

| | |
|--|---|
| Name: LAMB | College: HOWARD UNIVERSITY, SCHOOL OF C |
| Admin. Date: 04/13 Batch No.: 4159 | Class: LAMB Y 202 04 |
| Report No.: 520280 Report: CLASS | Class Enrollment: 20 No. of Respondents: 13 |

Suggestions for Improving Your Teaching

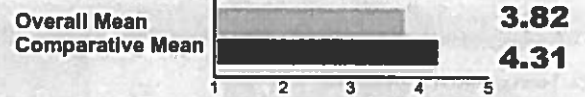
Educational Testing Service offers an on-line set of suggestions for improving instruction. This Compendium of suggestions includes practices that highly rated teachers say they use as well as research-based effective teaching practices. The suggestions are grouped according to the SIR II scales and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

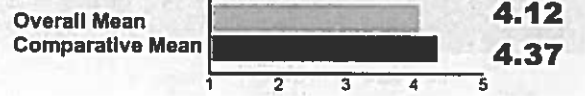


| | Very 5 Effective | 4 Effective | Moderately 3 Effective | Somewhat 2 Ineffective | 1 Ineffective | Omitted | N/A | Mean |
|---|---------------------|-------------|---------------------------|---------------------------|---------------|---------|-----|------|
| 1. The instructor's explanation of course requirements | 15 | 38 | 31 | 15 | --- | --- | --- | 3.54 |
| 2. The instructor's preparation for each class period | 15 | 31 | 54 | --- | --- | --- | --- | 3.62 |
| 3. The instructor's command of the subject matter | 31 | 46 | 23 | --- | --- | --- | --- | 4.08 |
| 4. The instructor's use of class time | 23 | 38 | 38 | --- | --- | --- | --- | 3.85 |
| 5. The instructor's way of summarizing or emphasizing important points in class | 31 | 46 | 15 | 8 | --- | --- | --- | 4.00 |

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.

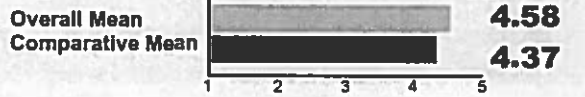


| | Very 5 Effective | 4 Effective | Moderately 3 Effective | Somewhat 2 Ineffective | 1 Ineffective | Omitted | N/A | Mean |
|--|---------------------|-------------|---------------------------|---------------------------|---------------|---------|-----|------|
| 6. The instructor's ability to make clear and understandable presentations | 23 | 38 | 38 | --- | --- | --- | --- | 3.85 |
| 7. The instructor's command of spoken English (or the language used in the course) | 77 | 15 | --- | --- | --- | --- | 8 | 4.83 |
| 8. The instructor's use of examples or illustrations to clarify course material | 31 | 54 | 15 | --- | --- | --- | --- | 4.15 |
| 9. The instructor's use of challenging questions or problems | 15 | 38 | 31 | 15 | --- | --- | --- | 3.54 |
| 10. The instructor's enthusiasm for the course material | 54 | 23 | 15 | 8 | --- | --- | --- | 4.23 |

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 5 Effective | 4 Effective | Moderately 3 Effective | Somewhat 2 Ineffective | 1 Ineffective | Omitted | N/A | Mean |
|---|---------------------|-------------|---------------------------|---------------------------|---------------|---------|-----|------|
| 11. The instructor's helpfulness and responsiveness to students | 62 | 23 | 15 | --- | --- | --- | --- | 4.46 |
| 12. The instructor's respect for students | 85 | 15 | --- | --- | --- | --- | --- | 4.85 |
| 13. The instructor's concern for student progress | 62 | 31 | 8 | --- | --- | --- | --- | 4.54 |
| 14. The availability of extra help for this class (taking into account the size of the class) | 62 | 23 | 8 | 8 | --- | --- | --- | 4.38 |
| 15. The instructor's willingness to listen to student questions and opinions | 69 | 31 | --- | --- | --- | --- | --- | 4.69 |

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

+ 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.

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



| | Very Effective 5 | Effective 4 | Moderately Effective 3 | Somewhat Ineffective 2 | Ineffective 1 | Omitted | N/A | Mean |
|---|---------------------|----------------|---------------------------|---------------------------|------------------|---------|-----|------|
| Information provided to students about how they would be graded | 38 | 23 | 23 | 15 | --- | --- | --- | 3.85 |
| Quality of questions | 31 | 31 | 23 | --- | --- | --- | 15 | 4.09 |
| Clarity of important aspects of the course | 23 | 31 | 15 | 8 | --- | --- | 23 | 3.90 |
| Comments on assignments and exams | 46 | 38 | 15 | --- | --- | --- | --- | 4.31 |
| Quality of the textbook(s) | 31 | 31 | 8 | --- | --- | 8 | 23 | 4.33 |
| Helpfulness of assignments in understanding course material | 38 | 31 | 23 | --- | 8 | --- | --- | 3.92 |

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

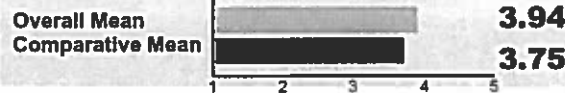
Instructional Methods ***

| | Very Effective 5 | Effective 4 | Moderately Effective 3 | Somewhat Ineffective 2 | Ineffective 1 | Omitted | N/A | Mean |
|--|---------------------|----------------|---------------------------|---------------------------|------------------|---------|-----|------|
| Topics presented by the instructor for small group discussions | 23 | 23 | 31 | 8 | --- | 8 | 8 | *** |
| Object(s) of instruction | 31 | 46 | 8 | --- | --- | --- | 15 | *** |
| Methods used for understanding important course concepts | 15 | 31 | 8 | --- | --- | --- | 46 | *** |
| Environments in which students worked together | 23 | 8 | 8 | --- | 8 | --- | 54 | *** |
| Activities, or role playing | 15 | 31 | --- | --- | --- | --- | 54 | *** |
| Effort required of students | 15 | 23 | 8 | --- | --- | --- | 54 | *** |
| Use of computers as aids in instruction | 54 | 31 | --- | --- | 8 | --- | 8 | *** |

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

Outcomes

This scale measures the extent to which students have increased student learning. Making progress toward course objectives and understanding the subject area are important correlates to this outcome. This scale measures the extent to which students have increased their learning in the course, as well as to what extent the course helped them think

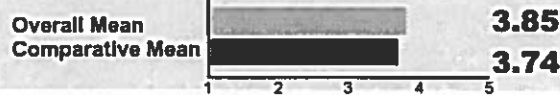


| | 5 Much More Than Most Courses | 4 More Than Most Courses | 3 About the Same as Others | 2 Less Than Most Courses | 1 Much Less Than Most Courses | Omitted | N/A | Mean |
|---|-------------------------------|--------------------------|----------------------------|--------------------------|-------------------------------|---------|-----|------|
| Progress made in this course | 23 | 31 | 46 | --- | --- | --- | --- | 3.77 |
| Ability to reach or exceed course objectives | 23 | 38 | 31 | 8 | --- | --- | --- | 3.77 |
| Understanding of subject area has increased | 46 | 15 | 31 | --- | 8 | --- | --- | 3.92 |
| Ability to think independently about the subject matter | 46 | 23 | 31 | --- | --- | --- | --- | 4.15 |
| Course involvement | 38 | 31 | 31 | --- | --- | --- | --- | 4.08 |

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

Effort 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 the course are all measured. This scale is primarily under the teacher's control.



| | 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 put into this course | 31 | 38 | 23 | 8 | --- | --- | --- | 3.92 |
| Preparation for each class (writing and reading assignments) | 31 | 23 | 31 | --- | 15 | --- | --- | 3.54 |
| Attitude toward this course | 38 | 31 | 31 | --- | --- | --- | --- | 4.08 |

For explanation of flagging (*), see "Number of Students Responding," page 4

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 | 46 | 38 | --- | --- | --- |
| | 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: | 31 | 46 | 23 | --- | --- | --- |
| | 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: | 8 | 46 | 46 | --- | --- | --- |

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

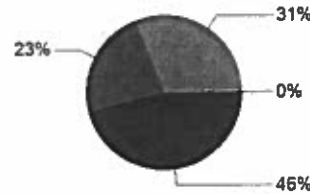
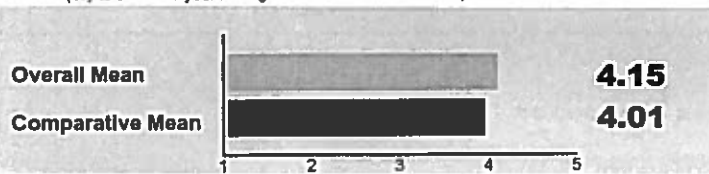
To download a PDF of the Compendium go to: www.ets.org/s/iri/coursedifficulty

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 |
|--------------------|-----|----------------------|
| [Dark Grey] | 46% | Very Effective |
| [Medium Dark Grey] | 23% | Effective |
| [Medium Grey] | 31% | Moderately Effective |
| [Light Grey] | 0% | Somewhat Ineffective |
| [White] | 0% | Ineffective |
| [White] | 0% | Omitted |

† This is not a summary of items 1 through 39

J. Student Information

| | | | | | | | | | | |
|--|-------------------|--------------------|-----------------|-----------------|----------|---------------------------|----------------------------|--|---------|---------|
| 41. Which one of the following best describes this course for you? | | | | | | A Major/Minor Requirement | A College Requirement | An Elective | Other | Omitted |
| | | | | | | 92 | --- | --- | --- | 8 |
| 42. What is your class level? | Freshman/1st Year | Sophomore/2nd Year | Junior/3rd Year | Senior/4th Year | Graduate | Other | Omitted | | | |
| | --- | 69 | 31 | --- | --- | --- | --- | | | |
| 43. Do you communicate better in English or in another language? | | | | | | Better in English | Better in Another Language | Equally Well in English and Another Language | Omitted | |
| | | | | | | 100 | --- | --- | --- | |
| 44. Sex | | | | | | Female | Male | Omitted | | |
| | | | | | | 69 | 31 | --- | | |
| 45. What grade do you expect to receive in this course? | A | A- | B+ | B | B- | C | Below C | Omitted | | |
| | 38 | 31 | 8 | 15 | --- | 8 | --- | --- | | |

K. Supplementary Questions

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