UCLA

Winter 2026

Individual Instructor Report - 26W ECON 0104L LAB 001B_ANDERSON,J.
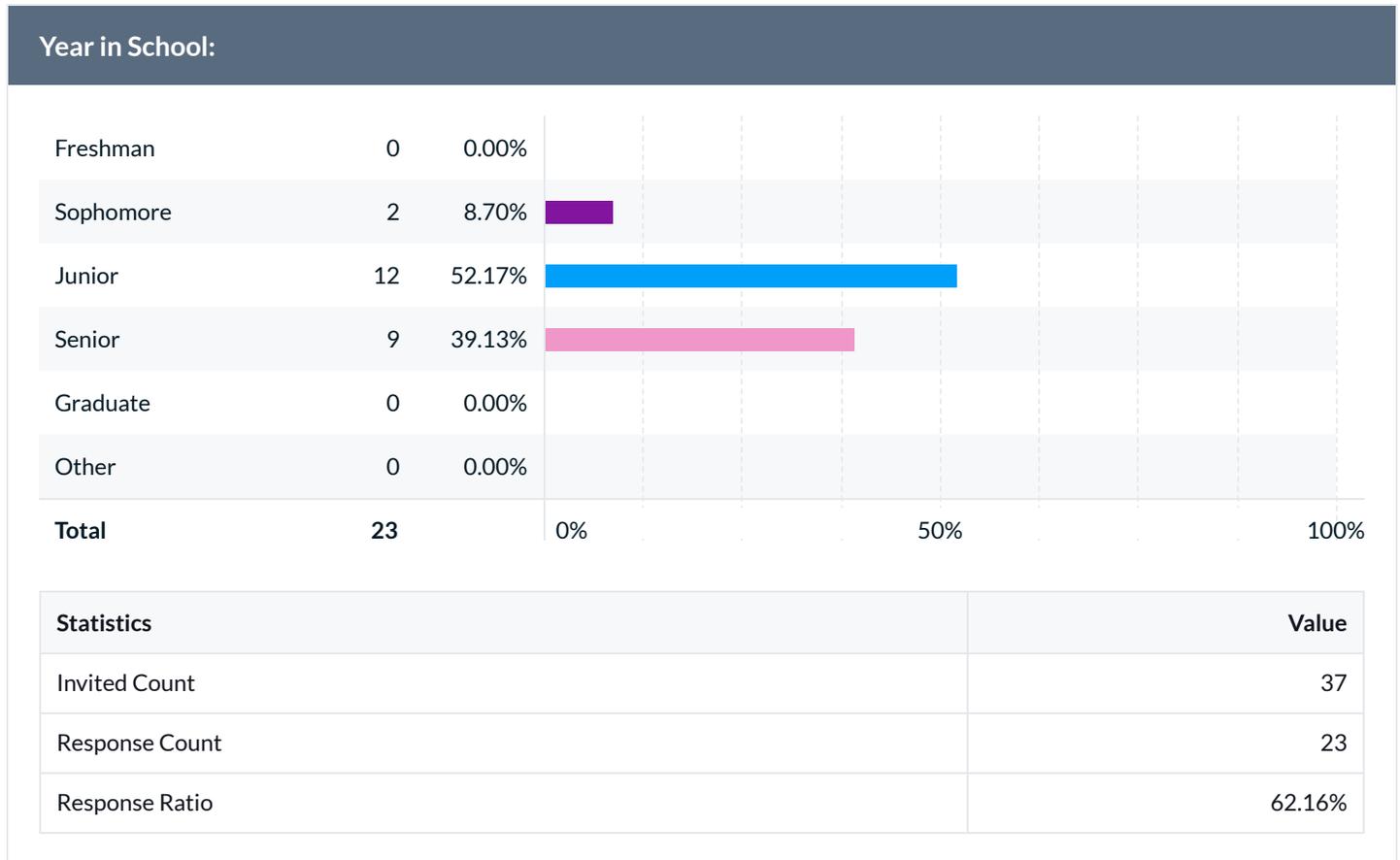

Created **Thursday, March 26, 2026**

Courses Audience: 37
Responses Received: 23
Response Ratio: **62.16 %**

Report Comments
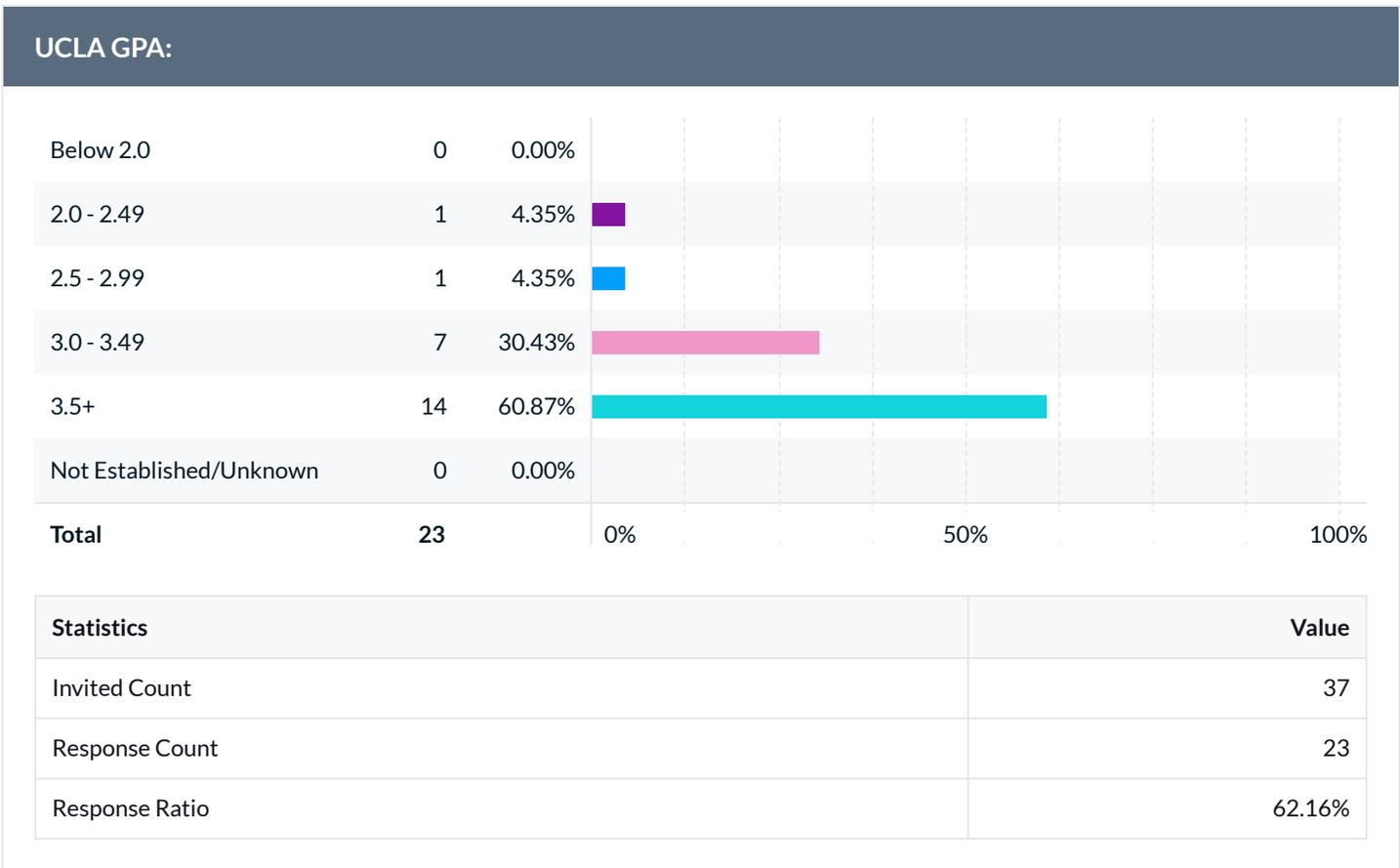
Please find your Instructor Summary Report below. Please visit the Student Experiences of Teaching website for additional information.

Background Information

Year in School:

Year in School:		
Freshman	0	0.00%
Sophomore	2	8.70%
Junior	12	52.17%
Senior	9	39.13%
Graduate	0	0.00%
Other	0	0.00%
Total	**23**	

Statistics	Value
Invited Count	37
Response Count	23
Response Ratio	62.16%

UCLA GPA:

UCLA GPA:		
Below 2.0	0	0.00%
2.0 - 2.49	1	4.35%
2.5 - 2.99	1	4.35%
3.0 - 3.49	7	30.43%
3.5+	14	60.87%
Not Established/Unknown	0	0.00%
Total	**23**	

Statistics	Value
Invited Count	37
Response Count	23
Response Ratio	62.16%

Expected Grade:

Expected Grade:		
A	12	52.17%
B	6	26.09%
C	2	8.70%
D	0	0.00%
F	0	0.00%
P	0	0.00%
NP	0	0.00%
S	0	0.00%
U	0	0.00%
Unsure	3	13.04%
Total	**23**	
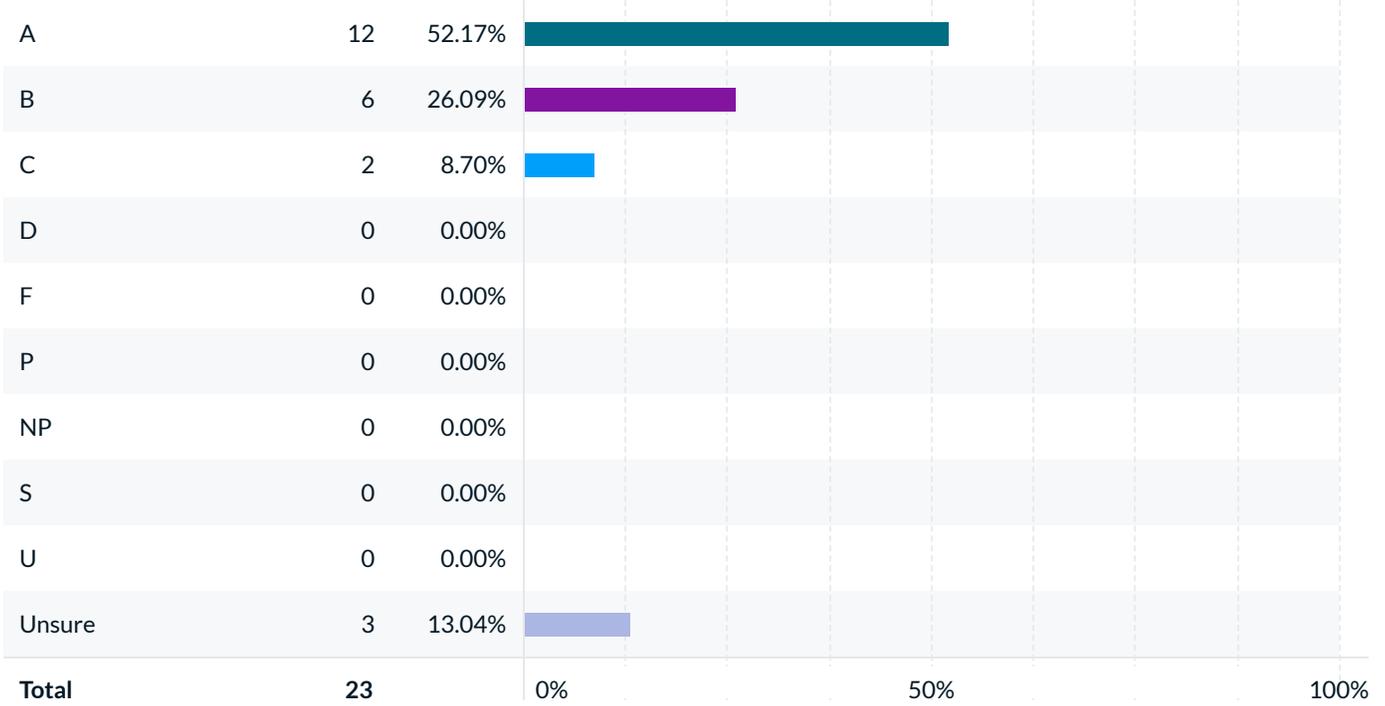
Statistics	Value
Invited Count	37
Response Count	23
Response Ratio	62.16%
Standard Deviation	3.00

What requirements does this course fulfill?
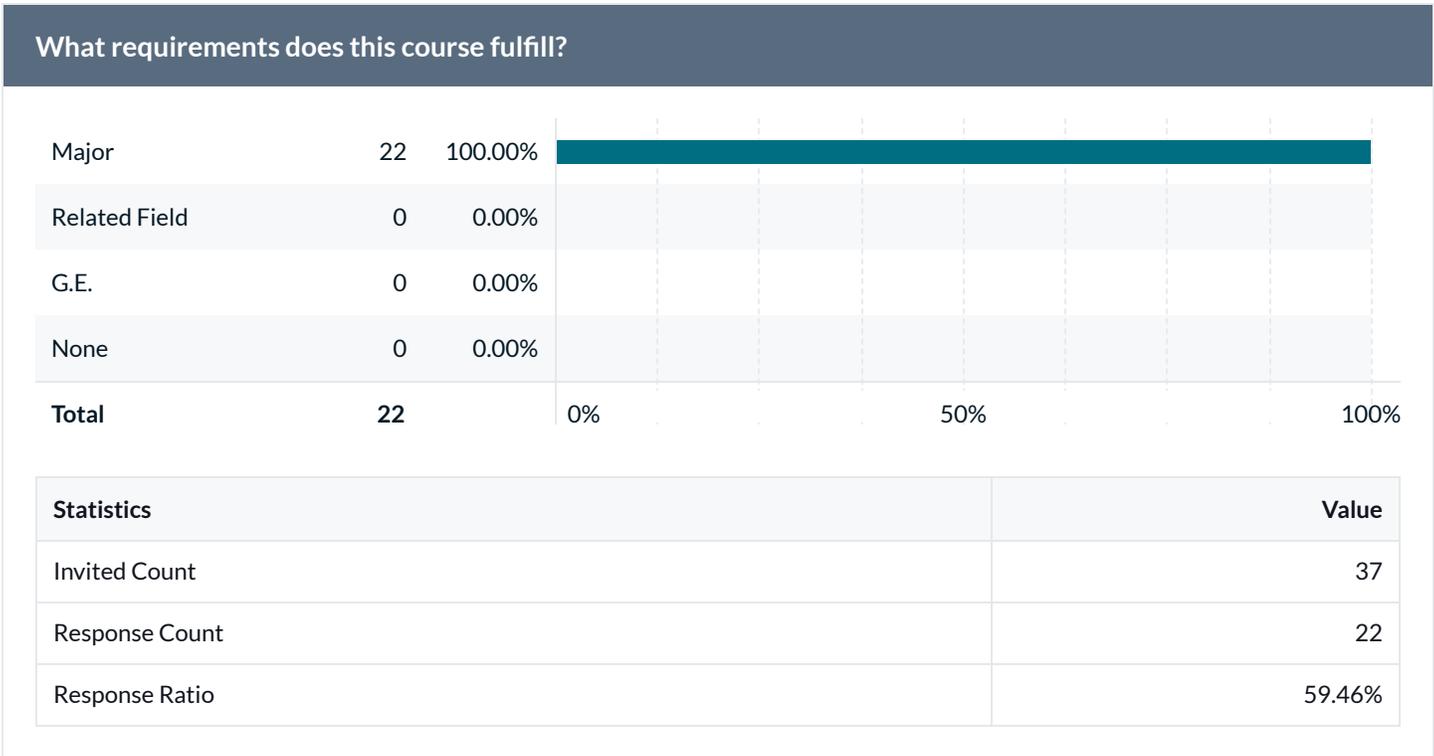
What requirements does this course fulfill?

Major	22	100.00%	
Related Field	0	0.00%	
G.E.	0	0.00%	
None	0	0.00%	
Total	**22**		

0%   50%   100%

Statistics	Value
Invited Count	37
Response Count	22
Response Ratio	59.46%

Approximately how many times did you attend the assigned section?

Approximately how many times did you attend the assigned section?		
1	2	8.70%
2	0	0.00%
3	1	4.35%
4	1	4.35%
5	4	17.39%
6	2	8.70%
7	1	4.35%
8	5	21.74%
9	3	13.04%
10+	4	17.39%
Total	**23**	

Statistics	Value
Invited Count	37
Response Count	23
Response Ratio	62.16%

If you primarily attended a section that is not assigned to you, what was your primary reason for doing so?

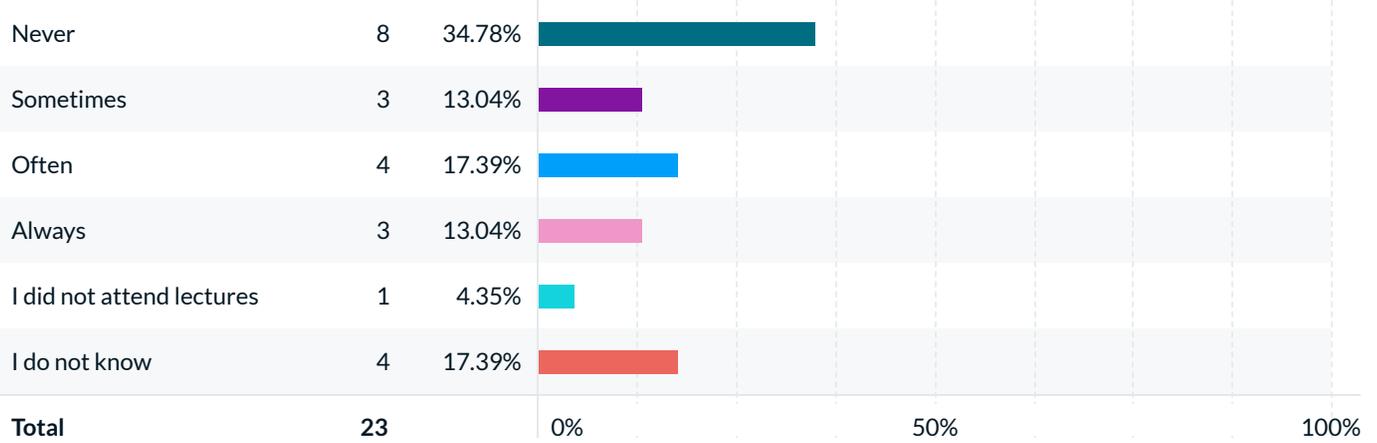| If you primarily attended a section that is not assigned to you, what was your primary reason for doing so?		
Inconvenient time	6	27.27%
Preferred another TA	0	0.00%
Coordinated with friends	0	0.00%
Wanted to attend more than one session	2	9.09%
N/A	14	63.64%
Total	**22**	
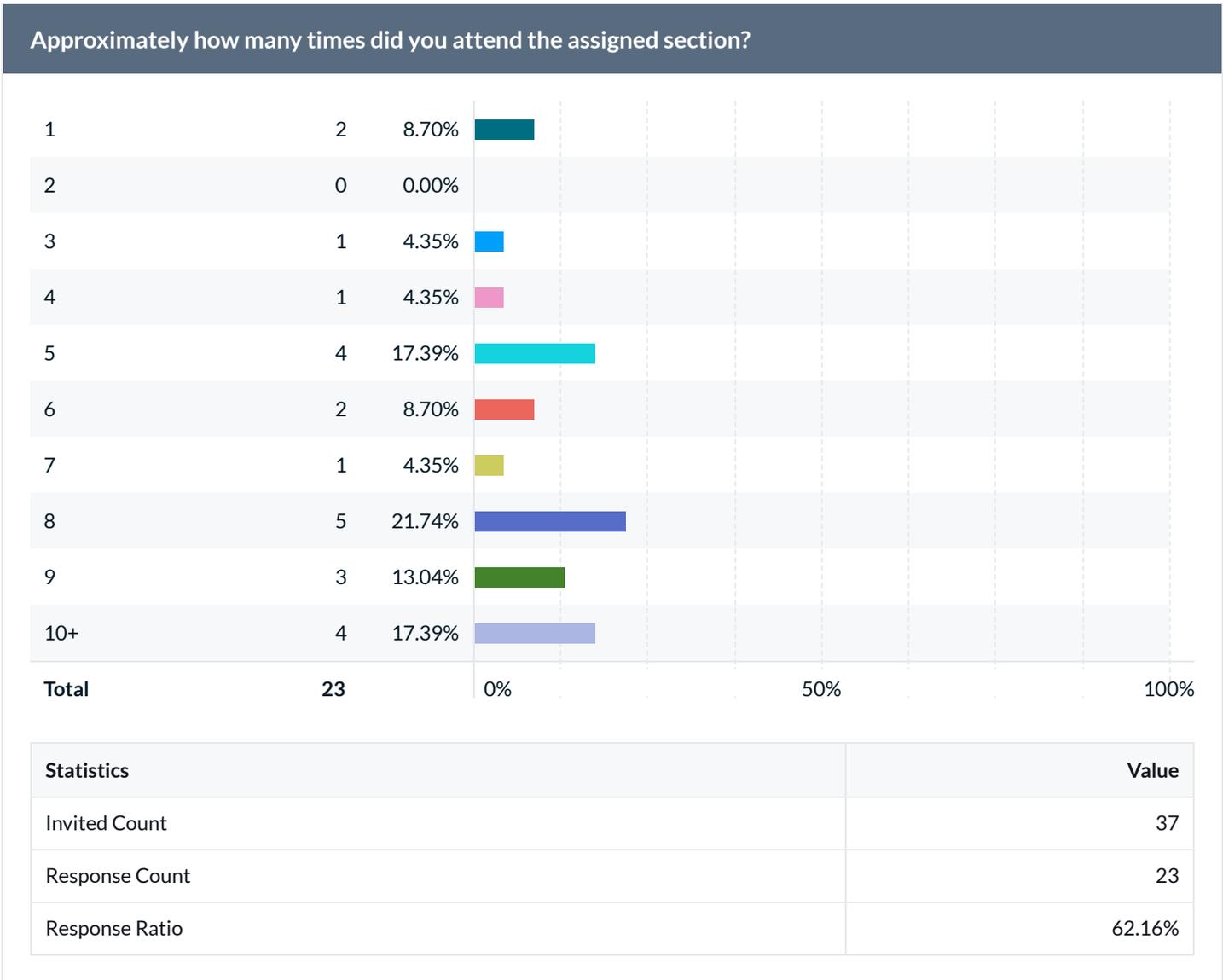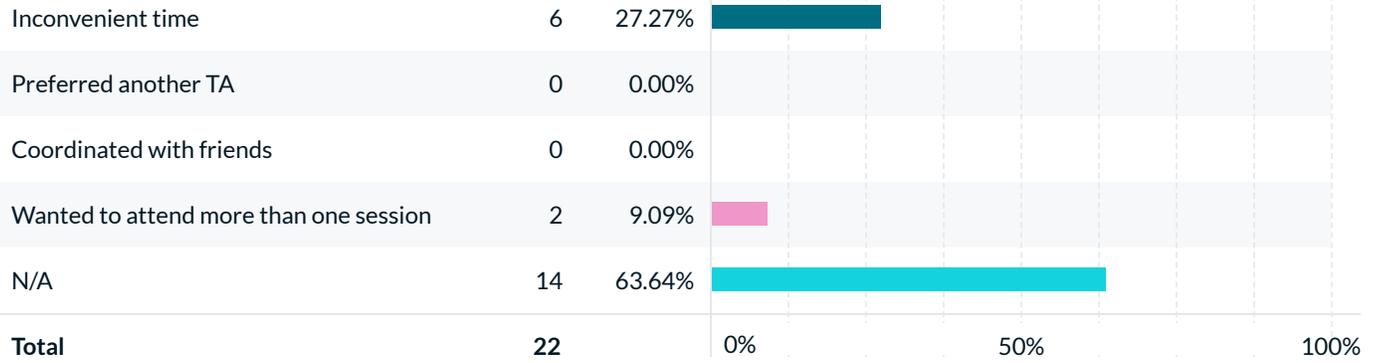
Statistics	Value
Invited Count	37
Response Count	22
Response Ratio	59.46%

You saw the TA of the assigned section attending lectures.

## You saw the TA of the assigned section attending lectures.

Never	8	34.78%	
Sometimes	3	13.04%	
Often	4	17.39%	
Always	3	13.04%	
I did not attend lectures	1	4.35%	
I do not know	4	17.39%	
Total	**23**		

0%   50%   100%

Statistics	Value
Invited Count	37
Response Count	23
Response Ratio	62.16%

Overall Rating

Overall - What is your overall rating of the teaching assistant?
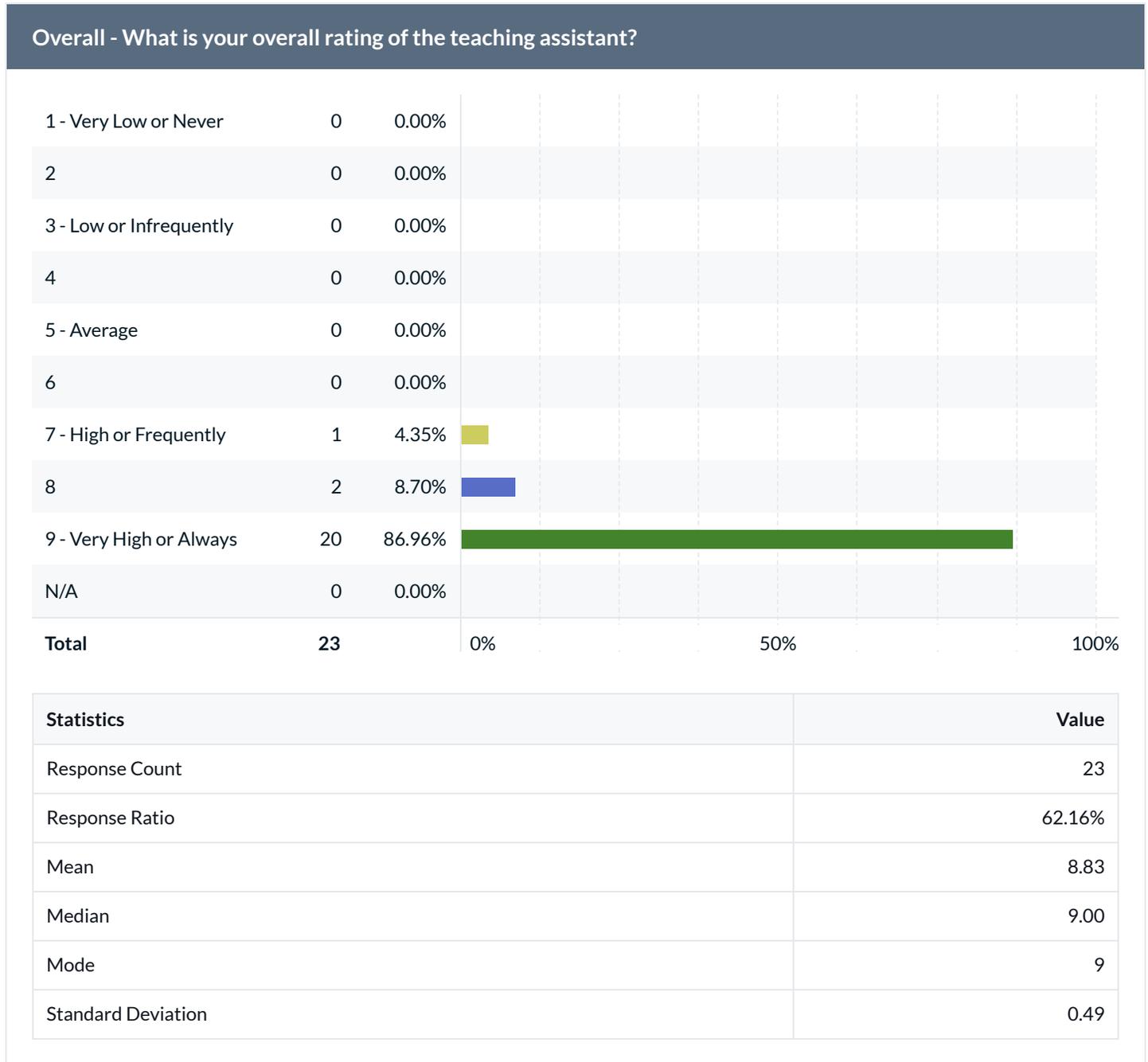
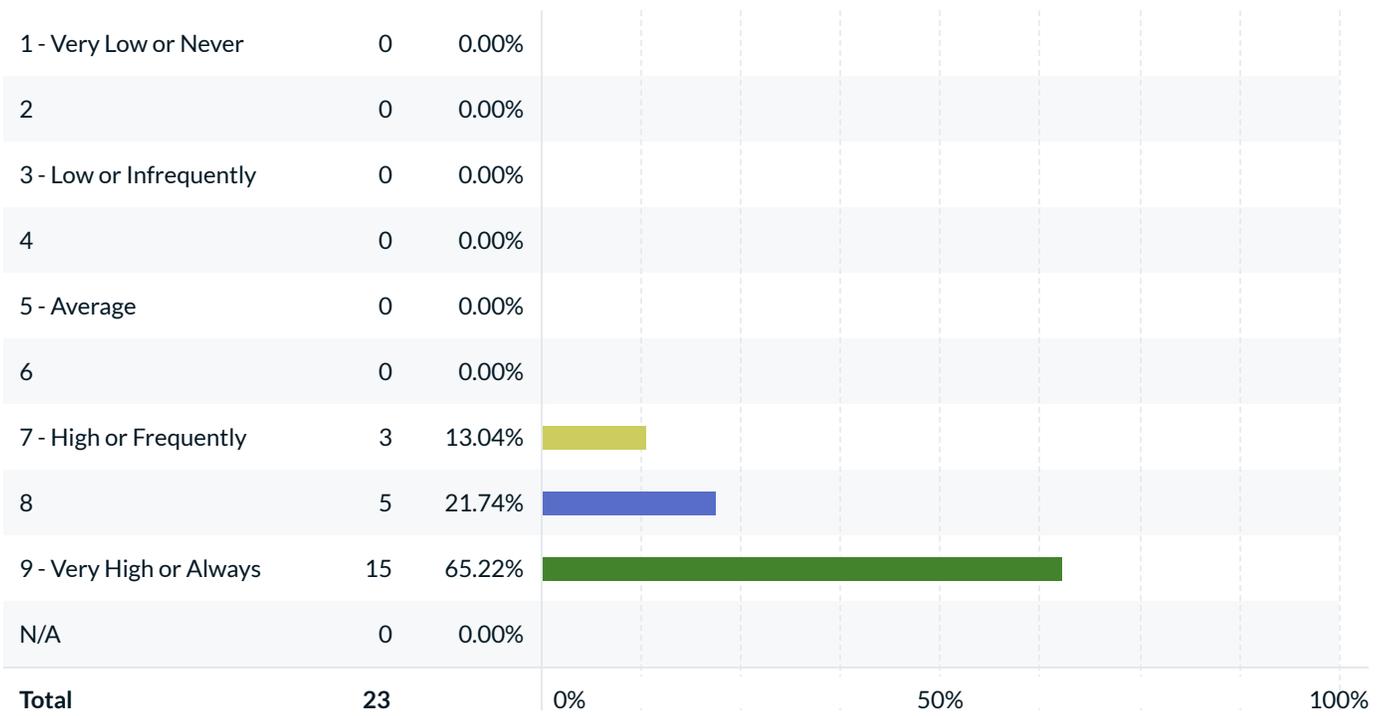| Overall - What is your overall rating of the teaching assistant?		
1 - Very Low or Never	0	0.00%
2	0	0.00%
3 - Low or Infrequently	0	0.00%
4	0	0.00%
5 - Average	0	0.00%
6	0	0.00%
7 - High or Frequently	1	4.35%
8	2	8.70%
9 - Very High or Always	20	86.96%
N/A	0	0.00%
Total	**23**	

Statistics	Value
Response Count	23
Response Ratio	62.16%
Mean	8.83
Median	9.00
Mode	9
Standard Deviation	0.49

Overall - What is your overall rating of the teaching assistant?

Very Low / Low   Average   Very High / High   N/A

Overall - What is your overall rating of the tea…

| 0% | 20% | 40% | 60% | 80% | 100% |
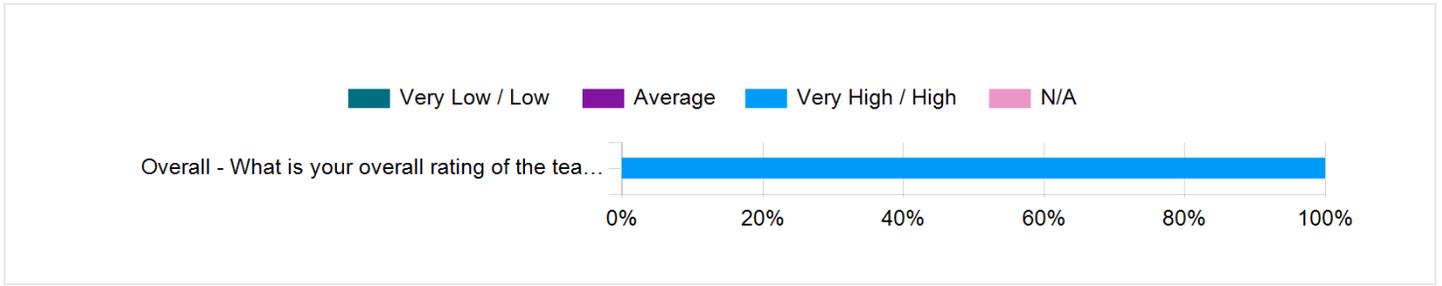
Overall - What is your overall rating of the teaching assistant?

1 - Very Low or Never, 3 - Low or Infrequently, 5 - Average, 7 - High or Frequently, 9 - Very High or Always
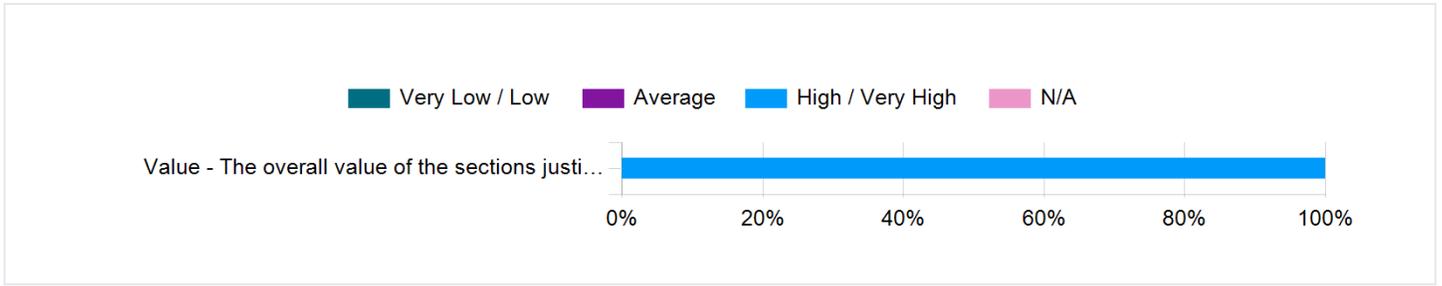
Enrolled	Response Rate	Mean	Median	Mode	SD
37	62.16%	8.83	9.00	9	0.49

Value - The overall value of the sections justified your time and effort.

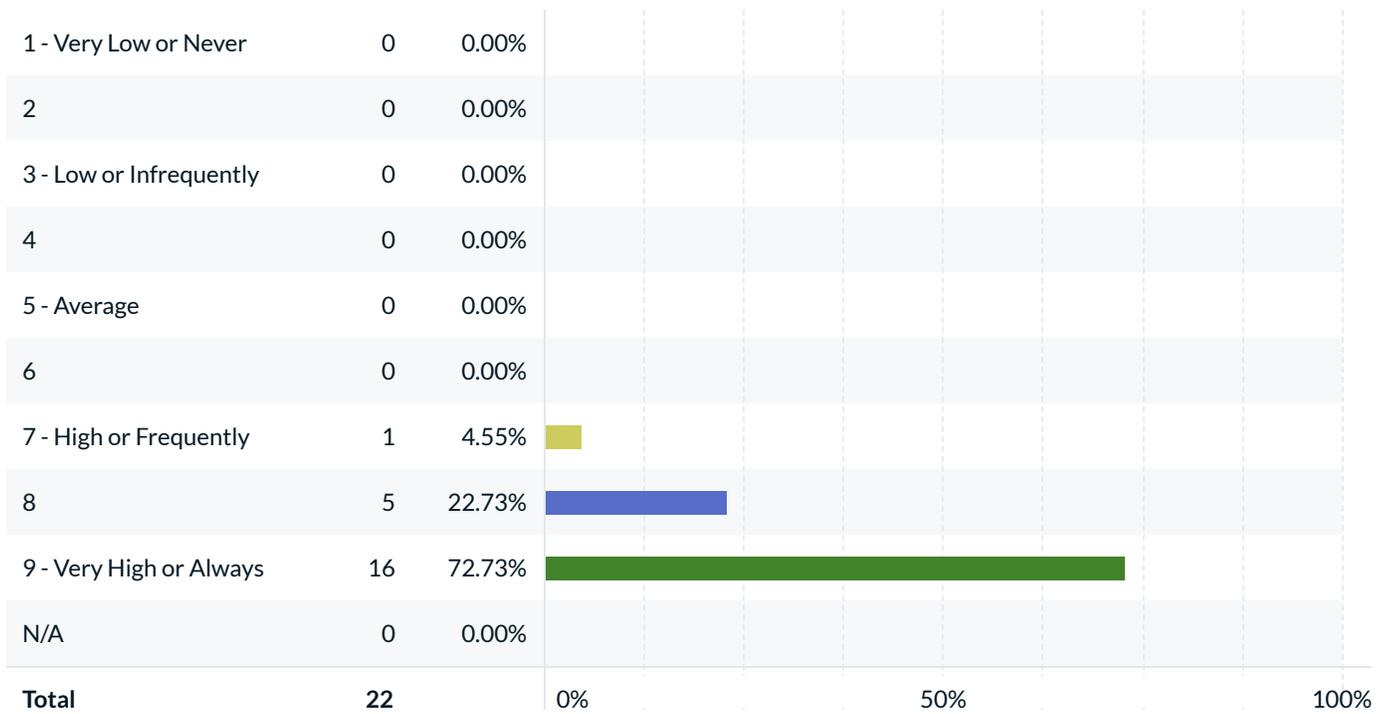| Value - The overall value of the sections justified your time and effort.		
1 - Very Low or Never	0	0.00%
2	0	0.00%
3 - Low or Infrequently	0	0.00%
4	0	0.00%
5 - Average	0	0.00%
6	0	0.00%
7 - High or Frequently	3	13.04%
8	5	21.74%
9 - Very High or Always	15	65.22%
N/A	0	0.00%
Total	**23**	

Statistics	Value
Invited Count	37
Response Count	23
Response Ratio	62.16%
Mean	8.52
Median	9.00
Mode	9
Standard Deviation	0.73

Value - The overall value of the sections justified your time and effort.

Value - The overall value of the sections justified your time and effort.

1 - Very Low or Never, 3 - Low or Infrequently, 5 - Average, 7 - High or Frequently, 9 - Very High or Always

Enrolled	Response Rate	Mean	Median	Mode	SD
37	62.16%	8.52	9.00	9	0.73

Questions focused on Teaching Assistant

To What Extent Do You Feel That:

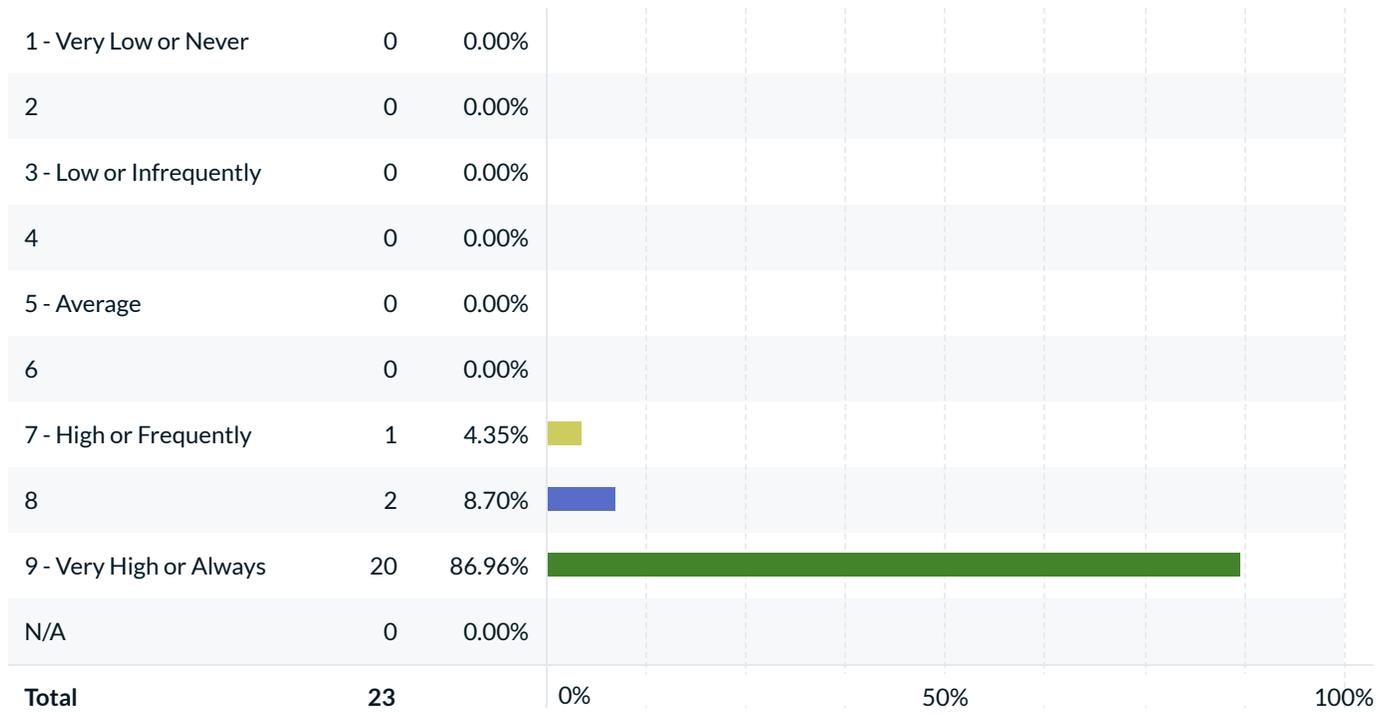| 1. Teaching Assistant Knowledge - The T.A. was knowledgeable about the material. |
|---|

1 - Very Low or Never	0	0.00%
2	0	0.00%
3 - Low or Infrequently	0	0.00%
4	0	0.00%
5 - Average	0	0.00%
6	0	0.00%
7 - High or Frequently	1	4.55%
8	5	22.73%
9 - Very High or Always	16	72.73%
N/A	0	0.00%
Total	**22**	

Statistics	Value
Invited Count	37
Response Count	22
Response Ratio	59.46%
Mean	8.68
Median	9.00
Mode	9
Standard Deviation	0.57

Questions focused on Teaching Assistant

2. Teaching Assistant Concern - The T.A. was concerned about student learning.

1 - Very Low or Never	0	0.00%	
2	0	0.00%	
3 - Low or Infrequently	0	0.00%	
4	0	0.00%	
5 - Average	0	0.00%	
6	0	0.00%	
7 - High or Frequently	1	4.35%	
8	2	8.70%	
9 - Very High or Always	20	86.96%	
N/A	0	0.00%	
Total	**23**		
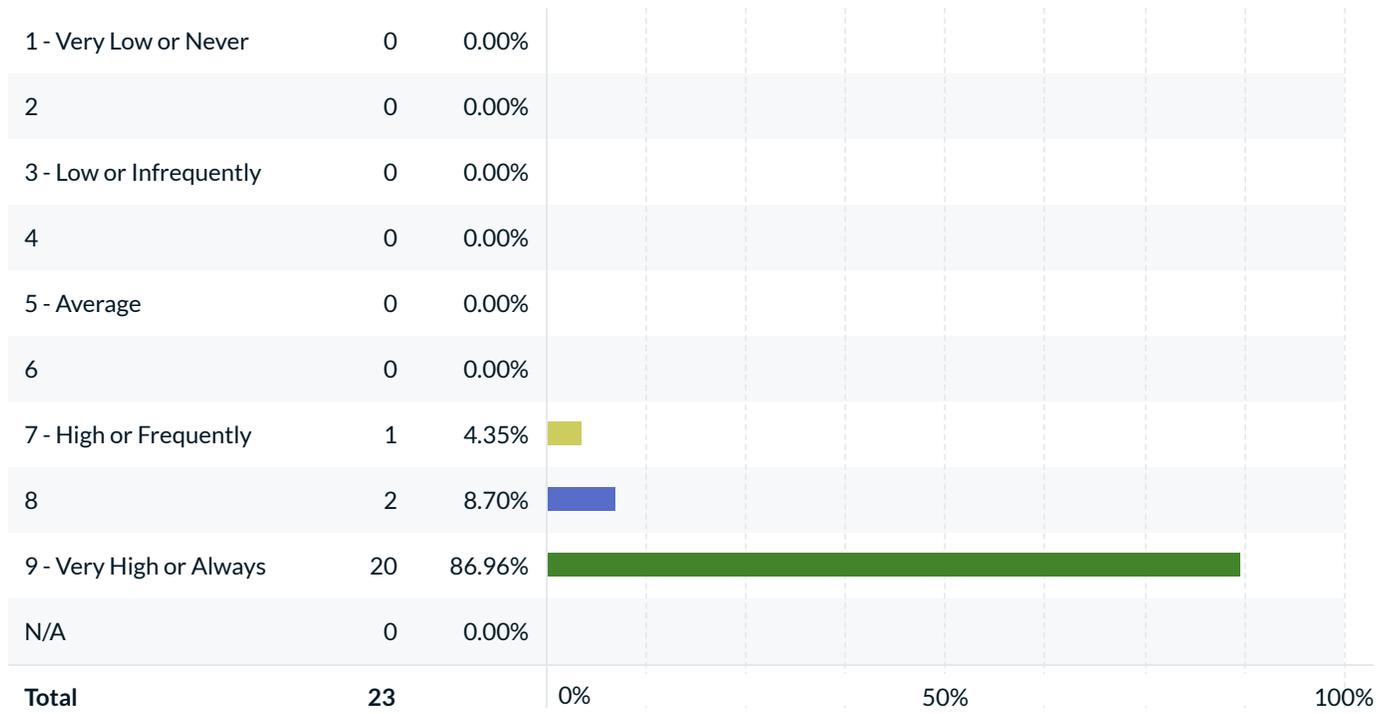
Statistics	Value
Invited Count	37
Response Count	23
Response Ratio	62.16%
Mean	8.83
Median	9.00
Mode	9
Standard Deviation	0.49

3. Organization - Section presentations were well prepared and organized.

1 - Very Low or Never	0	0.00%
2	0	0.00%
3 - Low or Infrequently	0	0.00%
4	0	0.00%
5 - Average	0	0.00%
6	0	0.00%
7 - High or Frequently	1	4.35%
8	2	8.70%
9 - Very High or Always	20	86.96%
N/A	0	0.00%
Total	**23**	

Statistics	Value
Invited Count	37
Response Count	23
Response Ratio	62.16%
Mean	8.83
Median	9.00
Mode	9
Standard Deviation	0.49

4. Scope - The teaching assistant expanded on course ideas.

	Count	Percent	
1 - Very Low or Never	0	0.00%	
2	0	0.00%	
3 - Low or Infrequently	0	0.00%	
4	0	0.00%	
5 - Average	0	0.00%	
6	0	0.00%	
7 - High or Frequently	2	8.70%	
8	2	8.70%	
9 - Very High or Always	19	82.61%	
N/A	0	0.00%	
Total	**23**		
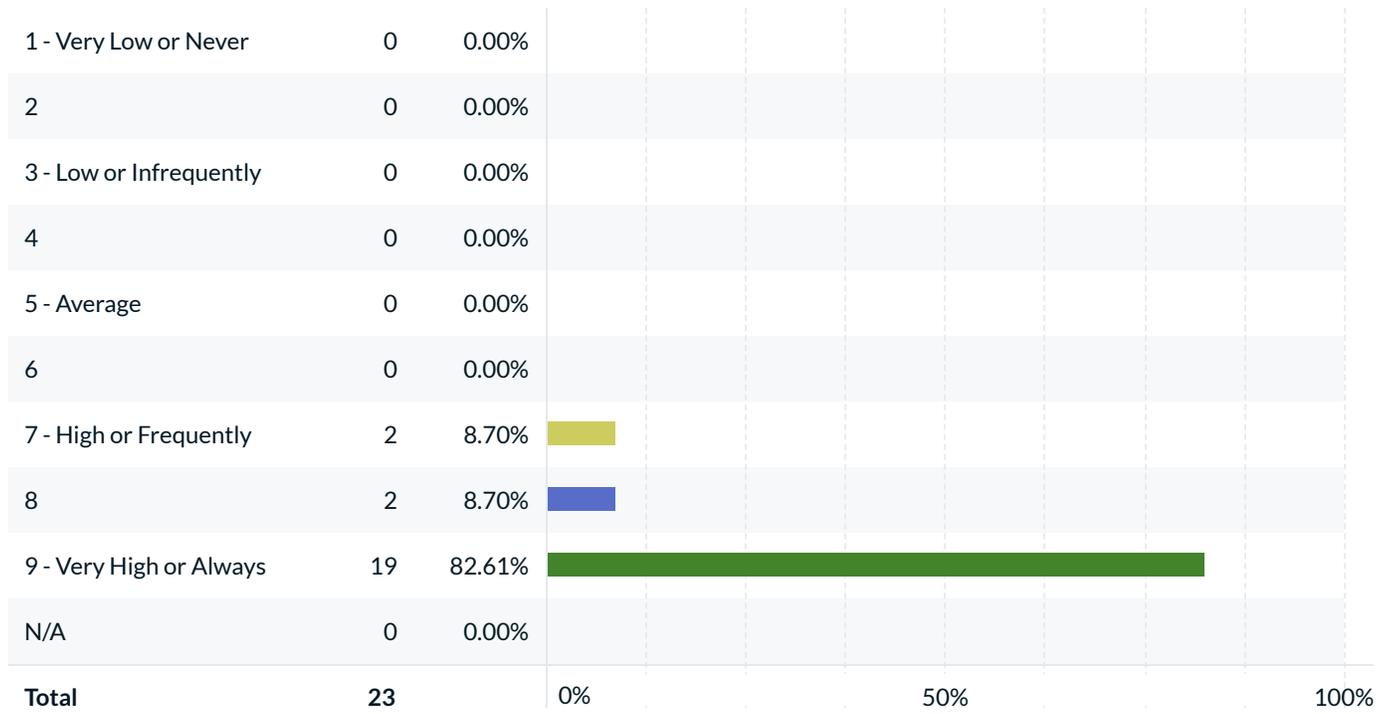
Statistics	Value
Invited Count	37
Response Count	23
Response Ratio	62.16%
Mean	8.74
Median	9.00
Mode	9
Standard Deviation	0.62

5. Interaction - Students felt welcome in seeking help in or outside of the class.
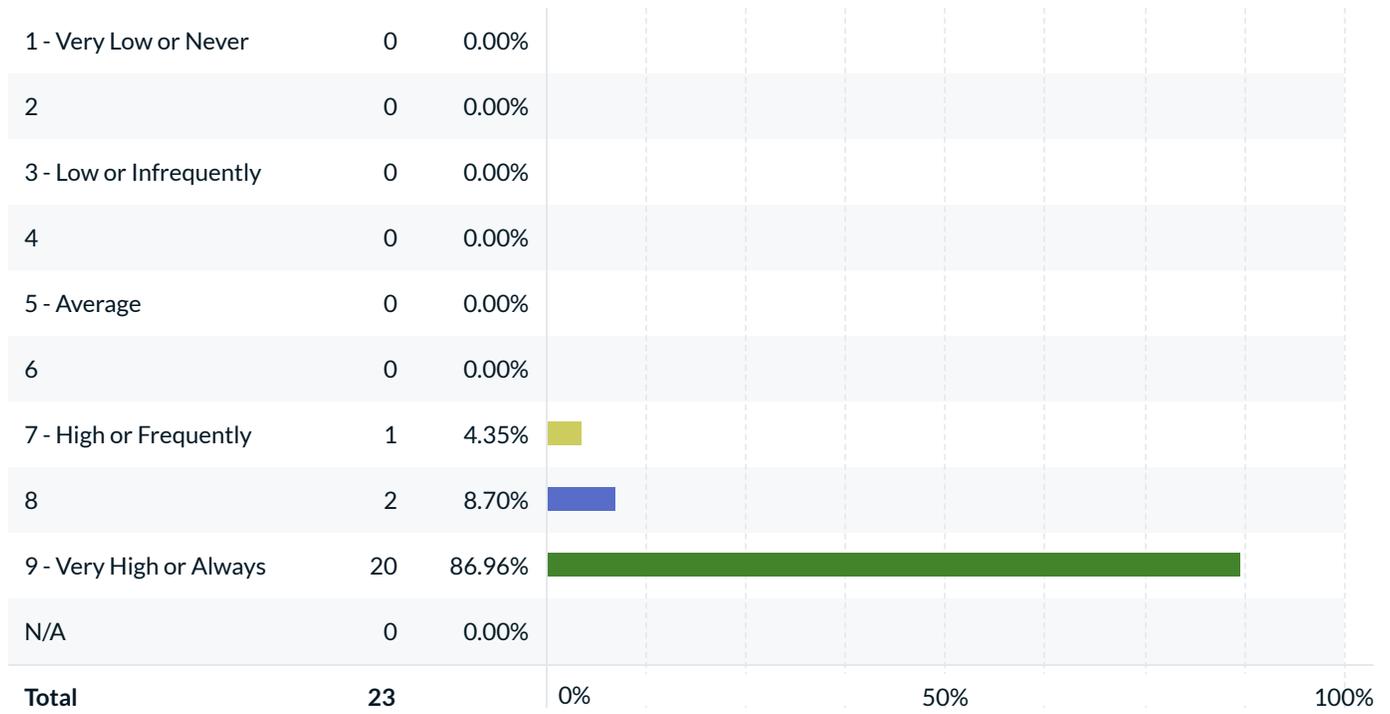
	Count	Percent
1 - Very Low or Never	0	0.00%
2	0	0.00%
3 - Low or Infrequently	0	0.00%
4	0	0.00%
5 - Average	0	0.00%
6	0	0.00%
7 - High or Frequently	1	4.35%
8	2	8.70%
9 - Very High or Always	20	86.96%
N/A	0	0.00%
Total	**23**	

Statistics	Value
Invited Count	37
Response Count	23
Response Ratio	62.16%
Mean	8.83
Median	9.00
Mode	9
Standard Deviation	0.49

6. Communication Skills - The teaching assistant had good communication skills.

1 - Very Low or Never	0	0.00%
2	0	0.00%
3 - Low or Infrequently	0	0.00%
4	0	0.00%
5 - Average	0	0.00%
6	0	0.00%
7 - High or Frequently	1	4.35%
8	1	4.35%
9 - Very High or Always	21	91.30%
N/A	0	0.00%
Total	**23**	
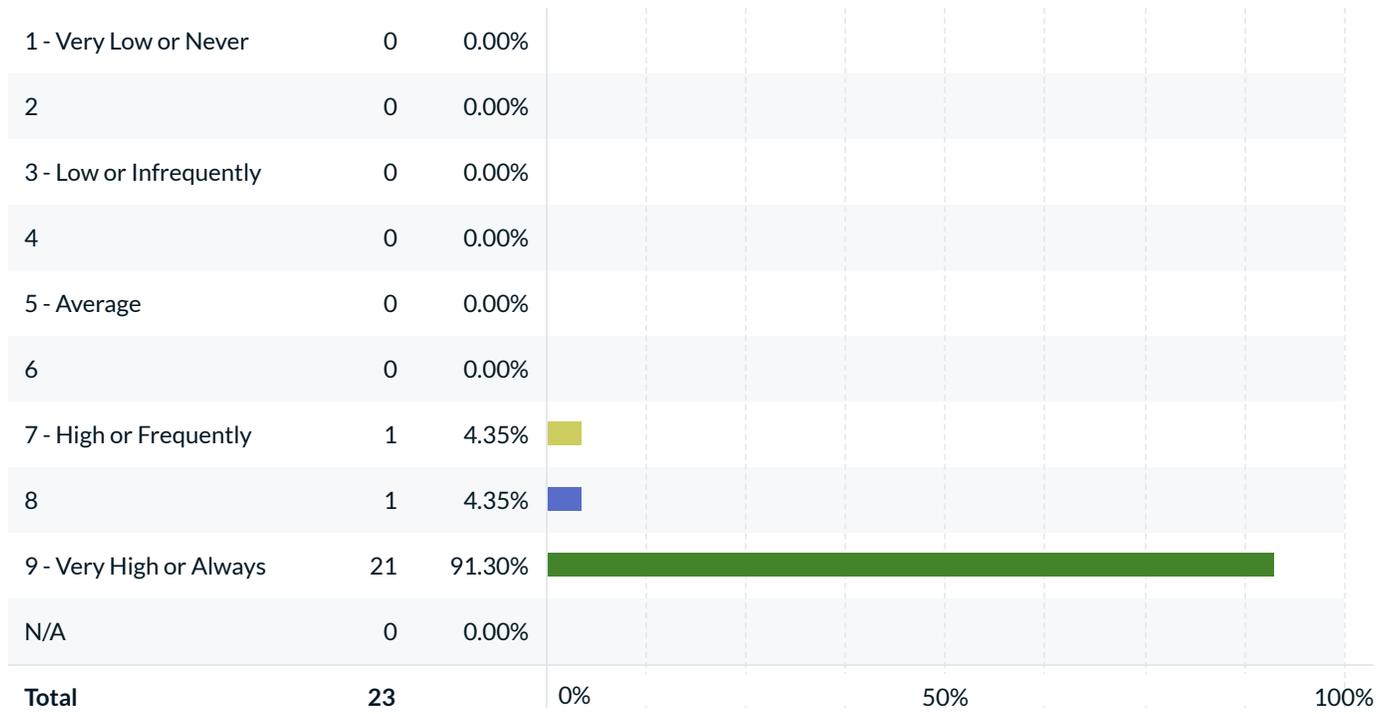
Statistics	Value
Invited Count	37
Response Count	23
Response Ratio	62.16%
Mean	8.87
Median	9.00
Mode	9
Standard Deviation	0.46

To What Extent Do You Feel That:
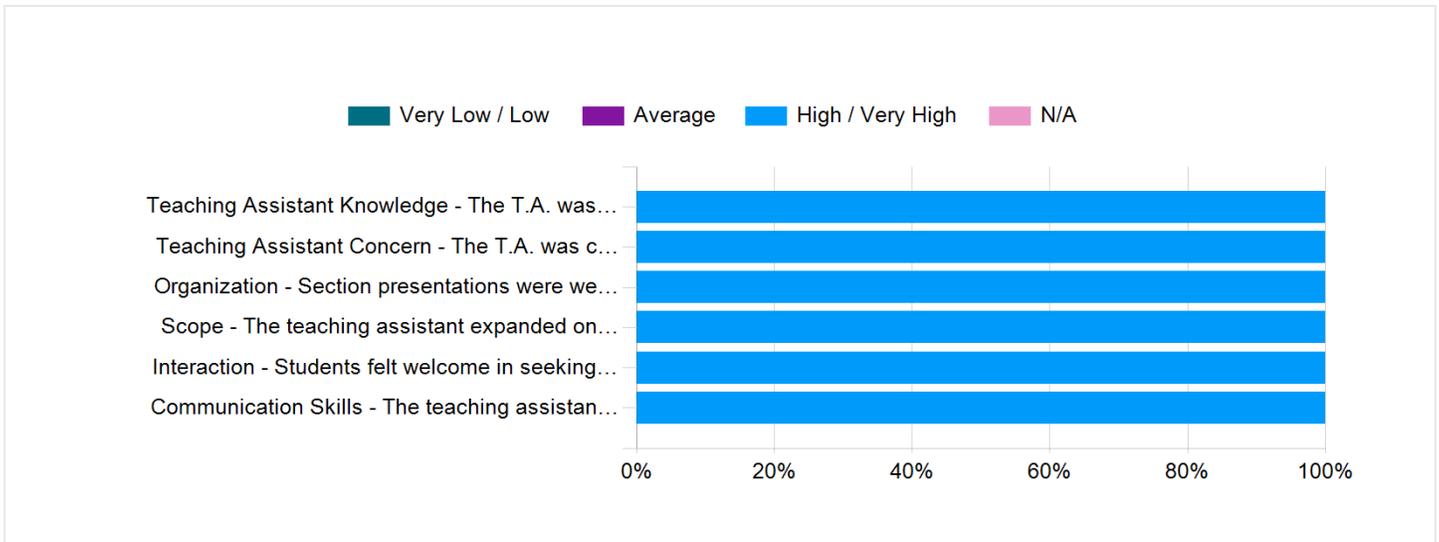
To What Extent Do You Feel That:

1 - Very Low or Never, 3 - Low or Infrequently, 5 - Average, 7 - High or Frequently, 9 - Very High or Always

	Enrolled	Response Rate	Mean	Median	Mode	SD
Teaching Assistant Knowledge - The T.A. was knowledgeable about the material.	37	59.46%	8.68	9.00	9	0.57
Teaching Assistant Concern - The T.A. was concerned about student learning.	37	62.16%	8.83	9.00	9	0.49
Organization - Section presentations were well prepared and organized.	37	62.16%	8.83	9.00	9	0.49
Scope - The teaching assistant expanded on course ideas.	37	62.16%	8.74	9.00	9	0.62
Interaction - Students felt welcome in seeking help in or outside of the class.	37	62.16%	8.83	9.00	9	0.49
Communication Skills - The teaching assistant had good communication skills.	37	62.16%	8.87	9.00	9	0.46

Questions focused on section
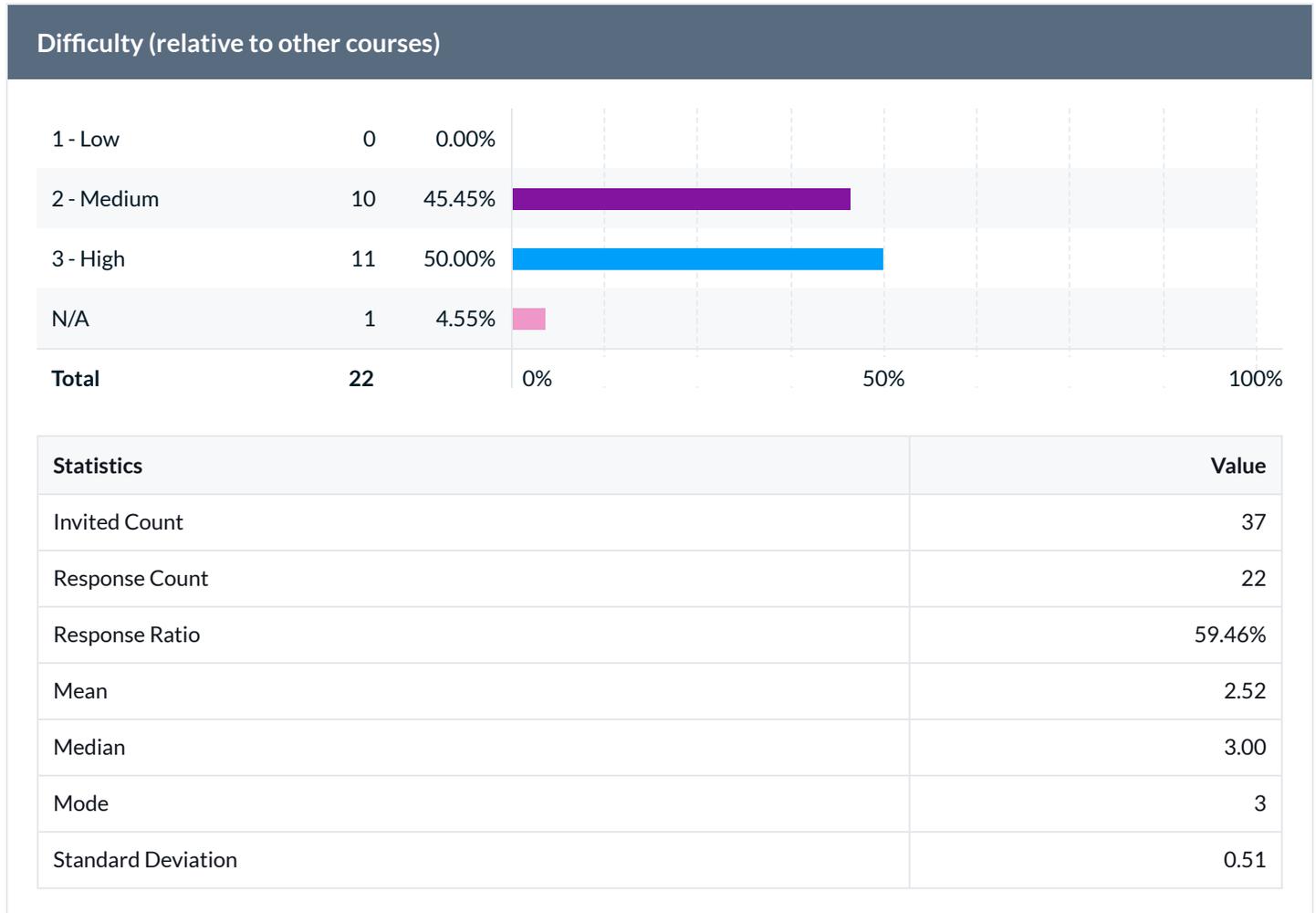
Your View of Section Characteristics:

Difficulty (relative to other courses)

1 - Low	0	0.00%
2 - Medium	10	45.45%
3 - High	11	50.00%
N/A	1	4.55%
Total	**22**	

Statistics	Value
Invited Count	37
Response Count	22
Response Ratio	59.46%
Mean	2.52
Median	3.00
Mode	3
Standard Deviation	0.51

Your View of Section Characteristics:
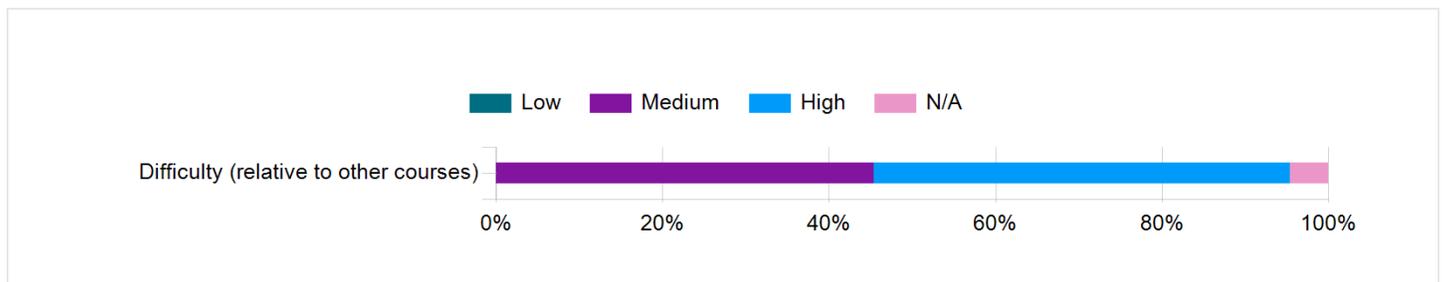
Your View of Section Characteristics:

1 - Low, 2 - Medium, 3 - High

	Enrolled	Response Rate	Mean	Median	Mode	SD
Difficulty (relative to other courses)	37	56.76%	2.52	3.00	3	0.51

Your View of Section Characteristics:
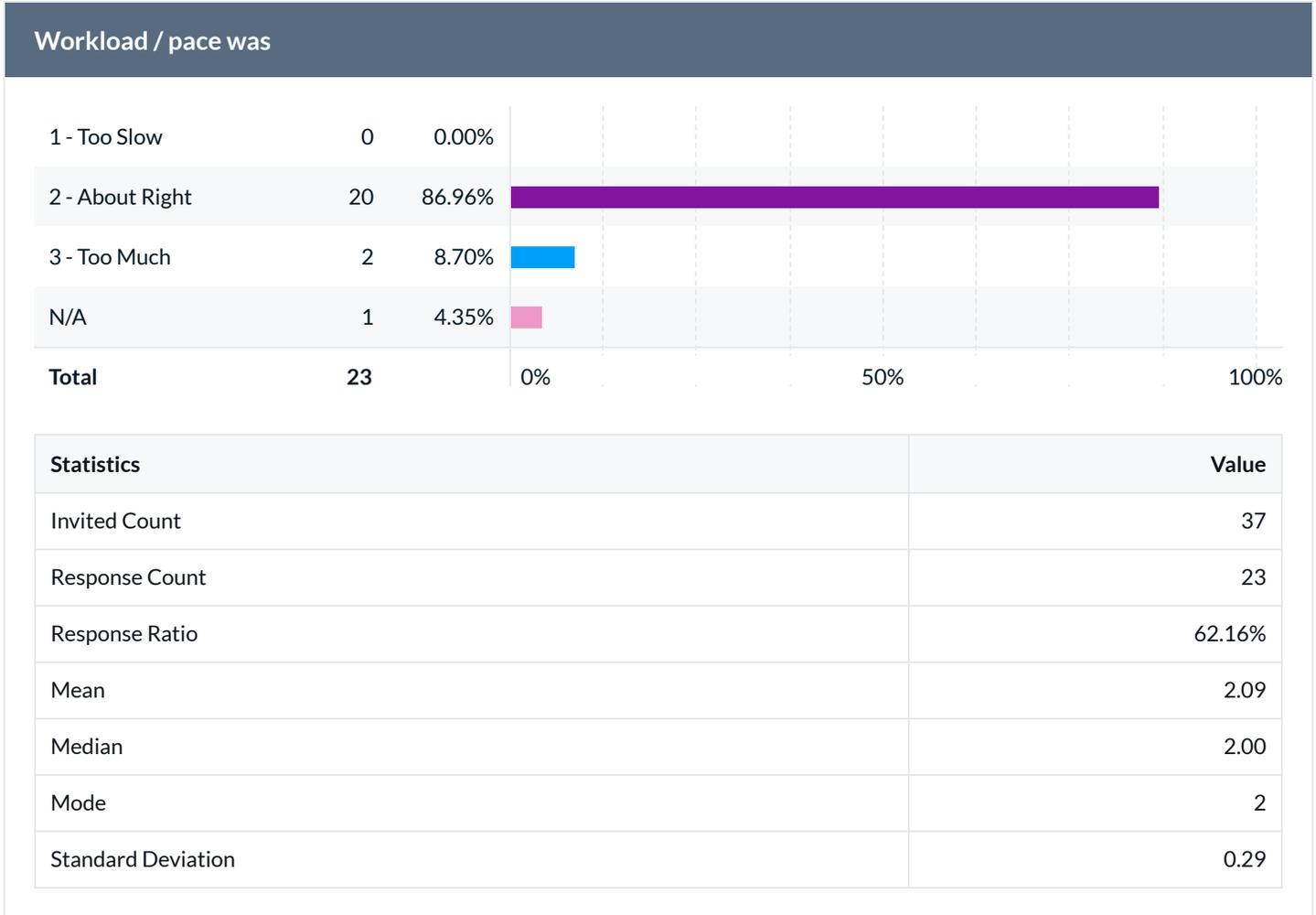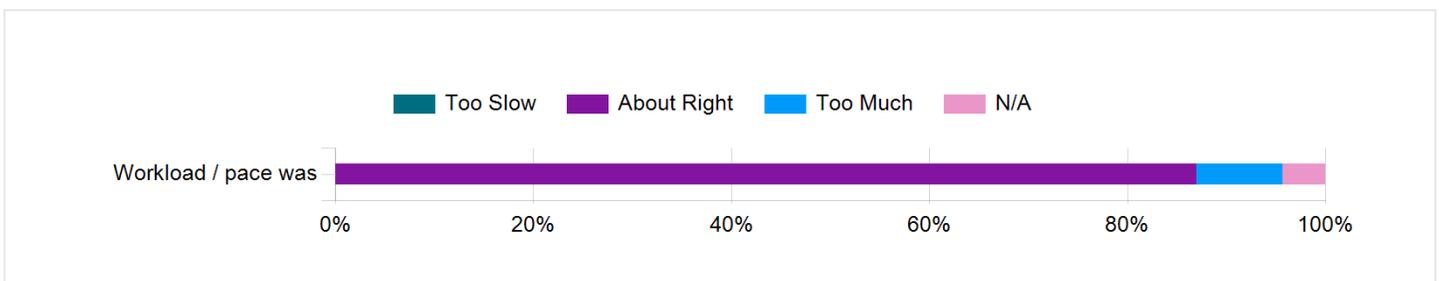
Workload / pace was

1 - Too Slow	0	0.00%
2 - About Right	20	86.96%
3 - Too Much	2	8.70%
N/A	1	4.35%
Total	**23**	

Statistics	Value
Invited Count	37
Response Count	23
Response Ratio	62.16%
Mean	2.09
Median	2.00
Mode	2
Standard Deviation	0.29

Your View of Section Characteristics:

Your View of Section Characteristics:

1 - Too Slow, 2 - About Right, 3 - Too Much

	Enrolled	Response Rate	Mean	Median	Mode	SD
Workload / pace was	37	59.46%	2.09	2.00	2	0.29

Your View of Section Characteristics:

1 - Too Slow, 2 - About Right, 3 - Too Much

Your View of Section Characteristics:

1. Integration of section with course was

1 - Poor	0	0.00%
2 - Average	1	4.35%
3 - Excellent	21	91.30%
N/A	1	4.35%
Total	**23**	
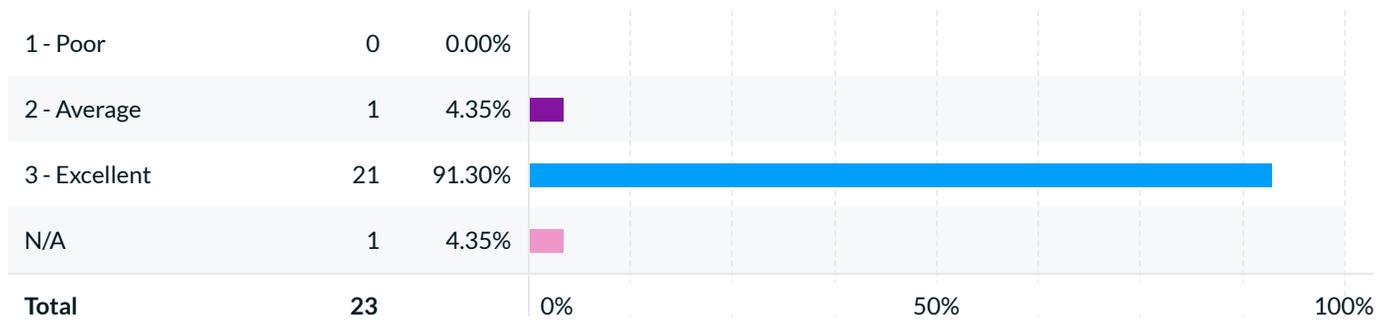
Statistics	Value
Invited Count	37
Response Count	23
Response Ratio	62.16%
Mean	2.95
Median	3.00
Mode	3
Standard Deviation	0.21

2. Texts, required readings

1 - Poor	0	0.00%
2 - Average	4	17.39%
3 - Excellent	14	60.87%
N/A	5	21.74%
Total	**23**	
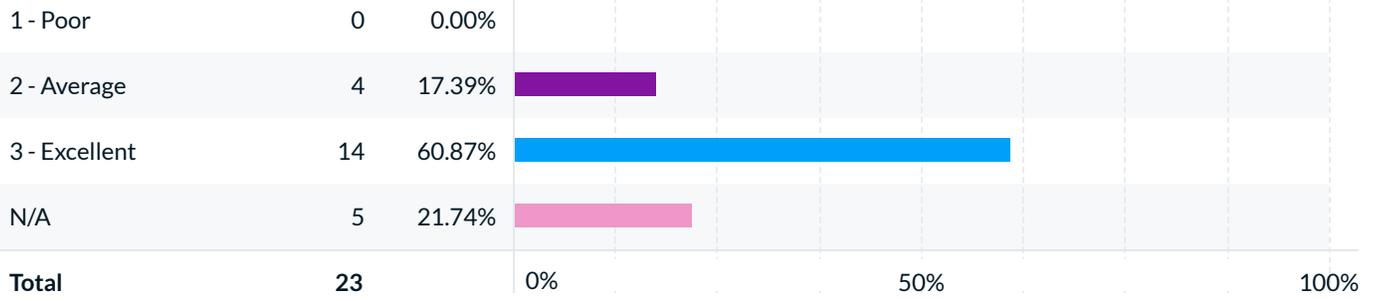
Statistics	Value
Invited Count	37
Response Count	23
Response Ratio	62.16%
Mean	2.78
Median	3.00
Mode	3
Standard Deviation	0.43

3. Homework assignments

1 - Poor	0	0.00%
2 - Average	8	34.78%
3 - Excellent	11	47.83%
N/A	4	17.39%
Total	**23**	
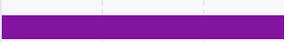
Statistics	Value
Invited Count	37
Response Count	23
Response Ratio	62.16%
Mean	2.58
Median	3.00
Mode	3
Standard Deviation	0.51

4. Graded materials, examinations

1 - Poor	0	0.00%	
2 - Average	6	26.09%	
3 - Excellent	14	60.87%	
N/A	3	13.04%	
Total	**23**		

0%   50%   100%
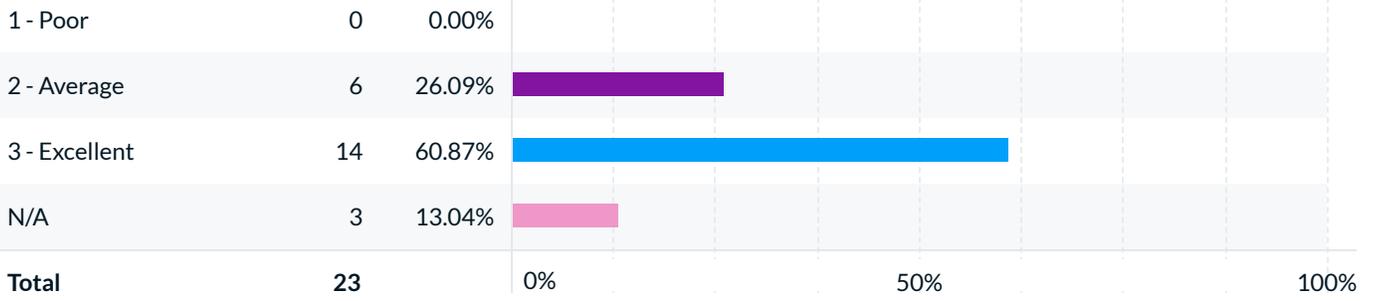
Statistics	Value
Invited Count	37
Response Count	23
Response Ratio	62.16%
Mean	2.70
Median	3.00
Mode	3
Standard Deviation	0.47

5. Lecture presentations

1 - Poor	0	0.00%
2 - Average	4	17.39%
3 - Excellent	17	73.91%
N/A	2	8.70%
Total	**23**	
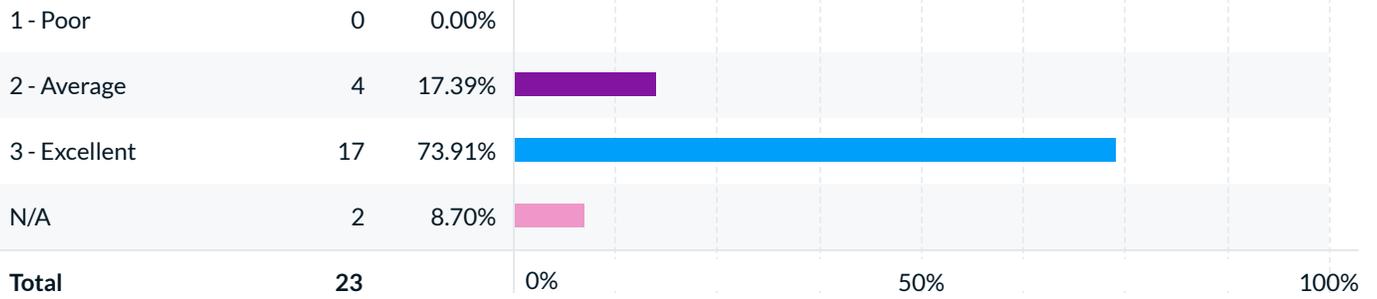
Statistics	Value
Invited Count	37
Response Count	23
Response Ratio	62.16%
Mean	2.81
Median	3.00
Mode	3
Standard Deviation	0.40

6. Class discussions

1 - Poor	0	0.00%	
2 - Average	2	8.70%	
3 - Excellent	19	82.61%	
N/A	2	8.70%	
Total	**23**		
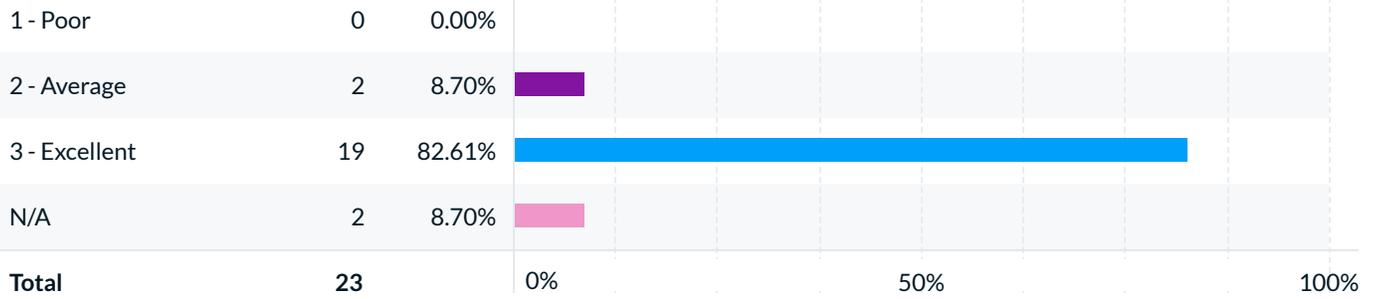
Statistics	Value
Invited Count	37
Response Count	23
Response Ratio	62.16%
Mean	2.90
Median	3.00
Mode	3
Standard Deviation	0.30
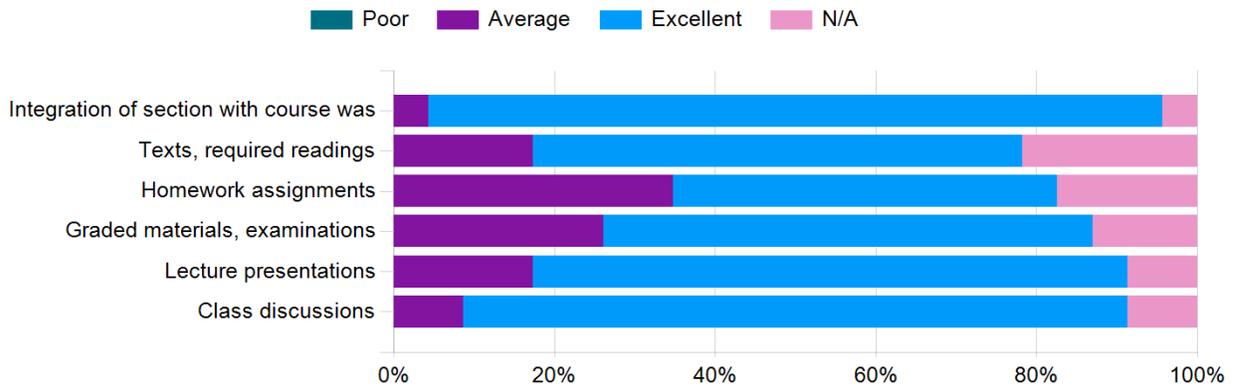
Your View of Section Characteristics:

Legend: Poor, Average, Excellent, N/A

- Integration of section with course was
- Texts, required readings
- Homework assignments
- Graded materials, examinations
- Lecture presentations
- Class discussions

Your View of Section Characteristics:

1 - Poor, 2 - Average, 3 - Excellent

	Enrolled	Response Rate	Mean	Median	Mode	SD
Integration of section with course was	37	59.46%	2.95	3.00	3	0.21
Texts, required readings	37	48.65%	2.78	3.00	3	0.43
Homework assignments	37	51.35%	2.58	3.00	3	0.51
Graded materials, examinations	37	54.05%	2.70	3.00	3	0.47
Lecture presentations	37	56.76%	2.81	3.00	3	0.40
Class discussions	37	56.76%	2.90	3.00	3	0.30

Comments

Please identify what you perceive to be the strengths and weaknesses of this teaching assistant and course. (maximum 5000 characters)

Comments
Very worth it! Thank you for explaining topics well and preparing us for exams. Best TA I've had at UCLA by far!
I have had Jake for two quarters in two of the hardest economics courses, and I can confidently say I would not have done nearly as well without his help. Jake is extremely committed to student learning, and I found the website he created for the course to be extremely helpful. He built the website himself and filled it with his own explanations and lessons that walked through the material we were learning in class. Many of the chapters and lectures could be confusing or very dense, but Jake's website broke the concepts down in a much clearer and more structured way. It was very helpful to have another resource that explained the same ideas from a different perspective, and I often used the website when studying to reinforce the concepts or better understand topics that I struggled with during lecture. It is clear he put a lot of time and effort into creating something that would genuinely help students learn the material. He was able to take our chapters, which were often confusing, and provide another way for the concepts to be broken down and explained. The most helpful thing he did was create practice exam questions and general practice problems, which was extremely helpful because the professor did not provide these. The professor put a ton of material in this course, leaving us as students to guess what we actually needed to extract from the lengthy lectures. Jake helped us do this and helped make the overwhelming amount of work seem more manageable while also drawing connections between different topics and real life examples. It was also super helpful when he would bring his own examples and anecdotes into section. These often helped go beyond the scope of the course and gave us a better understanding of the material and how the concepts applied more broadly. It is clear Jake cares deeply about our success in this class, and his communication via email was also very good. I also appreciated that if we asked a question he couldn't answer right away, he wouldn't spend everyone's time trying to figure it out during section. Instead, he would look into it on his own and then send a clear written explanation afterward. I am confident Jake would be a fantastic professor. He is by far one of the best educators in the economics department and clearly shows he genuinely cares about student learning. I pay to go to UCLA in order to learn, so I really appreciate how seriously Jake takes our learning experience.
He was a great TA that cared about his students doing well in the course. He can work on giving more times for office hours but his resources were very helpful.
His strengths are his communication and his ability to make people feel as if they are safe in talking to him and asking him questions that might make them feel "stupid". Very approachable and honestly wanted to help us get a better grade.
Jake did a good job engaging with the class, seeking invovlement and critical thinking, as well as motivating and helping us on a more personal level than just lecturing to a classroom. I appreciate his punctuality and quick responses to emails. I appreciate his compassion as a student and willingness to support more than what is required of him. I greatly appreciate his website and other resources to better understand the course material and have insights on how to take tests or do the project.
great guy great teacher
I enjoyed this TA because he was very enthusiastic about the materials and expanded on ideas very well. I will say looking at just the slides sometimes cause some difficulty learning wise because the material itself was quite difficult and sometimes the crossover between what he'd be talkign about i wouldn't always quite understand. I didn't really ask very many questions due to everyone else in the class seeming to understand very well and so I felt my questions might sound stupid or obvious so i didn't. No fault to him. I will say a weakness could be that his TA sections were right after each other so it caused some difficulty to ask questions even if I wanted to, but again not his fault. Also, sometimes I wouldn't be sure what to ask so I think more understanding that some people just are lost and for me that's because I took time off from school and was starting fresh very quickly at a more difficult econ class. So this was just overall a struggle to connect without sounding behind.

Comments

I found Jake's most impressive trait to be his ability to relieve student anxiety in what was frequently a frustrating and challenging course. Jake listened carefully to student experiences of the course and clearly put in significant effort to develop materials that were digestible, which made the course feel much more manageable. Jake was also always willing to go above and beyond for his students. He frequently posted longer write ups in response to student questions on the course site, prepared additional practice questions before exams, and lingered after the conclusion of office hours to make sure he responded to all students.

In the Economics department, Jake is a breath of fresh air. He is the only TA whose sections and office hours always made me feel more confident about the course.

Jake's willingness to share stories about times earlier in his education when he struggled with the material we were covering in class made him feel approachable, and like a real person. These stories made me more willing to ask questions in class and office hours, even when I was worried they were "dumb." Jake never made his students feel stupid for struggling.

There were a few times when I think Jake thought I was smarter than I actually was, and dove into a deeper explanation of topics than I was able to understand in office hours. I think I would have benefitted from a check-in question before the explanation, perhaps something along the lines of: Are you looking for an explanation within the scope of this class, that will help you on the exams or a deeper explanation that will be useful for future statistical work? In some cases, I really appreciated the deeper explanation, but there were also times that I felt unprepared to absorb that higher-level information.

However, I believe even that examples highlights an incredibly positive trait about Jake: he genuinely cared about his student's learning beyond the scope of the course. While he, of course, wanted us to do well on exams (and did an excellent job preparing us to succeed on them), he also wanted students to appreciate and enjoy econometrics. For many of my classmates, this course made them hate statistics and data science, but Jake did everything he could to counteract that effect. He frequently brought in real-world examples, from his time in industry and in research, to show the value of the content and apply it to situations students were interested in and could understand. I found that to be incredibly valuable, as it prevented me from losing interest in the course.

Jake is genuinely one of the best teachers I have had the pleasure of learning from. He is hands-down the best TA I have had at UCLA. In the Economics department especially, no one compares to Jake.

I appreciate the effort that Jake Anderson puts into students' learning. There is always sufficient material to review before exams, allowing for enough preparation. Post-midterms, there are also detailed explanations as to why each answer would be correct/incorrect, which is very helpful to study going forward. Overall, Jake Anderson is a very good, helpful, and resourceful TA.

interesting

I attended discussion pretty much every single week. Jake Anderson singlehandedly saved my grade and understanding of the course. As someone with very little knowledge of coding or data science-- only what was taught to me by ECON 103 and ECON 41, I did need the extra help. Jake always responded to emails very quickly, he held extra office hours, and was always open to questions. Going to Jake's office hours was never a waste of time, and I felt as though even if I sat just to listen to other student's questions I would learn more than what the course required. Jake understands that a lot of us have no idea what's going on half the time, and knows how to create economic examples that are relatable and easier to envision so the only thing that's new is the math/economic concept itself. Jake's website provided the extra practice for exams that I expected Rojas to give us, especially for Midterm 2, where Rojas didn't give a single practice midterm. I found that I did significantly better on the second Midterm than the first, and I believe that it is strongly due to the fact that I primarily used Jake's website and notes, both from discussion and office hours for the second exam (when he had made the website). Discussion itself was very comfortable-- which is rare for economics classes, where Jake would go over the problems designated by the professor but everyone felt welcome at any point to stop him and ask him a question, and when they did, this was never dismissed but addressed thoroughly, often resulting in an easier example that made the concept clearer to see. Overall, Jake might be the best economics TA I've ever had and I don't think I could find a single weakness other than maybe that he wasn't available after discussion for questions -- but this was clearly made up by the extra office hours, so it cancels out.

He is very concerned about us learning and genuinely the most involved TA I have had at UCLA

Jake makes an effort to go above and the bar that is set for TAs. He consistently displays a genuine concern for student learning and demonstrates that by checking in with students, creating engaging section presentations, and providing useful announcements and clear communication. What really stood out to me is the interactive website he developed to help students learn the class concepts, complete with examples and practice questions. He put a notable amount of effort into developing this extraordinary resource for students and I have never had a TA provide or create something this useful in the past.

Comments

Jake is honestly the best TA I have had here at UCLA. No other TA puts in the effort and wants to see you succeed like him. We're not just another number to him, and he makes sure to break down the material as best as he can so it can be retained. This quarter I have been able to perform above the average on my exams because of his discussions, mentorship, and guidance – as well as his website that lists resources and key concepts. As a first–generation student, my resources are limited when it comes to finding tutoring so having him provide this information has helped me piece everything together. I bombed my Econometrics 103 class last quarter, but I have definitely seen better results which has also contributed to my confidence. He constantly checks in to make sure you are okay, and he also makes you feel like you can contribute to the discussion without belittling you for not being unfamiliar with the material. I am grateful for his patience, and I wish I could have had him for other quarters when I first started at UCLA. His presentation slides during discussion are also top tier –– I love the fact that it's not about of theoretical jargon that means nothing to the average person. He tells you why its meaningful and how we can apply it to our courses and future. There are no weaknesses that I have seen from this TA, everything that he currently does has worked for me. He is definitely on the right path to be a professor, and UCLA should value someone like him for his contributions. Thank you for being a part of my journey, I am eternally grateful!

The best TA, the only TA who could make me get out of bed for an early morning discussion, and the only reason I understand anything about this course. He constantly met students where they were, understood the professors' weaknesses in their lectures, and filled in students' gaps (which were a lot). He constantly encouraged us, explained concepts thoroughly, provided outside materials, and went above and beyond.

UCLA

Winter 2026

Individual Instructor Report - 26W ECON 0104L LAB 001G_ANDERSON,J.
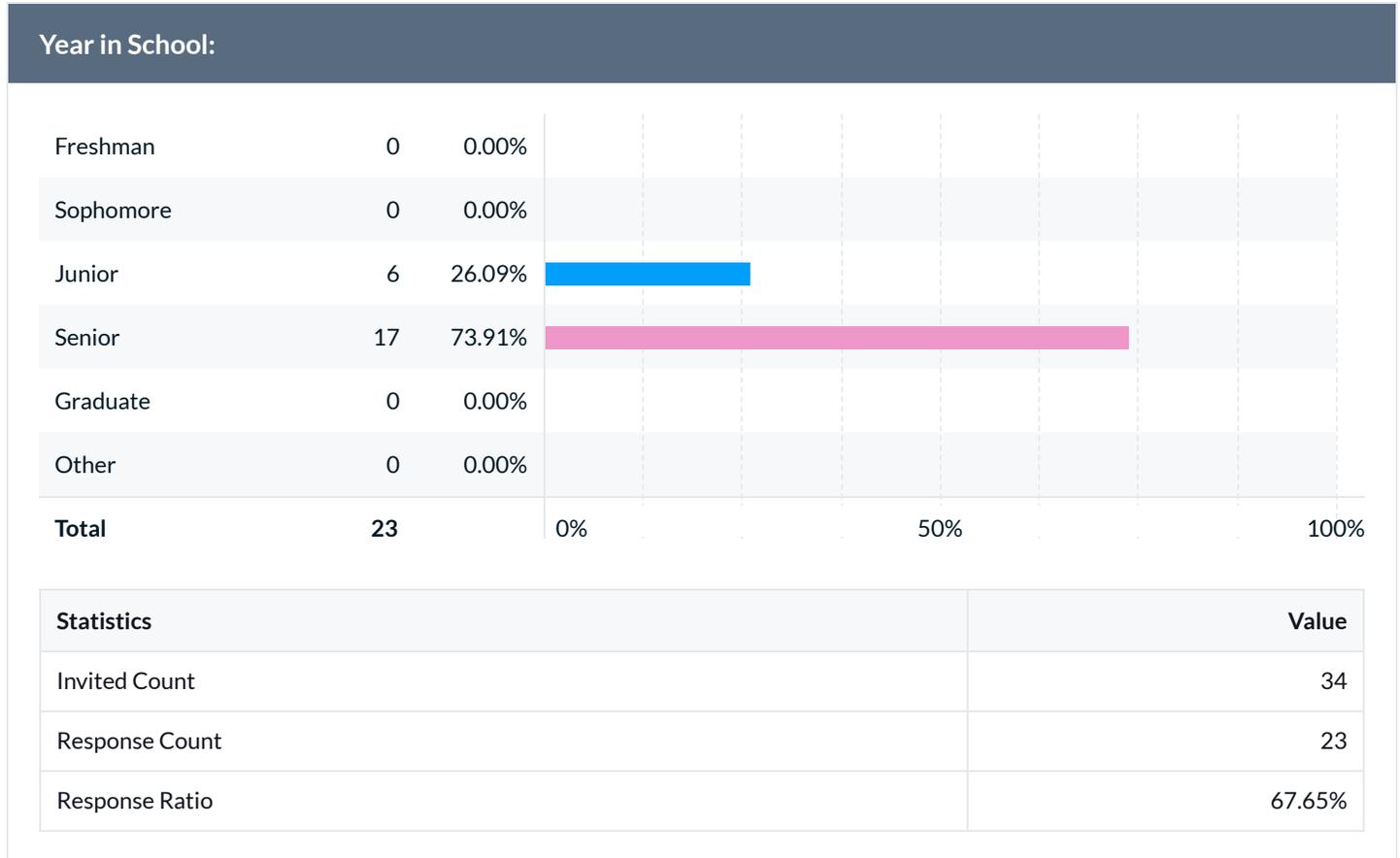
Created **Thursday, March 26, 2026**

Courses Audience: 34
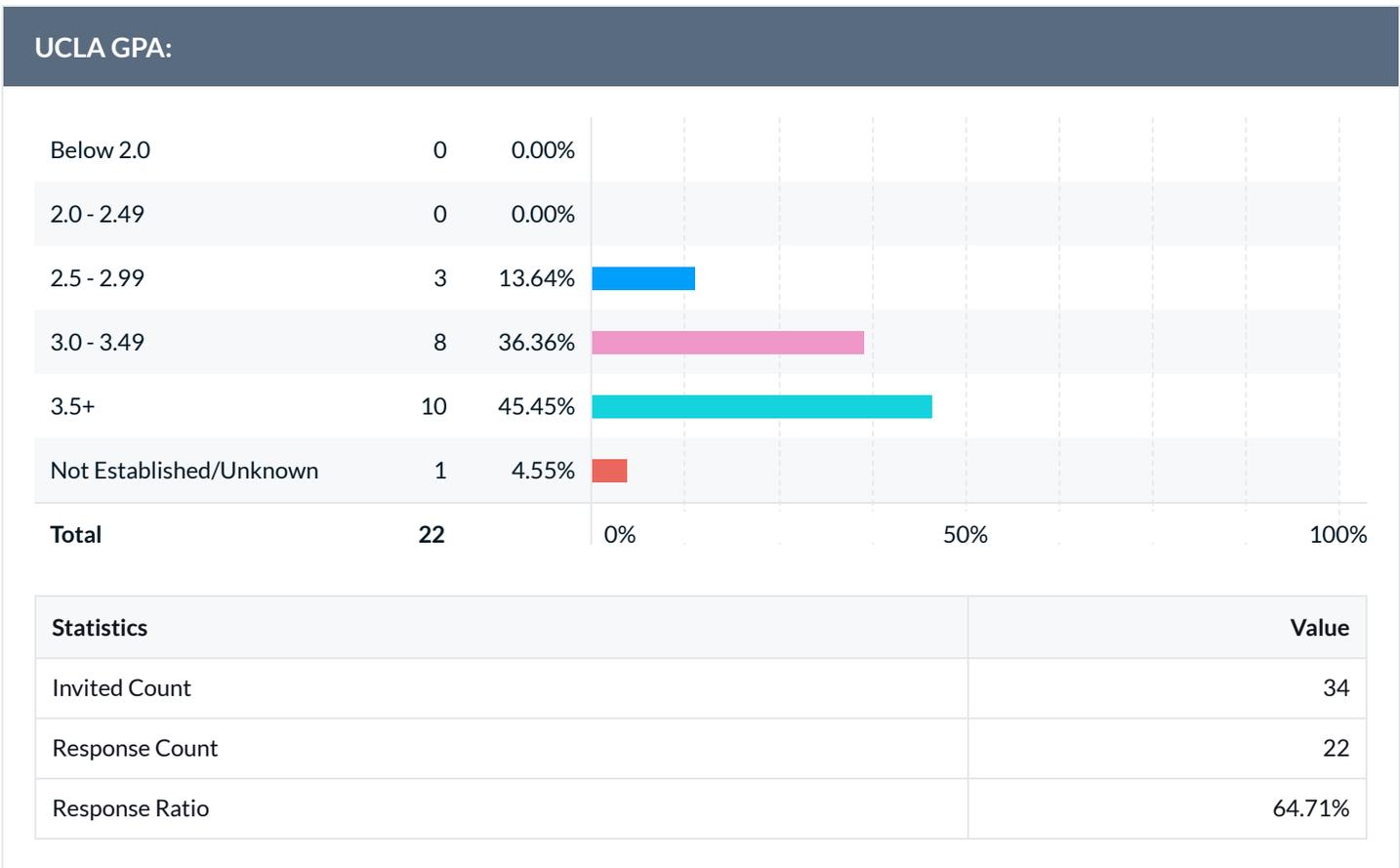Responses Received: 23
Response Ratio: **67.65 %**

Report Comments

Please find your Instructor Summary Report below. Please visit the Student Experiences of Teaching website for additional information.

Background Information

Year in School:

Year in School:			
Freshman	0	0.00%	
Sophomore	0	0.00%	
Junior	6	26.09%	
Senior	17	73.91%	
Graduate	0	0.00%	
Other	0	0.00%	
Total	**23**		

Statistics	Value
Invited Count	34
Response Count	23
Response Ratio	67.65%

UCLA GPA:

UCLA GPA:

Below 2.0	0	0.00%	
2.0 - 2.49	0	0.00%	
2.5 - 2.99	3	13.64%	
3.0 - 3.49	8	36.36%	
3.5+	10	45.45%	
Not Established/Unknown	1	4.55%	
Total	**22**		

0%　　　　　　50%　　　　　　100%

Statistics	Value
Invited Count	34
Response Count	22
Response Ratio	64.71%

Expected Grade:

Expected Grade:		
A	9	39.13%
B	8	34.78%
C	2	8.70%
D	0	0.00%
F	0	0.00%
P	0	0.00%
NP	0	0.00%
S	0	0.00%
U	0	0.00%
Unsure	4	17.39%
Total	**23**	

Statistics	Value
Invited Count	34
Response Count	23
Response Ratio	67.65%
Standard Deviation	3.30

What requirements does this course fulfill?

What requirements does this course fulfill?			
Major	23	100.00%	
Related Field	0	0.00%	
G.E.	0	0.00%	
None	0	0.00%	
Total	**23**		

0%　　　　　　50%　　　　　100%

Statistics	Value
Invited Count	34
Response Count	23
Response Ratio	67.65%

Approximately how many times did you attend the assigned section?

Approximately how many times did you attend the assigned section?		
1	3	13.04%
2	3	13.04%
3	0	0.00%
4	3	13.04%
5	0	0.00%
6	3	13.04%
7	2	8.70%
8	2	8.70%
9	2	8.70%
10+	5	21.74%
Total	**23**	

Statistics	Value
Invited Count	34
Response Count	23
Response Ratio	67.65%

If you primarily attended a section that is not assigned to you, what was your primary reason for doing so?

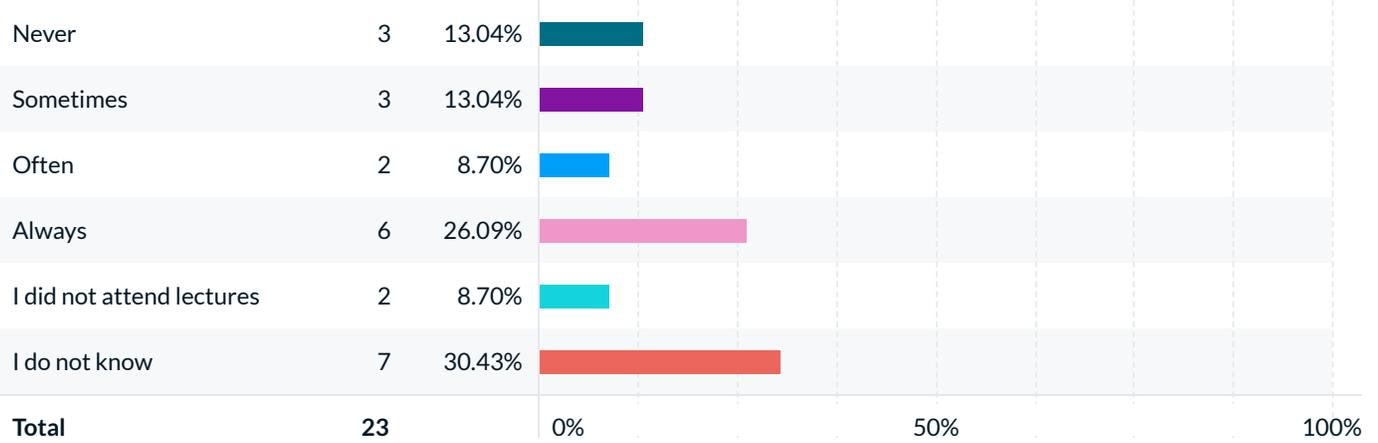| If you primarily attended a section that is not assigned to you, what was your primary reason for doing so?		
Inconvenient time	1	4.55%
Preferred another TA	0	0.00%
Coordinated with friends	1	4.55%
Wanted to attend more than one session	1	4.55%
N/A	19	86.36%
Total	**22**	

Statistics	Value
Invited Count	34
Response Count	22
Response Ratio	64.71%

You saw the TA of the assigned section attending lectures.

| You saw the TA of the assigned section attending lectures. |
|---|

Never	3	13.04%	
Sometimes	3	13.04%	
Often	2	8.70%	
Always	6	26.09%	
I did not attend lectures	2	8.70%	
I do not know	7	30.43%	
Total	**23**		

0%   50%   100%

Statistics	Value
Invited Count	34
Response Count	23
Response Ratio	67.65%

Overall Rating

Overall - What is your overall rating of the teaching assistant?

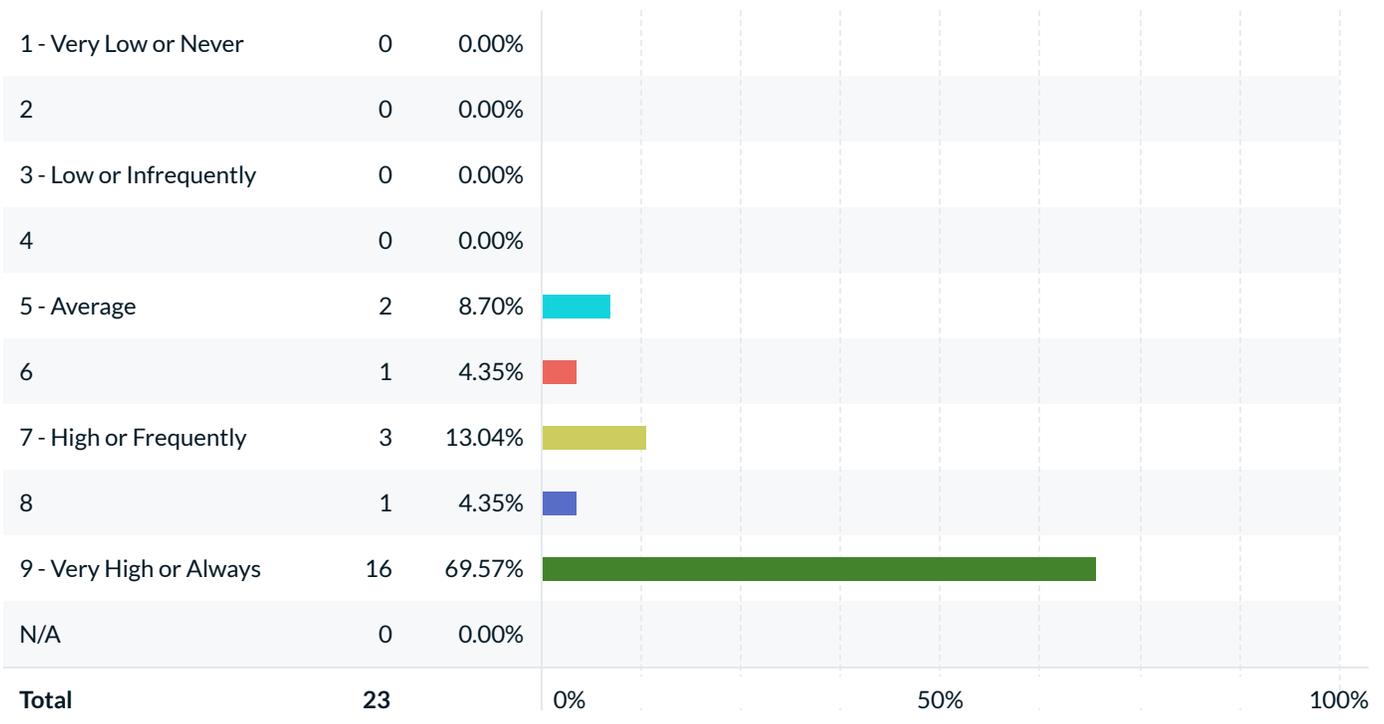| Overall - What is your overall rating of the teaching assistant?		
1 - Very Low or Never	0	0.00%
2	0	0.00%
3 - Low or Infrequently	0	0.00%
4	0	0.00%
5 - Average	0	0.00%
6	0	0.00%
7 - High or Frequently	1	4.35%
8	1	4.35%
9 - Very High or Always	21	91.30%
N/A	0	0.00%
Total	**23**	

Statistics	Value
Response Count	23
Response Ratio	67.65%
Mean	8.87
Median	9.00
Mode	9
Standard Deviation	0.46

Overall - What is your overall rating of the teaching assistant?
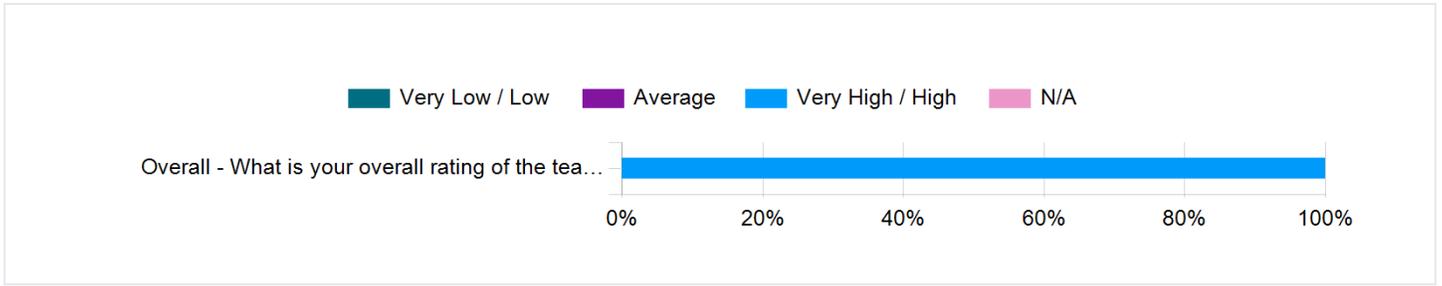
Overall - What is your overall rating of the teaching assistant?

1 - Very Low or Never, 3 - Low or Infrequently, 5 - Average, 7 - High or Frequently, 9 - Very High or Always
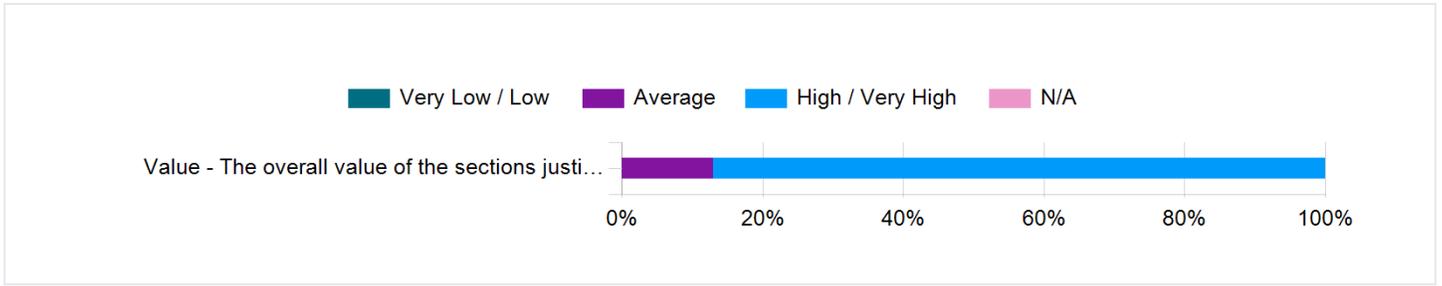
Enrolled	Response Rate	Mean	Median	Mode	SD
34	67.65%	8.87	9.00	9	0.46

Value - The overall value of the sections justified your time and effort.

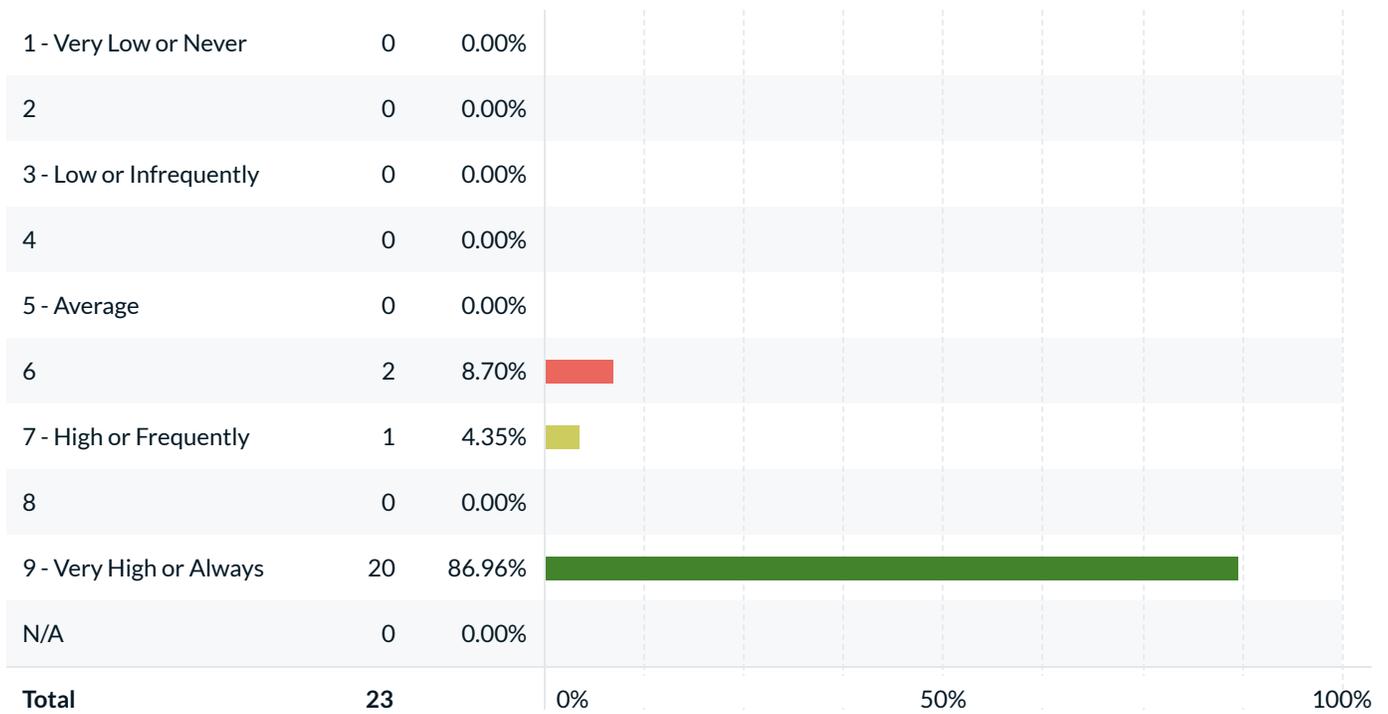| Value - The overall value of the sections justified your time and effort. |
|---|

1 - Very Low or Never	0	0.00%	
2	0	0.00%	
3 - Low or Infrequently	0	0.00%	
4	0	0.00%	
5 - Average	2	8.70%	
6	1	4.35%	
7 - High or Frequently	3	13.04%	
8	1	4.35%	
9 - Very High or Always	16	69.57%	
N/A	0	0.00%	
Total	**23**		

Statistics	Value
Invited Count	34
Response Count	23
Response Ratio	67.65%
Mean	8.22
Median	9.00
Mode	9
Standard Deviation	1.35

Value - The overall value of the sections justified your time and effort.

Value - The overall value of the sections justified your time and effort.

1 - Very Low or Never, 3 - Low or Infrequently, 5 - Average, 7 - High or Frequently, 9 - Very High or Always

Enrolled	Response Rate	Mean	Median	Mode	SD
34	67.65%	8.22	9.00	9	1.35

Questions focused on Teaching Assistant

To What Extent Do You Feel That:

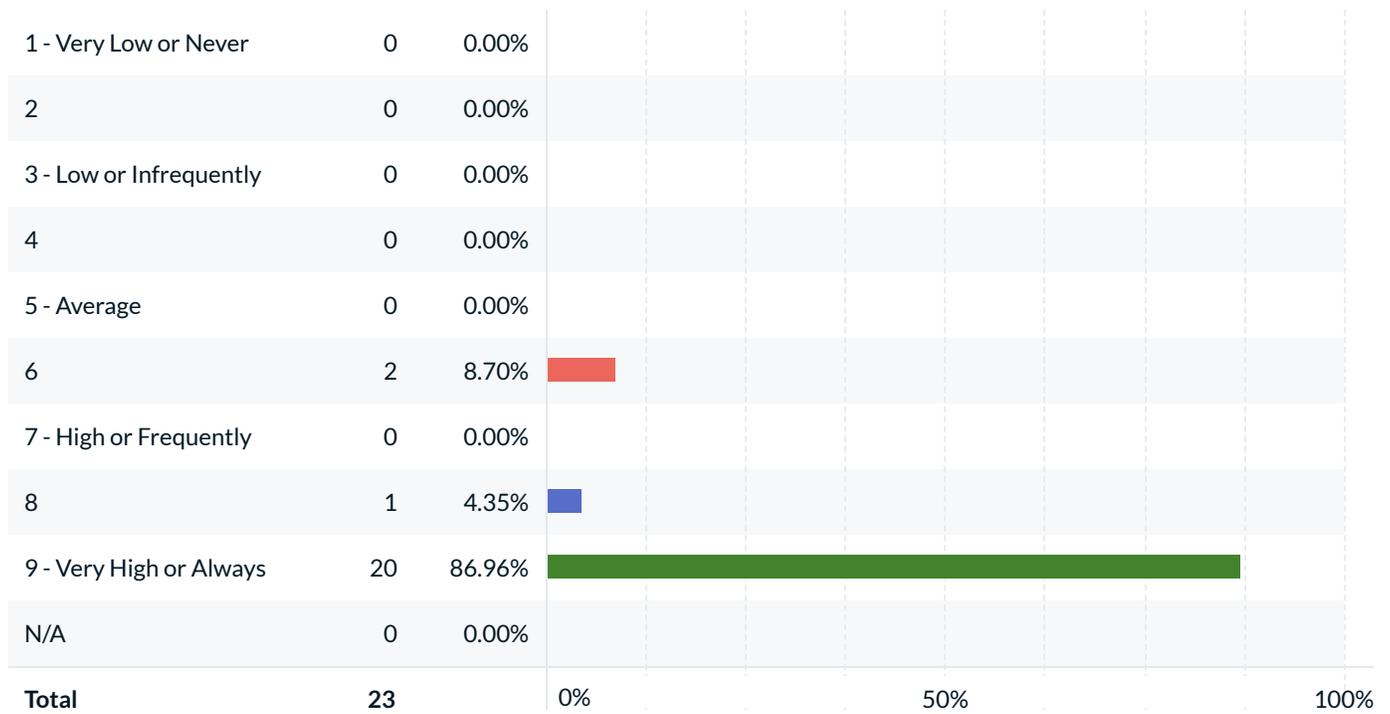| 1. Teaching Assistant Knowledge - The T.A. was knowledgeable about the material. |
|---|

1 - Very Low or Never	0	0.00%
2	0	0.00%
3 - Low or Infrequently	0	0.00%
4	0	0.00%
5 - Average	0	0.00%
6	2	8.70%
7 - High or Frequently	1	4.35%
8	0	0.00%
9 - Very High or Always	20	86.96%
N/A	0	0.00%
Total	**23**	

Statistics	Value
Invited Count	34
Response Count	23
Response Ratio	67.65%
Mean	8.65
Median	9.00
Mode	9
Standard Deviation	0.93

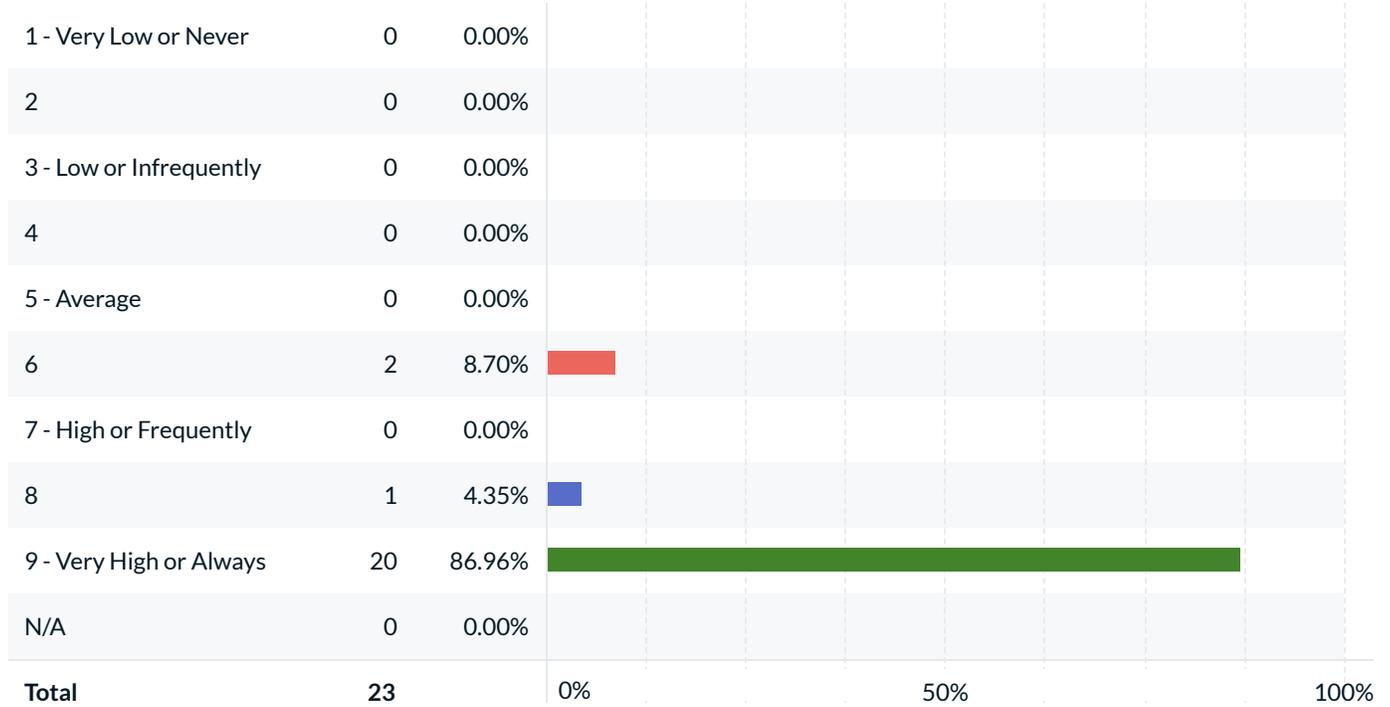## 2. Teaching Assistant Concern - The T.A. was concerned about student learning.
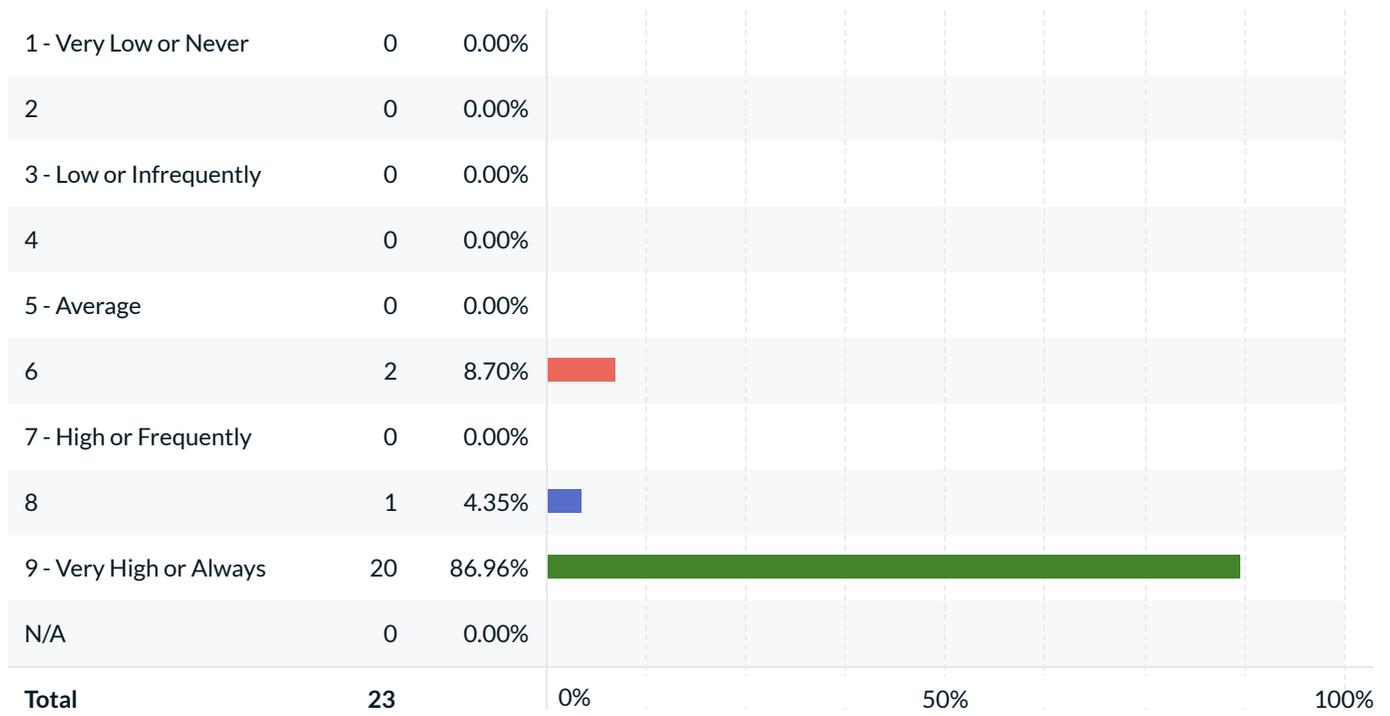
1 - Very Low or Never	0	0.00%
2	0	0.00%
3 - Low or Infrequently	0	0.00%
4	0	0.00%
5 - Average	0	0.00%
6	2	8.70%
7 - High or Frequently	0	0.00%
8	1	4.35%
9 - Very High or Always	20	86.96%
N/A	0	0.00%
Total	**23**	

Statistics	Value
Invited Count	34
Response Count	23
Response Ratio	67.65%
Mean	8.70
Median	9.00
Mode	9
Standard Deviation	0.88

3. Organization - Section presentations were well prepared and organized.

1 - Very Low or Never	0	0.00%
2	0	0.00%
3 - Low or Infrequently	0	0.00%
4	0	0.00%
5 - Average	0	0.00%
6	2	8.70%
7 - High or Frequently	0	0.00%
8	1	4.35%
9 - Very High or Always	20	86.96%
N/A	0	0.00%
Total	**23**	

Statistics	Value
Invited Count	34
Response Count	23
Response Ratio	67.65%
Mean	8.70
Median	9.00
Mode	9
Standard Deviation	0.88

4. Scope - The teaching assistant expanded on course ideas.

1 - Very Low or Never	0	0.00%
2	0	0.00%
3 - Low or Infrequently	0	0.00%
4	0	0.00%
5 - Average	0	0.00%
6	2	8.70%
7 - High or Frequently	0	0.00%
8	1	4.35%
9 - Very High or Always	20	86.96%
N/A	0	0.00%
Total	**23**	

Statistics	Value
Invited Count	34
Response Count	23
Response Ratio	67.65%
Mean	8.70
Median	9.00
Mode	9
Standard Deviation	0.88

5. Interaction - Students felt welcome in seeking help in or outside of the class.
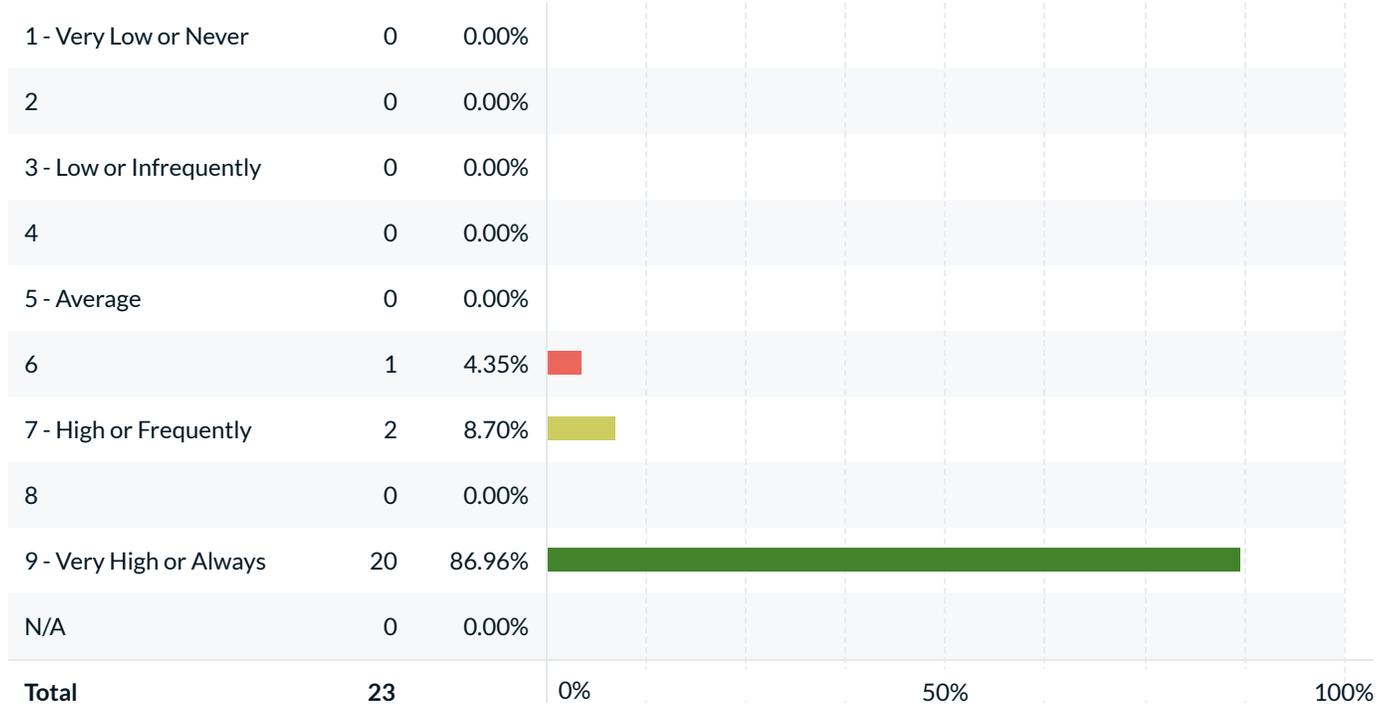
1 - Very Low or Never	0	0.00%
2	0	0.00%
3 - Low or Infrequently	0	0.00%
4	0	0.00%
5 - Average	0	0.00%
6	1	4.35%
7 - High or Frequently	2	8.70%
8	0	0.00%
9 - Very High or Always	20	86.96%
N/A	0	0.00%
Total	**23**	

Statistics	Value
Invited Count	34
Response Count	23
Response Ratio	67.65%
Mean	8.70
Median	9.00
Mode	9
Standard Deviation	0.82

6. Communication Skills - The teaching assistant had good communication skills.

1 - Very Low or Never	0	0.00%	
2	0	0.00%	
3 - Low or Infrequently	0	0.00%	
4	0	0.00%	
5 - Average	0	0.00%	
6	1	4.35%	
7 - High or Frequently	1	4.35%	
8	1	4.35%	
9 - Very High or Always	20	86.96%	
N/A	0	0.00%	
Total	**23**		
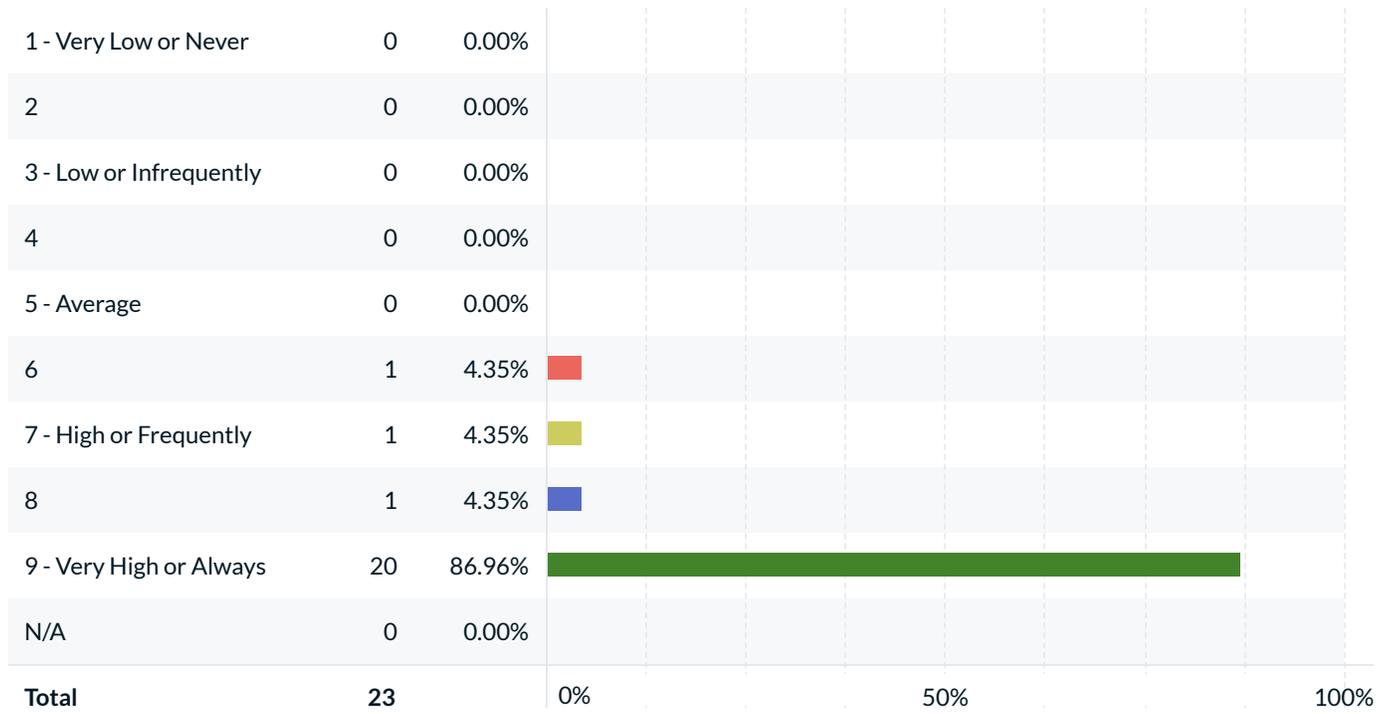
Statistics	Value
Invited Count	34
Response Count	23
Response Ratio	67.65%
Mean	8.74
Median	9.00
Mode	9
Standard Deviation	0.75

To What Extent Do You Feel That:
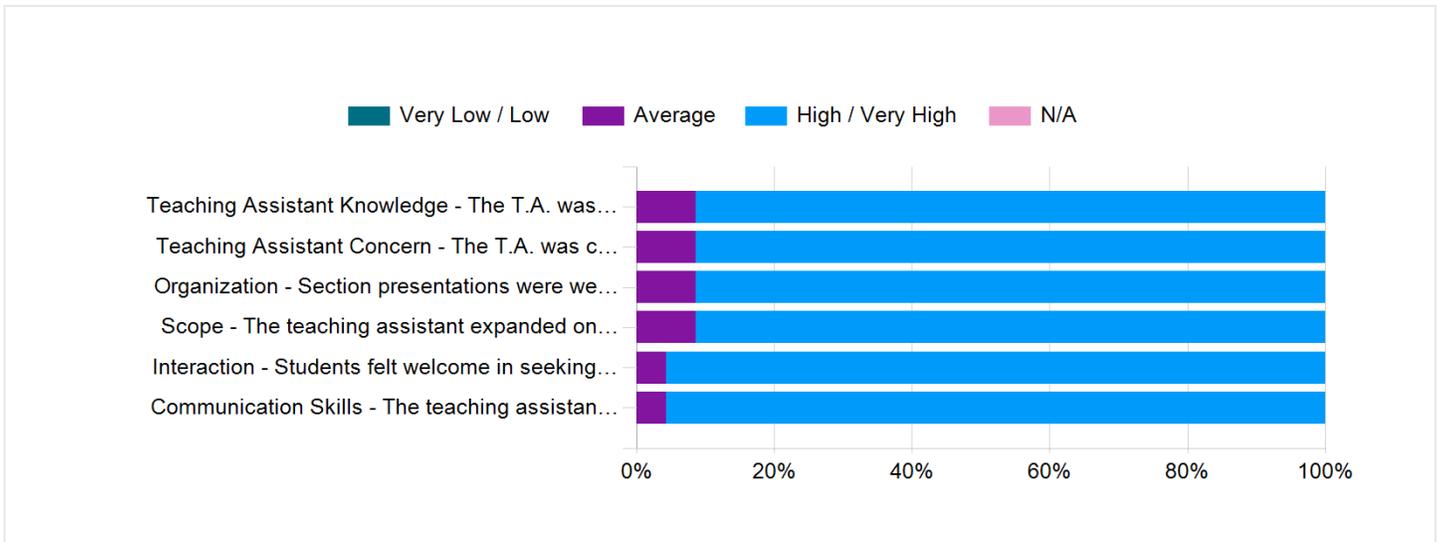
To What Extent Do You Feel That:

1 - Very Low or Never, 3 - Low or Infrequently, 5 - Average, 7 - High or Frequently, 9 - Very High or Always

	Enrolled	Response Rate	Mean	Median	Mode	SD
Teaching Assistant Knowledge - The T.A. was knowledgeable about the material.	34	67.65%	8.65	9.00	9	0.93
Teaching Assistant Concern - The T.A. was concerned about student learning.	34	67.65%	8.70	9.00	9	0.88
Organization - Section presentations were well prepared and organized.	34	67.65%	8.70	9.00	9	0.88
Scope - The teaching assistant expanded on course ideas.	34	67.65%	8.70	9.00	9	0.88
Interaction - Students felt welcome in seeking help in or outside of the class.	34	67.65%	8.70	9.00	9	0.82
Communication Skills - The teaching assistant had good communication skills.	34	67.65%	8.74	9.00	9	0.75

Questions focused on section

Your View of Section Characteristics:

Difficulty (relative to other courses)

1 - Low	0	0.00%
2 - Medium	11	47.83%
3 - High	11	47.83%
N/A	1	4.35%
Total	**23**	

Statistics	Value
Invited Count	34
Response Count	23
Response Ratio	67.65%
Mean	2.50
Median	2.50
Mode	2, 3
Standard Deviation	0.51

Your View of Section Characteristics:

Low Medium High N/A

Difficulty (relative to other courses)

0% 20% 40% 60% 80% 100%
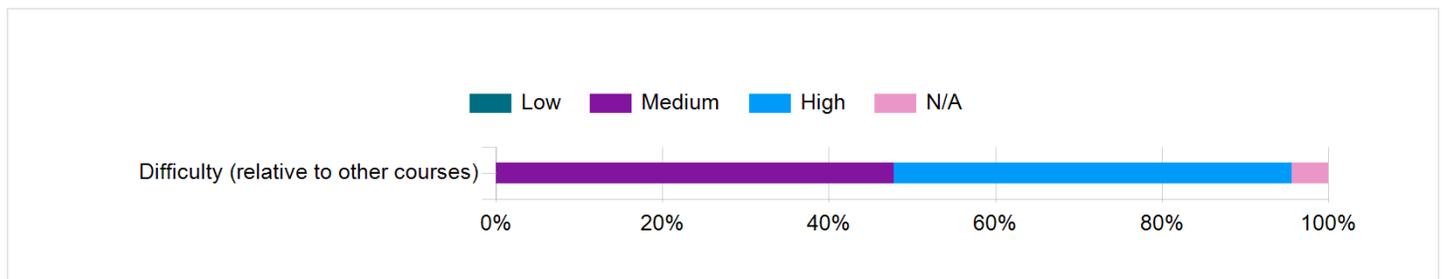
Your View of Section Characteristics:

1 - Low, 2 - Medium, 3 - High

	Enrolled	Response Rate	Mean	Median	Mode	SD
Difficulty (relative to other courses)	34	64.71%	2.50	2.50	2,3	0.51

Your View of Section Characteristics:
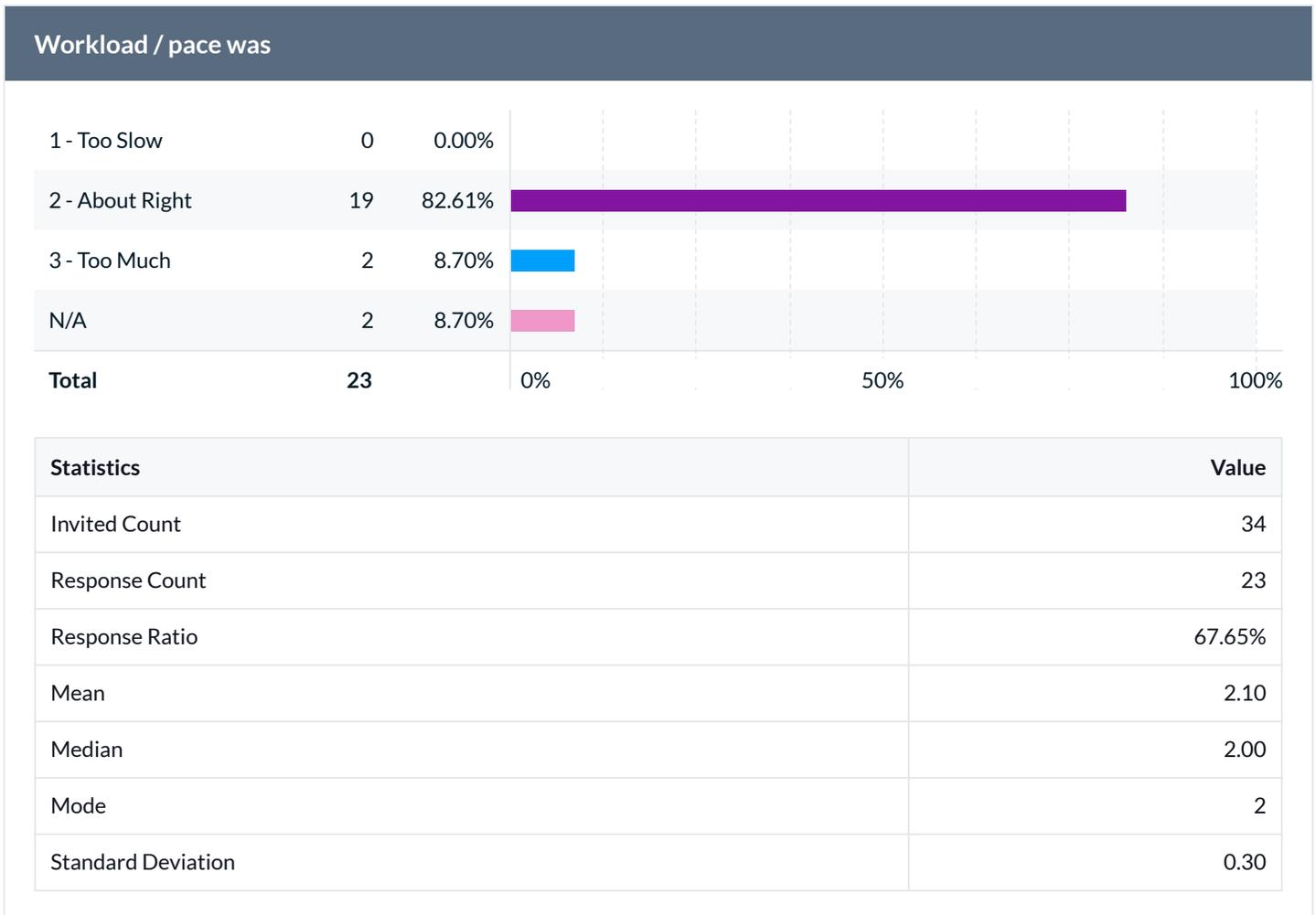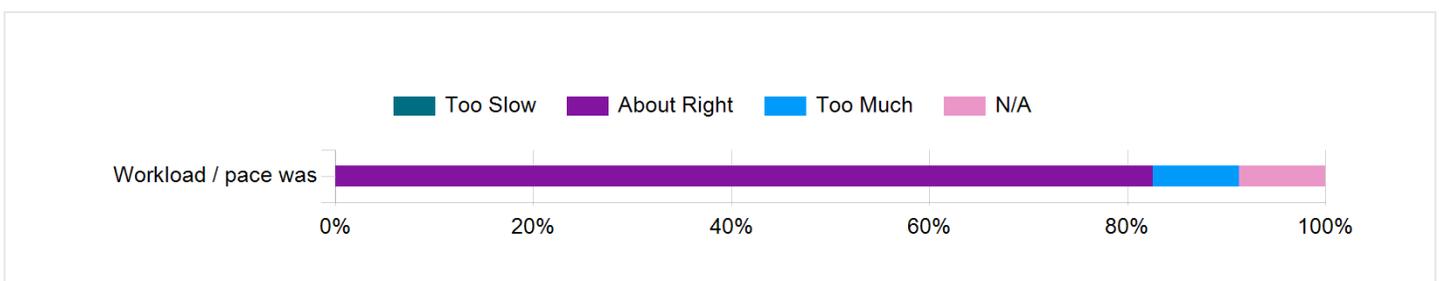
Workload / pace was

1 - Too Slow	0	0.00%
2 - About Right	19	82.61%
3 - Too Much	2	8.70%
N/A	2	8.70%
Total	**23**	

Statistics	Value
Invited Count	34
Response Count	23
Response Ratio	67.65%
Mean	2.10
Median	2.00
Mode	2
Standard Deviation	0.30

Your View of Section Characteristics:

Too Slow — About Right — Too Much — N/A

Workload / pace was

Your View of Section Characteristics:

1 - Too Slow, 2 - About Right, 3 - Too Much

	Enrolled	Response Rate	Mean	Median	Mode	SD
Workload / pace was	34	61.76%	2.10	2.00	2	0.30

Your View of Section Characteristics:

Your View of Section Characteristics:

1. Integration of section with course was

1 - Poor	0	0.00%
2 - Average	5	21.74%
3 - Excellent	18	78.26%
N/A	0	0.00%
Total	**23**	
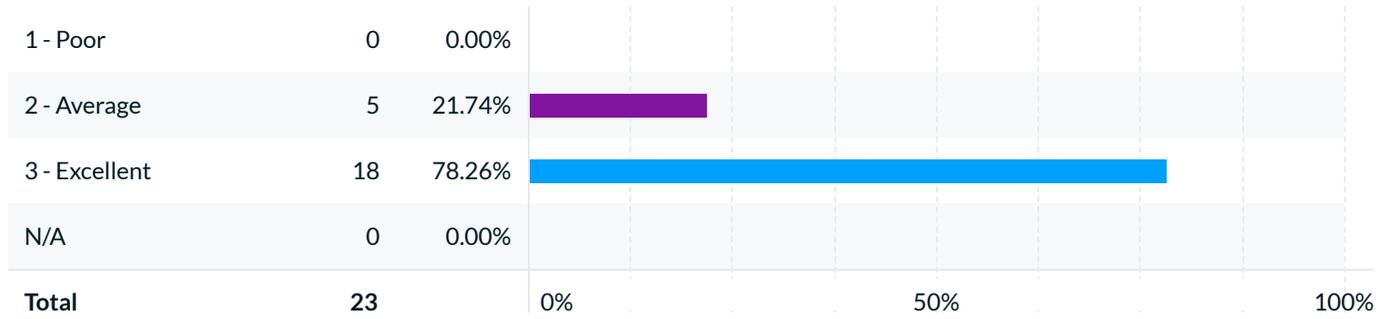
Statistics	Value
Invited Count	34
Response Count	23
Response Ratio	67.65%
Mean	2.78
Median	3.00
Mode	3
Standard Deviation	0.42

2. Texts, required readings

1 - Poor	0	0.00%	
2 - Average	7	30.43%	
3 - Excellent	12	52.17%	
N/A	4	17.39%	
Total	**23**		

0%   50%   100%
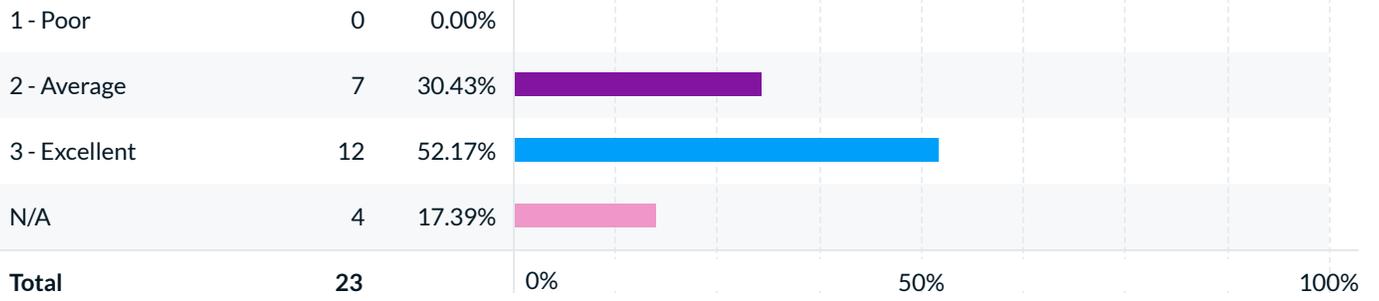
Statistics	Value
Invited Count	34
Response Count	23
Response Ratio	67.65%
Mean	2.63
Median	3.00
Mode	3
Standard Deviation	0.50

3. Homework assignments

1 - Poor	0	0.00%
2 - Average	6	26.09%
3 - Excellent	13	56.52%
N/A	4	17.39%
Total	**23**	
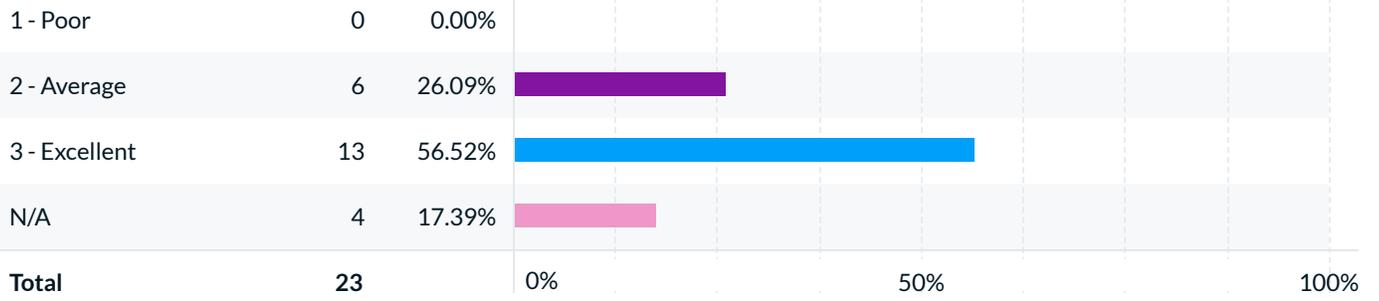
Statistics	Value
Invited Count	34
Response Count	23
Response Ratio	67.65%
Mean	2.68
Median	3.00
Mode	3
Standard Deviation	0.48

4. Graded materials, examinations

1 - Poor	1	4.35%	
2 - Average	6	26.09%	
3 - Excellent	10	43.48%	
N/A	6	26.09%	
Total	**23**		

0%   50%   100%
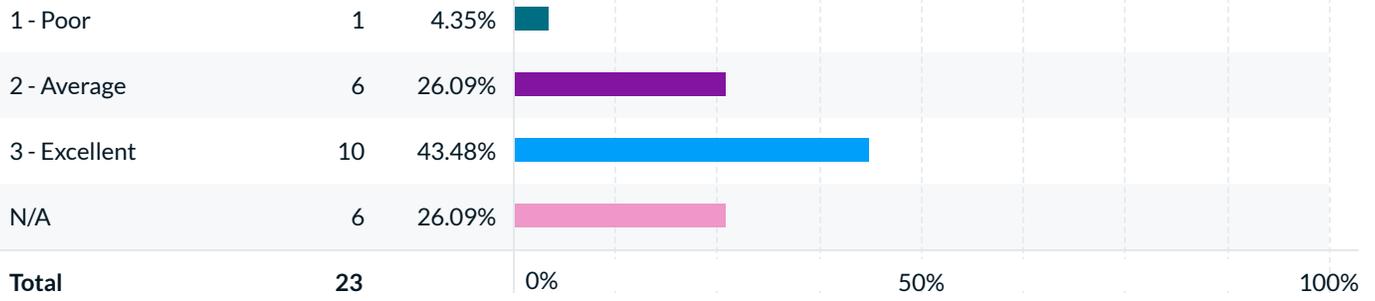
Statistics	Value
Invited Count	34
Response Count	23
Response Ratio	67.65%
Mean	2.53
Median	3.00
Mode	3
Standard Deviation	0.62

5. Lecture presentations
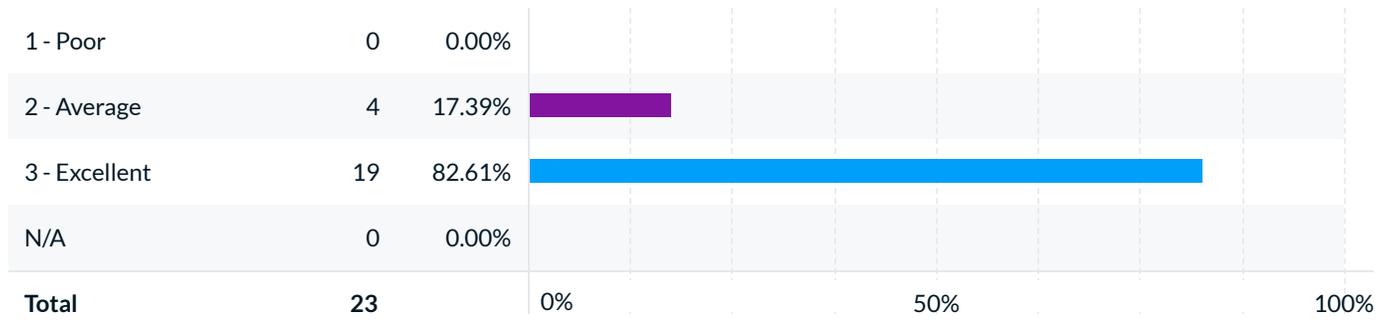
1 - Poor	0	0.00%	
2 - Average	4	17.39%	
3 - Excellent	19	82.61%	
N/A	0	0.00%	
Total	**23**		

0%   50%   100%

Statistics	Value
Invited Count	34
Response Count	23
Response Ratio	67.65%
Mean	2.83
Median	3.00
Mode	3
Standard Deviation	0.39

6. Class discussions
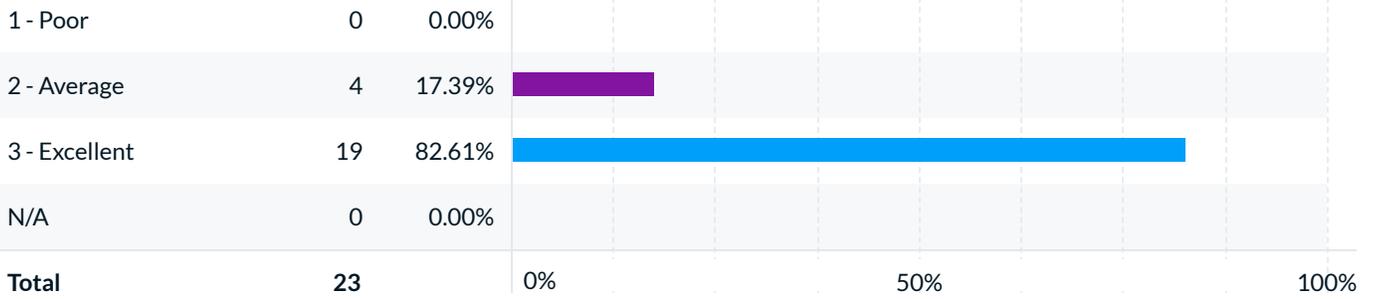
1 - Poor	0	0.00%	
2 - Average	4	17.39%	
3 - Excellent	19	82.61%	
N/A	0	0.00%	
Total	**23**		

Statistics	Value
Invited Count	34
Response Count	23
Response Ratio	67.65%
Mean	2.83
Median	3.00
Mode	3
Standard Deviation	0.39

Your View of Section Characteristics:
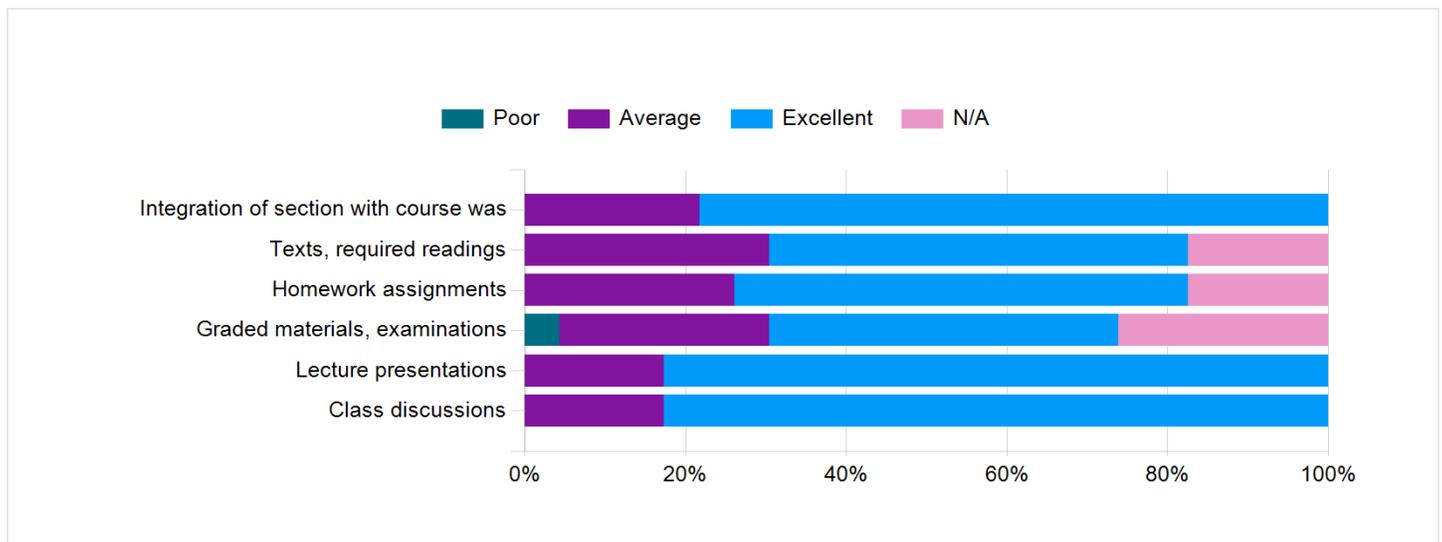
Legend: Poor, Average, Excellent, N/A

- Integration of section with course was
- Texts, required readings
- Homework assignments
- Graded materials, examinations
- Lecture presentations
- Class discussions

Your View of Section Characteristics:

1 - Poor, 2 - Average, 3 - Excellent

	Enrolled	Response Rate	Mean	Median	Mode	SD
Integration of section with course was	34	67.65%	2.78	3.00	3	0.42
Texts, required readings	34	55.88%	2.63	3.00	3	0.50
Homework assignments	34	55.88%	2.68	3.00	3	0.48
Graded materials, examinations	34	50.00%	2.53	3.00	3	0.62
Lecture presentations	34	67.65%	2.83	3.00	3	0.39
Class discussions	34	67.65%	2.83	3.00	3	0.39

Comments

Please identify what you perceive to be the strengths and weaknesses of this teaching assistant and course. (maximum 5000 characters)

Comments
Jake dedicated an entire section of his website to help us understand class concepts, and this was particularly useful when it came to learning about the more convoluted parts of the class material. He is approachable, kind, and cares more about student learning than any other TA I have had. The most helpful thing he did was create practice questions for each of the exams (in addition to walking us through the process of how he creates them). I think his presentation related to the Uber project was very helpful in understanding autocorrelation.
Jake was an outstanding TA and such a valuable part of my success in this course. He was consistently helpful and so approachable, the kind of TA you actually want to go to for help! His knowledge of the material was evident, and he had a real ability to explain concepts clearly and patiently. What stood out most was the quality of his practice problems and slides. It's clear he put serious thought and effort into supporting student learning beyond just showing up to section. The best T.A. I've had during my four years at UCLA!
Jake has been the best TA I have had in my entire UCLA experience. I was (and I believe others in the section were) really struggling with this course up through the first midterm. Jake responded by creating a comprehensive website with detailed notes to explain the material. My score improved by about 30% (out of 100%) from the first to second midterm, and I credit this improvement to all the extra effort that Jake made to explain the material. Any suggestions I have for Jake would be things that are difficult to change due to time constraints (i.e. in office hours having more 1–1 question time). Jake has made every possible effort to support his students throughout the class. I had Jake as a TA for Econ 103, and one note I made was that I preferred for the discussion slides to be as comprehensive as possible for when I went back to individually review the materials, and I felt that this feedback was incorporated into discussions for this quarter. One other note I have is that it is very helpful how Jake formats discussion slides with practice problems in a way such that the answer contains "required knowledge" facts. This made it very easy for me to identify the required memorization material for the class, which is something I often struggle with.
Jake Anderson is not only knowledgeable but an excellent teacher. I had a better understanding of the subject matter when he was creative in the way he explained details by relating it to the broader topics. He is known throughout the Econ department students as the best TA and in multiple courses I've had with him have seen students assigned to other TA's coming to both his discussions and office hours. He also created a website with an in depth breakdown of the entire course which has been incredibly useful. That is in addition to his detailed lecture slides that include practice problems and solutions. He is humorous and welcoming which goes a long way to ease the anxiety of feeling dumb asking questions in a difficult course. We are fortunate to have him at UCLA!

Comments

I rarely write lengthy course evaluations, but Jake is one of the few TAs who genuinely deserves one. I have been at large public schools my entire life. This meant that in almost every aspect of my educational career, I have received little to no support when it came to my classes or career direction. Even if I had (a very small handful) of wonderful teachers/professors/TAs that taught course material in ways I could easily understand, I have never felt the immense amount of care or precision like that of Jake. The sheer amount of dedication that Jake implements in his teaching is felt throughout so many different levels. He creates a space that is welcoming beyond the scope of the class itself. I have found myself reaching out for help in terms of course material, as well as aspects in terms of career aspirations and advice for interviews. I have quite literally never come across a TA that genuinely cares about their students and pushes them to grow beyond their comfort zone.

In terms of ECON 104 itself, it was clearly evident that Jake wanted students to succeed. From creating an entire course page (completely optional btw) that condensed lecture notes AND also created more easily understandable examples than what the professor provided, Jake went above and beyond the baseline "requirements" for all TA roles. I really appreciated how every question I had was promptly answered––whether that be through email or during office hours. Every discussion section comprised of engaging discussion (with no cold calling! thank you for this!!!) and well put together visuals in powerpoint that were concise and easy to follow along. One thing that stood out to me in particular was Jake's teaching style. Instead of repeating back verbatim lecture notes or using terms that most of us undergrads are unfamiliar with, he diluted concepts so that they were much more digestible. As someone who can get easily caught up in convoluted explanations of the textbook or lecture notes, it was incredibly helpful for the information to be taught in a more relatable/applicable manner.

Beyond ECON 104, Jake held his office hours and post–discussion time to answer all questions both related to the course and not. When I first introduced myself to Jake, he took the time to offer valuable advice not only about the course material but also about career paths and technical skills that would be helpful to develop. Although these interactions were brief, they were meaningful and left a lasting impression. Jake's willingness to engage with students beyond the required course material made him feel approachable and genuinely invested in students' growth.

In terms of places to improve, I believe that there is only one thing (and it is lowkey out of your control). Discussion sections for this course are only so long, which means upwards of 3 (ish) classes or lab material to cover in just 50 minutes. This can be tough to navigate, but sometimes that meant topics were not always covered in the same depth (if that makes sense...). If possible, I think it would be incredibly beneficial to identify a few key concepts for each discussion and allocate the time more deliberately across them. For example, if there are three main topics to review in a given week, spending roughly 15–20 minutes on each and working through one clear example per topic to ensure that all ideas are covered in sufficient/equal depth. I feel like this would make discussions feel a bit more structured given the limited amount of time you are able to teach. This "improvement" suggestion is actually very nit–picky of me, but I know how dedicated you are to teaching, so I think if you were to incorporate just a tad more structure given the time constraints, your sections would be just *that* much more helpful!

Overall, taking this discussion section with Jake has redeemed my opinion on most Economics/UCLA TAs. It is incredibly hard to find a TA who is as willing to help as Jake.

Jake, I thank you for your dedication, help, and empathy! There is no one more deserving of the Winter 2026 Best TA Award (I think that's what you called it). Thank you for a wonderful quarter!!!! All the best. :D

Jake is an amazing teaching assistant, and he truly cares about student learning and mastery of the material. He is clearly passionate and always willing to help above and beyond many TA's at UCLA, and he made econometrics a much more approachable and enjoyable subject.

quick and responsive over email, easy to follow and cares about students. best TA and the most welcoming econ TA i've ever had

Comments

I was very fortunate to have had Jake Anderson as my TA both during the fall quarter and this quarter in Econ 103 and Econ 104, respectively. Based on this, I can say that he is truly a fantastic TA and the best TA I have had in the entire economics department throughout my time at UCLA. He has such an attention to detail, as well as a very high degree of care and respect. He provides the students. He remains truly unmatched as a TA. His strengths are that he is very good at covering the course content and explaining it to students from scratch, as Professor Rojas is truly terrible and people in class are left utterly confused, but thankfully, Jake is able to create a good level of understanding for students lucky enough to be in his discussion section. One area of significant improvement. I thought that Jake had from my experience in his discussion in Econ 103 until now in Econ 104 is that he prepared his own website with a lot of practice material for students giving them and even better understanding of the course, particularly with now an even worse professor, Professor Rojas, than was in place during the fall quarter, Professor Convery. I think during section, his ability to take questions from students and create a solid level of understanding is truly a testament to how responsive he is and the high level of teaching ability he possesses, which is few and far between at UCLA. One slight weakness that I would say is, in terms of the time spent during discussion section I think more time should be focused on ensuring that the material covered during each week should be discussed rather than going as in depth on the practice problems given that he thankfully posts his fully worked out solutions that are easier for students to just review on their own once they possess a good understanding of the course from Jake. In conclusion, Jake will be a truly fantastic Professor where students will get the chance to have a Professor who truly understands the subject and ensures students gain a thorough level of understanding and familiarity. The respect, helpfulness, and assistance he provides to students truly make him invaluable.

Jake Anderson is the G.O.A.T (Greatest Of All Time). I have never had an economics T.A. as dedicated and concerned as Jake was for his students and anyone else in the class. He went above and beyond to help integrate material in an understandable way, going as far as creating his own coded notes for every reviewed chapter in the class. He took the time to format notes that were easily digestible, creating examples that were relevant to our lifestyles, which helped me understand broader economic details. During sections, he made sure to make them interactive to get the most out of learning, asking students to create stories to understand concepts, but also make sure we understood the mathematical and interprative reasonings for all concepts. When exams got lost, Jake made sure to find them ASAP and report grades as early as possible. He was also very attentive when answer keys were incorrect, updating the class ASAP about false grades. He is the best T.A. I have ever had here at UCLA.

I had Jake for Econ 103, and he was super helpful last quarter, so I was super happy to see him teach 104 as well. I can say with confidence that he is the best TA I have had at UCLA. He knows the material very well, he knows how to teach and simplify the material for the students, and he is genuinely concerned about how well students will perform and what they will learn. He is always prepared. The slides he presents are super relevant and helpful. The real–life examples he brings to make dry topics more relevant and interesting are also super helpful. I also really like how he breaks down the explanation of each question. For example, explaining or going over all the multiple–choice options and eliminating them. Going over test questions that way greatly improved my test–taking abilities, as I learned how to approach both the problems and potential answers. His pace is super spot–on, and, out of long and complicated topics, he knows how to narrow down and concentrate on the most important ones, which is valuable, as the discussion section is only 50 minutes long. I do not like attending TA discussions because many of them are a waste of time. But in this case, I can say that each discussion section was super valuable. Maybe even more valuable than lectures themselves. Having him for two quarters was an absolute pleasure.

Jake genuinely cares about his students. The best strength of this class was Jake putting together practice problems for the course. The professors gives little to none practice problems (which is rare compared to other Econ professors) but Jake goes out of his way to predict what questions could potentially be on the test in order to help us prepare. The only weakness which isn't really a weakness is that sometimes Jake explains things in a very large conceptually way, which aids in understanding of the course material and is valuable. But sometimes the overall large concept includes other concepts that are helpful in the real world but not necessarily helpful for this direct course. He cares about students actually learning, which is why he does this. But for a course like this I think it would be better to always directly tie back everything into what the Professor is testing us on.

The GOAT, seriously. Gave alot of office hours very helpful and knowledgeable of the topics. Very communicative.