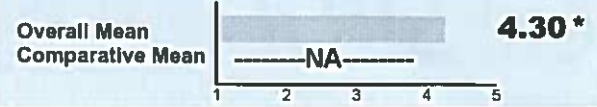


D. Assignments, Exams, and Grading

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.



	5 Effective	4 Effective	3 Effective	2 Ineffective	1 Ineffective	Omitted	N/A	Mean
16. The information given to students about how they would be graded	59	26	9	3	2	---	---	4.39*
17. The clarity of exam questions	44	24	11	4	1	1	15	4.25*
18. The exams' coverage of important aspects of the course	50	24	9	2	1	1	14	4.38*
19. The instructor's comments on assignments and exams	51	27	11	4	2	1	5	4.29*
20. The overall quality of the textbook(s)	43	25	12	4	2	1	14	4.20*
21. The helpfulness of assignments in understanding course material	52	28	12	4	2	1	3	4.28*

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

E. Supplementary Instructional Methods ***

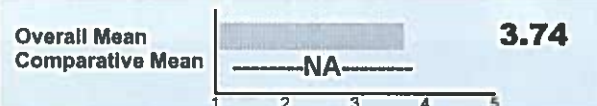
	5 Effective	4 Effective	3 Effective	2 Ineffective	1 Ineffective	Omitted	N/A	Mean
22. Problems or questions presented by the instructor for small group discussions	41	29	9	2	1	3	16	***
23. Term paper(s) or project(s)	35	26	9	3	1	3	23	***
24. Laboratory exercises for understanding important course concepts	28	16	5	1	---	5	45	***
25. Assigned projects in which students worked together	33	21	8	2	1	4	31	***
26. Case studies, simulations, or role playing	31	18	6	1	1	5	39	***
27. Course journals or logs required of students	22	12	5	1	---	5	54	***
28. Instructor's use of computers as aids in instruction	41	24	8	2	1	4	20	***

*** Means are not reported for these statements

To download a PDF of the Compendium go to: 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.

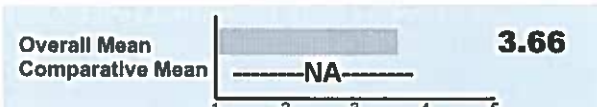


	5 Much More Than Most Courses	4 More Than Most Courses	3 About the Same as Others	2 Less Than Most Courses	1 Much Less Than Most Courses	Omitted	N/A	Mean
29. My learning increased in this course	25	30	35	6	2	---	---	3.71
30. I made progress toward achieving course objectives	25	29	39	5	1	---	---	3.73
31. My interest in the subject area has increased	27	26	35	7	3	1	---	3.67
32. This course helped me to think independently about the subject matter	28	29	36	5	2	1	---	3.76*
33. This course actively involved me in what I was learning	32	27	33	5	2	1	---	3.82

To download a PDF of the Compendium go to: 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	26	26	37	7	2	1	1	3.68
35. I was prepared for each class (writing and reading assignments)	23	24	45	4	1	1	1	3.66*
36. I was challenged by this course	27	25	35	8	3	1	1	3.65

* 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

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:	6	24	62	6	2	1
	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:	6	19	59	11	3	1
	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:	4	17	74	3	1	1

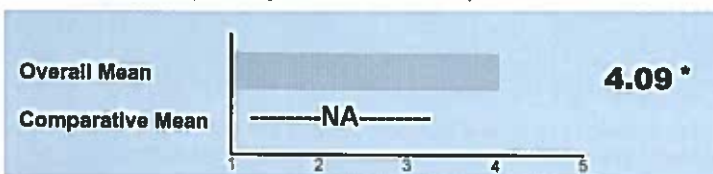
Means are not appropriate for COURSE DIFFICULTY, WORKLOAD AND PACE. Review the distribution of students' responses

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	38%	Very Effective
Medium Grey	39%	Effective
Light Grey	17%	Moderately Effective
White	4%	Somewhat Ineffective
Lightest Grey	1%	Ineffective
Very Light Grey	1%	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?	65	23	9	2	1			
	Freshman/ 1st Year	Sophomore/ 2nd Year	Junior/ 3rd Year	Senior/ 4th Year	Graduate	Other	Omitted	
42. What is your class level?	21	17	24	25	11	1	1	
	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?	94			1	3	2		
	Female			Male	Omitted			
44. Sex	60			37	3			
	A	A-	B+	B	B-	C	Below C	Omitted
45. What grade do you expect to receive in this course?	45	20	12	12	5	5	—	1

K. Supplementary Questions

	5	4	3	2	1	NA	Omitted
46.	2	—	—	—	—	1	6
47.	1	1	—	—	—	1	6
48.	2	—	—	—	—	1	6
49.	1	1	—	—	—	1	6
50.	2	—	—	—	—	—	6
51.	2	—	—	—	—	1	6
52.	—	—	—	—	—	—	6
53.	—	—	—	—	—	—	6
54.	—	—	—	—	—	—	6
55.	—	—	—	—	—	—	6

Interpreting SIR II

To learn more about the development and research relating to the SIRII, go to the following link:
http://www.ets.org/sir_ii/about/research

The SIR II is designed to:

- Identify areas of strength and/or areas for improvement.
- Provide information on new teaching methods or techniques used in class (See suggestions in the Compendium).
http://www.ets.org/Media/Products/SIR_II/pdf/3320_SIRII_Report.pdf
- Provide feedback from students about their courses.
- Provide one measure of effective teaching for several classes.

NUMBER OF STUDENTS RESPONDING

The number of students responding can affect the results when the class is very small (fewer than 10), or when fewer than two-thirds of the students enrolled in the class respond. For this reason, a Class Report **will not be produced** when fewer than five students respond. The degree of accuracy for each item mean (i.e. average) increases as the number of students responding increases. For example, the estimated reliability for the Overall Evaluation Item is .85 if 15 students respond and .90 if 25 students respond. (A full discussion of the reliability of student evaluation items can be found in *The Development of SIR II* report at <http://www.ets.org/Media/Products/283840.pdf>.) To call attention to possible reliability concerns, the number responding **will be flagged (*)** when 10 or fewer students responded or less than 60 percent of the class responded (this calculation is based on information from the Instructor's Cover Sheet). An item mean **will not be reported** when 50 percent or more of the students did not respond, or marked an item "Not Applicable", or fewer than five students responded to an item. An overall scale mean **is not reported** when one or more item means are not reported.

COMPARATIVE DATA

The comparative means used throughout this report are based on user data from a sample of two- and four-year colleges and universities from 2003-2010 administrations. The comparative means for 4-year institutions were obtained by averaging the mean ratings for 238,471 classes from 111 institutions. The comparative means for 2-year institutions were obtained by averaging the mean ratings for 107,071 classes from 62 institutions. Either two-year or four-year comparative data are used based on that identification. However, the selected comparison group is not necessarily the most appropriate comparison group for a particular class or institution. For example, mean ratings within each institution type may vary depending upon class characteristics such as class size, level, and subject area. *The Comparative Data Guides (CDGs)* for two-year and four-year colleges contain class means and percentile distributions for different class sizes, levels, types of class (e.g., lecture discussion, lab), and for several different subject areas. A copy of the appropriate CDG can be downloaded from the SIR II website at http://www.ets.org/sir_ii/scores_reports/compare_data.

Local Comparative Data: Equally important and useful are an institution's own comparative data. Such local comparative data - e.g., an institutional summary, departmental summaries, program summaries - are available to any user institution. Forms for ordering these reports are included in the *Institutional Coordinator's Manual*.

UNDERSTANDING WHAT SIR II RATINGS TELL YOU

Ratings can vary by class size and discipline. The CDGs provide data by various categories to assist users in interpreting the SIR II reports. Please refer to the CDGs and to the SIR II Guidelines (http://www.ets.org/sir_ii/administration/procedures) for further information. Since student ratings typically tend to be positive, it is important to have comparative data to interpret a report fully. For example, while a 3.6 is numerically above the midpoint of 3 on a 5-point scale, it may be average or even slightly below average in comparison to ratings received by others with whom the instructor can be appropriately compared.

How Percentile Flags Were Calculated

The average ratings on all of the items and scales in this report have been compared against the ratings obtained by all of the classes in one of the appropriate comparative data groups (two-year or four-year institutions). Specifically, the ratings have been compared against the rating values corresponding to the 10th percentile and 90th percentile in the comparative group. If the results indicate a rating is significantly below the 10th percentile or significantly above the 90th percentile, it will be flagged in the report as follows:

- + This class average is significantly above the 90th percentile.
- This class average is significantly below the 10th percentile.

Ratings above the 90th percentile or below the 10th percentile are flagged when there is appropriate statistical confidence that the rating that the instructor received falls above the 90th percentile or below the 10th percentile. If a rating is flagged with a +, there is less than one chance in 20 that the rating is below the 90th percentile. If a rating is flagged with a -, there is less than one chance in 20 that the rating is above the 10th percentile. (One chance in 20 is the commonly accepted measurement standard for a 95% confidence level.)

Here is an example

Suppose, for the four-year colleges and universities, the average rating values of the 10th and 90th percentile of Scale A, which included 5 items, are 3.64 and 4.80, respectively. These values are from the CDG reports. Suppose again that the ratings that Class A gave to an instructor on Scale A averaged 3.61, with a standard deviation of .19; then there is a 90% confidence interval from 3.47 to 3.75 around the average of 3.61. Since this interval overlaps with the interval obtained from the CDG report, Class A is not assigned any flag. Suppose the average rating given by Class B was 3.50, with a standard deviation of .10 on the same scale; then there is a 90% confidence interval from 3.43 to 3.57 around the average of 3.50. Since this interval is significantly lower than the lower bound of 3.64 of the CDG interval (lower and not overlapping), Class B is assigned a flag "-". Similarly, suppose Class C gave an average rating of 4.90, with a standard deviation of .10 on the scale; then there is a 90% confidence interval from 4.83 to 4.97 around the average of 4.90. Since this interval is significantly higher than the upper bound of 4.80 (higher and not overlapping) of the CDG interval, Class C is assigned a flag "+".

