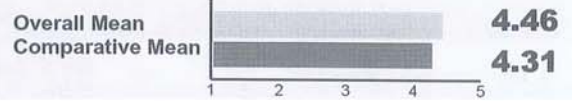


**A. Course Organization and Planning**

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.

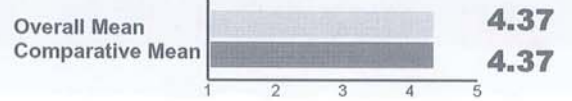


	Very 5 Effective	4 Effective	Moderately 3 Effective	Somewhat 2 Ineffective	1 Ineffective	Omitted	N/A	Mean
1. The instructor's explanation of course requirements	53	42	5	---	---	---	---	4.47
2. The instructor's preparation for each class period	53	42	5	---	---	---	---	4.47
3. The instructor's command of the subject matter	53	47	---	---	---	---	---	4.53
4. The instructor's use of class time	53	37	11	---	---	---	---	4.42
5. The instructor's way of summarizing or emphasizing important points in class	53	32	5	5	---	5	---	4.39

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	42	53	5	---	---	---	---	4.37
7. The instructor's command of spoken English (or the language used in the course)	47	42	11	---	---	---	---	4.37
8. The instructor's use of examples or illustrations to clarify course material	47	53	---	---	---	---	---	4.47
9. The instructor's use of challenging questions or problems	42	53	---	5	---	---	---	4.32
10. The instructor's enthusiasm for the course material	42	47	11	---	---	---	---	4.32

To download a PDF of the Compendium go to: [www.ets.org/sirii/communication](http://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	53	37	11	---	---	---	---	4.42
12. The instructor's respect for students	47	53	---	---	---	---	---	4.47
13. The instructor's concern for student progress	47	32	21	---	---	---	---	4.26
14. The availability of extra help for this class (taking into account the size of the class)	42	37	11	---	---	---	11	4.35
15. The instructor's willingness to listen to student questions and opinions	53	42	5	---	---	---	---	4.47

+ 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)

## 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.



	Very Effective 5	Effective 4	Moderately Effective 3	Somewhat Ineffective 2	Ineffective 1	Omitted	N/A	Mean
16. The information given to students about how they would be graded	47	42	5	5	---	---	---	4.32
17. The clarity of exam questions	47	53	---	---	---	---	---	4.47
18. The exams' coverage of important aspects of the course	47	47	5	---	---	---	---	4.42
19. The instructor's comments on assignments and exams	47	32	21	---	---	---	---	4.26
20. The overall quality of the textbook(s)	37	21	---	---	---	---	42	4.64
21. The helpfulness of assignments in understanding course material	53	42	5	---	---	---	---	4.47

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

## E. Supplementary Instructional Methods \*\*\*

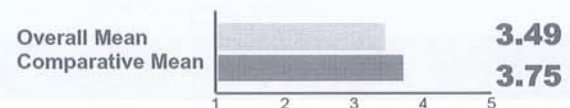
	Very Effective 5	Effective 4	Moderately Effective 3	Somewhat Ineffective 2	Ineffective 1	Omitted	N/A	Mean
22. Problems or questions presented by the instructor for small group discussions	26	16	---	---	---	5	53	***
23. Term paper(s) or project(s)	16	11	---	---	---	5	68	***
24. Laboratory exercises for understanding important course concepts	42	21	---	---	---	5	32	***
25. Assigned projects in which students worked together	16	11	---	---	---	5	68	***
26. Case studies, simulations, or role playing	21	11	---	---	---	5	63	***
27. Course journals or logs required of students	16	11	---	---	---	5	68	***
28. Instructor's use of computers as aids in instruction	37	26	5	---	---	5	26	***

\*\*\* Means are not reported for these statements

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

## 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.



	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
29. My learning increased in this course	21	5	68	---	---	5	---	3.50
30. I made progress toward achieving course objectives	21	16	58	---	---	5	---	3.61
31. My interest in the subject area has increased	16	11	58	11	---	5	---	3.33
32. This course helped me to think independently about the subject matter	21	11	58	5	---	5	---	3.50
33. This course actively involved me in what I was learning	21	16	53	---	5	5	---	3.50

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

## 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.



	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
34. I studied and put effort into this course	21	5	47	16	5	5	---	3.22
35. I was prepared for each class (writing and reading assignments)	21	5	63	5	---	5	---	3.44
36. I was challenged by this course	21	5	47	16	5	5	---	3.22

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



## 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:	---	16	79	5	---	---
	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:	---	---	84	16	---	---
	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:	---	---	100	---	---	---

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

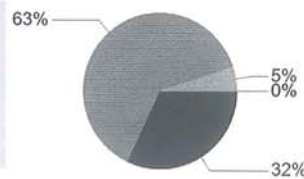
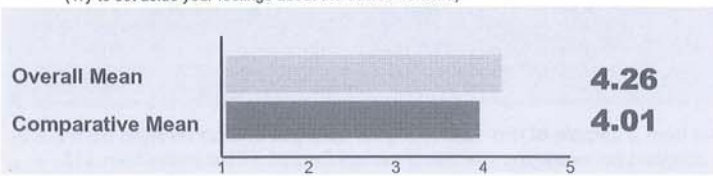
To download a PDF of the Compendium go to: [www.ets.org/sirii/coursedifficulty](http://www.ets.org/sirii/coursedifficulty)

## 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]	32 %	Very Effective
[Medium Grey]	63 %	Effective
[Light Grey]	5 %	Moderately Effective
[White]	0 %	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?	68	5	11	16	---			
	Freshman/1st Year	Sophomore/2nd Year	Junior/3rd Year	Senior/4th Year	Graduate	Other	Omitted	
42. What is your class level?	---	21	11	68	---	---	---	
				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?				95	---	5	---	
				Female	Male	Omitted		
44. Sex				68	32	---		
	A	A-	B+	B	B-	C	Below C	Omitted
45. What grade do you expect to receive in this course?	63	16	11	5	5	---	---	---

## K. Supplementary Questions

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