

<b>Name:</b> LAMB		<b>College:</b> HOWARD UNIVERSITY, SCHOOL OF C	
<b>Admin. Date:</b> 04/13	<b>Batch No.:</b> 4159	<b>Class:</b> LAMB Y 308 02	
<b>Report No.:</b> 713012	<b>Report:</b> CLASS	<b>Class Enrollment:</b> 13	<b>No. of Respondents:</b> 12

**Suggestions for Improving Your Teaching**

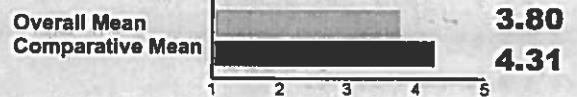
Educational Testing Service offers an on-line set of suggestions for improving instruction. This Compendium of suggestions includes practices that highly rated teachers say they use as well as research-based effective teaching practices. The suggestions are grouped according to the SIR II scales and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

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

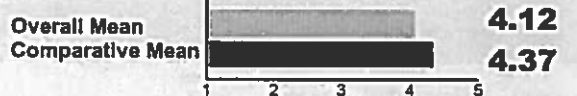


	Very 5 Effective	4 Effective	Moderately 3 Effective	Somewhat 2 Ineffective	1 Ineffective	Omitted	N/A	Mean
1. The instructor's explanation of course requirements	33	25	17	17	8	---	---	3.58
2. The instructor's preparation for each class period	17	42	25	17	---	---	---	3.58
3. The instructor's command of the subject matter	25	75	---	---	---	---	---	4.25
4. The instructor's use of class time	17	50	17	8	8	---	---	3.58
5. The instructor's way of summarizing or emphasizing important points in class	33	25	33	---	---	8	---	4.00

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

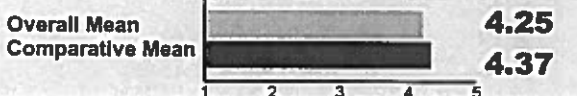


	Very 5 Effective	4 Effective	Moderately 3 Effective	Somewhat 2 Ineffective	1 Ineffective	Omitted	N/A	Mean
6. The instructor's ability to make clear and understandable presentations	17	42	33	8	---	---	---	3.67
7. The instructor's command of spoken English (or the language used in the course)	75	17	8	---	---	---	---	4.67
8. The instructor's use of examples or illustrations to clarify course material	50	33	8	8	---	---	---	4.25
9. The instructor's use of challenging questions or problems	25	33	42	---	---	---	---	3.83
10. The instructor's enthusiasm for the course material	42	42	8	8	---	---	---	4.17

To download a PDF of the Compendium go to: [www.ets.org/sirii/communication](http://www.ets.org/sirii/communication)

**G. 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	42	50	8	---	---	---	---	4.33
12. The instructor's respect for students	75	25	---	---	---	---	---	4.75
13. The instructor's concern for student progress	33	58	---	8	---	---	---	4.17
14. The availability of extra help for this class (taking into account the size of the class)	42	33	8	---	17	---	---	3.83
15. The instructor's willingness to listen to student questions and opinions	33	58	---	8	---	---	---	4.17

+ 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](http://www.ets.org/sirii/interaction)

### 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



3.99  
4.17

	Very 5 Effective	4 Effective	Moderately 3 Effective	Somewhat 2 Ineffective	1 Ineffective	Omitted	N/A	Mean
iven to students about how they would be graded	17	50	17	---	17	---	---	3.50
n questions	17	50	17	---	---	---	17	4.00
age of important aspects of the course	25	58	---	---	---	---	17	4.30
omments on assignments and exams	25	42	17	8	8	---	---	3.67
/ of the textbook(s)	17	42	---	---	---	8	33	4.29
f assignments in understanding course material	25	58	8	---	---	---	8	4.18

To download a PDF of the Compendium go to: [www.ets.org/s/iri/assignments](http://www.ets.org/s/iri/assignments)

### Instructional Methods \*\*\*

	Very 5 Effective	4 Effective	Moderately 3 Effective	Somewhat 2 Ineffective	1 Ineffective	Omitted	N/A	Mean
ions presented by the instructor for small group discussions	25	42	17	8	---	---	8	***
roject(s)	17	42	25	17	---	---	---	***
ses for understanding important course concepts	---	42	8	8	---	---	42	***
In which students worked together	17	50	25	8	---	---	---	***
lations, or role playing	25	33	17	---	---	---	25	***
logs required of students	8	42	17	---	---	---	33	***
computers as aids in instruction	17	33	33	8	---	8	---	***

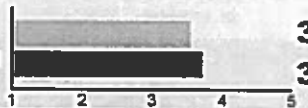
for these statements

To download a PDF of the Compendium go to: [www.ets.org/s/iri/compendium](http://www.ets.org/s/iri/compendium)

### Outcomes

To increase student learning, making progress toward course objectives and in the subject area are important correlates to this outcome. This scale measures learning in the course, as well as to what extent the course helped them think

Overall Mean  
Comparative Mean



3.58  
3.75

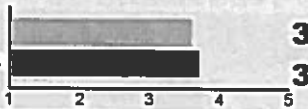
	5 Much More Than Most Courses	4 More Than Most Courses	3 About the Same as Others	2 Less Than Most Courses	1 Much Less Than Most Courses	Omitted	N/A	Mean
used in this course	25	25	33	17	---	---	---	3.58
toward achieving course objectives	25	17	50	8	---	---	---	3.58
subject area has increased	25	25	33	8	8	---	---	3.50
d me to think independently about the subject matter	33	17	25	17	---	---	8	3.73
ly involved me in what I was learning	25	17	42	17	---	---	---	3.50

To download a PDF of the Compendium go to: [www.ets.org/s/iri/outcomes](http://www.ets.org/s/iri/outcomes)

### Effort and Involvement

etermined 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



3.64  
3.74

	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
ffort into this course	25	33	25	8	8	---	---	3.58
each class (writing and reading assignments)	25	42	25	8	---	---	---	3.83
y this course	25	25	33	8	8	---	---	3.50

above the 90th percentile. See page 4.

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:	---	25	75	---	---	---
	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:	---	8	83	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:	---	---	92	8	---	---

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

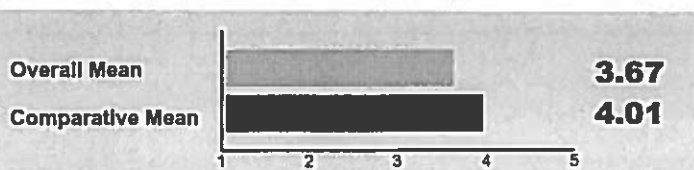
To download a PDF of the Compendium go to: [www.ets.org/s/iri/coursedifficulty](http://www.ets.org/s/iri/coursedifficulty)

## 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]	17%	Very Effective
[Medium Dark Grey]	42%	Effective
[Medium Grey]	33%	Moderately Effective
[Light Grey]	8%	Somewhat Ineffective
[White]	0%	Ineffective
[White]	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?	100	---	---	---	---			
	Freshman/1st Year	Sophomore/2nd Year	Junior/3rd Year	Senior/4th Year	Graduate	Other	Omitted	
42. What is your class level?	---	17	42	42	---	---	---	
		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?		100	---	---	---			
			Female	Male			Omitted	
44. Sex			67	33	---			
	A	A-	B+	B	B-	C	Below C	Omitted
45. What grade do you expect to receive in this course?	42	42	8	8	---	---	---	---

## K. Supplementary Questions

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