# Student Instructional Report

## COURSE ORGANIZATION AND PLANNING

1. The instructor’s objectives for the course have been made clear.
   - Omits: 0
   - Not Applicable: 0
   - 4 Strongly Agree: 52
   - 3 Agree: 43
   - 2 Disagree: 5
   - Mean*: 3.48
   - Decile Equivalent: 50

2. There was considerable agreement between the announced course objectives and what was actually taught.
   - Omits: 0
   - Not Applicable: 0
   - 4 Strongly Agree: 48
   - 3 Agree: 43
   - 2 Disagree: 10
   - Mean*: 3.38
   - Decile Equivalent: 50

3. The instructor used class time well.
   - Omits: 0
   - Not Applicable: 0
   - 4 Strongly Agree: 33
   - 3 Agree: 57
   - 2 Disagree: 10
   - Mean*: 3.24
   - Decile Equivalent: 30

4. The instructor was well prepared for each class.
   - Omits: 0
   - Not Applicable: 0
   - 4 Strongly Agree: 62
   - 3 Agree: 29
   - 2 Disagree: 5
   - Mean*: 3.60
   - Decile Equivalent: 60

5. The instructor told students how they would be evaluated in the course.
   - Omits: 0
   - Not Applicable: 0
   - 4 Strongly Agree: 71
   - 3 Agree: 24
   - 2 Disagree: 5
   - Mean*: 3.67
   - Decile Equivalent: 80

6. The instructor summarized or emphasized major points in lectures or discussions.
   - Omits: 0
   - Not Applicable: 0
   - 4 Strongly Agree: 52
   - 3 Agree: 38
   - 2 Disagree: 0
   - Mean*: 3.58
   - Decile Equivalent: 70

7. In my opinion, the instructor has accomplished (is accomplishing) his or her objectives for the course.
   - Omits: 0
   - Not Applicable: 0
   - 4 Strongly Agree: 48
   - 3 Agree: 43
   - 2 Disagree: 5
   - Mean*: 3.45
   - Decile Equivalent: 50

## FACULTY / STUDENT INTERACTION

8. The instructor was readily available for consultation with students.
   - Omits: 5
   - Not Applicable: 5
   - 4 Strongly Agree: 52
   - 3 Agree: 33
   - 2 Disagree: 0
   - Mean*: 3.53
   - Decile Equivalent: 60

9. The instructor seemed to know when students didn’t understand the material.
   - Omits: 0
   - Not Applicable: 0
   - 4 Strongly Agree: 24
   - 3 Agree: 62
   - 2 Disagree: 10
   - Mean*: 3.15
   - Decile Equivalent: 50

10. The instructor seemed genuinely concerned with students’ progress and was actively helpful.
    - Omits: 5
    - Not Applicable: 5
    - 4 Strongly Agree: 62
    - 3 Agree: 24
    - 2 Disagree: 5
    - Mean*: 3.58
    - Decile Equivalent: 80

11. The instructor made helpful comments on papers or exams.
    - Omits: 5
    - Not Applicable: 5
    - 4 Strongly Agree: 33
    - 3 Agree: 43
    - 2 Disagree: 10
    - Mean*: 3.22
    - Decile Equivalent: 60

12. In this class I felt free to ask questions or express my opinions.
    - Omits: 0
    - Not Applicable: 0
    - 4 Strongly Agree: 62
    - 3 Agree: 29
    - 2 Disagree: 0
    - Mean*: 3.52
    - Decile Equivalent: 60

13. The instructor was open to other viewpoints.
    - Omites: 5
    - Not Applicable: 5
    - 4 Strongly Agree: 38
    - 3 Agree: 48
    - 2 Disagree: 0
    - Mean*: 3.32
    - Decile Equivalent: 60

## COMMUNICATION

14. Lectures were too repetitive of what was in the textbook(s).
    - Omites: 5
    - Not Applicable: 5
    - 4 Strongly Agree: 5
    - 3 Agree: 19
    - 2 Disagree: 0
    - Mean*: 1.54
    - Decile Equivalent: 10

15. The instructor encouraged students to think for themselves.
    - Omites: 5
    - Not Applicable: 5
    - 4 Strongly Agree: 52
    - 3 Agree: 29
    - 2 Disagree: 5
    - Mean*: 3.42
    - Decile Equivalent: 60

16. The instructor raised challenging questions or problems for discussion.
    - Omites: 10
    - Not Applicable: 5
    - 4 Strongly Agree: 43
    - 3 Agree: 24
    - 2 Disagree: 0
    - Mean*: 3.28
    - Decile Equivalent: 50

17. The scope of the course has been too limited; not enough material has been covered.
    - Omites: 5
    - Not Applicable: 0
    - 4 Strongly Agree: 5
    - 3 Agree: 38
    - 2 Disagree: 43
    - Mean*: 1.75
    - Decile Equivalent: 40

18. To what extent did the instructor use examples or illustrations to help clarify the material?
    - Omites: 5
    - Not Applicable: 5
    - 5 Excellent: 86
    - 4 Good: 10
    - 3 Satisfactory: 0
    - Mean*: 3.90
    - Decile Equivalent: 90

## 35. I would rate the general quality of the lectures:
    - Omites: 5
    - Not Applicable: 0
    - 5 Excellent: 43
    - 4 Good: 33
    - 3 Satisfactory: 14
    - 2 Fair: 5
    - 1 Poor: 0
    - Mean*: 4.20
    - Decile Equivalent: 60
### COURSE DIFFICULTY AND WORKLOAD

21. For my preparation and ability, the level of difficulty of this course was:

<table>
<thead>
<tr>
<th>Rating</th>
<th>1 Very Elementary</th>
<th>2 Somewhat Elementary</th>
<th>3 About Right</th>
<th>4 Somewhat Difficult</th>
<th>5 Very Difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omits</td>
<td>5</td>
<td>0</td>
<td>14</td>
<td>52</td>
<td>24</td>
</tr>
</tbody>
</table>

22. The workload for this course in relation to other courses of equal credit was:

<table>
<thead>
<tr>
<th>Rating</th>
<th>1 Much Lighter</th>
<th>2 Lighter</th>
<th>3 About the Same</th>
<th>4 Heavier</th>
<th>5 Much Heavier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omits</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>52</td>
<td>29</td>
</tr>
</tbody>
</table>

23. For me, the pace at which the instructor covered the material during the term was:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Not Slow</th>
<th>Somewhat Slow</th>
<th>Just About Right</th>
<th>Somewhat Fast</th>
<th>Very Fast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omit</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>67</td>
<td>19</td>
</tr>
</tbody>
</table>

### TEXTBOOKS AND READINGS

32. Overall, I would rate the textbook(s):

<table>
<thead>
<tr>
<th>Rating</th>
<th>Not Applicable</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omit</td>
<td>10</td>
<td>52</td>
<td>19</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

33. Overall, I would rate the supplementary readings:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Not Applicable</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
</table>
| Omit   | 10             | 48        | 14   | 29           | 0    | 0    | **Mean** 4.33 **Decile Equivalent 80**

### TESTS AND EXAMS

17. Examinations reflected the important aspects of the course:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Not Applicable</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omit</td>
<td>10</td>
<td>76</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

34. Overall, I would rate the quality of the exams:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Not Applicable</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omit</td>
<td>10</td>
<td>76</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### OVERALL EVALUATIONS (Also see items 32, 33, 34, and 35 above.)

36. I would rate the overall value of class discussions:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Not Applicable</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
</table>
| Omit   | 5              | 10        | 38   | 24           | 14   | 0    | **Mean** 4.06 **Decile Equivalent 60**

37. Overall, I would rate the laboratories:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Not Applicable</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
</table>
| Omit   | 5              | 38        | 43   | 14           | 0    | 0    | **Mean** 4.75 **Decile Equivalent 90**

38. I would rate the overall value of this course to me as:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Not Applicable</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
</table>
| Omit   | 10             | 0         | 48   | 33           | 5    | 5    | **Mean** 4.37 **Decile Equivalent 80**

39. How would you rate the quality of instruction in this course?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Not Applicable</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
</table>
| Omit   | 10             | 52        | 24   | 14           | 0    | 0    | **Mean** 4.42 **Decile Equivalent 70**

### ITEMS NOT IN ANY CATEGORIES

15. My interest in the subject area has been stimulated by this course.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Not Applicable</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
</table>
| Omit   | 0              | 0         | 48   | 38           | 10   | 5    | **Mean** 3.29 **Decile Equivalent 70**

18. I have been putting a good deal of effort into this course.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Not Applicable</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
</table>
| Omit   | 0              | 0         | 14   | 67           | 14   | 0    | **Mean** 2.90 **Decile Equivalent 10**

*OMITS and NOT APPLICABLE responses are excluded in computing mean.** See reverse side for discussion of items 6 and 16.*** Deciles based on appropriate two-year or four-year college comparative data. See reverse side.† Items 7 and 10 apply also to Faculty/Student Interaction.
### Student Instructional Report

**ETS Higher Education Assessment**

*See the back of page 2 concerning your report*

<table>
<thead>
<tr>
<th>25. Was class size satisfactory for the method of conducting the class?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Omits</strong></td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>26. Which one of the following best describes this course for you?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Omits</strong></td>
</tr>
<tr>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>27. Which one of the following was your most important reason for selecting this course?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Omits</strong></td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>28. What grade do you expect to receive in this course?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Omits</strong></td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>29. What is your approximate cumulative grade-point average?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Omits</strong></td>
</tr>
<tr>
<td>24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>30. What is your class level?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Omits</strong></td>
</tr>
<tr>
<td>10</td>
</tr>
</tbody>
</table>

### Local Option Items

<table>
<thead>
<tr>
<th><strong>Omits</strong></th>
<th>Not Applicable</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
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<td>40.</td>
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<tr>
<td>42.</td>
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</tr>
<tr>
<td>43.</td>
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<tr>
<td>44.</td>
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<td>0</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Omits</strong></th>
<th>Not Applicable</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
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<tbody>
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<td>45.</td>
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<td>0</td>
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<td>0</td>
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<tr>
<td>46.</td>
<td>95</td>
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<td>5</td>
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<tr>
<td>47.</td>
<td>95</td>
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<td>5</td>
</tr>
<tr>
<td>48.</td>
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<tr>
<td>49.</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

### Course Organization and Planning (Includes items: 1, 2, 3, 12, 13, 14, 20)

This factor describes the extent to which a teacher makes course objectives clear to students, teaches toward these objectives.

<table>
<thead>
<tr>
<th><strong>Omits</strong></th>
<th>Not Applicable</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0%</td>
<td>10%</td>
<td>20%</td>
<td>30%</td>
<td>40%</td>
<td>50%</td>
<td>60%</td>
<td>70%</td>
<td>80%</td>
<td>90%</td>
</tr>
</tbody>
</table>
### FACULTY/STUDENT INTERACTION (Includes items: 4, 5, 7, 8, 9, 10, 11, 19†)

This dimension reflects an instructor who is concerned with student progress in the course and seems aware of when students need help. Students feel free to ask questions and to consult with the teacher. Teachers with higher scores are seen as open-minded, challenging, and helpful to students.

<table>
<thead>
<tr>
<th>Factor Score</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.46</td>
<td>3.73 TO 12.22</td>
</tr>
</tbody>
</table>

### COMMUNICATION (Includes items: 6, 7, 10, 16, 24, 35†)

Good communication means, according to the items in this dimension, that the teacher’s lectures are not overly repetitive of textbook material. Instructors raise challenging questions or problems for discussion, and they use examples or illustrations to help clarify course materials. These characteristics encourage students to think for themselves and, in general, result in lectures of high quality, according to students.

<table>
<thead>
<tr>
<th>Factor Score</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.65</td>
<td>4.44 TO 12.39</td>
</tr>
</tbody>
</table>

### COURSE DIFFICULTY AND WORKLOAD (Includes items: 21, 22, 23)

Higher scores on this factor indicate that the difficulty level, workload, and pace of the course are viewed generally by students as about right. Teachers who receive lower scores should go back to the original items to determine whether students see the course as too easy or too difficult or the pace as very slow vs. very fast.

<table>
<thead>
<tr>
<th>Factor Score</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.34</td>
<td>4.17 TO 12.48</td>
</tr>
</tbody>
</table>

### TEXTBOOKS AND READINGS (Includes items: 32, 33)

This factor summarizes the extent to which students give favorable ratings to the textbook and supplementary readings. Teachers with lower ratings may want to interview students or to include additional questions of their own the next time they administer SIR to determine which supplementary readings are rated poorly or which aspects of the textbook the students did not like.

<table>
<thead>
<tr>
<th>Factor Score</th>
<th>Score Range</th>
</tr>
</thead>
</table>

### TESTS AND EXAMS (Includes items: 17, 34)

This factor represents the extent to which students rate course examinations favorably and think that the exams deal with important aspects of the course. Teachers with lower scores will need to determine which other features of the examinations need improving; possibilities include questions that are too vague, exams that are too long or too difficult, and grading that is inconsistent or unrealistic.

<table>
<thead>
<tr>
<th>Factor Score</th>
<th>Score Range</th>
</tr>
</thead>
</table>

† Items 7 and 10 apply to both Faculty/Student Interaction and to Communication. See the discussion of factor scores on the reverse side of this report.