

Name: Michael Jeffress	College: Nicholls State University
Admin. Date: 11/16 Batch No.:	Class: 80642 - SPCH1015M
Report No.: Report: Class	Class Enrollment: 26 No. of Respondents: 10*

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.

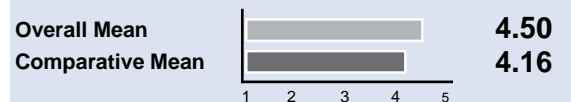


	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Effective	1 Ineffective	Omitted	N/A	Mean
1. The instructor's explanation of course requirements	80	20	---	---	---	---	---	4.80
2. The instructor's preparedness for this course	80	10	10	---	---	---	---	4.70
3. The instructor's use of supplemental resources (e.g., links to other websites, audio, video)	50	40	10	---	---	---	---	4.40
4. The instructor's organization of course material into logical components	60	40	---	---	---	---	---	4.60
5. The instructor's summaries of important material	70	20	10	---	---	---	---	4.60

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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.



	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Effective	1 Ineffective	Omitted	N/A	Mean
6. The instructor's use of media (e.g., slide presentations, streaming video, audio clips)	70	30	---	---	---	---	---	4.70
7. The instructor's verbal and nonverbal communication with students	80	10	10	---	---	---	---	4.70
8. The instructor's use of examples or illustrations to clarify course material	60	30	10	---	---	---	---	4.50
9. The instructor's use of challenging questions or problems	30	50	10	---	---	---	10	4.22
10. The instructor's responses to diverse learning styles	60	30	10	---	---	---	---	4.50
11. The instructor's encouragement of student-to-student interaction	50	40	10	---	---	---	---	4.40

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.



	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Effective	1 Ineffective	Omitted	N/A	Mean
12. The instructor's responses to student questions	50	50	---	---	---	---	---	4.50
13. The timeliness of the instructor's responses	50	50	---	---	---	---	---	4.50
14. The respect for students shown by the instructor	50	50	---	---	---	---	---	4.50
15. The concern for student progress shown by the instructor	50	50	---	---	---	---	---	4.50

16. The individual assistance given to students by the instructor	50	20	20	---	---	---	10	4.33
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8 This mean is reliably at or above the 90th percentile. See page 5. -

This mean is reliably at or below the 10th percentile. See page 5.

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

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



	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Effective	1 Ineffective	Omitted	N/A	Mean
17. The information given to students about grading	70	30	---	---	---	---	---	4.70
18. The effectiveness of exams in measuring learning	50	20	---	---	---	---	30	4.71
19. The effectiveness of assignments in contributing to learning	60	40	---	---	---	---	---	4.60
20. The exam coverage of important aspects of the course	40	40	---	---	---	---	20	4.50
21. The instructor's comments on assignments and exams	60	40	---	---	---	---	---	4.60

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

E. Supplementary Instructional Methods ***

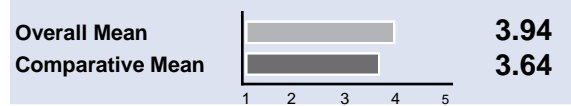
	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Effective	1 Ineffective	Omitted	N/A	Mean
22. Individually assigned term papers or projects	40	50	---	---	---	---	10	***
23. Problems or questions assigned by the instructor for group discussions	10	70	20	---	---	---	---	***
24. Laboratory exercises	20	---	10	---	---	---	70	***
25. Projects in which students work together in teams	30	40	20	---	---	---	10	***
26. Case studies, simulations or role playing	40	30	---	---	---	---	30	***
27. Journals or logs required of students	---	30	---	---	10	---	60	***
28. Chat rooms or threaded discussions	20	30	---	---	---	---	50	***
29. Face to face meeting(s) with the instructor	40	40	10	---	---	---	10	***

*** 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
30. My learning in this course was	10	40	50	---	---	---	---	3.60
31. My progress toward achieving course objectives was	30	30	40	---	---	---	---	3.90
32. My interest in the course's subject area increased	20	50	30	---	---	---	---	3.90
33. This course helped me to think independently about the subject matter	40	20	40	---	---	---	---	4.00
34. This course actively involved me in what I was learning	50	30	20	---	---	---	---	4.30

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
35. The effort I put into this course was	20	30	50	---	---	---	---	3.70
36. The amount of time I spent on this course was	10	40	40	10	---	---	---	3.50
37. I was academically challenged by this course	10	30	50	10	---	---	---	3.40

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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
38. For my preparation and ability, the level of difficulty of this course was	---	10	80	10	---	---
	Much Heavier	Heavier	About the Same	Lighter	Much Lighter	Omitted
39. The workload for this course in relation to other distance education courses of equal credit was	---	---	80	10	---	10
	Very Fast	Somewhat Fast	Just About Right	Somewhat Slow	Very Slow	Omitted
40. For me, the pace at which the material was presented 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/s/iri/coursedifficulty

I. Overall Evaluation †

Overall Evaluation Ratings:

41. Rate the quality of instruction in this course as it contributed to your learning..

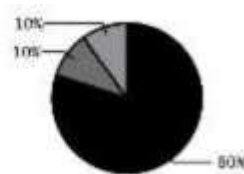
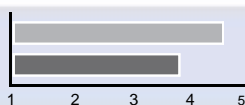
(Try to set aside your feelings about the course content.)

Overall Mean

4.70

Comparative Mean

3.93



Graph	%	Rating
	80 %	Very Effective
	10 %	Effective
	10 %	Moderately Effective
	0 %	Somewhat Ineffective
	0 %	Ineffective
	0 %	Omitted

† This is not a summary of items 1 through 40.

J. Student Information

	A Major/Minor Requirement	A College Requirement	An Elective	Other	Omitted		
42. Which one of the following best describes this course for you?	30	50	20	---	---		
	Freshman/1st Year	Sophomore/2nd Year	Junior/3rd Year	Senior/4th Year	Graduate	Other	Omitted
43. What is your class level?	70	30	---	---	---	---	---
	Less than 6	7 - 12	13 - 24	More than 24	Omitted		
44. How many credits have you completed in distance education courses?	60	---	30	10	---		
	16 - 22	23 - 30	31 - 40	Over 40	Omitted		
45. What is your age?	100	---	---	---	---		
	Female	Male	Omitted				
46. What is your sex/gender?	70	30	---				

K. Supplementary Questions

	5	4	3	2	1	NA	Omitted
47.	---	---	---	---	---	---	---
48.	---	---	---	---	---	---	---
49.	---	---	---	---	---	---	---
50.	---	---	---	---	---	---	---
51.	---	---	---	---	---	---	---
52.	---	---	---	---	---	---	---
53.	---	---	---	---	---	---	---
54.	---	---	---	---	---	---	---
55.	---	---	---	---	---	---	---
56.	---	---	---	---	---	---	---

Student Survey Comments

I thoroughly enjoy Dr. Jeffress's class not only because of his hand-on method of teaching, but also because he tries his best to make the course material relatable to our everyday life as students as well as maturing adults.

Dr. Jeffress is a great teacher! He goes at a pace you can keep up with while learning. This class helped me become a better speaker and get out of my shell when talking to others.

He is very enthusiastic

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

Name: Michael Jeffress

College: Nicholls State University

Admin. Date: 11/16 **Batch No.:**

Class: 80644 - SPCH1016M

Report No.: **Report:** Class

Class Enrollment: 26 **No. of Respondents:** 9*

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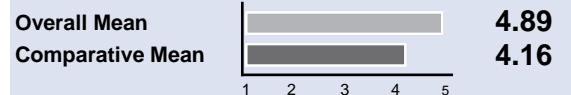


	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Effective	1 Ineffective	Omitted	N/A	Mean
1. The instructor's explanation of course requirements	100	---	---	---	---	---	---	5.00
2. The instructor's preparedness for this course	77	22	---	---	---	---	---	4.78
3. The instructor's use of supplemental resources (e.g., links to other websites, audio, video)	88	---	---	---	---	---	11	5.00
4. The instructor's organization of course material into logical components	66	22	---	---	---	11	---	4.75
5. The instructor's summaries of important material	77	22	---	---	---	---	---	4.78

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6. The instructor's use of media (e.g., slide presentations, streaming video, audio clips)	100	---	---	---	---	---	---	5.00
7. The instructor's verbal and nonverbal communication with students	88	11	---	---	---	---	---	4.89
8. The instructor's use of examples or illustrations to clarify course material	100	---	---	---	---	---	---	5.00
9. The instructor's use of challenging questions or problems	77	11	---	---	---	---	11	4.88
10. The instructor's responses to diverse learning styles	88	11	---	---	---	---	---	4.89
11. The instructor's encouragement of student-to-student interaction	77	11	11	---	---	---	---	4.67

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12. The instructor's responses to student questions	66	22	---	---	---	---	11	4.75
13. The timeliness of the instructor's responses	66	22	11	---	---	---	---	4.56
14. The respect for students shown by the instructor	88	11	---	---	---	---	---	4.89
15. The concern for student progress shown by the instructor	77	11	11	---	---	---	---	4.67

16. The individual assistance given to students by the instructor	66	33	---	---	---	---	---	4.67
--	-----------	-----------	-----	-----	-----	-----	-----	-------------

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19. The effectiveness of assignments in contributing to learning	66	22	11	---	---	---	---	4.56
20. The exam coverage of important aspects of the course	66	22	---	---	---	---	11	4.75
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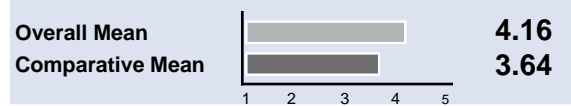
	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Effective	1 Ineffective	Omitted	N/A	Mean
22. Individually assigned term papers or projects	44	44	---	---	---	---	11	***
23. Problems or questions assigned by the instructor for group discussions	55	33	---	---	---	---	11	***
24. Laboratory exercises	11	33	---	---	---	---	55	***
25. Projects in which students work together in teams	55	33	---	---	---	---	11	***
26. Case studies, simulations or role playing	44	22	---	---	---	---	33	***
27. Journals or logs required of students	11	22	---	11	---	---	55	***
28. Chat rooms or threaded discussions	11	33	---	---	---	---	55	***
29. Face to face meeting(s) with the instructor	44	11	---	---	---	---	44	***

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30. My learning in this course was	55	11	33	---	---	---	---	4.22
31. My progress toward achieving course objectives was	44	11	44	---	---	---	---	4.00
32. My interest in the course's subject area increased	55	11	33	---	---	---	---	4.22
33. This course helped me to think independently about the subject matter	44	22	33	---	---	---	---	4.11
34. This course actively involved me in what I was learning	55	11	33	---	---	---	---	4.22

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35. The effort I put into this course was	33	22	44	---	---	---	---	3.89
36. The amount of time I spent on this course was	33	33	33	---	---	---	---	4.00
37. I was academically challenged by this course	33	22	44	---	---	---	---	3.89

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	Very Difficult	Somewhat Difficult	About Right	Somewhat Elementary	Very Elementary	Omitted
38. For my preparation and ability, the level of difficulty of this course was	---	33	66	---	---	---
	Much Heavier	Heavier	About the Same	Lighter	Much Lighter	Omitted
39. The workload for this course in relation to other distance education courses of equal credit was	---	22	77	---	---	---
	Very Fast	Somewhat Fast	Just About Right	Somewhat Slow	Very Slow	Omitted
40. For me, the pace at which the material was presented during the term was	11	11	77	---	---	---

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

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I. Overall Evaluation †

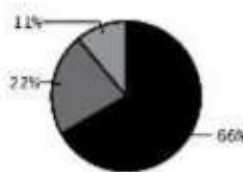
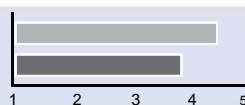
Overall Evaluation Ratings:

41. Rate the quality of instruction in this course as it contributed to your learning..

(Try to set aside your feelings about the course content.)

Overall Mean

Comparative Mean



Graph	%	Rating
	66 %	Very Effective
	22 %	Effective
	11 %	Moderately Effective
	0 %	Somewhat Ineffective
	0 %	Ineffective
	0 %	Omitted

† This is not a summary of items 1 through 40.

J. Student Information

	A Major/Minor Requirement	A College Requirement	An Elective	Other	Omitted		
42. Which one of the following best describes this course for you?	33	44	11	11	---		
	Freshman/1st Year	Sophomore/2nd Year	Junior/3rd Year	Senior/4th Year	Graduate	Other	Omitted
43. What is your class level?	66	33	---	---	---	---	---
	Less than 6	7 - 12	13 - 24	More than 24	Omitted		
44. How many credits have you completed in distance education courses?	44	22	22	11	---		
	16 - 22	23 - 30	31 - 40	Over 40	Omitted		
45. What is your age?	88	11	---	---	---		
	Female	Male	Omitted				
46. What is your sex/gender?	55	44	---				

K. Supplementary Questions

	5	4	3	2	1	NA	Omitted
47.	---	---	---	---	---	---	---
48.	---	---	---	---	---	---	---
49.	---	---	---	---	---	---	---
50.	---	---	---	---	---	---	---
51.	---	---	---	---	---	---	---
52.	---	---	---	---	---	---	---
53.	---	---	---	---	---	---	---
54.	---	---	---	---	---	---	---
55.	---	---	---	---	---	---	---
56.	---	---	---	---	---	---	---

Student Survey Comments

Dr. Jeffress was by far my favorite teacher this semester. He's always raises the bar as high as possible and makes sure his students are able to reach it. Brilliant man with brilliant teaching tactics.

This class really helped me with speechns and I feel I have learned a lot that I will be able to use one day.

