

SUMMARY OF TEACHING EVALUATIONS

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This is a summary of all student evaluations from the five undergraduate courses I have taught as instructor of record at the University of Oregon between Winter 2024 and Fall 2025. The courses span core economic theory (EC 311), econometric methods (EC 320), and two field courses (EC 380 and EC 390), with enrollments up to 80 students and one accelerated summer section. Three courses were new preparations for which I developed the material.

The University of Oregon uses the Teaching and Learning Elements (E-SES) instrument, which asks students to rate ten dimensions of a course as either “*beneficial to my learning, neutral, or needs improvement.*” Percentages below refer to the share of respondents selecting “*beneficial to my learning*”.

OVERVIEW BY COURSE

Term	Course	Enrolled	Rate	Mean Rating	No Need Improve.
Winter '24	EC 311 - Intermediate Microeconomics	45	47%	84%	24%
Fall '24	EC 380 - International Economics Issues*	79	61%	88%	48%
Winter '25	EC 380 - International Economics Issues	80	8%	78%	50%
Summer '25	EC 320 - Introduction to Econometrics*	27	11%	100%	33%
Fall '25	EC 390 0 Problems & Issues in Dev. Economies*	80	45%	88%	50%
Total	5 Sections, 4 Distinct Courses	311	37%	87%	44%

* New Preparation. “Mean Rating” is the average rating across the ten evaluated dimensions. “No Need Improve.” is the share of respondents who selected “none of the elements above need improvement” when asked to identify the single element most in need of change.

Across all five sections, 86.7% rated the course element as beneficial to learning, 12.4% as neutral, and 1% in total as needing improvement. Nearly half of all respondents (44%) declined to identify any element of the course as needing improvement.

RATINGS BY DIMENSION

	EC 311 (W24)	EC 380 (F24)	EC 380 (W25)	EC 320 (Su25)	EC 390 (F25)	Pooled
Course Organization	90%	92%	83%	100%	94%	92%
Instructor Communication	90%	92%	83%	100%	86%	89%
Course Accessibility	81%	94%	83%	100%	83%	88%
Course Inclusiveness	90%	83%	67%	100%	92%	87%
Clarity of Instructions/Grading	81%	88%	83%	100%	89%	87%
Course Content Relevance	81%	88%	83%	100%	89%	87%
Course Assignments/Projects	67%	94%	83%	100%	89%	87%
Support from the Instructor	90%	85%	83%	100%	83%	86%
Use of Active Learning	86%	85%	67%	100%	81%	83%
Feedback Provided	71%	79%	67%	100%	92%	81%

Response counts are small in Winter 2025 (n=6) and Summer 2025 (n=3), these terms should be read with caution. The pooled column weights each term by its number of respondents.

RECURRING STRENGTHS

Organization and Course Infrastructure

Course organization is the highest-rated dimension in the pooled data (92%), rated beneficial by at least 83% of respondents in every term. Beginning in Fall '24, I built a standalone course website that hosts all course content (slides, readings, assignments, schedule) alongside Canvas. This is a change students repeatedly bring up in comments without prompting:

Jose was an excellent instructor (...) He has been one of the most organized instructors I have had, with his own website that made everything super easy to find. Always went above and beyond.

— EC 390, Fall 2025

I liked that the instructor used his own website. It felt much more organized and easy to find what readings, homework, or quiz correlate with which lectures

— EC 380, Winter 2025

Communication and Classroom Engagement

Communication rates second overall (89%) and comments consistently tie engagement to accessibility of the material rather than to entertainment alone.

Specifically, the fact that we are pushed to actually understand economics rather than memorize it has helped me immensely. I truly appreciate the actual learning that I have achieved this term.

— EC 390, Fall 2025

Was very clear that he knew what he was talking about, and was able to express that in an accessible way that was both funny and educational

— EC 380, Winter 2025

Alignment of Assignments with Assessment

Where I authored the problem sets myself, students identified the coherence between practice and examination as the mechanism that prepared them best.

Homework problem sets directly applicable to the exams. The information provided in the slides is straightforward, which I found helpful when studying.

— EC 380, Fall 2024

I was extremely stressed about the midterm (...) I couldn't believe how prepared I felt working through the practice because of the way the HW and Problem Sets were set up.

— EC 390, Fall 2025

Feedback and Support Outside Class

Feedback rose from 71% in my first course taught to 92% in the last course taught. This follows the introduction of scaffolded, staged feedback on the EC 390 term project.

Every assignment in the class came with feedback along with the grade. Especially on the final project, Jose took the time to make expectations clear and point out any areas that could be improved.

— EC 390, Fall 2025

Research-oriented Project Design

The EC 390 term project asks students to write a research proposal and give a 10-minute presentation, rather than a conventional paper. The intent is to give undergraduates a structured exposure to economic research, while developing writing, scholarship, and public-speaking skills.

It was a low-stakes (...) way of exploring what beginning research in the economics field might look like (...) It dove-tailed well with the econometrics class I was taking at the same time, giving me an idea of conceptual and practical ways to execute economics research.

— EC 390, Fall 2025

AREAS IDENTIFIED AND CHANGES MADE

- **Third-party Homework Platform (EC 311):** Assignments were the lowest-rated dimension in Winter 2024 (67%) and the element most often named as needing improvement. Students objected specifically to the publisher's online homework system, which they found poorly matched to lecture content and to exams. In later courses, I wrote problem sets in-house and aligned them explicitly to assessment. Students responded positively, with ratings rising to 94% (EC 380) and 89% (EC 390), and no comment in either term criticized assignment content.
- **Exam Preparation Materials (EC 311, EC 380):** In both terms students asked for practice exams and condensed study guides, with several students noting that the absence reflected a first offering with no prior exams to draw on. I have since built a bank of practice problems and released previous-term materials. Later courses comments show students feeling well prepared.
- **Slide Accuracy and Note-taking Pace (EC 311, EC 390):** The most persistent criticism across terms were about typos and occasional inconsistencies in lecture slides. I have revised the slides for all courses and have posted complete versions, which include examples worked through in-class. This is a practice I began doing after every lecture to minimize errors.
- **Structuring In-Class Activities (EC 380):** Simulation activities were widely enjoyed but several students found them slightly chaotic and wanted an explicit connection back to the theory. I have added structured debriefs to each activity that states what the exercise attempts to represent and how they likely deviate from theoretical predictions.
- **Grading Transparency (EC 390):** A small number of students reported losing points on problem sets without understanding why. I have moved to publishing explicit rubrics and well-detailed answer keys for all problem sets.
- **Course Website versus Canvas (EC 380, EC 390):** The external site was praised far more often than it was criticized, but two students found maintaining two locations inconvenient. As a response, I now mirror all deadlines and links in Canvas so that either route is sufficient.

TAKEAWAYS

Across five sections of four distinct courses, from core theory to field electives, students report consistently positive experiences, and the trajectory reflects growing command of both material preparation and classroom instruction. Three of these were first preparations, and I am prepared to teach any undergraduate course in the curriculum, including outside my fields. I build active learning into each course through data exercises and student presentations that make students participants in the material rather than recipients of it. I would also welcome the chance to develop field courses that draw on my research, observed student interests, and reach students across disciplines, a course on globalization and trade integration, for instance.