

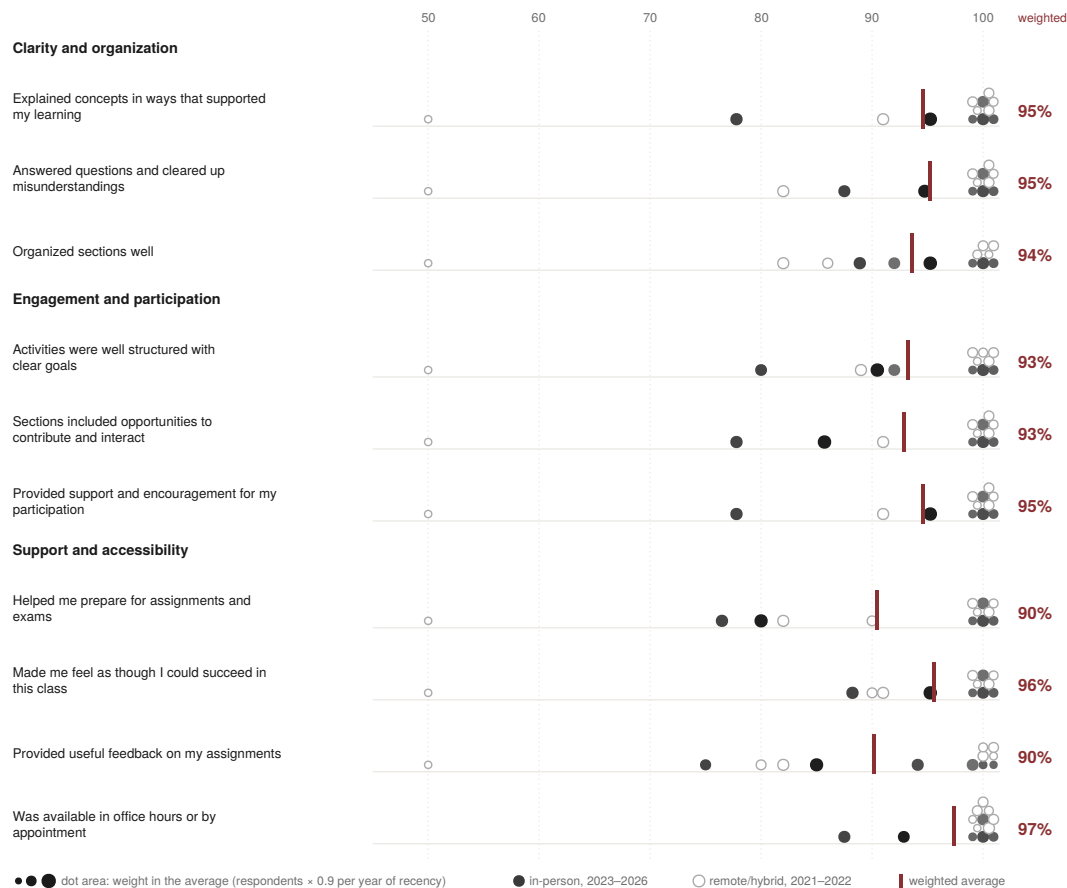
Teaching Evaluations: Summary

I taught sixteen courses at UC Santa Cruz between 2020 and 2026: fifteen as a teaching assistant and one, Intermediate Microeconomics, as instructor of record. Student evaluations are available for fourteen of the sixteen; the Winter 2020 course was evaluated on an earlier platform and could not be recovered, and the Spring 2025 evaluation is not available on the current platform. This document summarizes the fourteen. The complete, unedited reports are linked at the end and are the primary record; every figure and quotation below is drawn from them.

Teaching assistant evaluations, thirteen courses

Figure 1 shows every course on every item of UCSC’s Student Experience of Teaching survey: the share of respondents answering “frequently” or “very frequently,” excluding “unable to comment.”¹ Table 1 reports each course with its respondent count, response rate, and averages by item group.

Figure 1: Student evaluations of teaching, all courses and items. Weighted shares of respondents answering “frequently” or “very frequently” are between 90 and 97 percent on all ten items.

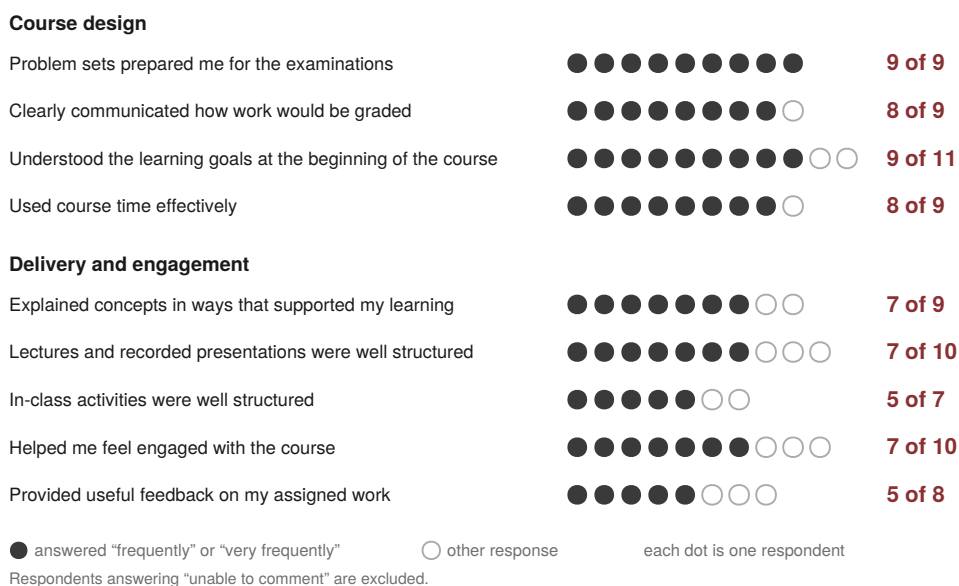


¹Weighted averages weight each course-item cell by the number of respondents and recency; results are within one percentage point of unweighted pooling on every item. Section attendance was optional for most respondents; across the five most recent courses, 77 percent of respondents attended three or more of the ten weekly sections, and in graduate Applied Econometrics (Fall 2024, 89 percent response rate) every respondent attended three or more. The Summer 2021 course used an agree/disagree scale; its “agree” shares are treated as the top-two shares throughout.

Instructor of record

I taught Intermediate Microeconomics as a Graduate Student Instructor in Summer 2024 (online asynchronous; 11 of 37 students responded to the instructor survey).² Figure 2 reports every item on the instructor instrument, one dot per respondent: nine of nine respondents to the item said the problem sets prepared them for the examinations, and nine of eleven reported understanding the course's learning goals at the beginning of the course.

Figure 2: Instructor-of-record evaluation, Intermediate Microeconomics (Summer 2024). Each dot is one respondent.



Selected comments

All comments are quoted verbatim from the linked reports.

"I appreciated how interactive Gagandeep made sections. It was helpful that he encouraged every student interact instead of letting one or two students answer everything." – Applications in Microeconomics, Spring 2022

"Everyone in section was asked at least one question or another pertaining to the slides, which greatly helped with feeling engaged! If we got an answer wrong, Gagandeep was very encouraging and patient til we were able to find the correct solution – it made the environment a lot less daunting. Additionally, the week of Thanksgiving when sections didn't meet, he sent us a recording of the material from the week on his own time. It was definitely the most engaging and enjoyable section I've been part of." – Introductory Macroeconomics, Fall 2023

"The TA made us try to answer to questions before giving us an explanation to make us try to think with our own minds first, and only afterwards we would be told the answer. I think this is really good." – Introductory Microeconomics, Winter 2026

²The course was scheduled in person and moved to asynchronous online delivery two weeks before the term; I redesigned the materials and assessment sequence for that format.

“He was able to break down concepts in ways to where I actually understood course material instead of just going through the motions of solving problems using set equations.” – Intermediate Microeconomics, Winter 2024

“I enjoyed how he encouraged us to participate in section, whether it was writing on the board or writing code on a collaborative Google Doc.” – Applied Econometrics I (graduate), Fall 2024

“Gagandeep was one of the best teachers I have ever had. He is very passionate about what he does and cares about each and every student. He put in so much effort to create practice problems structured like our midterm questions. I do not think I would have done as well in this course without him.” – Introductory Microeconomics, Winter 2026

Complete reports

- Teaching assistant evaluations, all courses, 2020–2026
- Instructor-of-record evaluation, Intermediate Microeconomics (Summer 2024)
- Participant feedback, graduate TA pedagogy workshops (Fall 2023)
- Teaching page

Table 1: All courses. Item-group averages are the share of respondents answering “frequently”/“very frequently,” excluding “unable to comment.”

Quarter	Course	Modality	<i>n</i>	RR	Clarity	Engag.	Support
Winter 2026	Introductory Microeconomics	In-person	21	12%	94	90	88
Winter 2025	Introductory Microeconomics	In-person	21	12%	84	78	82
Fall 2024	Applied Econometrics I (graduate)	In-person	17	89%	100	100	98
Spring 2024	Intermediate Microeconomics	In-person	9	8%	100	100	100
Winter 2024	Intermediate Microeconomics	In-person	6	14%	100	100	100
Fall 2023	Introductory Macroeconomics	In-person	17	11%	96	100	100
Fall 2022	Intermediate Microeconomics	Hybrid	14	12%	86	91	89
Spring 2022	Applications in Microeconomics (graduate)	In-person	2	15%	50	50	62
Winter 2022	Industrial Organization	Remote	11	22%	96	100	100
Fall 2021	Intermediate Microeconomics	Remote	3	7%	100	100	100
Summer 2021	Economic Rhetoric [†]	Remote	7	22%	100	100	100
Spring 2021	Introductory Microeconomics	Remote	11	4%	100	100	100
Winter 2021	Introductory Microeconomics	Remote	11	3%	100	100	90

[†] Evaluated on an agree/disagree scale rather than the frequency scale. Evaluations not available: Winter 2020 was administered on an earlier platform and could not be recovered; Spring 2025 is not available on the current platform.