

Teaching evaluations

Riccardo Di Cato | Instructional Assistant, UC San Diego | Fall 2024-Spring 2026

8

student evaluation reports

261

submitted student evaluations

157

graduate-course evaluations

These eight reports cover 5 courses and use the same six-question IA form. The graduate subset covers MGTF 401, GPCO 454, and GPEC 446 and is included in the all-course results.

All courses

Pooled across 8 reports and 261 submitted evaluations

		favorable	mean	valid
Instructional methods supported learning		94%	4.54	n=254
Sections were well coordinated		94%	4.55	n=252
Communicated effectively		94%	4.51	n=254
Provided constructive feedback		86%	4.39	n=236
Created a welcoming environment		94%	4.54	n=253
Began and ended on time		92%	4.45	n=253

Graduate courses

Pooled across 4 reports and 157 submitted evaluations

		favorable	mean	valid
Instructional methods supported learning		95%	4.61	n=155
Sections were well coordinated		95%	4.62	n=154
Communicated effectively		95%	4.60	n=156
Provided constructive feedback		90%	4.54	n=145
Created a welcoming environment		97%	4.66	n=155
Began and ended on time		92%	4.46	n=156

Written feedback

Across all courses. Students emphasized step-by-step explanations, organized slides and practice problems, patience, and a welcoming atmosphere.

Graduate courses. Students especially highlighted clear explanations of R and applied statistics, carefully structured lab guides, practical examples, and availability in office hours.

Additional evidence

Earlier student reports. Nine reports (95 submissions) averaged 4.25/5 and 88% favorable across broadly applicable discussion and overall items. They are not charted because assignments included reader roles and UC San Diego used a different evaluation form. **Instructor evaluations.** Seven are kept separate: 5 Excellent, 1 Above Average, and one detailed evaluation consistently positive.

Favorable = agree or strongly agree among valid responses; not-applicable responses are excluded. Means use a five-point scale.