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Admin. Date: 11/13 Batch No.:	Class: SUST320_L10_900345956 - SUST320/SPRAWL, TRANSPORT, PLANNING/FREEMARK
Report No.:	Report: Class
Class Enrollment: 16 No. of Respondents: 5*	

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 Ineffective	1 Ineffective	Omitted	N/A	Mean
1. The instructor's explanation of course requirements	60	40	---	---	---	---	---	4.60
2. The instructor's preparation for each class period	60	20	---	20	---	---	---	4.20
3. The instructor's command of the subject matter	80	---	20	---	---	---	---	4.60
4. The instructor's use of class time	40	60	---	---	---	---	---	4.40
5. The instructor's way of summarizing or emphasizing important points in class	40	20	20	20	---	---	---	3.80

To download a PDF of the Compendium go to: 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.



	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Omitted	N/A	Mean
6. The instructor's ability to make clear and understandable presentations	20	40	20	20	---	---	---	3.60
7. The instructor's command of spoken English (or the language used in the course)	80	20	---	---	---	---	---	4.80
8. The instructor's use of examples or illustrations to clarify course material	60	20	---	20	---	---	---	4.20
9. The instructor's use of challenging questions or problems	60	20	---	20	---	---	---	4.20
10. The instructor's enthusiasm for the course material	100	---	---	---	---	---	---	5.00

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 Ineffective	1 Ineffective	Omitted	N/A	Mean
11. The instructor's helpfulness and responsiveness to students	60	20	---	20	---	---	---	4.20
12. The instructor's respect for students	60	40	---	---	---	---	---	4.60
13. The instructor's concern for student progress	60	20	---	20	---	---	---	4.20
14. The availability of extra help for this class (taking into account the size of the class)	40	20	40	---	---	---	---	4.00
15. The instructor's willingness to listen to student questions and opinions	60	20	20	---	---	---	---	4.40

+ This mean is reliably at or above the 90th percentile. See page 5.

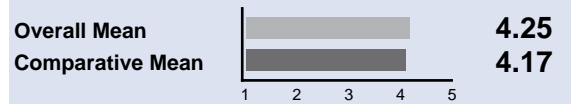
- This mean is reliably at or below the 10th percentile. See page 5.

For explanation of flagging (*), see "Number of Students Responding," page 5

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



	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Omitted	N/A	Mean
16. The information given to students about how they would be graded	40	60	---	---	---	---	---	4.40
17. The clarity of exam questions	40	20	---	---	20	---	20	3.75
18. The exams' coverage of important aspects of the course	40	40	---	---	---	---	20	4.50
19. The instructor's comments on assignments and exams	40	40	20	---	---	---	---	4.20
20. The overall quality of the textbook(s)	40	20	---	---	---	---	40	4.67
21. The helpfulness of assignments in understanding course material	40	40	---	20	---	---	---	4.00

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

E. Supplementary Instructional Methods ***

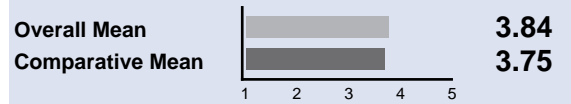
	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Ineffective	1 Ineffective	Omitted	Not Used	Mean
22. Problems or questions presented by the instructor for small group discussions	20	40	---	---	---	---	40	***
23. Term paper(s) or project(s)	40	20	20	---	---	---	20	***
24. Laboratory exercises for understanding important course concepts	20	20	---	---	---	---	60	***
25. Assigned projects in which students worked together	---	20	---	---	---	---	80	***
26. Case studies, simulations, or role playing	---	---	20	---	---	20	60	***
27. Course journals or logs required of students	---	20	---	---	---	---	80	***
28. Instructor's use of computers as aids in instruction	60	40	---	---	---	---	---	***

*** 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	40	20	40	---	---	---	---	4.00
30. I made progress toward achieving course objectives	20	40	40	---	---	---	---	3.80
31. My interest in the subject area has increased	20	20	60	---	---	---	---	3.60
32. This course helped me to think independently about the subject matter	40	40	20	---	---	---	---	4.20
33. This course actively involved me in what I was learning	---	60	40	---	---	---	---	3.60

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 the course	---	20	60	---	20	---	---	2.80-
35. I was prepared for each class [writing and reading assignments]	---	40	40	20	---	---	---	3.20
36. I was challenged by this course	---	40	60	---	---	---	---	3.40

+ 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/sirii/studenteffort

Student Survey Comments

Amazing for the first year teaching (at least at Roosevelt?! I am a student that doesn't really actively participate like others, but rather I sit back and take in the discussion. The discussions were really well overall although sometimes we did need a little direction with them to get them flowing which you promptly gave us.

Don't be afraid to tell us to shut up if you need to move on to a different topic during the discussion or lecture part of class. Sometimes I know that a few people in the class, especially those that are informative on a lot of the topics we discussed, could get a little carried away which is fine since it is a discussion, but I am sure that there was more to be talked about sometimes. Also, the balance of those two components (lecture and discussion) were good!

Great use of maps and charts etc! They weren't always easy to understand at first, but ultimately they were really good illustrations and helped demonstrate exactly what you were talking about.

I know I shouldn't complain about how long some of the readings were since we are college students, but some of them were pretty long....in instances like that, many students, including myself, lose focus on what we are reading especially when they are more complex readings in certain cases. Maybe break the readings up a little? Or help us to know what to focus on more? I did all the readings, but sometimes I would have to skim over some, because it was near impossible to read and retain all the information I was taking in. Just a small suggestion, but otherwise I feel like the readings really tied in well with the class/discussions.

Another suggestion would be to tie in what we learned this semester with the overall topic of sustainability a little more. This was a really good class taught by someone who is more than qualified to teach it, but I am ultimately a sustainability student and "sprawl, transportation, and planning" is not one of my main concerns when it comes to sustainability, which is obviously different for every student, but making connections helps. You did make connections, but maybe try to make even more connections that will draw us SUST students in and show why we should also care about sprawl environmentally and from a sustainability perspective etc as SUST students.

It's okay to show us you are qualified. Sometimes I feel like maybe you should have given yourself more credit/ shown that you are qualified. Obviously you are qualified because you got the job! But I honestly would have loved to know earlier on in the semester that your name was even mentioned in some of the readings! Overall that gives the perspective that you come from and shows what you are bringing to the table especially with your experience in the field.

Overall, you are a great, well-rounded teacher and I feel more informative on this topic than I did when first entering the class, though I am obviously no expert! Everything I have mentioned are just small critiques, otherwise you did an amazing job and it was an enjoyable class!

I like Yonah. He really knows his stuff and allows for open discussion in the class room. You guys should keep him around.

This was Professor Freemark's first year as a professor in any educational setting and it showed. He had a lot of information to give us in only a 2.5 hour class. Many times it felt like he was trying to cram as much as he could and many times we had the "option" to use the bathroom but no designated break. Charts and graphs was his forte and many times myself and others were lost. A very knowledgeable individual in transportation and planning but lacking in terms of relating it to sustainable ventures. I did learn a lot but not as much in its relationship to sustainability. Great person overall just needs some time to tailor his teaching style.

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).
- Provide feedback from students about their courses.
- Provide one measure of effective teaching, especially when several classes are included.

NUMBER OF STUDENTS RESPONDING

The number of students responding can affect the results when the class is very small (fewer than 10 students are enrolled), or when fewer than two-thirds of the students enrolled in the class actually respond. For this reason, a Class Report **will not be produced** when fewer than five students responded, that is, fewer than five completed answer sheets were received for a class.

The degree of accuracy for each item mean 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) To call attention to possible reliability concerns, a report will be flagged (*) for one or more of the following.

- 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. These means will be updated periodically. An institution is identified by type -- two-year or four-year -- on the Processing Request Form that is returned with the questionnaires for scoring. 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 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 Guide can be downloaded from the SIR II website at www.ets.org/sirII.

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 Mean Ratings

Ratings can vary by class size and discipline. The *Comparative Data Guides* provide data by various categories to assist users in interpreting the SIR II reports. Please refer to the Guide and to the SIR II Guidelines 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 average on a 5-point scale, it may be average or even slightly below average in comparison to other means for items in SIR II. We advise SIR II users instead to look at a "practical" difference by using the Comparative Data Guide and taking a 10 percentile band (plus and minus) around the score. This 20 percentile (total) band is just under a half a standard deviation (a standard deviation is about .50 for the large sample in the Comparative Guide). Scores outside this band could be considered to be of practical significance.

What Makes a Score Difference Significant?

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

- + This class mean is reliably at or above the 90th percentile.
- This class mean is reliably at or below the 10th percentile.

Scores above the 90th percentile or below the 10th percentile are flagged when there is appropriate statistical confidence that the true score (i.e., the scores that would be obtained if there were no measurement error) fall within these ranges. If a score is flagged with a +, there is less than one chance in 20 that the true score is below the 90th percentile; if a score is flagged with a -, there is less than one chance in 20 that the true score is above the 10th percentile. (One chance in 20 is the commonly accepted measurement standard for a 95% confidence level.)

Because measurement error varies from class to class, instructors and administrators are recommended to use the comparative data guide at www.ets.org/sirII for making their own appropriate comparison. In particular, measurement error tends to be larger when the number of respondents is low and when disagreement among the respondents is high.