



**Instructor IA Evaluation for Jesus Enrique Rojas Venzor
School of Global Policy and Strategy**

GPCO 467 - PolicyResponses/GlobalProblem (Driscoll, Jesse R.)
Spring 2025

Evaluation Responses

1. The Instructional Assistant has a good understanding of the subject matter.

Strongly Agree

2. The Instructional Assistant was well organized and prepared for class.

Strongly Agree

3. The Instructional Assistant was accessible to students outside of class (office hours, e-mail, etc.).

Strongly Agree

4. The Instructional Assistant's explanations were appropriate, being neither too complicated nor too simple.

Strongly Agree

5. The Instructional Assistant consistently arrived at lecture, section/lab, office hours and exams on time.

Strongly Agree

6. The Instructional Assistant graded fairly and accurately, providing constructive feedback to students.

Strongly Agree

7. The Instructional Assistant returned tests and papers in a timely manner.

Strongly Agree

8. The Instructional Assistant presented material in an intellectually stimulating way that gave students deeper insight into the material.

Strongly Agree

9. The Instructional Assistant was genuinely interested in and enthusiastic about teaching.

Strongly Agree

10. What is your overall rating of the Instructional Assistant?

Excellent

11. Do you have any other comments to add to your evaluation?

Please keep your comments constructive and professional, abiding by the Principles of Community

- This was the third time Jesus has been my TA for this course, and what stands out is not just his consistency, but his growth. He's seen earlier iterations of this class that didn't land as well (due to my own misfires, over-enthusiasm for subject matter that the students did not share, etc.). This time, we made major structural and pedagogical changes together, and they worked. That success belongs as much to him as to me.

Midway through the quarter, we raised the bar for students in a very intentional way. We pushed them to start writing earlier—even if those first drafts had clearly leaned too heavily on ChatGPT—and then held them to real intellectual standards through cycles of serious feedback. That meant 100+ hours of commenting across three weeks, for a class of 30+ students. Often, we knew we were “writing back” to papers that students hadn't really written themselves. But the feedback didn't stop. It made clear to students that the bar wasn't going to drop, and no shortcut would save them. I could not have done this alone. Jesus was absolutely integral to setting that tone, providing constructive criticism, and holding the line. I heard more than once that it was the first time many of these MA students had received comments of this depth in the program.

He was also a major resource outside of the core course workflow. Several students were trying to adapt their MA thesis into a writing sample for PhD applications, and Jesus made himself available via email—sometimes around the clock—to help fix or debug R code, reassure students that they were on the right track, etc.. He's a skilled quantitative social scientist, and he shared that expertise freely and often. He held regular office hours, and, honestly, “regular” doesn't do it justice. There was often a line.

On a lighter but telling note, he started dressing the part. Less like a grad student, more like a professional. Tie. Jacket. The whole thing. We joked about it a few times. I've also started dressing better post-Pentagon as a way of showing respect to the students, but underneath the humor is a real observation: he's better at this job than he used to be, in lots of small, meaningful ways.

I didn't ask him to guest lecture this time, but I have no doubt that if I'd needed him to step in, it would have gone more than fine. Jesus is one of the most capable, collaborative, and student-focused TAs I've worked with. It's been a pleasure getting to know him.

12. Sources used to complete this evaluation

Regular meetings/feedback sessions

Student evaluations

Classroom observation

Review of Instructional Assistant grading

Mid-quarter evaluation and feedback session with Instructional Assistant

Informal evaluations by students

Observation of Instructional Assistant in weekly meetings

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