

Name: THOMAS

Admin. Date: 11/13

Batch No.: 4253

Report No.: 713092

Report: CLASS

College: HOWARD UNIVERSITY, SCHOOL OF C

Class: THOMAS J 311 02

Class Enrollment: 15

No. of Respondents: 13

Suggestions for Improving Your Teaching

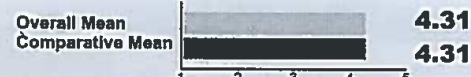
Educational Testing Service offers an on-line set of suggestions for improving instruction. This Compendium of suggestions includes practices that highly rated teachers say they use as well as research-based effective teaching practices. The suggestions are grouped according to the SIR II scales and are linked to additional sources of information.

To download a PDF of the Compendium go to: www.ets.org/sirii/compendium

(The percentages and means are based on the total number of respondents, not class enrollment.)

A. Course Organization and Planning

This scale speaks to how well the instructor has made requirements clear and is prepared for each class. It also reflects whether students view the instructor as being in command of the subject matter and able to emphasize the important points to be learned.



	Very Effective	4 Effective	3 Effective	2 Ineffective	1 Ineffective	Omitted	N/A	Mean
1. The instructor's explanation of course requirements	46	38	—	15	—	—	—	4.15
2. The instructor's preparation for each class period	54	38	8	—	—	—	—	4.46
3. The instructor's command of the subject matter	54	38	—	—	8	—	—	4.31
4. The instructor's use of class time	46	31	15	8	—	—	—	4.15
5. The instructor's way of summarizing or emphasizing important points in class	62	31	—	8	—	—	—	4.46

To download a PDF of the Compendium go to: www.ets.org/sirii/organization

B. Communication

Making clear and understandable presentations and using examples or illustrations when necessary are important tools for communicating with students. Communication is also facilitated by an instructor's enthusiasm for the material and use of challenging questions or problems in class.



	Very Effective	4 Effective	3 Effective	2 Ineffective	1 Ineffective	Omitted	N/A	Mean
6. The instructor's ability to make clear and understandable presentations	46	38	15	—	—	—	—	4.31
7. The instructor's command of spoken English (or the language used in the course)	77	23	—	—	—	—	—	4.77
8. The instructor's use of examples or illustrations to clarify course material	54	38	8	—	—	—	—	4.46
9. The instructor's use of challenging questions or problems	46	46	8	—	—	—	—	4.38
10. The instructor's enthusiasm for the course material	62	31	8	—	—	—	—	4.54

To download a PDF of the Compendium go to: www.ets.org/sirii/communication

C. Faculty/Student Interaction

Students prefer instructors who are helpful, responsive and show concern for their students' progress. Highly rated teachers are available to give students extra help if needed and show a willingness to listen to students' questions and opinions.



	Very Effective	4 Effective	3 Effective	2 Ineffective	1 Ineffective	Omitted	N/A	Mean
11. The instructor's helpfulness and responsiveness to students	69	8	15	8	—	—	—	4.38
12. The instructor's respect for students	69	15	—	15	—	—	—	4.38
13. The instructor's concern for student progress	77	8	8	8	—	—	—	4.54
14. The availability of extra help for this class (taking into account the size of the class)	77	8	8	8	—	—	—	4.54
15. The instructor's willingness to listen to student questions and opinions	62	15	15	8	—	—	—	4.31

+ This mean is reliably at or above the 90th percentile. See page 4.
- This mean is reliably at or below the 10th percentile. See page 4.

For explanation of flagging (*), see "Number of Students Responding," page 4.
To download a PDF of the Compendium go to: www.ets.org/sirii/interaction

ts, Exams, and Grading

This scale is the quality of feedback students receive from instructors on their assignments. Instructors choose assignments and textbooks that are helpful in understanding

Overall Mean
Comparative Mean



	Very 5 Effective	4 Effective	Moderately 3 Effective	Somewhat 2 Ineffective	1 Ineffective	Omitted	N/A	Mean
given to students about how they would be graded	38	31	23	8	---	---	---	4.00
exam questions	46	15	31	8	---	---	---	4.00
coverage of important aspects of the course	46	23	31	---	---	---	---	4.15
comments on assignments and exams	38	31	31	---	---	---	---	4.08
quality of the textbook(s)	38	23	31	8	---	---	---	3.92
usefulness of assignments in understanding course material	38	38	23	---	---	---	---	4.15

To download a PDF of the Compendium go to: www.ets.org/sirii/assignments

ary Instructional Methods ***

	Very 5 Effective	4 Effective	Moderately 3 Effective	Somewhat 2 Ineffective	1 Ineffective	Omitted	N/A	Mean
questions presented by the instructor for small group discussions	38	46	15	---	---	---	---	***
group project(s)	62	23	15	---	---	---	---	***
exercises for understanding important course concepts	62	23	8	---	---	---	8	***
contexts in which students worked together	54	23	15	8	---	---	---	***
simulations, or role playing	31	31	15	---	---	---	23	***
technology or logs required of students	38	31	15	---	---	---	15	***
use of computers as aids in instruction	46	15	23	8	---	---	8	***

To download a PDF of the Compendium go to: www.ets.org/sirii/compendium

comes

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

Overall Mean
Comparative Mean



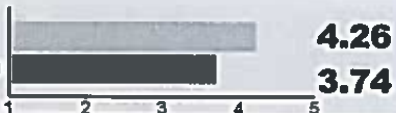
	5 Much More Than Most Courses	4 More Than Most Courses	3 About the Same as Others	2 Less Than Most Courses	1 Much Less Than Most Courses	Omitted	N/A	Mean
increased in this course	38	15	46	---	---	---	---	3.92
progress toward achieving course objectives	38	15	38	---	---	8	---	4.00
interest in the subject area has increased	54	15	31	---	---	---	---	4.23
enabled me to think independently about the subject matter	46	23	31	---	---	---	---	4.15
actively involved me in what I was learning	54	23	23	---	---	---	---	4.31

To download a PDF of the Compendium go to: www.ets.org/sirii/outcomes

ort and Involvement

This scale is determined by how much effort is put into the course. How much time students spend on assignments, how well prepared they are for each class, and their attitudes toward learning are partially under the teacher's control.

Overall Mean
Comparative Mean



	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
effort into this course	62	15	15	8	---	---	---	4.31
preparation for each class (writing and reading assignments)	46	31	23	---	---	---	---	4.23
motivated by this course	54	23	15	8	---	---	---	4.23

H. Course Difficulty, Workload and Pace

Students who feel overwhelmed by a course will find it difficult to experience any feelings of success or reinforcement for their efforts. On the other hand, if they achieve success too quickly and are unchallenged, it is unlikely they will work to their capacity and/or value their learning highly.

	Very Difficult	Somewhat Difficult	About Right	Somewhat Elementary	Very Elementary	Omitted
37. For my preparation and ability, the level of difficulty of this course was:	15	15	69	—	—	—
	Much Heavier	Heavier	About the Same	Lighter	Much Lighter	Omitted
38. The work load for this course in relation to other courses of equal credit was:	15	54	23	8	—	—
	Very Fast	Somewhat Fast	Just About Right	Somewhat Slow	Very Slow	Omitted
39. For me, the pace at which the instructor covered the material during the term was:	15	15	69	—	—	—

Means are not appropriate for COURSE DIFFICULTY, WORKLOAD AND PACE.
Review the distribution of students' responses

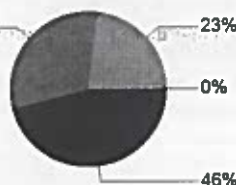
To download a PDF of the Compendium go to: www.ets.org/sirli/coursedifficulty

I. Overall Evaluation †

Overall Evaluation Ratings:

40. Rate the quality of instruction in this course as it contributed to your learning.

(Try to set aside your feelings about the course content.)



Graph	%	Rating
	46 %	Very Effective
	31 %	Effective
	23 %	Moderately Effective
	0 %	Somewhat Ineffective
	0 %	Ineffective
	0 %	Omitted

† This is not a summary of items 1 through 39

J. Student Information

				A Major/Minor Requirement	A College Requirement	An Elective	Other	Omitted			
41. Which one of the following best describes this course for you?				92	8	---	---	---			
				Freshman/ 1st Year	Sophomore/ 2nd Year	Junior/ 3rd Year	Senior/ 4th Year	Graduate	Other	Omitted	
42. What is your class level?				---	---	77	23	---	---	---	
							Better in English	Better in Another Language	Equally Well in English and Another Language	Omitted	
43. Do you communicate better in English or in another language?				92			---	---	8		
							Female	Male	Omitted		
44. Sex				92			---	8			
				A	A-	B+	B	B-	C	Below C	Omitted
45. What grade do you expect to receive in this course?				23	31	8	23	8	8	---	---

K. Supplementary Questions

	5	4	3	2	1	NA	Omitted
46.	—	—	—	—	—	—	—
47.	—	—	—	—	—	—	—
48.	—	—	—	—	—	—	—
49.	—	—	—	—	—	—	—
50.	—	—	—	—	—	—	—
51.	—	—	—	—	—	—	—
52.	—	—	—	—	—	—	—
53.	—	—	—	—	—	—	—
54.	—	—	—	—	—	—	—
55.	—	—	—	—	—	—	—