	4.3%
DEPT. - ECON__UNDERGRAD_SMALL	-	3.8	1.1	33.5%	30.1%	23.2%	7.7%	5.4%
DEPT. - ECON_GRAD_SMALL	-	4.4	1.0	67.6%	14.7%	5.9%	11.8%	0.0%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.1	1.1	44.5%	30.6%	16.1%	5.7%	3.2%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.2	1.0	49.6%	28.1%	15.2%	4.7%	2.5%
CAMPUS - UCSB_GRAD_SMALL	-	4.3	1.0	57.4%	23.2%	13.1%	4.6%	1.7%

The TA created a _____ learning atmosphere.

	Resp. Rate %	Mean	SD	Very comfortable (5)	Comfortable (4)	Neutral (3)	Uncomfortable (2)	Very uncomfortable (1)
Overall	31.9%	4.1	0.8	38.0%	38.7%	21.1%	1.3%	0.9%
DEPT. - ECON__UNDERGRAD_LARGE	-	4.1	0.8	35.0%	40.5%	23.2%	1.3%	0.0%
DEPT. - ECON__UNDERGRAD_SMALL	-	4.1	0.9	37.0%	39.2%	21.3%	1.4%	1.1%
DEPT. - ECON_GRAD_SMALL	-	4.8	0.5	82.9%	14.3%	2.9%	0.0%	0.0%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.3	0.8	48.5%	34.4%	15.4%	1.2%	0.5%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.4	0.8	54.9%	32.3%	11.3%	1.1%	0.5%
CAMPUS - UCSB_GRAD_SMALL	-	4.6	0.7	67.5%	22.9%	8.6%	1.0%	0.0%

How accessible was the TA to help outside of the discussion section/lab?

	Resp. Rate %	Mean	SD	Very accessible (5)	Quite accessible (4)	Somewhat accessible (3)	Minimally accessible (2)	Not accessible (1)
Overall	29.8%	4.1	0.9	36.9%	39.0%	19.0%	3.6%	1.5%
DEPT. - ECON__UNDERGRAD_LARGE	-	4.1	0.9	34.9%	44.8%	15.9%	2.6%	1.7%
DEPT. - ECON__UNDERGRAD_SMALL	-	4.0	0.9	35.5%	38.5%	20.5%	4.0%	1.5%
DEPT. - ECON_GRAD_SMALL	-	4.8	0.6	80.6%	13.9%	5.6%	0.0%	0.0%
CAMPUS - UCSB__UNDERGRAD_LARGE	-	4.2	0.9	48.1%	34.5%	13.1%	2.6%	1.8%
CAMPUS - UCSB__UNDERGRAD_SMALL	-	4.4	0.8	54.7%	32.3%	10.3%	2.0%	0.7%
CAMPUS - UCSB_GRAD_SMALL	-	4.6	0.7	71.4%	20.6%	6.8%	0.8%	0.5%

TA Standardized Survey - 2023_4F_T_Yang_George_ECON 140A_0102

Project Title: **UCSB TA Standardized Survey**

Courses Audience: **26**
Responses Received: **8**
Response Rate : **30.8%**

Guidance for Interpreting Course Evaluation End-of-quarter 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.

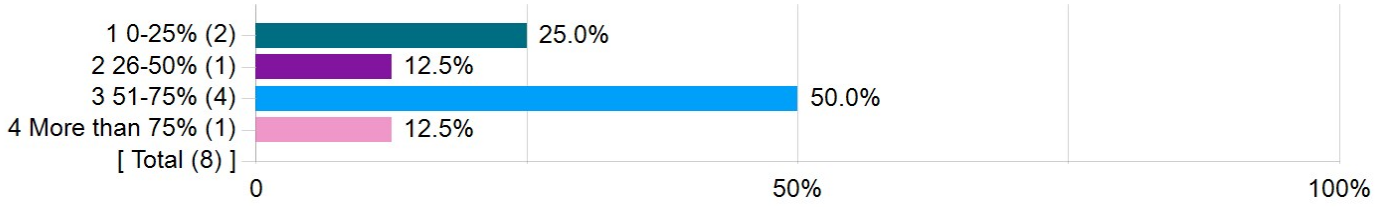
7. Course evaluations are only part of a holistic evaluation of teaching. Analysis of teaching effectiveness must be supported by a holistic analysis that includes additional evidence. See this document for additional guidance.

Creation Date: **Wednesday, January 24, 2024**

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

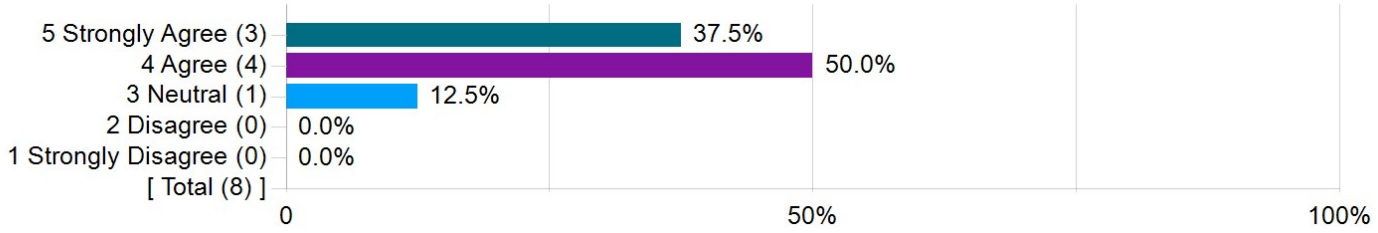
What portion of the discussion or lab class meetings did you attend?



Statistics	Value
Invited Count	26
Response Count	8
Response Rate	30.8%
Mean	2.5
Standard Deviation	1.1

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

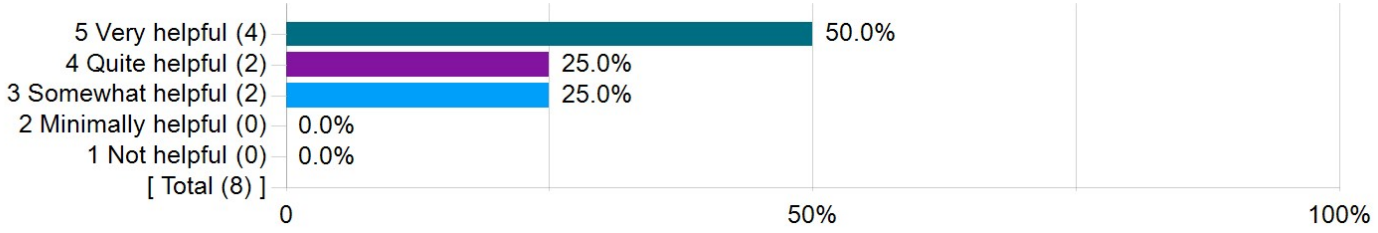
This section/lab was organized in a way that helped me learn.



Statistics	Value
Invited Count	26
Response Count	8
Response Rate	30.8%
Mean	4.3
Standard Deviation	0.7

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

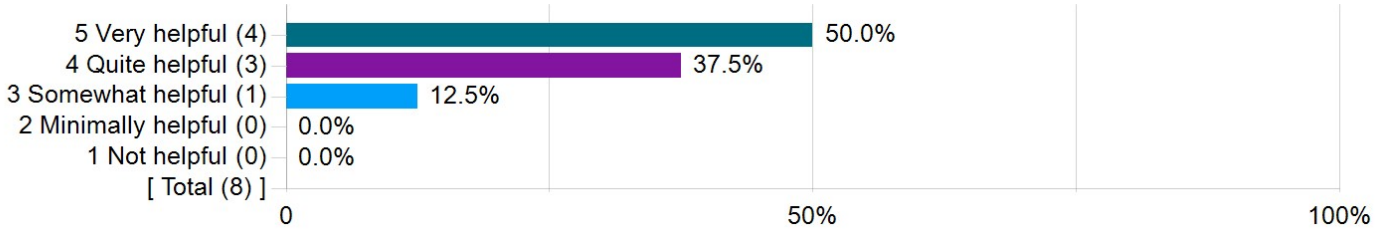
How helpful were the TA’s explanations of course material?



Statistics	Value
Invited Count	26
Response Count	8
Response Rate	30.8%
Mean	4.3
Standard Deviation	0.9

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

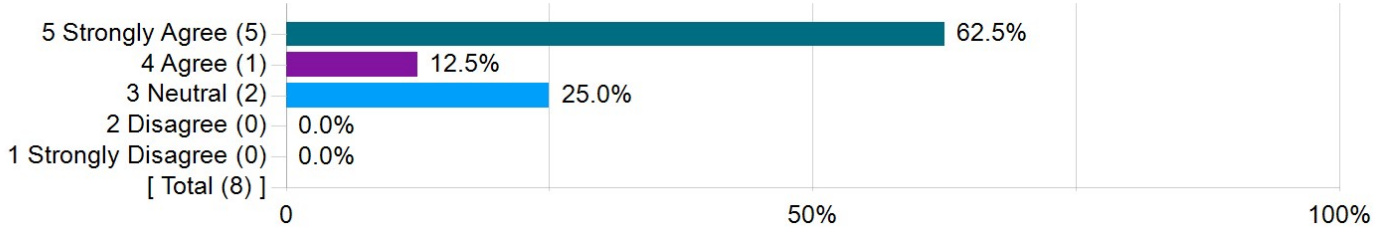
How helpful were the TA's answers to student questions?



Statistics	Value
Invited Count	26
Response Count	8
Response Rate	30.8%
Mean	4.4
Standard Deviation	0.7

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

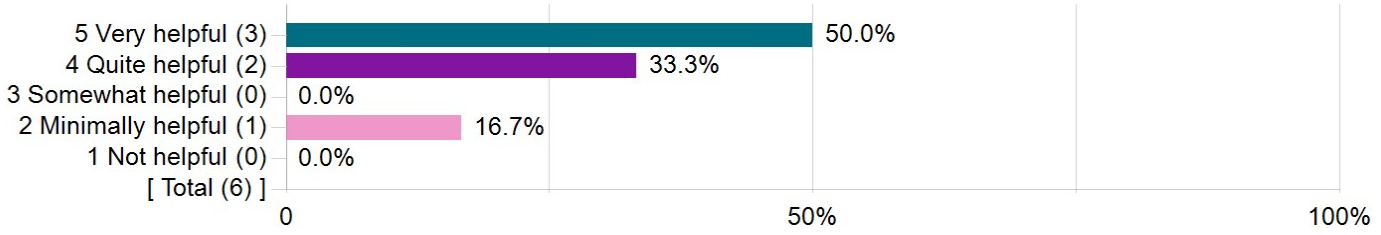
The TA created opportunities for student interaction in this discussion section/lab.



Statistics	Value
Invited Count	26
Response Count	8
Response Rate	30.8%
Mean	4.4
Standard Deviation	0.9

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

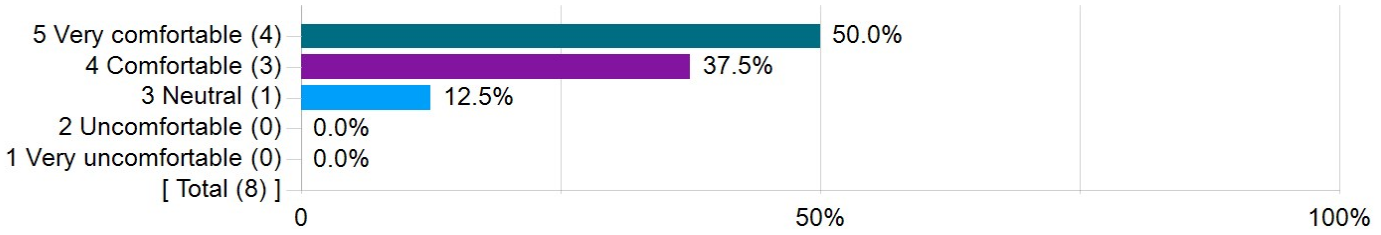
How helpful was the TA’s feedback on your assignments?



Statistics	Value
Invited Count	26
Response Count	6
Response Rate	23.1%
Mean	4.2
Standard Deviation	1.2

The TA created a _____ learning atmosphere.

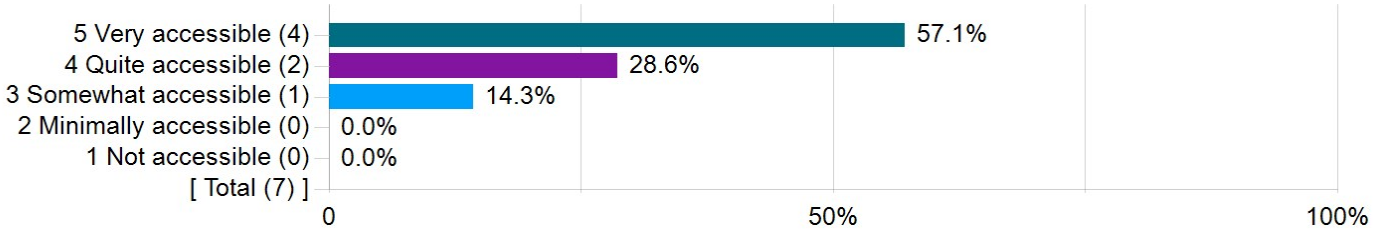
The TA created a _____ learning atmosphere.



Statistics	Value
Invited Count	26
Response Count	8
Response Rate	30.8%
Mean	4.4
Standard Deviation	0.7

How accessible was the TA to help outside of the discussion section/lab?

How accessible was the TA to help outside of the discussion section/lab?



Statistics	Value
Invited Count	26
Response Count	7
Response Rate	26.9%
Mean	4.4
Standard Deviation	0.8

TA Standardized Survey - 2023_4F_T_Yang_George_ECON 140A_0112

Project Title: **UCSB TA Standardized Survey**

Courses Audience: **29**
Responses Received: **8**
Response Rate : **27.6%**

Guidance for Interpreting Course Evaluation End-of-quarter 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.

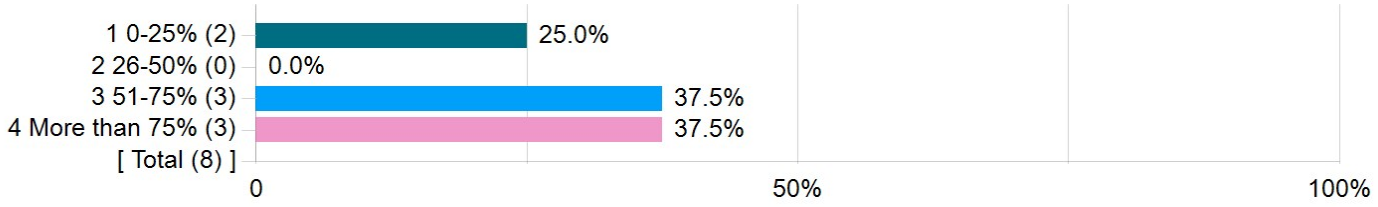
7. Course evaluations are only part of a holistic evaluation of teaching. Analysis of teaching effectiveness must be supported by a holistic analysis that includes additional evidence. See this document for additional guidance.

Creation Date: **Wednesday, January 24, 2024**

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

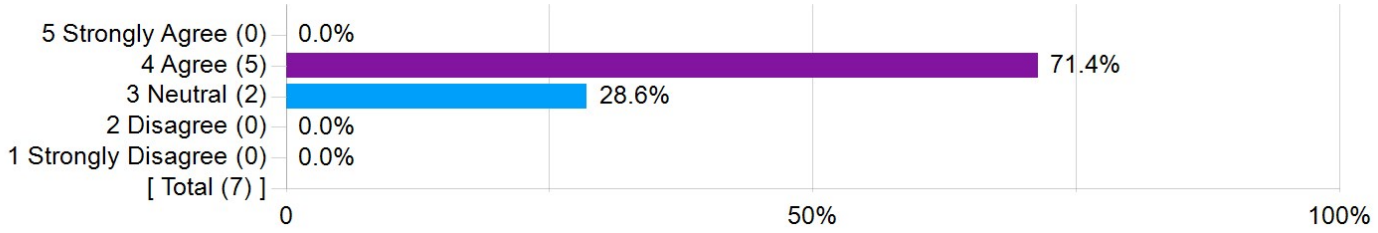
What portion of the discussion or lab class meetings did you attend?



Statistics	Value
Invited Count	29
Response Count	8
Response Rate	27.6%
Mean	2.9
Standard Deviation	1.2

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

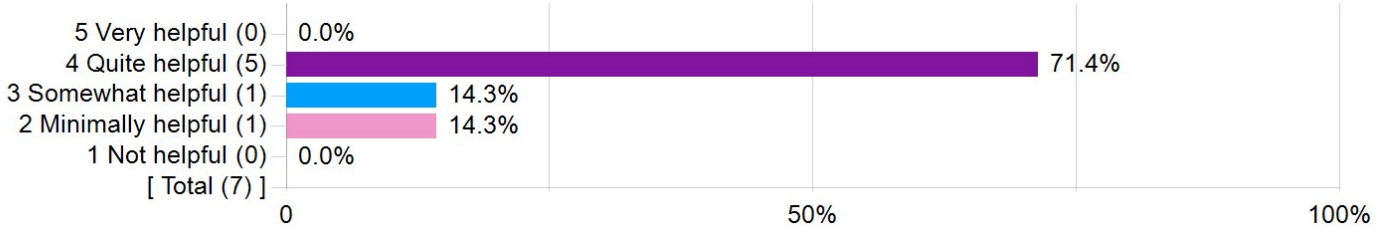
This section/lab was organized in a way that helped me learn.



Statistics	Value
Invited Count	29
Response Count	7
Response Rate	24.1%
Mean	3.7
Standard Deviation	0.5

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

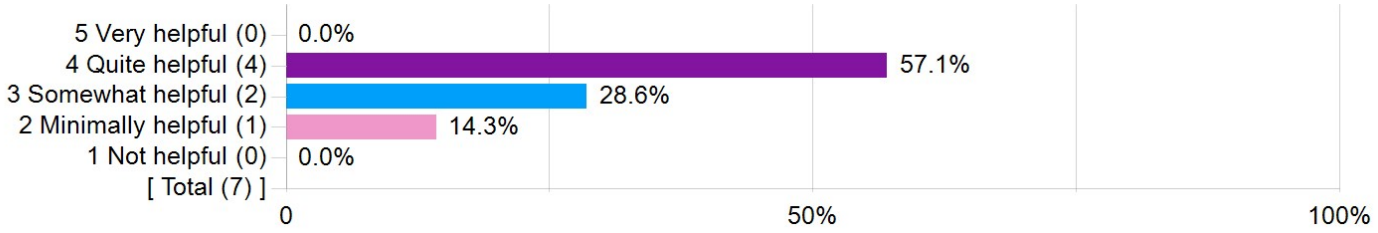
How helpful were the TA’s explanations of course material?



Statistics	Value
Invited Count	29
Response Count	7
Response Rate	24.1%
Mean	3.6
Standard Deviation	0.8

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

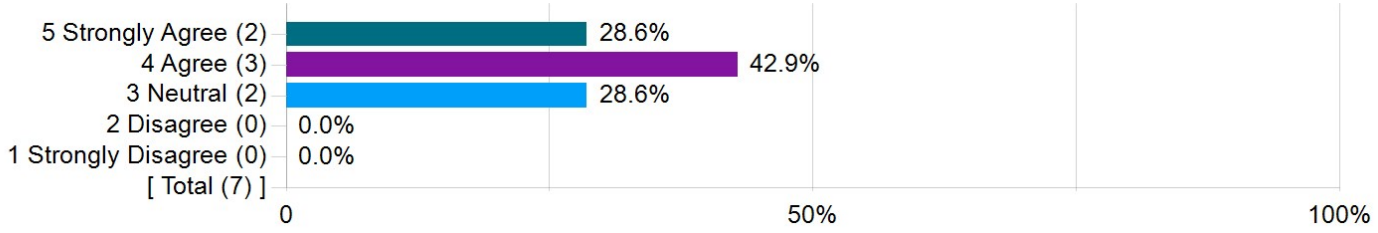
How helpful were the TA's answers to student questions?



Statistics	Value
Invited Count	29
Response Count	7
Response Rate	24.1%
Mean	3.4
Standard Deviation	0.8

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

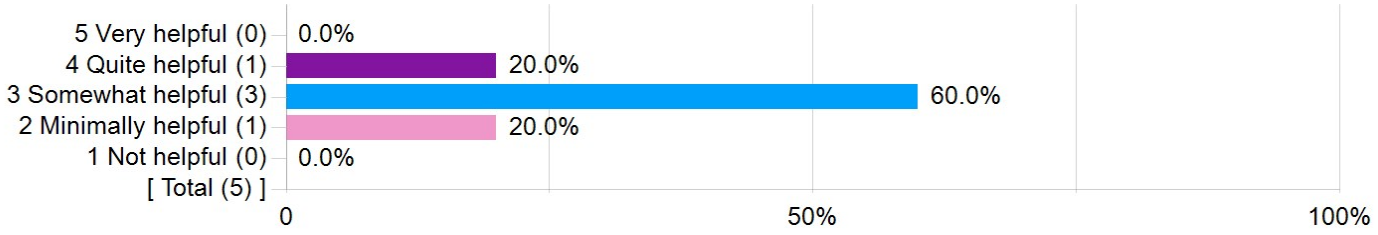
The TA created opportunities for student interaction in this discussion section/lab.



Statistics	Value
Invited Count	29
Response Count	7
Response Rate	24.1%
Mean	4.0
Standard Deviation	0.8

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

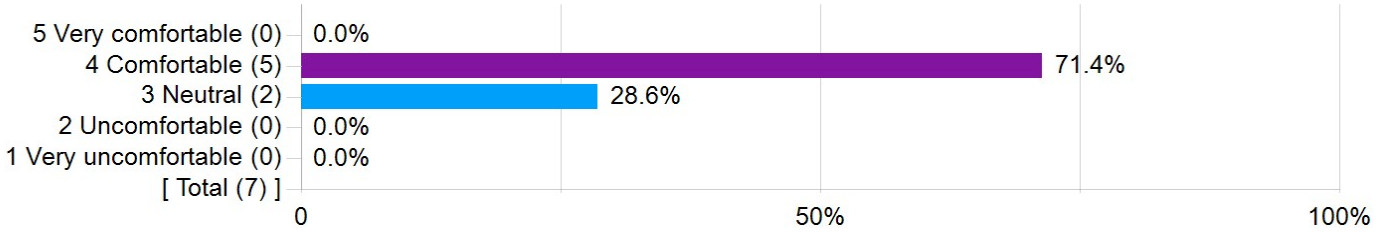
How helpful was the TA’s feedback on your assignments?



Statistics	Value
Invited Count	29
Response Count	5
Response Rate	17.2%
Mean	3.0
Standard Deviation	0.7

The TA created a _____ learning atmosphere.

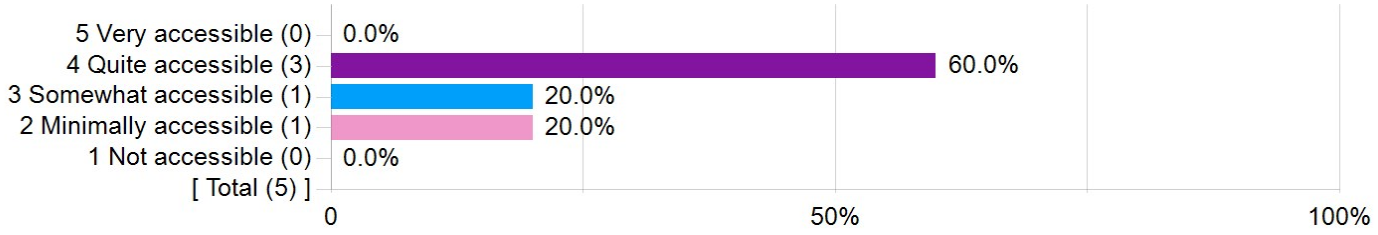
The TA created a _____ learning atmosphere.



Statistics	Value
Invited Count	29
Response Count	7
Response Rate	24.1%
Mean	3.7
Standard Deviation	0.5

How accessible was the TA to help outside of the discussion section/lab?

How accessible was the TA to help outside of the discussion section/lab?



Statistics	Value
Invited Count	29
Response Count	5
Response Rate	17.2%
Mean	3.4
Standard Deviation	0.9

Your written comments or suggestions are important. Please use the space below to elaborate on any of the items above or other aspects of your learning in the discussion section / lab.

Student Comments
He was obviously very fluent in the material. I felt as if he needed to slow down a bit. He sometimes seemed slightly frustrated that his students weren't understanding the material.
Jorge was very good about getting his students up to speed with where they need to be and never made anyone feel left behind. For how little time he has to cram all he needs to inform us on, he does it very well. He is also very good about getting us thinking and walking us through our thinking. Shout out Jorge.

Your written comments or suggestions are important. Please use the space below to elaborate on any of the items above or other aspects of your learning in the discussion section / lab. - Teaching & Learning - Attributes



Attributes - t&I [No. of comments]	Overall [2]
POORLY DELIVERED	100.0%
UNSPECIFIC FAVORABLE	50.0%
AMBIGUOUS	0.0%
CHALLENGING	0.0%
COMPLEX	0.0%
BORING	0.0%
DIFFICULT	0.0%
DISORGANIZED	0.0%
DISRESPECTFUL/RUDE	0.0%
FRUSTRATING	0.0%

TA Survey - 2024_1W_T_Yang_George_ECON 170_0100

Project Title: **W24 TA Evaluation Survey**

Courses Audience: **122**
Responses Received: **25**
Response Rate : **20.5%**

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.

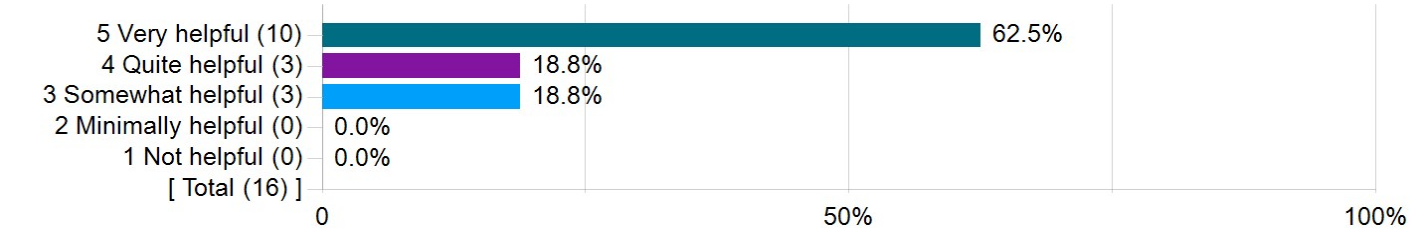
7. Course evaluations are only part of a holistic evaluation of teaching. Analysis of teaching effectiveness must be supported by a holistic analysis that includes additional evidence. See this document for additional guidance.

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

blue®

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

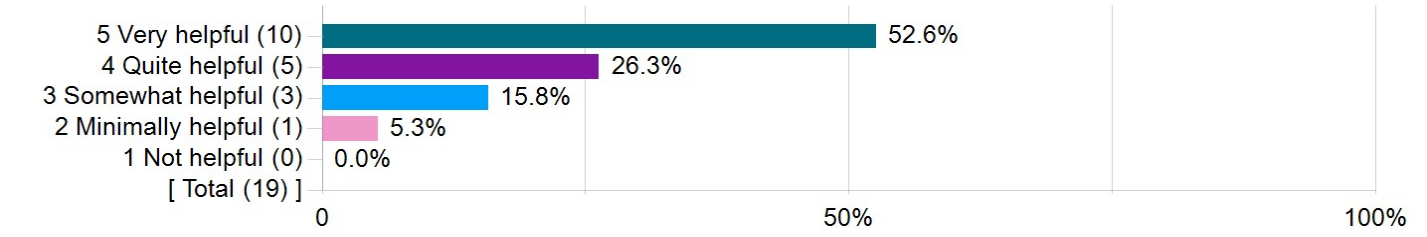
How helpful were the TA’s explanations of course material?



Statistics	Value
Invited Count	122
Response Count	16
Response Rate	13.1%
Mean	4.4
Standard Deviation	0.8

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

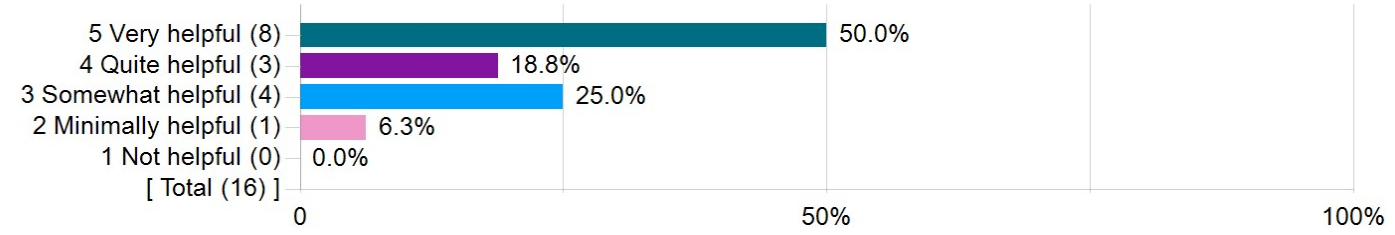
How helpful were the TA's answers to student questions?



Statistics	Value
Invited Count	122
Response Count	19
Response Rate	15.6%
Mean	4.3
Standard Deviation	0.9

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

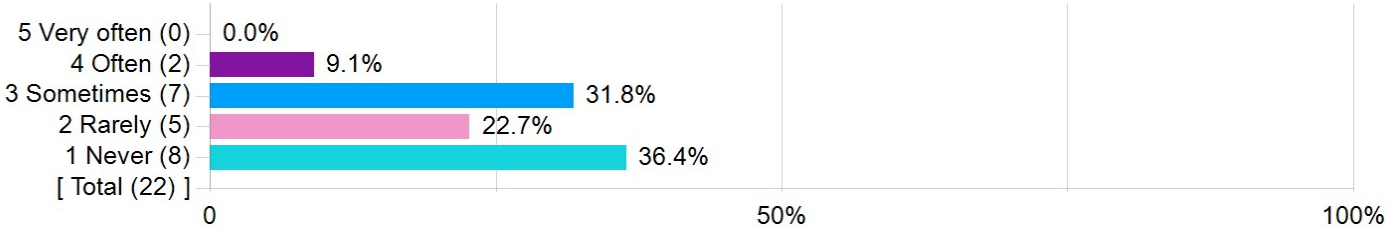
How helpful was the TA’s feedback on your assignments?



Statistics	Value
Invited Count	122
Response Count	16
Response Rate	13.1%
Mean	4.1
Standard Deviation	1.0

How often did you seek assistance from this TA? (Only for NO SEC)

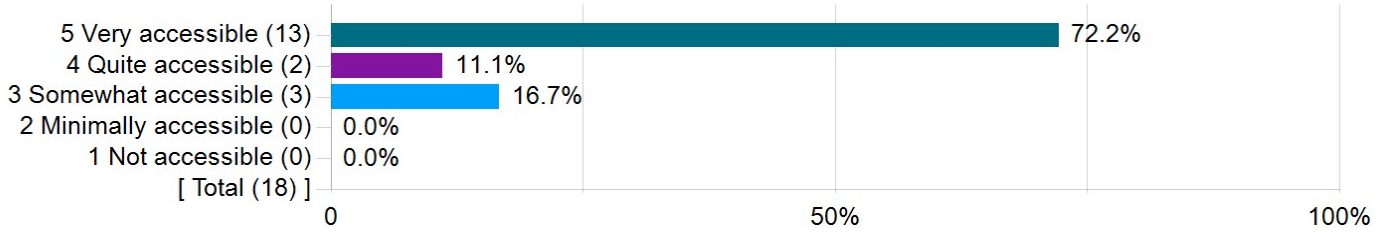
How often did you seek assistance from this TA? (Only for NO SEC)



Statistics	Value
Invited Count	122
Response Count	22
Response Rate	18.0%
Mean	2.1
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	122
Response Count	18
Response Rate	14.8%
Mean	4.6
Standard Deviation	0.8

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

Comments
George was a great TA, he was very responsive when I reached out and helped me troubleshoot issues I had with assignments.
Good Job!
I really like how George explained things and was willing to answer all of my questions. He was very nice and helpful and is a good TA.
Unfortunately, I never engaged with the TA for this course.
George is very helpful because he takes time to explain concepts through analogies and examples. I liked him a lot and I think he is a good TA.

UCSB

TA Survey - 2025_1W_T_Yang_George_ECON 1_0117

Project Title: **W25 TA Survey**

Courses Audience: **41**
Responses Received: **16**
Response Rate : **39.0%**

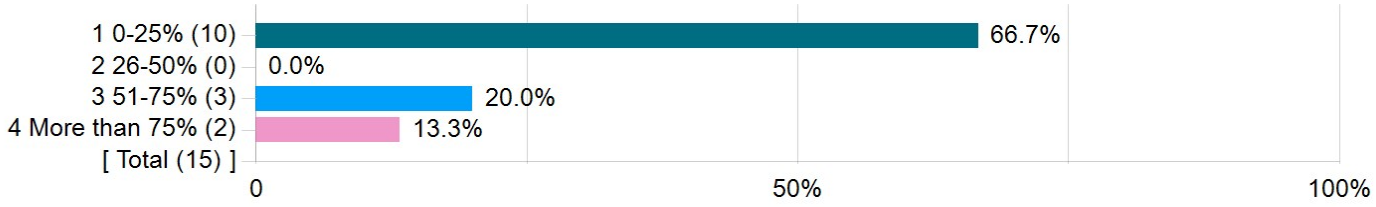
Guidance for Interpreting End-of-quarter Course Evaluation Reports:

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?

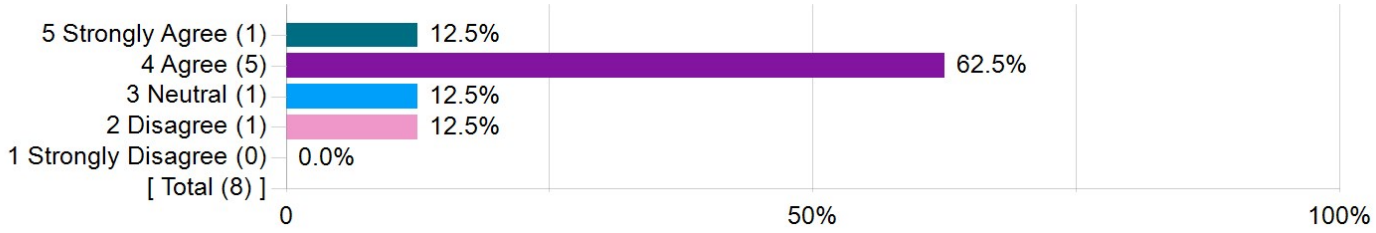
What portion of the discussion or lab class meetings did you attend?



Statistics	Value
Invited Count	41
Response Count	15
Response Rate	36.6%
Mean	1.8
Standard Deviation	1.2

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

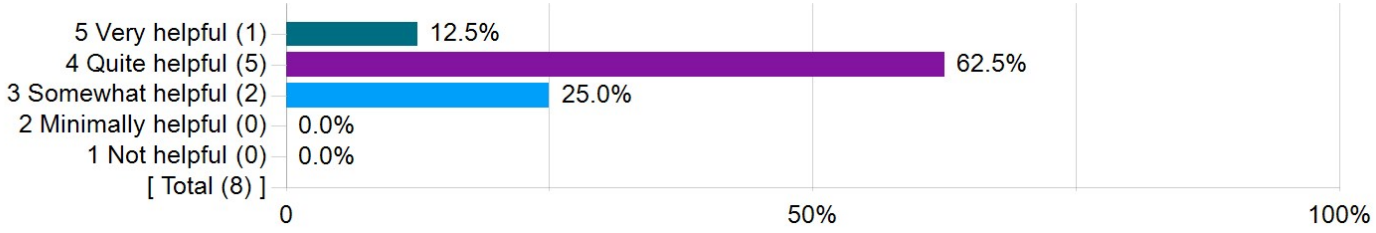
This section/lab was organized in a way that helped me learn.



Statistics	Value
Invited Count	41
Response Count	8
Response Rate	19.5%
Mean	3.8
Standard Deviation	0.9

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

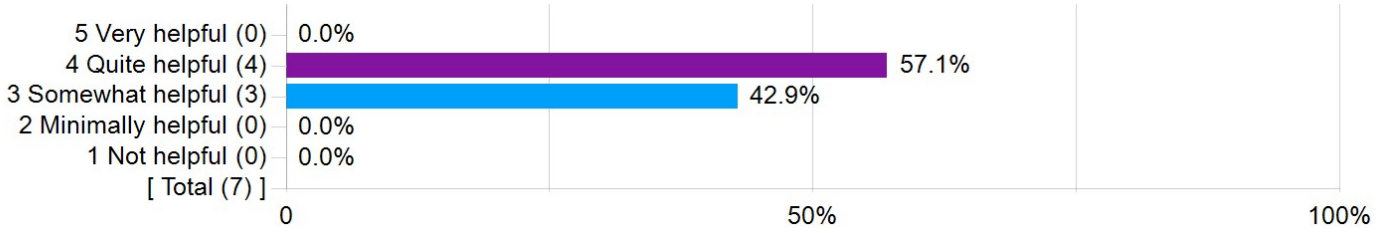
How helpful were the TA’s explanations of course material?



Statistics	Value
Invited Count	41
Response Count	8
Response Rate	19.5%
Mean	3.9
Standard Deviation	0.6

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

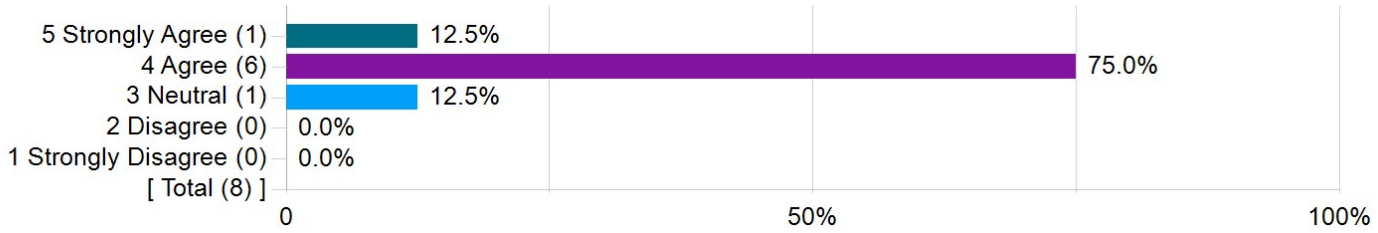
How helpful were the TA's answers to student questions?



Statistics	Value
Invited Count	41
Response Count	7
Response Rate	17.1%
Mean	3.6
Standard Deviation	0.5

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

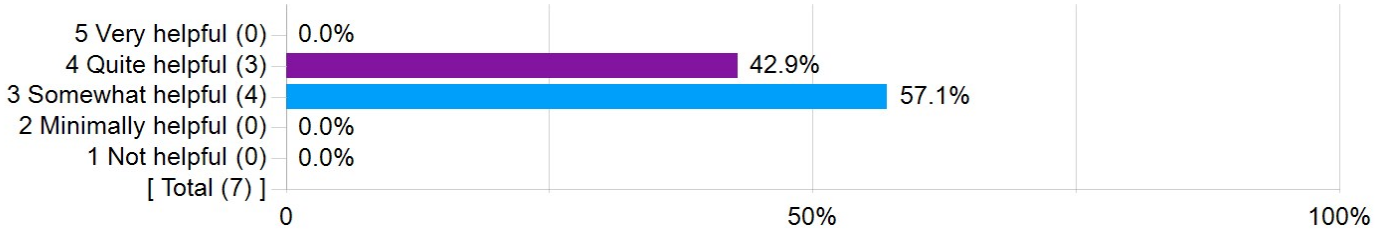
The TA created opportunities for student interaction in this discussion section/lab.



Statistics	Value
Invited Count	41
Response Count	8
Response Rate	19.5%
Mean	4.0
Standard Deviation	0.5

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

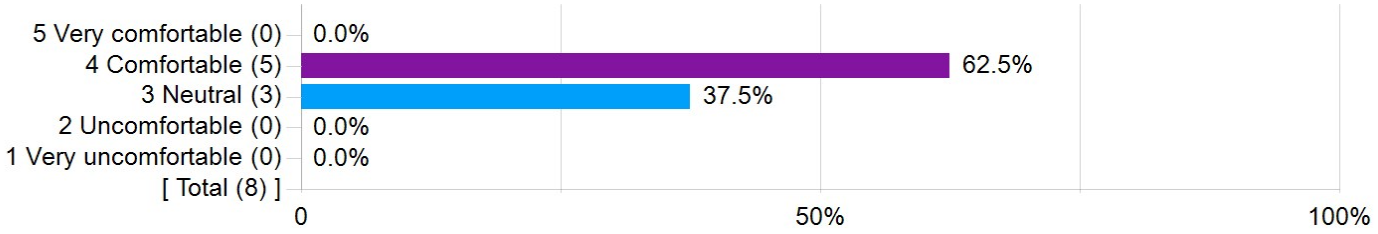
How helpful was the TA’s feedback on your assignments?



Statistics	Value
Invited Count	41
Response Count	7
Response Rate	17.1%
Mean	3.4
Standard Deviation	0.5

The TA created a _____ learning atmosphere.

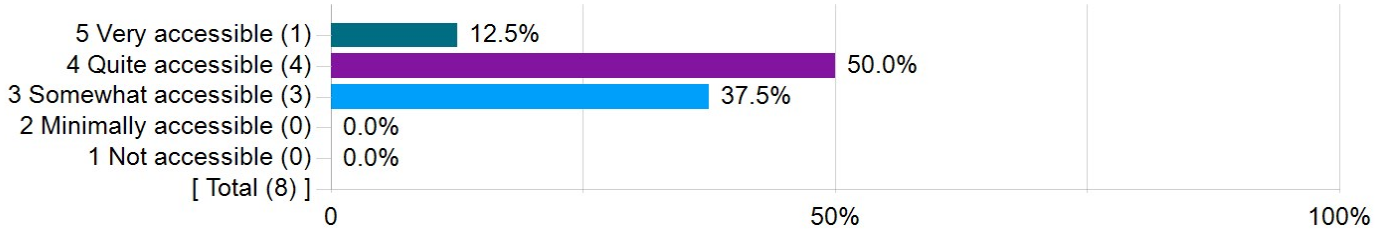
The TA created a _____ learning atmosphere.



Statistics	Value
Invited Count	41
Response Count	8
Response Rate	19.5%
Mean	3.6
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	41
Response Count	8
Response Rate	19.5%
Mean	3.8
Standard Deviation	0.7

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

Comments
I would recommend using more examples and questions from the practice quizzes and exams.
I had a different ta, but I guess it switched?

UCSB

TA Survey - 2025_1W_T_Yang_George_ECON 1_0119

Project Title: **W25 TA Survey**

Courses Audience: **38**
Responses Received: **8**
Response Rate : **21.1%**

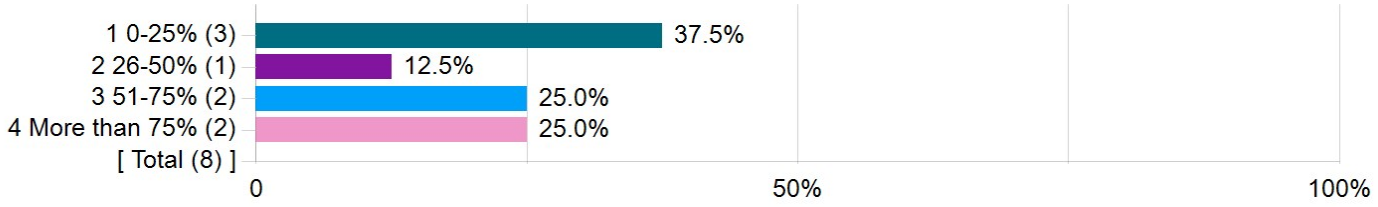
Guidance for Interpreting End-of-quarter Course Evaluation Reports:

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?

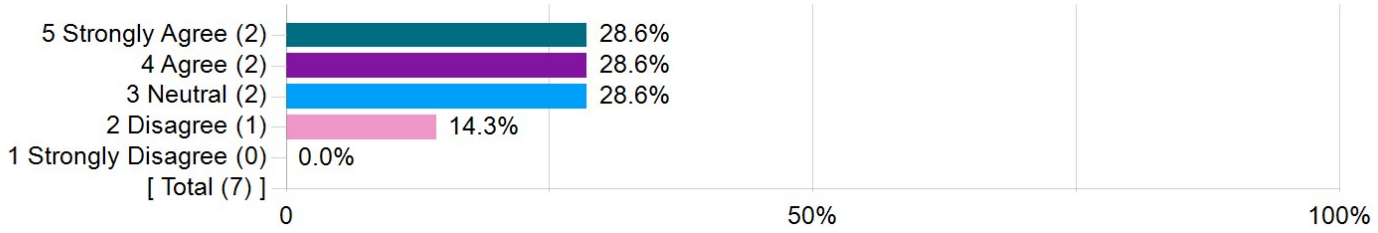
What portion of the discussion or lab class meetings did you attend?



Statistics	Value
Invited Count	38
Response Count	8
Response Rate	21.1%
Mean	2.4
Standard Deviation	1.3

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

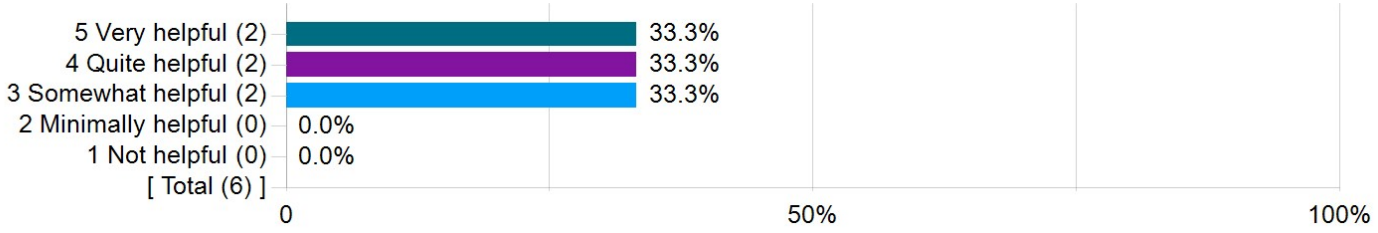
This section/lab was organized in a way that helped me learn.



Statistics	Value
Invited Count	38
Response Count	7
Response Rate	18.4%
Mean	3.7
Standard Deviation	1.1

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

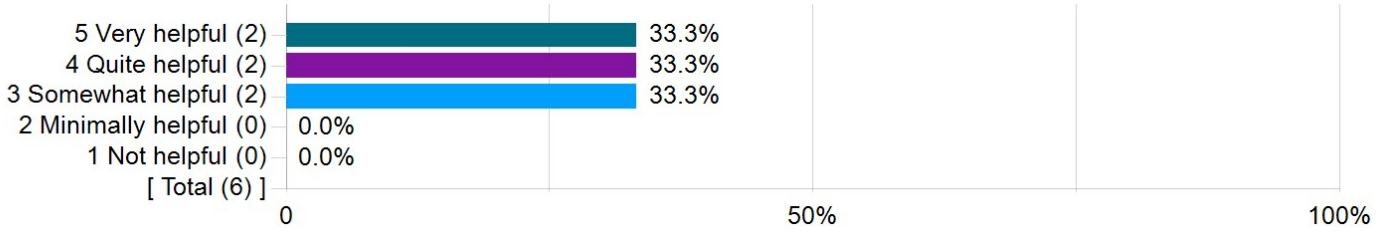
How helpful were the TA’s explanations of course material?



Statistics	Value
Invited Count	38
Response Count	6
Response Rate	15.8%
Mean	4.0
Standard Deviation	0.9

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

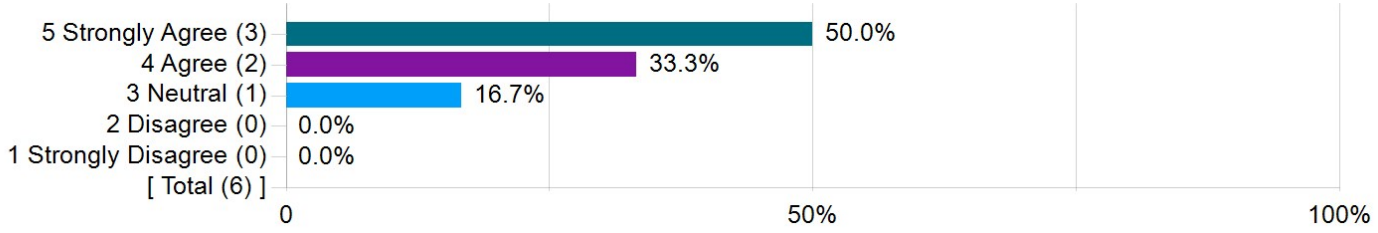
How helpful were the TA's answers to student questions?



Statistics	Value
Invited Count	38
Response Count	6
Response Rate	15.8%
Mean	4.0
Standard Deviation	0.9

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

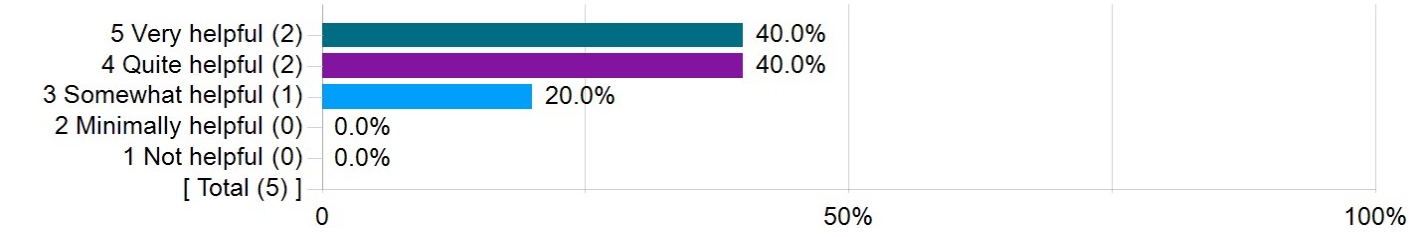
The TA created opportunities for student interaction in this discussion section/lab.



Statistics	Value
Invited Count	38
Response Count	6
Response Rate	15.8%
Mean	4.3
Standard Deviation	0.8

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

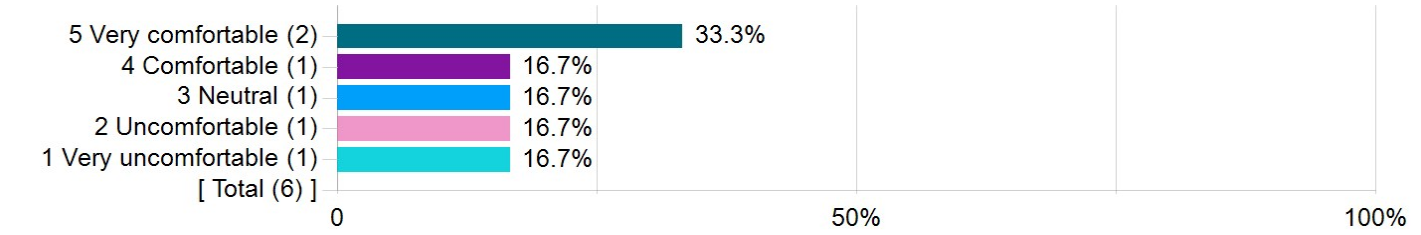
How helpful was the TA’s feedback on your assignments?



Statistics	Value
Invited Count	38
Response Count	5
Response Rate	13.2%
Mean	4.2
Standard Deviation	0.8

The TA created a _____ learning atmosphere.

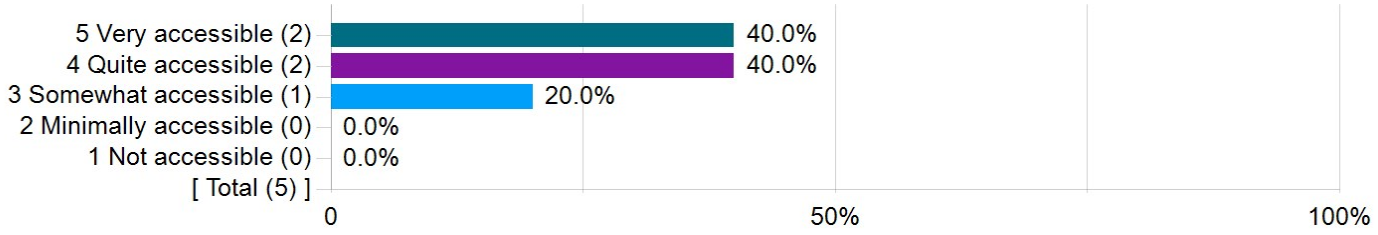
The TA created a _____ learning atmosphere.



Statistics	Value
Invited Count	38
Response Count	6
Response Rate	15.8%
Mean	3.3
Standard Deviation	1.6

How accessible was the TA for help or consultation?

How accessible was the TA for help or consultation?



Statistics	Value
Invited Count	38
Response Count	5
Response Rate	13.2%
Mean	4.2
Standard Deviation	0.8

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

Comments
N/A
None
I would attend section, but my TA used to be Mohamed and when he left, I would attend section with Austin. I never attended section with George unfortunately, so I don't really have aby feedback .
Please give clear instructions when asking a question and please don’t make a student feel embarrassed for answering incorrectly or not understanding what you asked of them.
N/A

UCSB

TA Survey - 2025_4F_T_Yang_George_ECON 1_0105

Project Title: **F25 TA Survey**

Courses Audience: **34**
Responses Received: **11**
Response Rate : **32.4%**

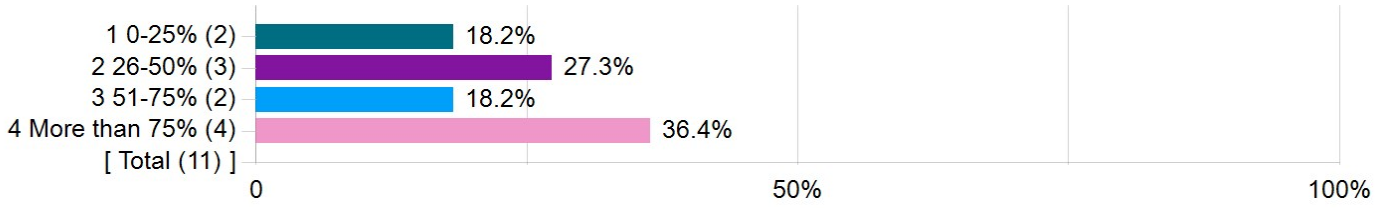
Guidance for Interpreting End-of-quarter Course Evaluation Reports:

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://my-ucsb.bluera.com).
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: **Sunday, December 14, 2025**

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

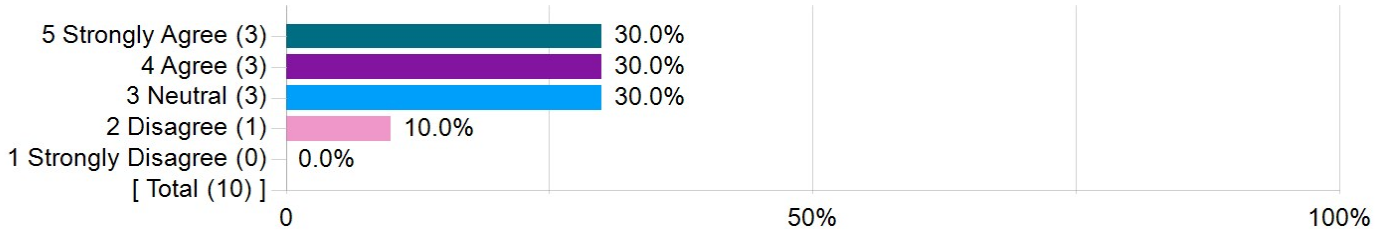
What portion of the discussion or lab class meetings did you attend?



Statistics	Value
Invited Count	34
Response Count	11
Response Rate	32.4%
Mean	2.7
Standard Deviation	1.2

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

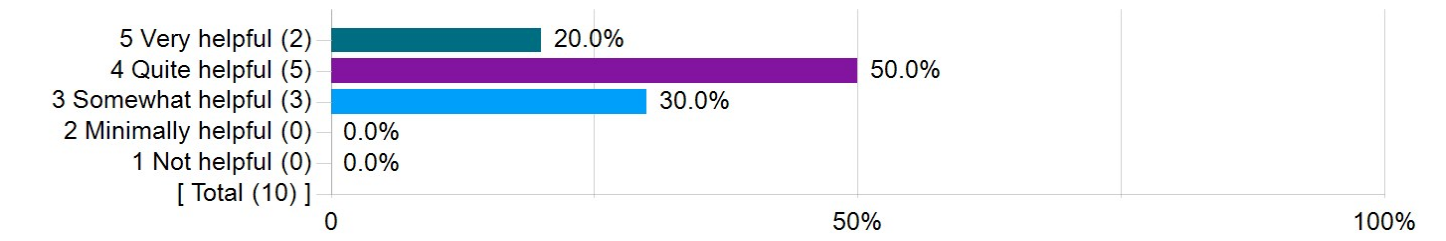
This section/lab was organized in a way that helped me learn.



Statistics	Value
Invited Count	34
Response Count	10
Response Rate	29.4%
Mean	3.8
Standard Deviation	1.0

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

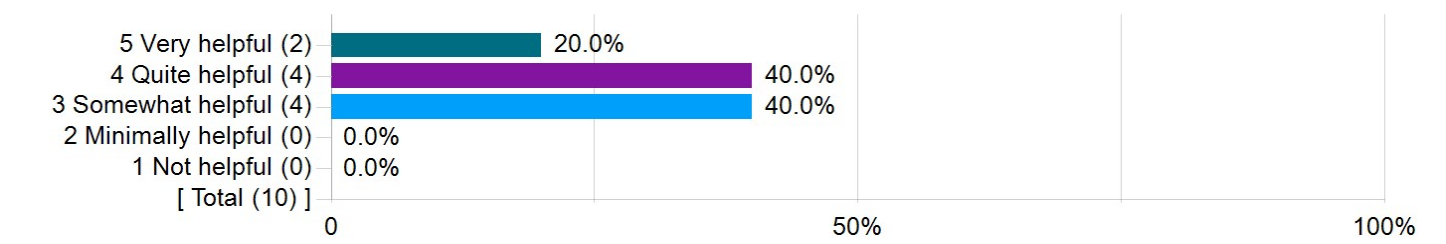
How helpful were the TA’s explanations of course material?



Statistics	Value
Invited Count	34
Response Count	10
Response Rate	29.4%
Mean	3.9
Standard Deviation	0.7

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

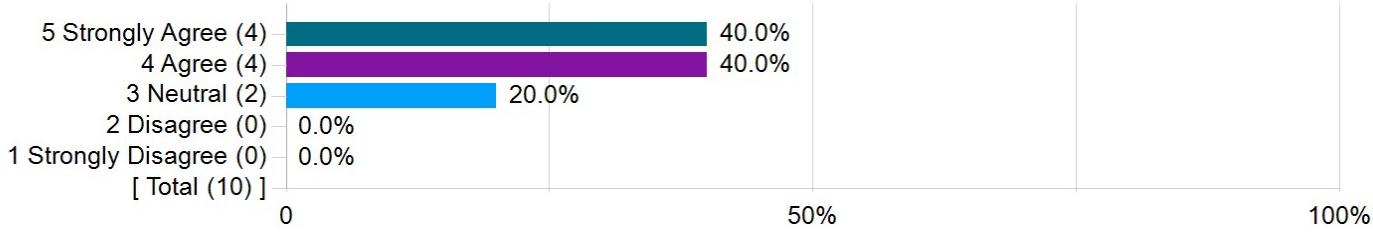
How helpful were the TA's answers to student questions?



Statistics	Value
Invited Count	34
Response Count	10
Response Rate	29.4%
Mean	3.8
Standard Deviation	0.8

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

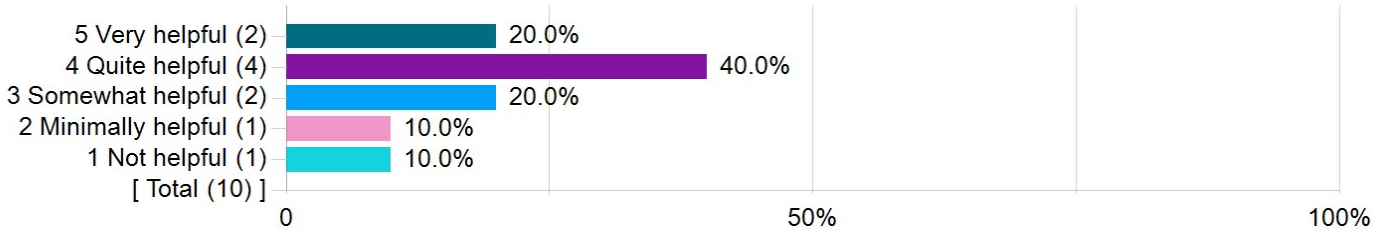
The TA created opportunities for student interaction in this discussion section/lab.



Statistics	Value
Invited Count	34
Response Count	10
Response Rate	29.4%
Mean	4.2
Standard Deviation	0.8

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

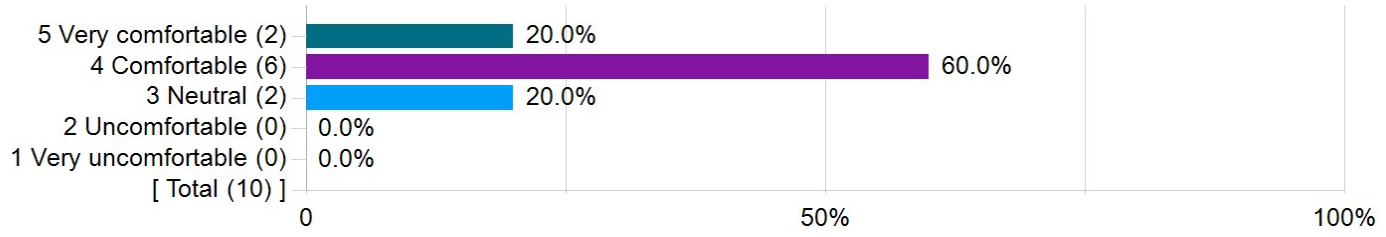
How helpful was the TA’s feedback on your assignments?



Statistics	Value
Invited Count	34
Response Count	10
Response Rate	29.4%
Mean	3.5
Standard Deviation	1.3

The TA created a _____ learning atmosphere.

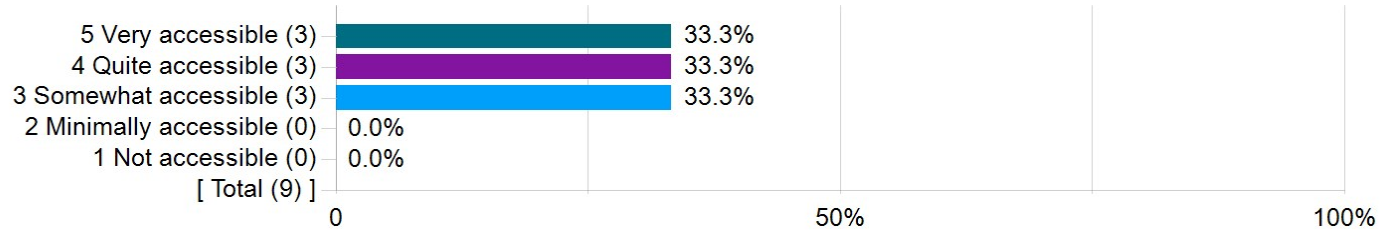
The TA created a _____ learning atmosphere.



Statistics	Value
Invited Count	34
Response Count	10
Response Rate	29.4%
Mean	4.0
Standard Deviation	0.7

How accessible was the TA for help or consultation?

How accessible was the TA for help or consultation?



Statistics	Value
Invited Count	34
Response Count	9
Response Rate	26.5%
Mean	4.0
Standard Deviation	0.9

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

Comments
I always go to his office hours, where he patiently answers every question I have—even recalling issues I raised weeks earlier. When I asked him to explain surplus and deadweight loss under different policies, he covered it in detail during a section, complete with diagrams. He also picks up on my emotional state.
Section would be better if focus more on exam

UCSB

TA Survey - 2025_4F_T_Yang_George_ECON 1_0106

Project Title: **F25 TA Survey**

Courses Audience: **33**
Responses Received: **12**
Response Rate : **36.4%**

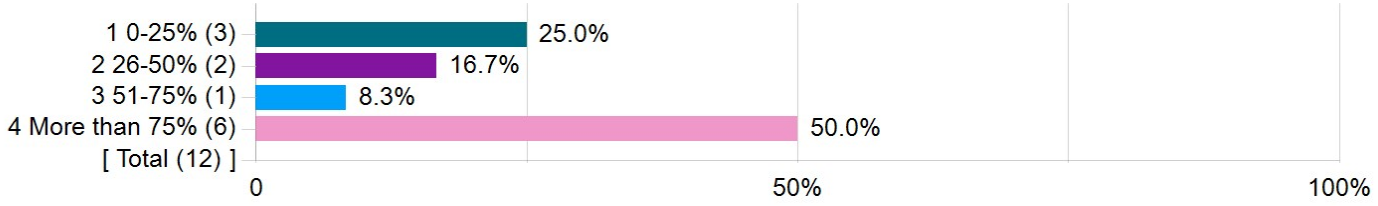
Guidance for Interpreting End-of-quarter Course Evaluation Reports:

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://my-ucsb.bluera.com).
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: **Sunday, December 14, 2025**

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

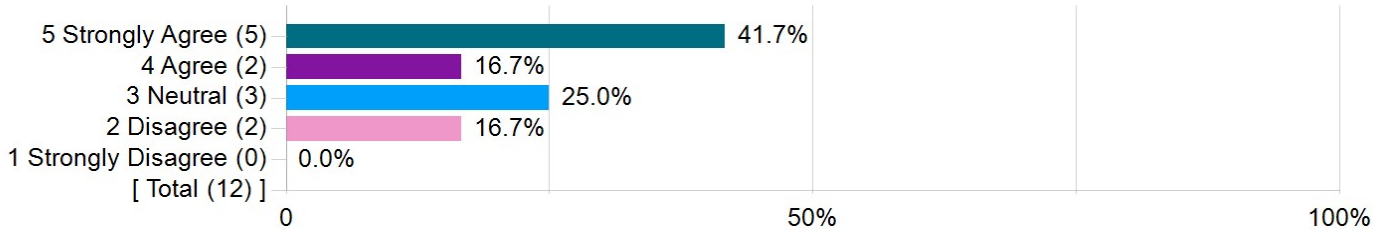
What portion of the discussion or lab class meetings did you attend?



Statistics	Value
Invited Count	33
Response Count	12
Response Rate	36.4%
Mean	2.8
Standard Deviation	1.3

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

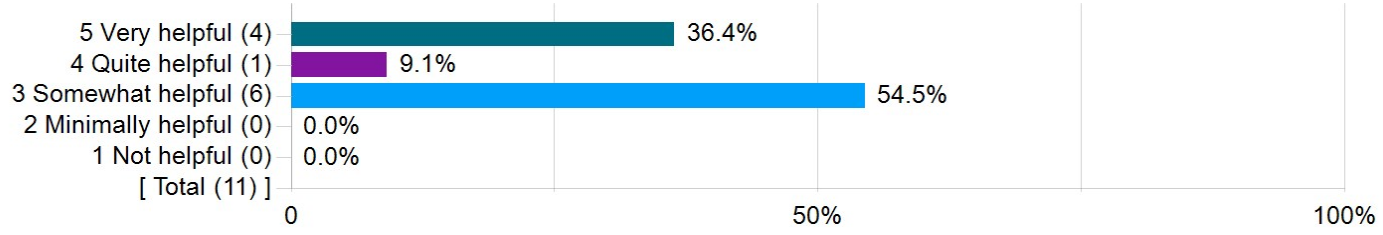
This section/lab was organized in a way that helped me learn.



Statistics	Value
Invited Count	33
Response Count	12
Response Rate	36.4%
Mean	3.8
Standard Deviation	1.2

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

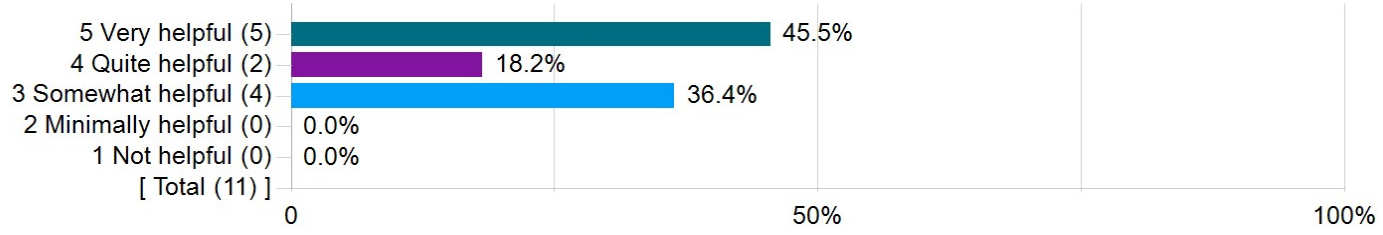
How helpful were the TA’s explanations of course material?



Statistics	Value
Invited Count	33
Response Count	11
Response Rate	33.3%
Mean	3.8
Standard Deviation	1.0

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

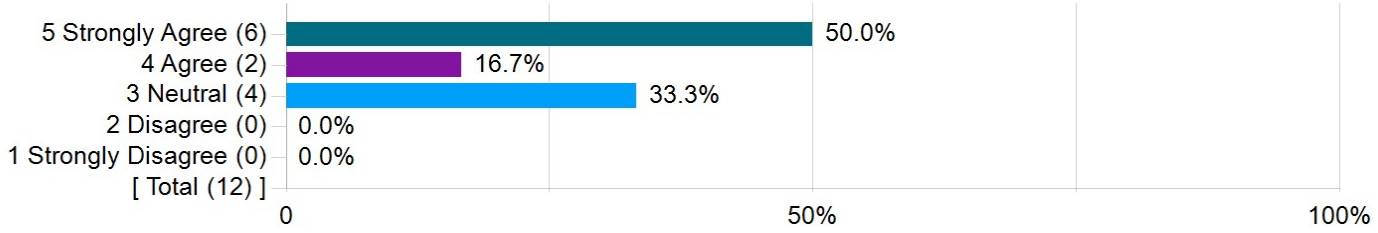
How helpful were the TA's answers to student questions?



Statistics	Value
Invited Count	33
Response Count	11
Response Rate	33.3%
Mean	4.1
Standard Deviation	0.9

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

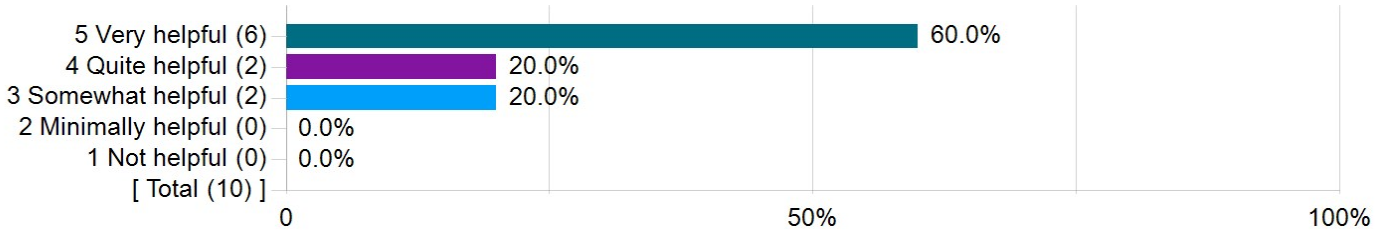
The TA created opportunities for student interaction in this discussion section/lab.



Statistics	Value
Invited Count	33
Response Count	12
Response Rate	36.4%
Mean	4.2
Standard Deviation	0.9

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

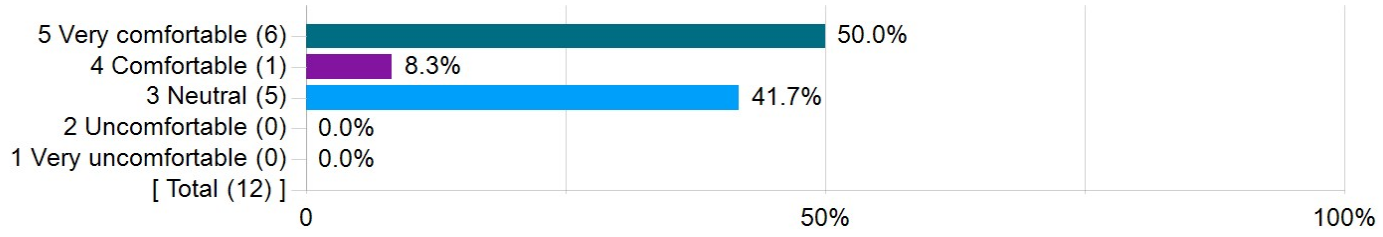
How helpful was the TA’s feedback on your assignments?



Statistics	Value
Invited Count	33
Response Count	10
Response Rate	30.3%
Mean	4.4
Standard Deviation	0.8

The TA created a _____ learning atmosphere.

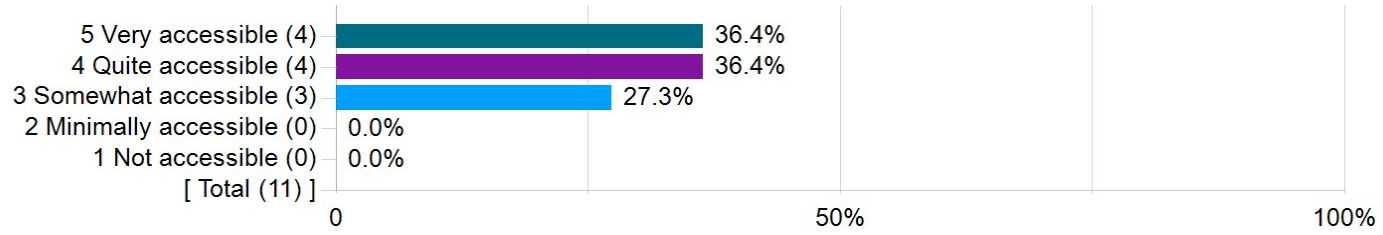
The TA created a _____ learning atmosphere.



Statistics	Value
Invited Count	33
Response Count	12
Response Rate	36.4%
Mean	4.1
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	33
Response Count	11
Response Rate	33.3%
Mean	4.1
Standard Deviation	0.8

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

Comments
George is the goat
It was helpful when he worked out the problems on the board.
Great TA, would recommend. Created a very welcoming and comfortable environment. Explained the intricacies of the material very well. Used a very good technique to increase student engagement and participation. My only section that I was sure everyone was paying attention. Connected the material to real world examples and introduced us to interesting studies and research. Overall gave us a better understanding of the material and its connection to the greater world all in a collaborative and warm environment where everyone was listening.
The slides were very well prepared but helping with more coursework related to exams would be very helpful. Thanks for a good quarter though.

UCSB

TA Survey - 2025_4F_T_Yang_George_ECON 1_0115

Project Title: **F25 TA Survey**

Courses Audience: **35**
Responses Received: **11**
Response Rate : **31.4%**

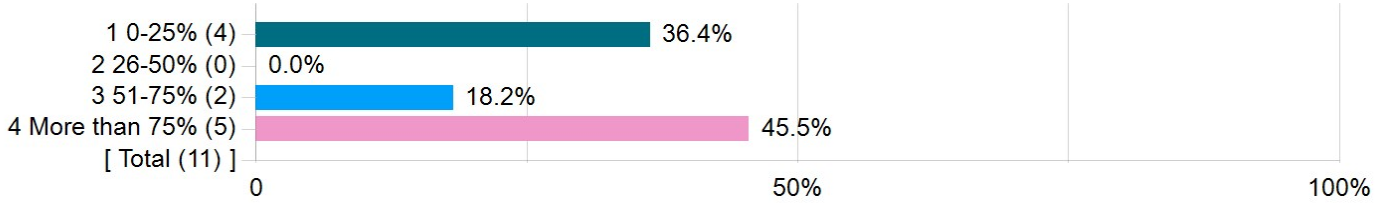
Guidance for Interpreting End-of-quarter Course Evaluation Reports:

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://my-ucsb.bluera.com).
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: **Sunday, December 14, 2025**

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

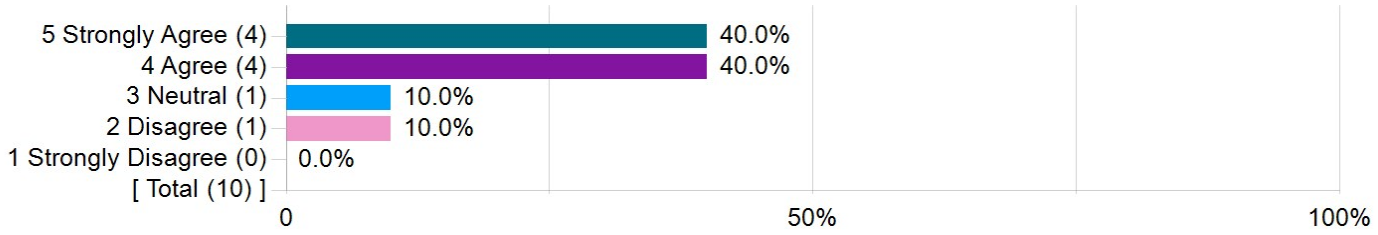
What portion of the discussion or lab class meetings did you attend?



Statistics	Value
Invited Count	35
Response Count	11
Response Rate	31.4%
Mean	2.7
Standard Deviation	1.4

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

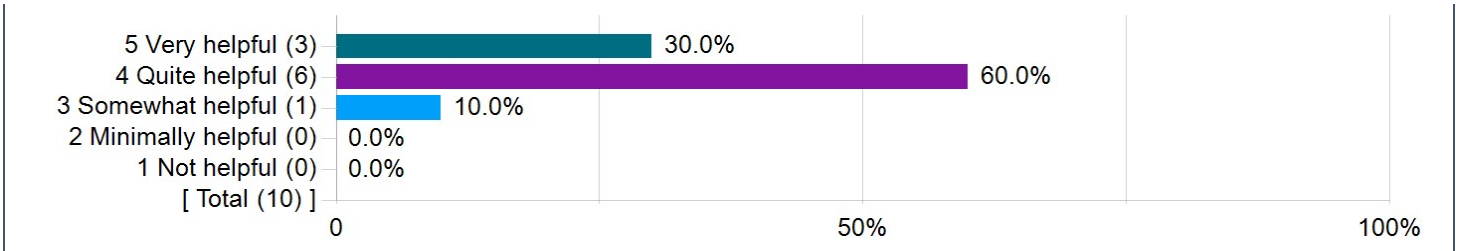
This section/lab was organized in a way that helped me learn.



Statistics	Value
Invited Count	35
Response Count	10
Response Rate	28.6%
Mean	4.1
Standard Deviation	1.0

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

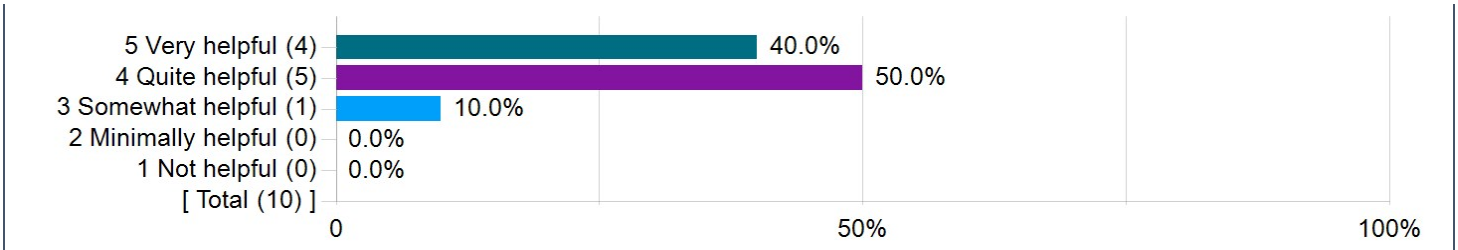
How helpful were the TA’s explanations of course material?



Statistics	Value
Invited Count	35
Response Count	10
Response Rate	28.6%
Mean	4.2
Standard Deviation	0.6

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

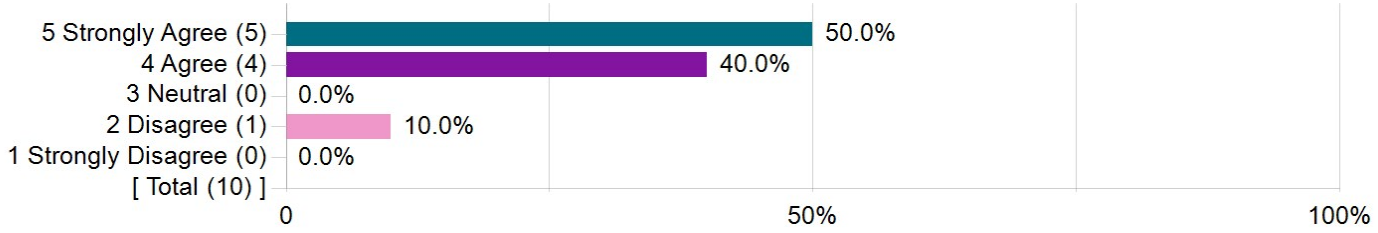
How helpful were the TA's answers to student questions?



Statistics	Value
Invited Count	35
Response Count	10
Response Rate	28.6%
Mean	4.3
Standard Deviation	0.7

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

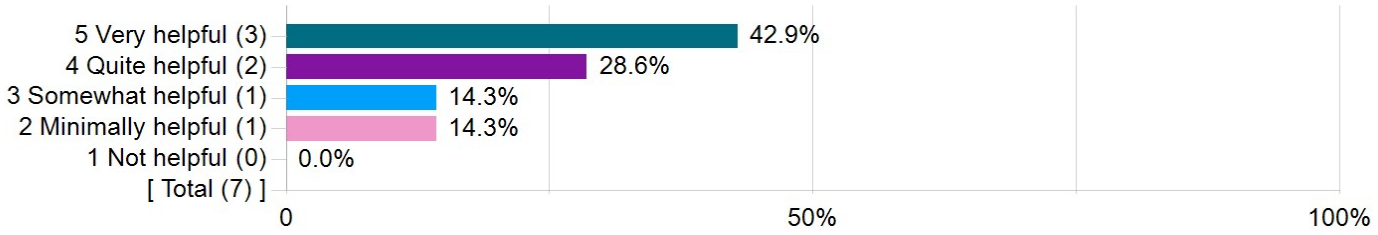
The TA created opportunities for student interaction in this discussion section/lab.



Statistics	Value
Invited Count	35
Response Count	10
Response Rate	28.6%
Mean	4.3
Standard Deviation	0.9

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

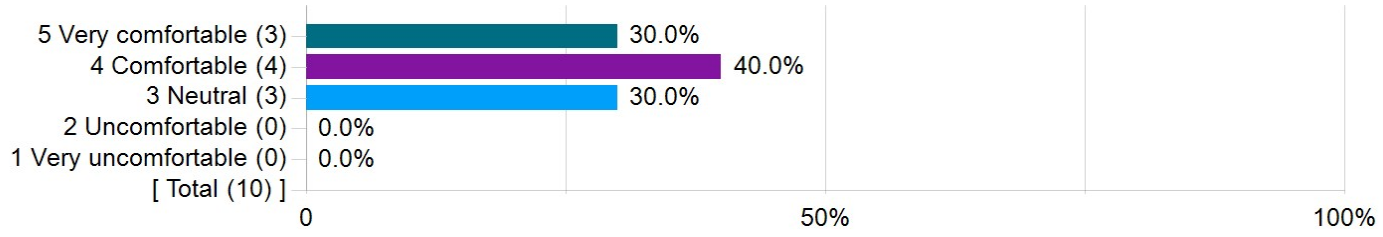
How helpful was the TA’s feedback on your assignments?



Statistics	Value
Invited Count	35
Response Count	7
Response Rate	20.0%
Mean	4.0
Standard Deviation	1.2

The TA created a _____ learning atmosphere.

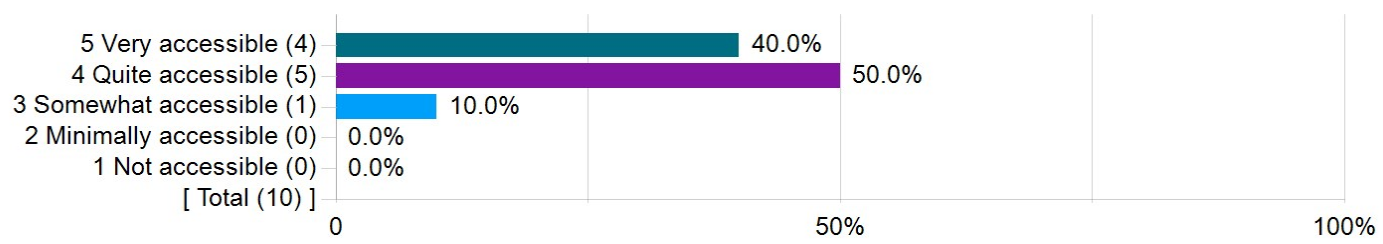
The TA created a _____ learning atmosphere.



Statistics	Value
Invited Count	35
Response Count	10
Response Rate	28.6%
Mean	4.0
Standard Deviation	0.8

How accessible was the TA for help or consultation?

How accessible was the TA for help or consultation?



Statistics	Value
Invited Count	35
Response Count	10
Response Rate	28.6%
Mean	4.3
Standard Deviation	0.7

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

Comments
He did a good job of keeping students engaged because of the fact that he randomly calls on us every class. I think he sometimes digresses into material that isn't really helpful, and that he should stick closer to the curriculum, but if you ask him a question he'll do his best to explain it. I like that he utilizes the chalkboard and draws things out.
awesome

UCSB

TA Survey - 2025_4F_T_Yang_George_ECON 1_0120

Project Title: **F25 TA Survey**

Courses Audience: **32**
Responses Received: **12**
Response Rate : **37.5%**

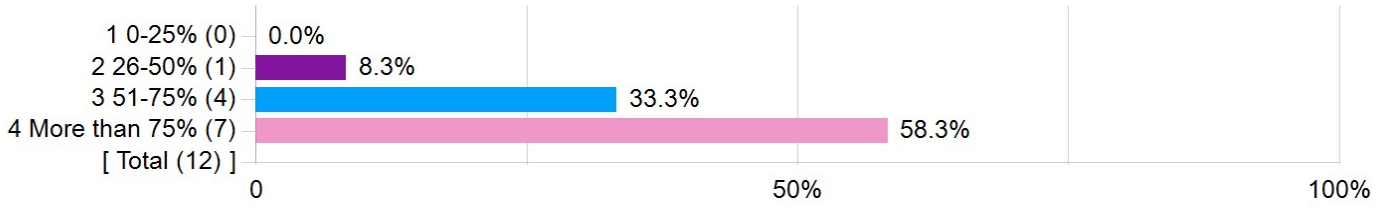
Guidance for Interpreting End-of-quarter Course Evaluation Reports:

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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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://my-ucsb.bluera.com).
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: **Sunday, December 14, 2025**

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

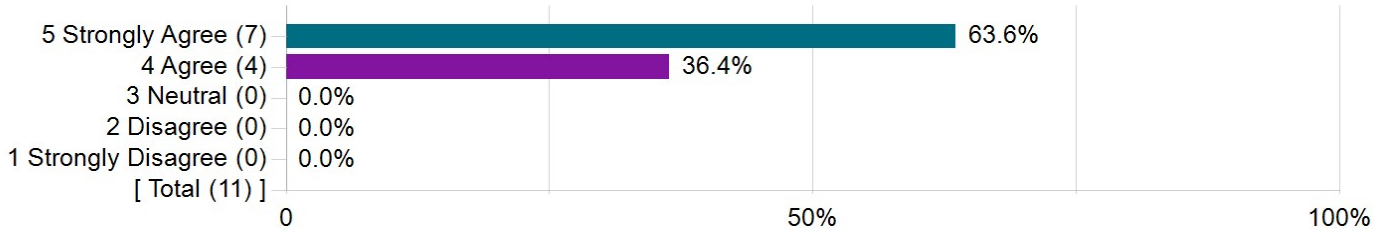
What portion of the discussion or lab class meetings did you attend?



Statistics	Value
Invited Count	32
Response Count	12
Response Rate	37.5%
Mean	3.5
Standard Deviation	0.7

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

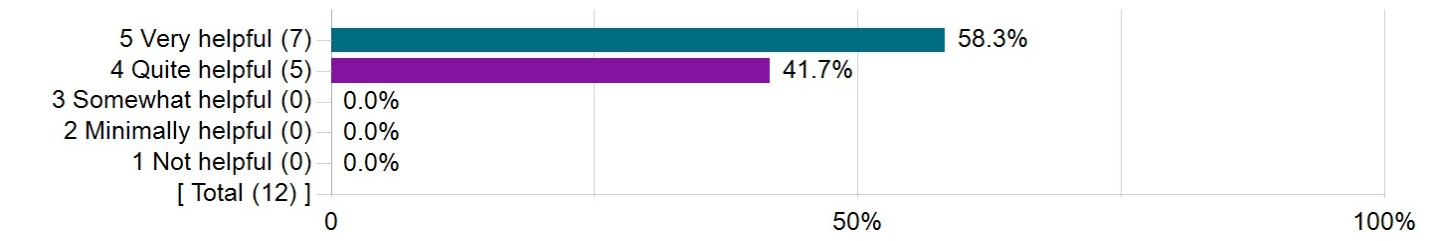
This section/lab was organized in a way that helped me learn.



Statistics	Value
Invited Count	32
Response Count	11
Response Rate	34.4%
Mean	4.6
Standard Deviation	0.5

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

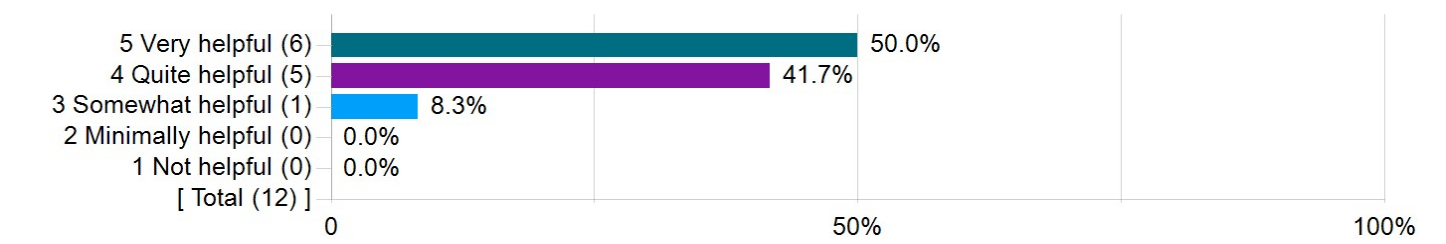
How helpful were the TA’s explanations of course material?



Statistics	Value
Invited Count	32
Response Count	12
Response Rate	37.5%
Mean	4.6
Standard Deviation	0.5

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

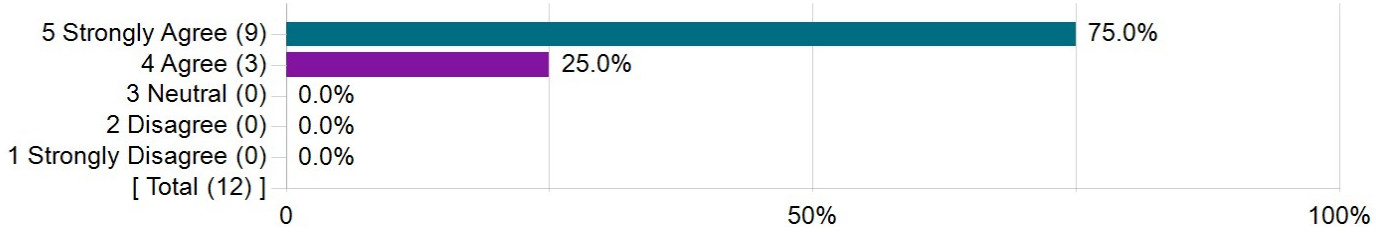
How helpful were the TA's answers to student questions?



Statistics	Value
Invited Count	32
Response Count	12
Response Rate	37.5%
Mean	4.4
Standard Deviation	0.7

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

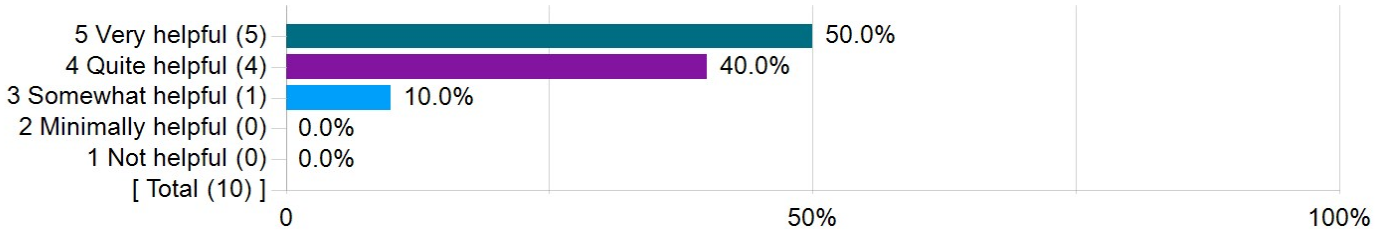
The TA created opportunities for student interaction in this discussion section/lab.



Statistics	Value
Invited Count	32
Response Count	12
Response Rate	37.5%
Mean	4.8
Standard Deviation	0.5

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

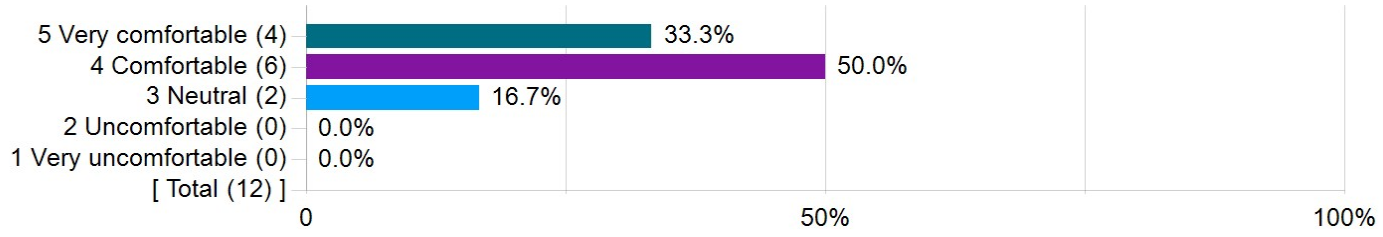
How helpful was the TA’s feedback on your assignments?



Statistics	Value
Invited Count	32
Response Count	10
Response Rate	31.3%
Mean	4.4
Standard Deviation	0.7

The TA created a _____ learning atmosphere.

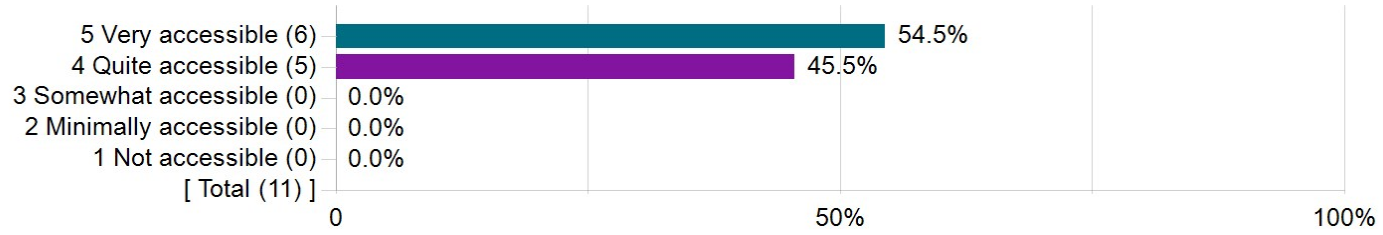
The TA created a _____ learning atmosphere.



Statistics	Value
Invited Count	32
Response Count	12
Response Rate	37.5%
Mean	4.2
Standard Deviation	0.7

How accessible was the TA for help or consultation?

How accessible was the TA for help or consultation?



Statistics	Value
Invited Count	32
Response Count	11
Response Rate	34.4%
Mean	4.5
Standard Deviation	0.5

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

Comments
at first I thought the cold–calling was uncomfortable and embarrassing, but I later learned that this style of learning made me more attentive and alert. george is a very approachable and knowledgeable TA! for future reference, 7pm sections are a pretty brutal time and could be moved to early to mid afternoon if possible
I really enjoy his teaching style. It was interactive and helped me learn the material quite well. We covered all the essential material in an effective manner.
Wonderful TA who adds a lot of value to the section notes by providing papers that apply the concepts taught
Helpful and answered questions to the best of his ability
George Yang created an interactive environment during his sections, I believe this was very helpful for topics that you were not sure if you fully understood.
George Yang is a great TA! 100% helpful and friendly and fun!

UCSB

TA Survey - 2026_1W_T_Yang_George_ECON 170_0100

Project Title: **W26 TA Survey**

Courses Audience: **74**
Responses Received: **9**
Response Rate : **12.2%**

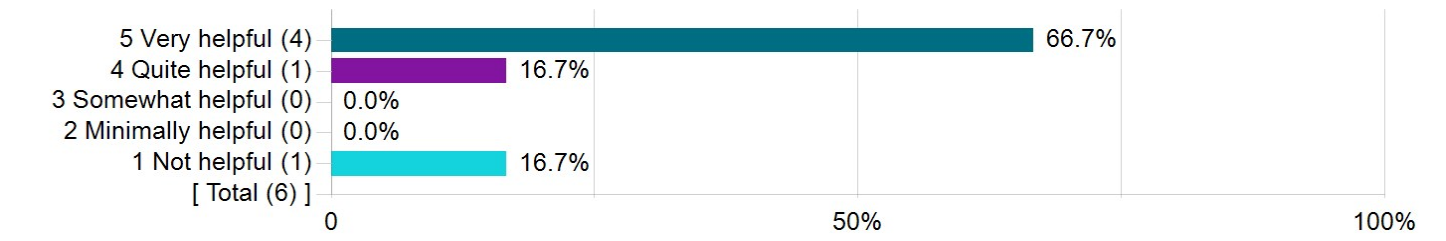
Guidance for Interpreting End-of-quarter Course Evaluation Reports:

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2. **Look for higher standard deviations.** Questions with wide variations in responses may suggest that students experienced instruction in different ways.
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   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).
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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: **Thursday, March 26, 2026**

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

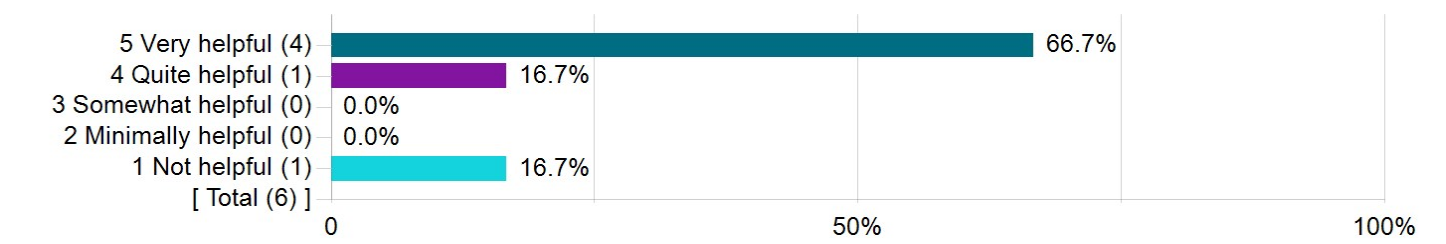
How helpful were the TA’s explanations of course material?



Statistics	Value
Invited Count	74
Response Count	6
Response Rate	8.1%
Mean	4.2
Standard Deviation	1.6

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

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



Statistics	Value
Invited Count	74
Response Count	6
Response Rate	8.1%
Mean	4.2
Standard Deviation	1.6

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

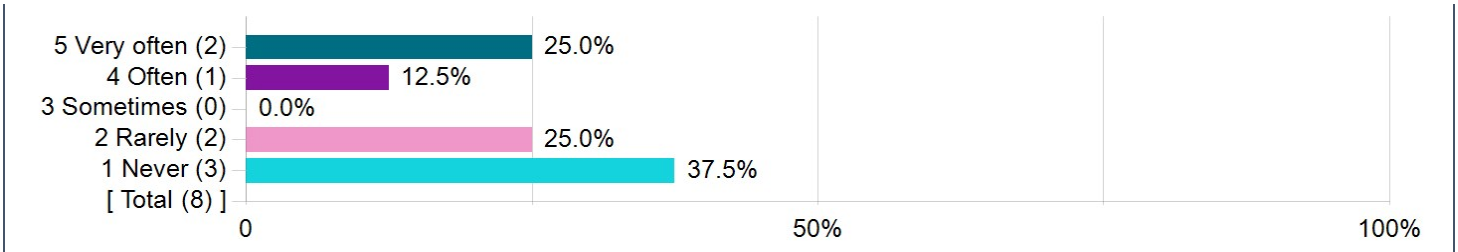
How helpful was the TA’s feedback on your assignments?



Statistics	Value
Invited Count	74
Response Count	6
Response Rate	8.1%
Mean	4.2
Standard Deviation	1.6

How often did you seek assistance from this TA? (Only for NO SEC)

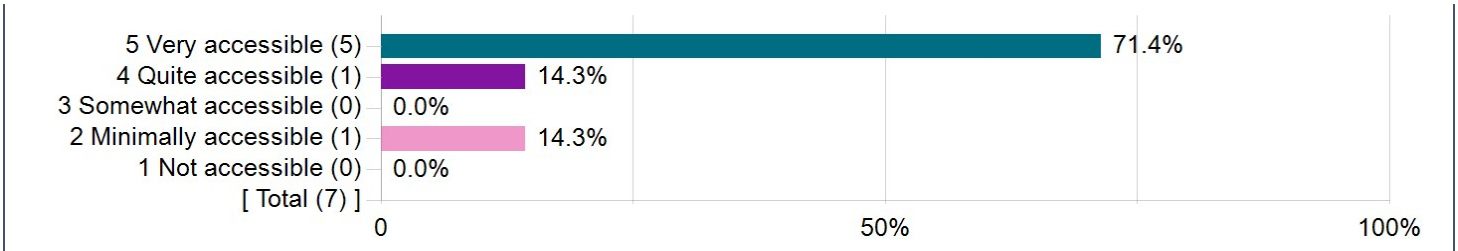
How often did you seek assistance from this TA? (Only for NO SEC)



Statistics	Value
Invited Count	74
Response Count	8
Response Rate	10.8%
Mean	2.6
Standard Deviation	1.8

How accessible was the TA for help or consultation?

How accessible was the TA for help or consultation?



Statistics	Value
Invited Count	74
Response Count	7
Response Rate	9.5%
Mean	4.4
Standard Deviation	1.1

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

Comments
Very good at explaining the material and teaching it during office hours
I have never met the TA.

UCSB

TA Survey - 2026_2S_T_Yang_George_ECON 10A_0103

Project Title: **S26 TA Survey**

Courses Audience: **24**
Responses Received: **10**
Response Rate : **41.7 %**
Opted out: **0**

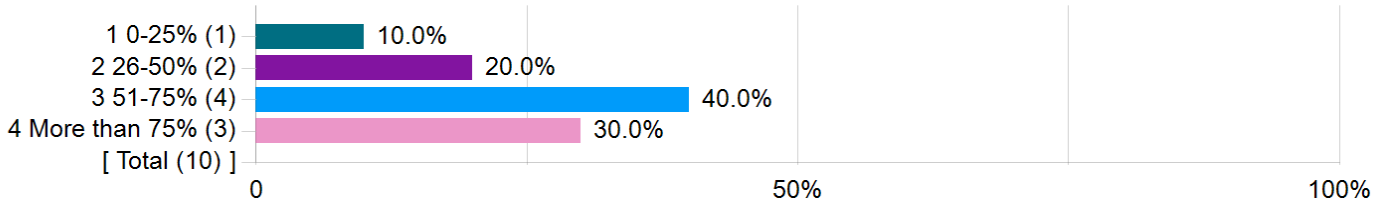
Guidance for Interpreting End-of-quarter Course Evaluation Reports:

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://my-ucsb.bluera.com).
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: **Monday, June 15, 2026**

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

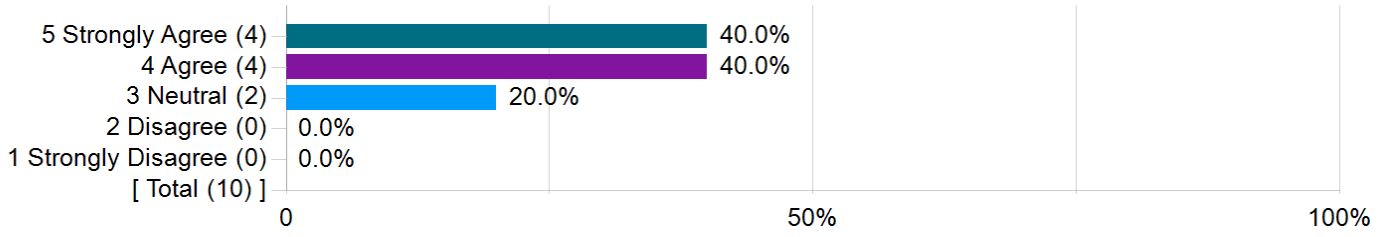
What portion of the discussion or lab class meetings did you attend?



Statistics	Value
Invited Count	24
Response Count	10
Response Rate	41.7%
Mean	2.9
Standard Deviation	1.0

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

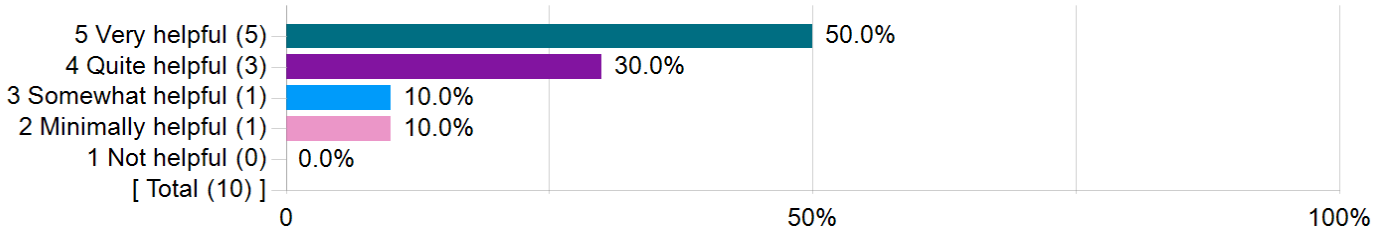
This section/lab was organized in a way that helped me learn.



Statistics	Value
Invited Count	24
Response Count	10
Response Rate	41.7%
Mean	4.2
Standard Deviation	0.8

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

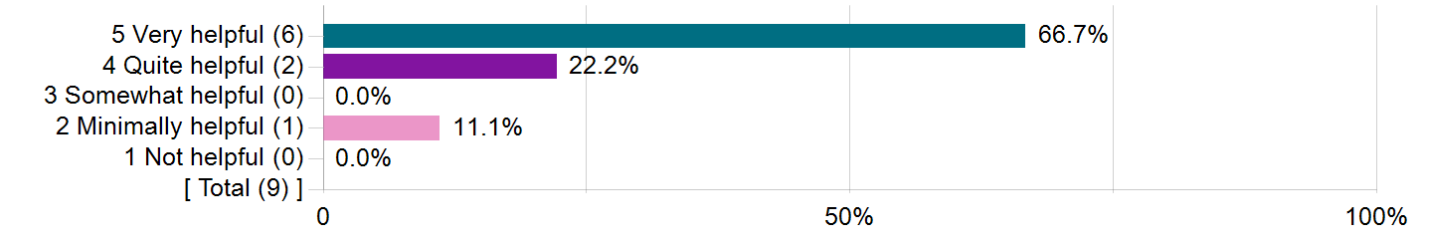
How helpful were the TA's explanations of course material?



Statistics	Value
Invited Count	24
Response Count	10
Response Rate	41.7%
Mean	4.2
Standard Deviation	1.0

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

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



Statistics	Value
Invited Count	24
Response Count	9
Response Rate	37.5%
Mean	4.4
Standard Deviation	1.0

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	24
Response Count	10
Response Rate	41.7%
Mean	4.3
Standard Deviation	1.3

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

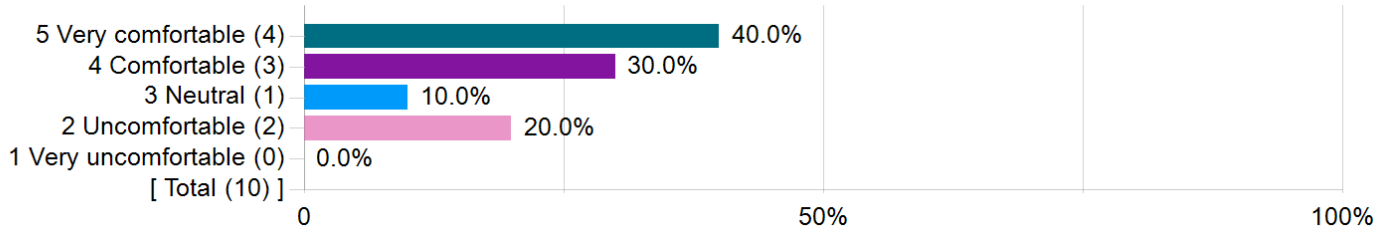
How helpful was the TA’s feedback on your assignments?



Statistics	Value
Invited Count	24
Response Count	7
Response Rate	29.2%
Mean	4.6
Standard Deviation	1.1

The TA created a _____ learning atmosphere.

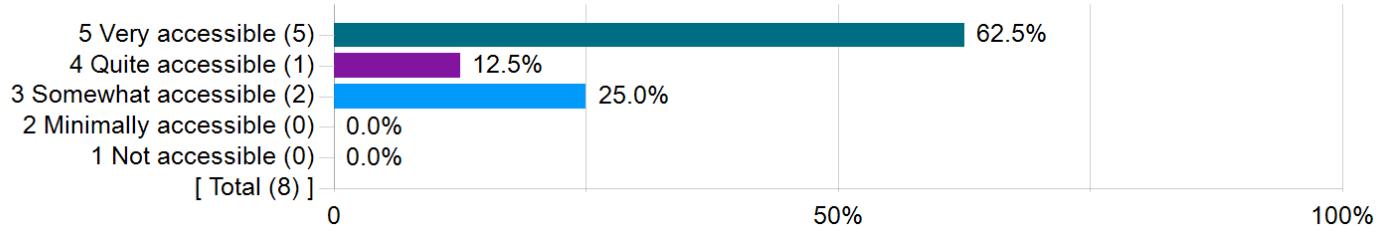
The TA created a _____ learning atmosphere.



Statistics	Value
Invited Count	24
Response Count	10
Response Rate	41.7%
Mean	3.9
Standard Deviation	1.2

How accessible was the TA for help or consultation?

How accessible was the TA for help or consultation?



Statistics	Value
Invited Count	24
Response Count	8
Response Rate	33.3%
Mean	4.4
Standard Deviation	0.9

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

Comments
The mandatory cold calling seemed unnecessary. I appreciate that he cares but most of the students didn't know how to answer the problems and would spend the section going ahead/scrambling to google the answers in order to have something to say if they got called. It's not reasonable to expect students to think out loud and understand how to do a problem on the spot about content they just learned. If a student isn't focused that's on them, let students who actually pay attention have the opportunity to learn normally.
it was kinda annoying that he did cold calling beacuse i was going to section to learn the stuff we were doing and i like never knew the answer. he was chill about it though
Cold calling is a bit scary, but it encouraged me to solve and understand material ahead of section times.

UCSB

TA Survey - 2026_2S_T_Yang_George_ECON 10A_0105

Project Title: **S26 TA Survey**

Courses Audience: **21**
Responses Received: **2**
Response Rate : **9.5 %**
Opted out: **0**

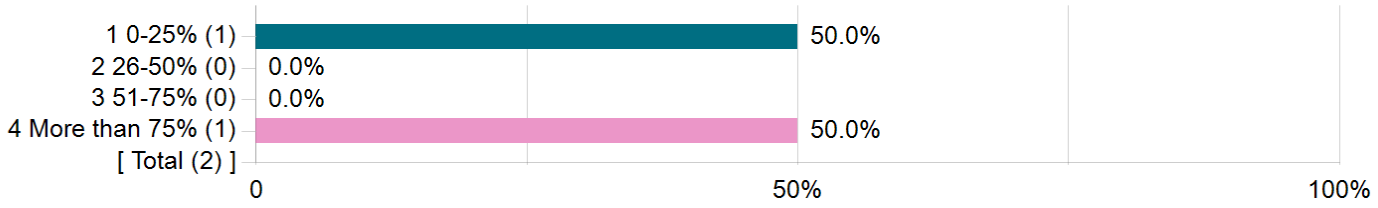
Guidance for Interpreting End-of-quarter Course Evaluation Reports:

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://my-ucsb.bluera.com).
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: **Monday, June 15, 2026**

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

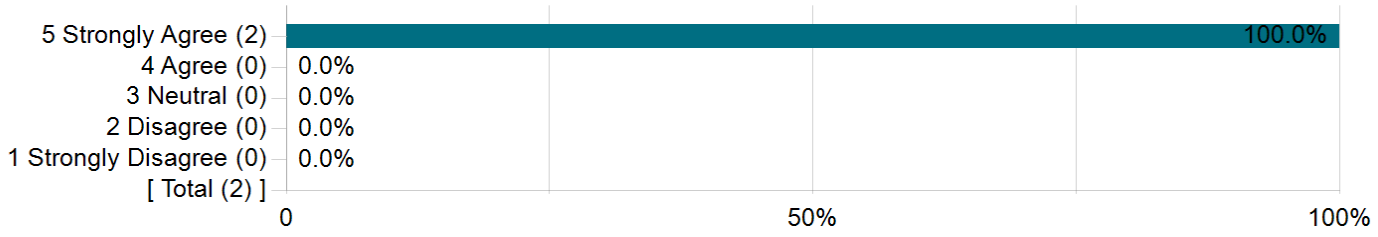
What portion of the discussion or lab class meetings did you attend?



Statistics	Value
Invited Count	21
Response Count	2
Response Rate	9.5%
Mean	2.5
Standard Deviation	2.1

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

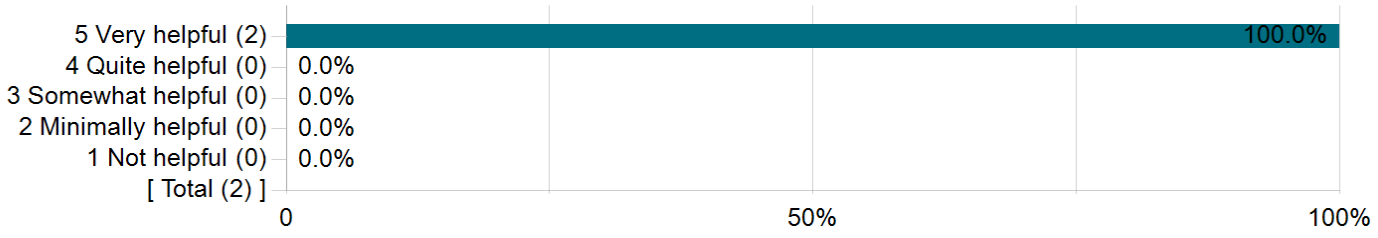
This section/lab was organized in a way that helped me learn.



Statistics	Value
Invited Count	21
Response Count	2
Response Rate	9.5%
Mean	5.0
Standard Deviation	0.0

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

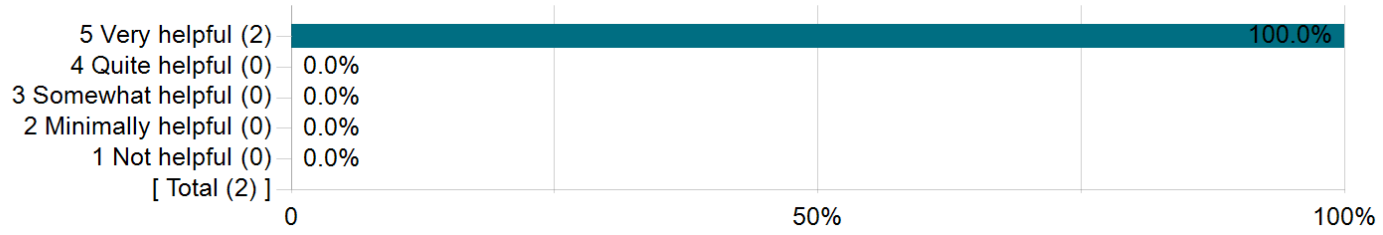
How helpful were the TA's explanations of course material?



Statistics	Value
Invited Count	21
Response Count	2
Response Rate	9.5%
Mean	5.0
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	21
Response Count	2
Response Rate	9.5%
Mean	5.0
Standard Deviation	0.0

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

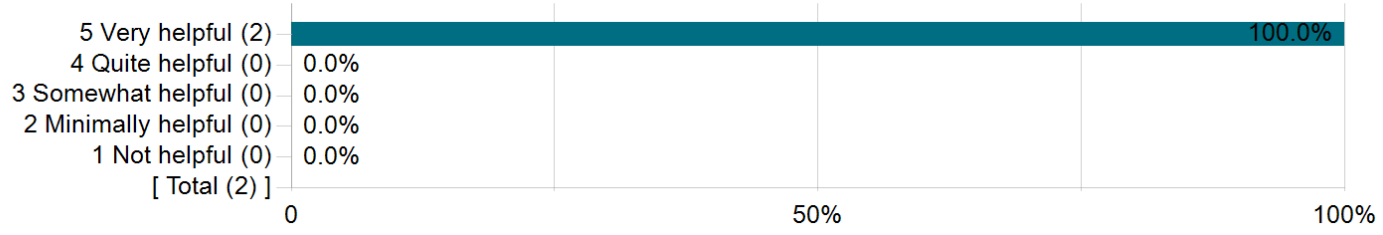
The TA created opportunities for student interaction in this discussion section/lab.



Statistics	Value
Invited Count	21
Response Count	2
Response Rate	9.5%
Mean	5.0
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	21
Response Count	2
Response Rate	9.5%
Mean	5.0
Standard Deviation	0.0

The TA created a _____ learning atmosphere.

The TA created a _____ learning atmosphere.



Statistics	Value
Invited Count	21
Response Count	2
Response Rate	9.5%
Mean	5.0
Standard Deviation	0.0

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	2
Response Rate	9.5%
Mean	5.0
Standard Deviation	0.0

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

Comments
good

UCSB

TA Survey - 2026_2S_T_Yang_George_ECON 177_0100

Project Title: **S26 TA Survey**

Courses Audience: **165**
Responses Received: **19**
Response Rate : **11.5 %**
Opted out: **2**

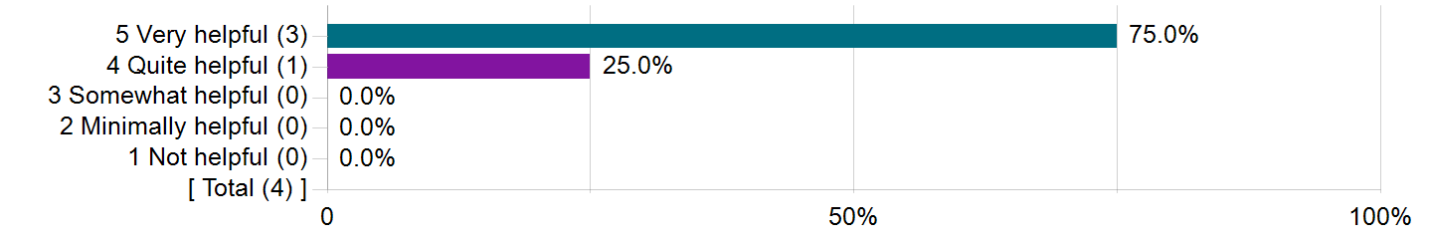
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   c. <3.5 suggests that the instructor or TA can more effectively support student learning.
4. **Review comments.** Look for patterns in comments indicating things that went well or opportunities for improvement. Patterns or differences between your 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).
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9. **Questions?** Contact support@course-evals.ucsb.edu to discuss course evaluations with an OTL Instructional Consultant.

Creation Date: **Monday, June 15, 2026**

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

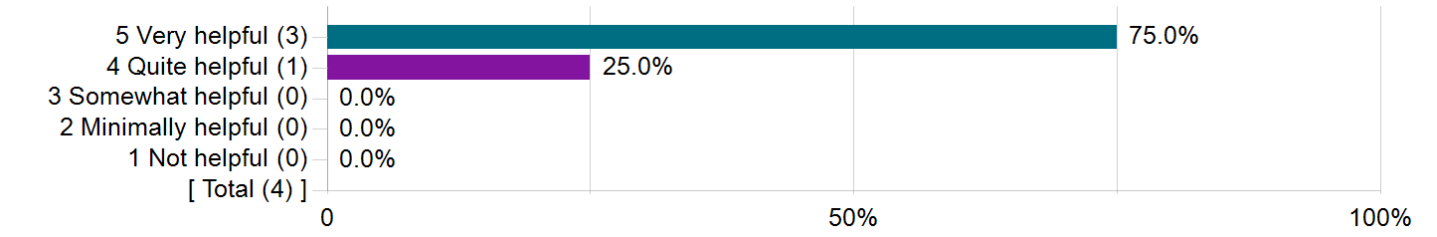
How helpful were the TA’s explanations of course material?



Statistics	Value
Invited Count	165
Response Count	4
Response Rate	2.4%
Mean	4.8
Standard Deviation	0.5

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

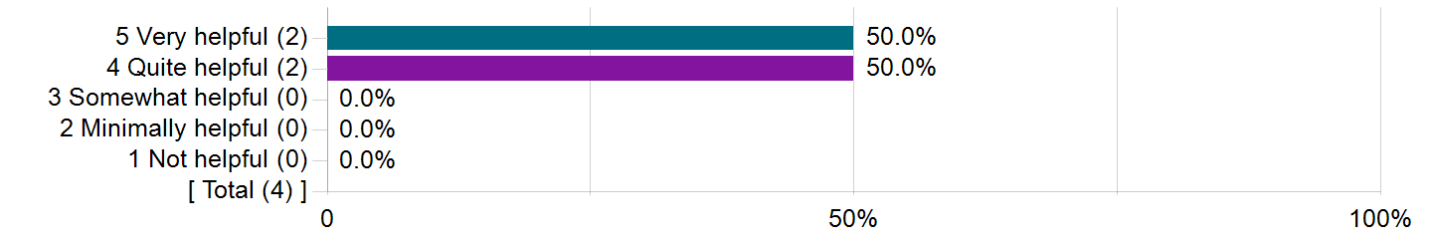
How helpful were the TA's answers to student questions?



Statistics	Value
Invited Count	165
Response Count	4
Response Rate	2.4%
Mean	4.8
Standard Deviation	0.5

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

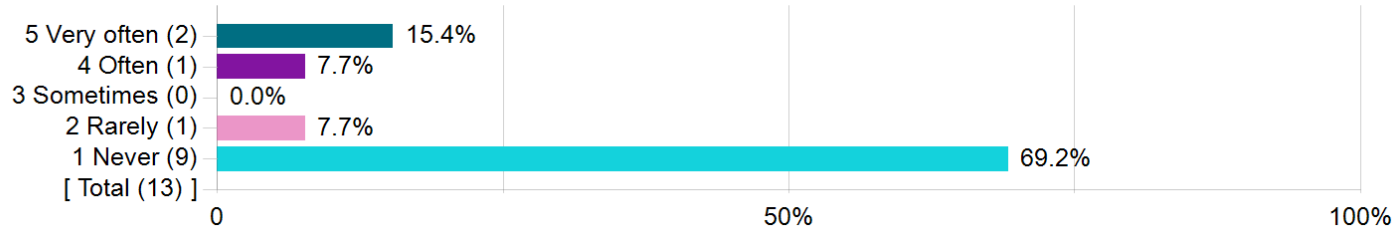
How helpful was the TA’s feedback on your assignments?



Statistics	Value
Invited Count	165
Response Count	4
Response Rate	2.4%
Mean	4.5
Standard Deviation	0.6

How often did you seek assistance from this TA? (Only for NO SEC)

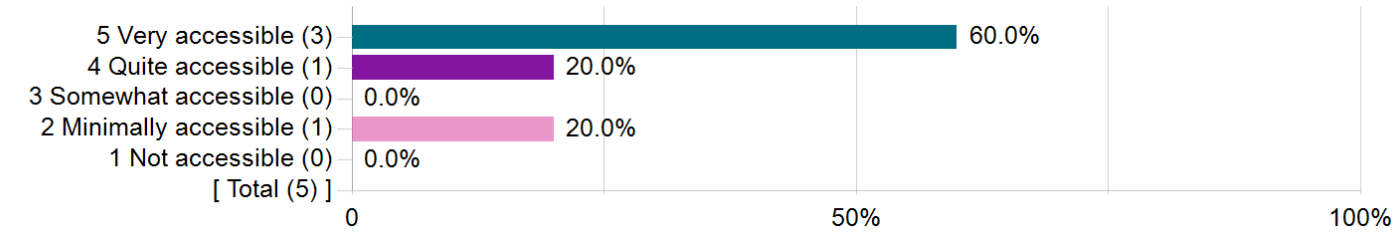
How often did you seek assistance from this TA? (Only for NO SEC)



Statistics	Value
Invited Count	165
Response Count	13
Response Rate	7.9%
Mean	1.9
Standard Deviation	1.6

How accessible was the TA for help or consultation?

How accessible was the TA for help or consultation?



Statistics	Value
Invited Count	165
Response Count	5
Response Rate	3.0%
Mean	4.2
Standard Deviation	1.3