

D. Assignments, Exams, and Grading

An important aspect of this scale is the quality of feedback students receive from instructors on their assignments, exams and grades. Instructors choose assignments and textbooks that are helpful in understanding course material.



16. The information given to students about how they would be graded

Very Effective	Effective	Moderately Effective	Somewhat Ineffective	Ineffective	Omitted	N/A	Mean
5	4	3	2	1			
69	25	—	—	—	—	6	4.73

17. The clarity of exam questions

75	19	—	—	—	—	6	4.80
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18. The exams' coverage of important aspects of the course

75	19	—	—	—	—	6	4.80
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19. The instructor's comments on assignments and exams

81	13	—	—	—	—	6	4.87
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20. The overall quality of the textbook(s)

69	6	6	—	—	—	19	4.77
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21. The helpfulness of assignments in understanding course material

75	13	6	—	—	—	6	4.73
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To download a PDF of the Compendium go to: www.ets.org/sirli/assignments

E. Supplementary Instructional Methods ***

22. Problems or questions presented by the instructor for small group discussions

Very Effective	Effective	Moderately Effective	Somewhat Ineffective	Ineffective	Omitted	N/A	Mean
5	4	3	2	1			
56	25	6	—	—	—	13	***

23. Term paper(s) or project(s)

63	19	—	—	—	—	19	***
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24. Laboratory exercises for understanding important course concepts

63	13	6	—	—	—	19	***
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25. Assigned projects in which students worked together

69	13	13	—	—	—	6	***
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26. Case studies, simulations, or role playing

63	13	—	—	—	—	25	***
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27. Course journals or logs required of students

56	6	—	—	—	—	38	***
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28. Instructor's use of computers as aids in instruction

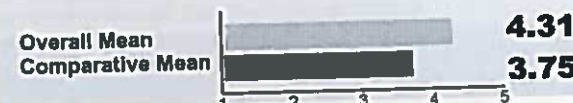
75	13	—	—	—	—	13	***
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*** Means are not reported for these statements

F. Course Outcomes

The goal of any course is to increase student learning. Making progress toward course objectives and increasing student interest in the subject area are important corollaries to this outcome. This scale measures students' perceptions of their learning in the course, as well as to what extent the course helped them think independently.



29. My learning increased in this course

5 Much More Than Most Courses	4 More Than Most Courses	3 About the Same as Others	2 Less Than Most Courses	1 Much Less Than Most Courses	Omitted	N/A	Mean
38	44	6	—	6	—	6	4.13

30. I made progress toward achieving course objectives

44	31	13	—	6	—	6	4.13
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31. My interest in the subject area has increased

50	38	—	—	6	—	6	4.33
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32. This course helped me to think independently about the subject matter

56	19	13	—	6	—	6	4.27
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33. This course actively involved me in what I was learning

69	19	6	—	—	—	6	4.67
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G. Student Effort and Involvement

Student learning is also determined by how much effort is put into the course. How much time students spend studying and completing assignments, how well prepared they are for each class, and their attitudes toward the content itself are only partially under the teacher's control.



34. I studied and put effort into this course

5 Much More Than Most Courses	4 More Than Most Courses	3 About the Same as Others	2 Less Than Most Courses	1 Much Less Than Most Courses	Omitted	N/A	Mean
75	13	6	—	—	—	6	4.73+

35. I was prepared for each class (writing and reading assignments)

44	44	6	—	—	—	6	4.40
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36. I was challenged by this course

56	13	25	—	—	—	6	4.33
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For explanation of flagging (*), see "Number of Students Responding," page 4