Individual Teaching Assistant Report Fall 2025 for ECO 387C - MACROECONOMICS I (36315) (Raymond He)

TEXAS
The University of Texas at Austin

Project Title: **Course Evaluations Fall 2025**

Courses Audience: **27**
Responses Received: **10**
Response Ratio: **37.0 %**

Subject Details
merged_subject_id
merged_subject_display_name

Report Comments

Guide to the Interpretation of Course Evaluations at UT Austin
The goal of course evaluation process at UT Austin is to drive teaching excellence and to support continuous improvement in teaching and learning experiences. Course evaluations provide snapshots of student perspectives on their course-level learning experiences. Most experts on teaching evaluation advise that no individual method gives the complete picture of an instructor's teaching effectiveness, multiple and diverse measures, on multiple occasions, are advised to give a full picture of the teaching effectiveness of a particular instructor. Moreover, other factors, such as size of class, level of the class, and content of the course, can cause small variations in the ratings. Therefore, student perspectives for a particular instructor or course should be interpreted as a snapshot, and not as providing complete information on the teaching effectiveness of that instructor. For additional details, including the scales and how the Mean scores are calculated, please review the Report Guide at the end of this document or, UT Austin's Viewing Course Evaluation Results webpage.

Creation Date: **Monday, December 22, 2025**

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Teaching Assistant Questions

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Responded	Mean
The TA was available to help me as needed.	100.0%	0.0%	0.0%	0.0%	0.0%	10	5.00
I felt the TA was approachable.	100.0%	0.0%	0.0%	0.0%	0.0%	10	5.00
The TA explained course concepts, subject matter, or other course-related topics in a way that helped me learn.	90.0%	10.0%	0.0%	0.0%	0.0%	10	4.90
The TA was able to address most of my questions related to the course concepts, subject -matter, or topics.	90.0%	10.0%	0.0%	0.0%	0.0%	10	4.90
The TA communicated course content and subject matter with accuracy.	90.0%	10.0%	0.0%	0.0%	0.0%	10	4.90
The TA communicated course expectations and instructions clearly.	90.0%	10.0%	0.0%	0.0%	0.0%	10	4.90
The TA appeared engaged throughout the course experience.	100.0%	0.0%	0.0%	0.0%	0.0%	10	5.00

Comment Questions

Identify aspects of your interactions with your teaching assistant that were most effective in helping your learning.

Comment
amazing TA & extremely approachable
Raymond was a great TA for review sessions with great patience, preparation, and explanations! I liked his review sessions a lot and found him to be super helpful at teaching the course materials.
His approach is very systematic. He takes the time to walk through the basic and build up the fundamentals.
Raymond was an exceptional teaching assistant. He was very approachable and responsive to questions, which made it easy to ask questions and clarifications. He would respond to my emails within a few hours and was willing to schedule a time to meet within a few days of my request. The review sessions were structured well, working through example problems and providing us with advice on how to succeed in the course. Additionally, during review sessions, he engaged with the class directly, asking us for input when solving the example problems. This personally kept me more engaged and assisted my learning.

What is one thing the teaching assistant could do differently to help improve future students' learning in this course?

Comment
I wish the coding side of the course were significantly scaled to the easy side because the steps up were too large for me to follow as a novice at Julia, macro, and macro coding concepts. I thought Raymond explained things super well, but I felt like I couldn't devote time to learning how to complete coding tasks because doing so consistently fell to the bottom of my priority list after my other problem sets. My suggestion is setting the coding sequence to be much gentler in pace and scope so that, when getting to the coding parts of the problem sets, the task at hand isn't so overwhelming or time consuming.
I mentioned this in a previous comment, but I think the timing of the review sessions could be improved. In general, it felt like we would cover something in class, then there would be a large time lag before we covered the same topic in a review session. Because of this, the topic was not fresh in my mind when walking into a review session.

Report Guide

Guide to the Interpretation of Course Evaluations at UT Austin
The goal of course evaluation process at UT Austin is to drive teaching excellence and to support continuous improvement in teaching and learning experiences. The two sets of scales used for core evaluation questions and the associated weights are:

Strongly Agree (5)
Agree (4)
Neutral (3)
Disagree (2)
Strongly Disagree (1)

Excellent (5)
Very Good (4)
Satisfactory (3)
Unsatisfactory (2)
Very Unsatisfactory (1)

The Mean is calculated by adding all of the weights for a single question and dividing by the number of respondents. The course workload question is not averaged.

The number of students (e.g. respondents) marking each option is reported for each of the items. These frequency distributions provide information about the level of student ratings and the spread and shape of the class distribution of responses. The distributions thus provide a picture of student perception of a course.

Course evaluations provide snapshots of student perspectives on their course-level learning experiences. Most experts on teaching evaluation advise that no individual method gives the complete picture of an instructor's teaching effectiveness; multiple and diverse measures, on multiple occasions, are advised to give a full picture of the teaching effectiveness of a particular instructor. Moreover, other factors, such as size of class, level of the class, and content of the course, can cause small variations in the ratings. Therefore, student perspectives for a particular instructor or course should be interpreted as a snapshot, and not as providing complete information on the teaching effectiveness of that instructor.