



LOYOLA UNIVERSITY MARYLAND

— 1852 —

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## Department of Psychology

### Student Instructional Report II (SIR-II)

### Summary Report

### Spring 2021

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CourseID

PY\*101\*04

Responses

16 Students

FacultyID

Gibbs

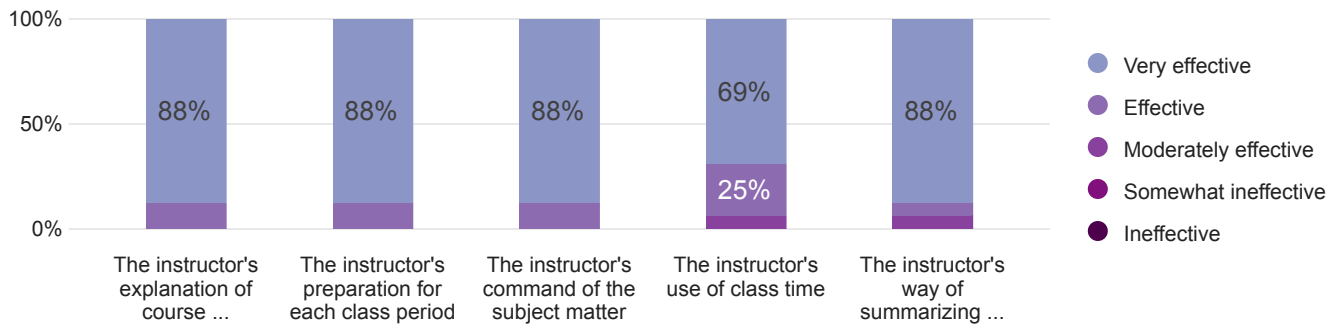
## Your SIR-II Dimension Averages

Field	Mean	
Course Organization and Planning	4.81	<b>4.31*</b>
Field	Mean	
Communication	4.95	<b>4.37*</b>
Field	Mean	
Faculty/Student Interaction	4.96	<b>4.37*</b>
Field	Mean	
Assignments Exams and Grading	4.72	<b>4.17*</b>
Field	Mean	
Course Outcomes	4.25	<b>3.75*</b>
Field	Mean	
Student Effort and Involvement	3.83	<b>3.74*</b>
Field	Mean	
Overall Evaluation	4.69	<b>4.01*</b>
Field	Mean	
Classroom Diversity Climate	4.98	<b>N/A</b>

\*The comparative means used above 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.9., lecture discussion, lab), and for several different subject areas. According to ETS, these comparative means will be valid through the 2023-2024 academic year.

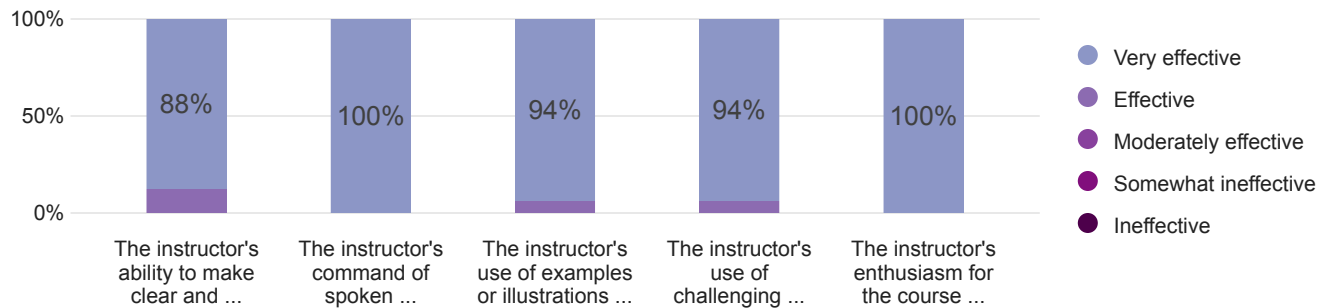
## Course Organization and Planning

16 Responses



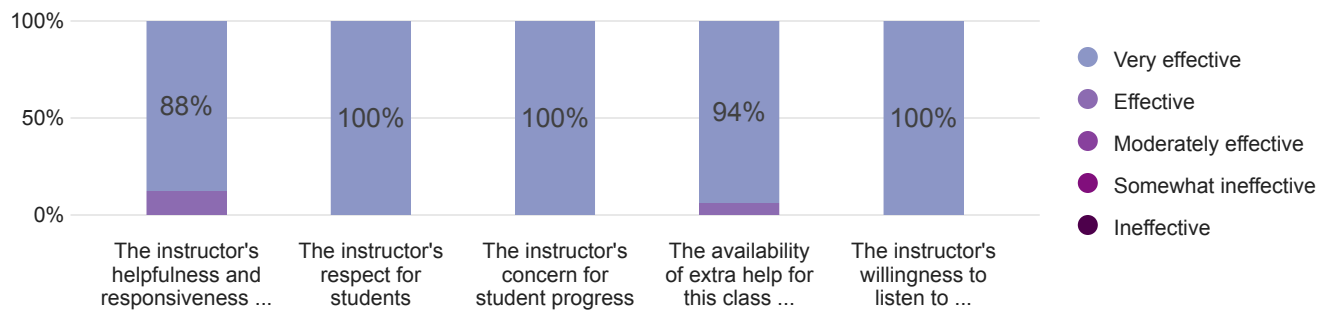
## Communication

16 Responses



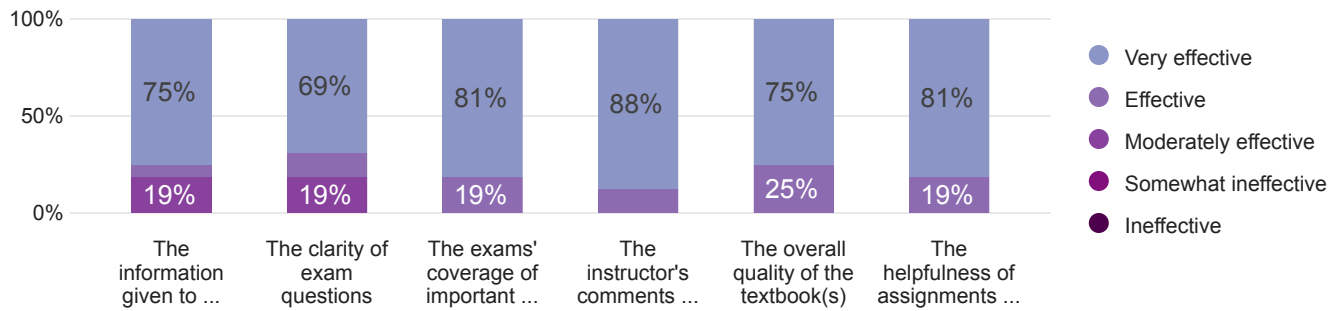
## Faculty/Student Interaction

16 Responses



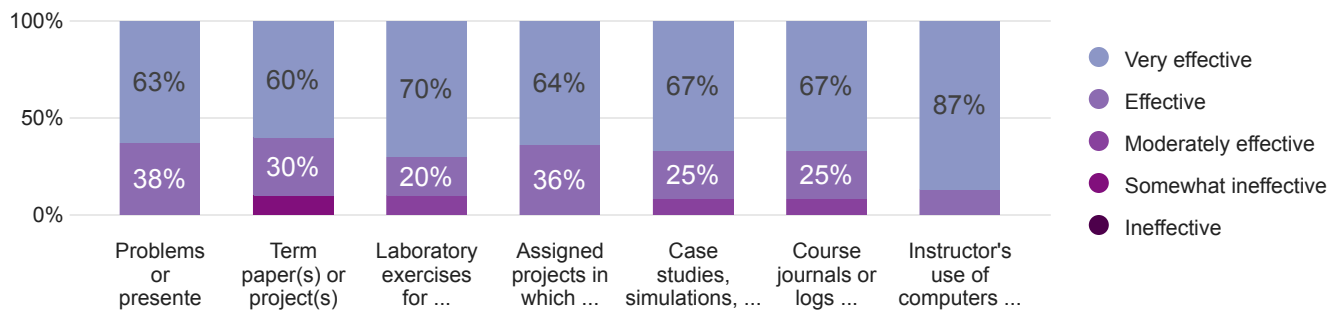
## Assignments, Exams and Grading

16 Responses



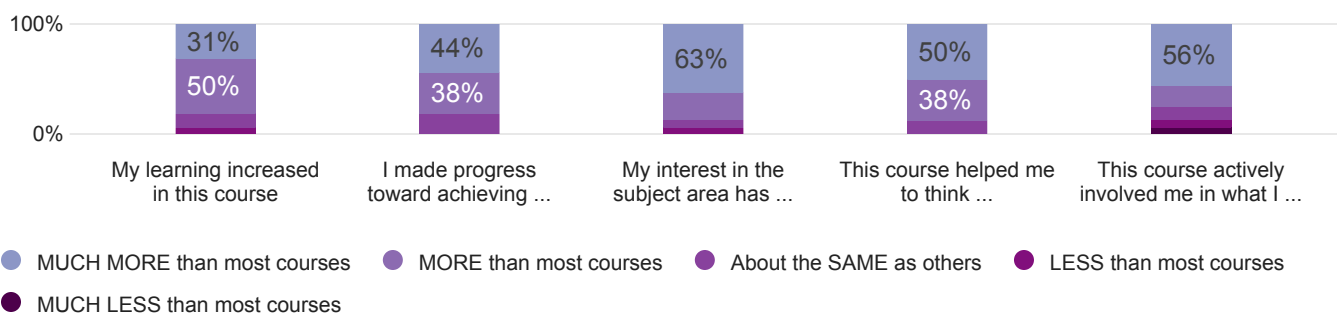
## Supplementary Instructional Methods

16 Responses



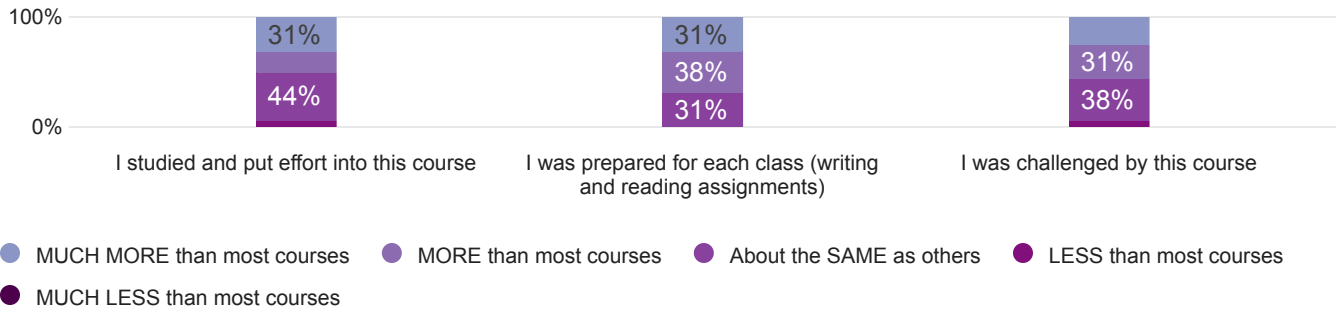
## Course Outcomes

16 Responses



# Student Effort and Involvement

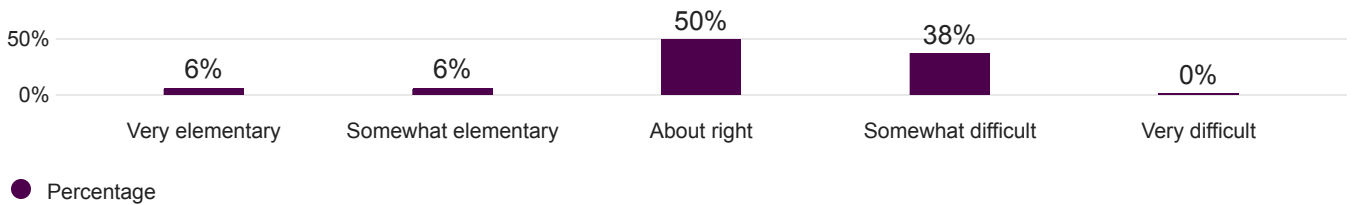
16 Responses



# Course Difficulty, Work Load and Pace

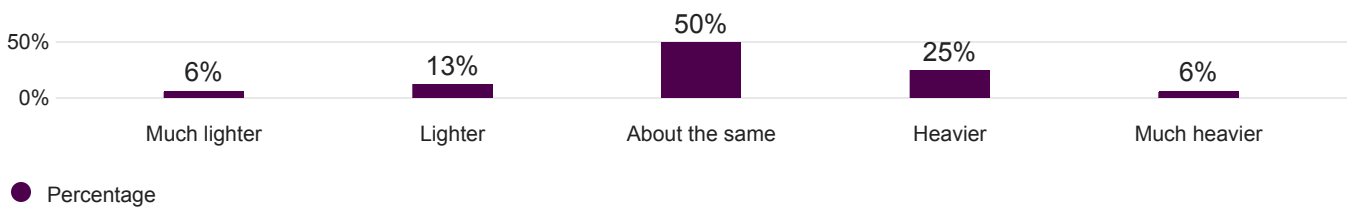
For my preparation and ability, the level of difficult of this course was:

16 Responses



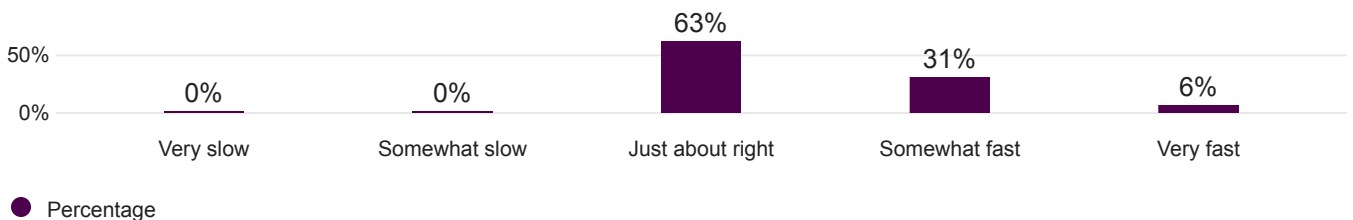
The work load for this course in relation to other courses of equal credit was:

16 Responses



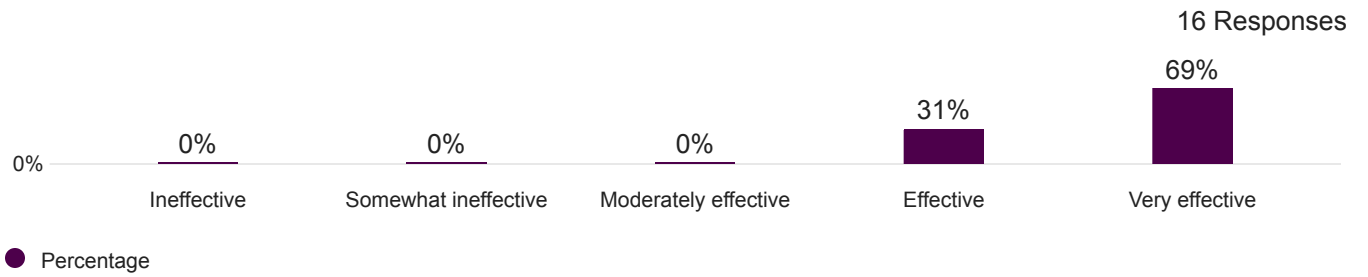
For me, the pace at which the instructor covered the material during the term was:

16 Responses

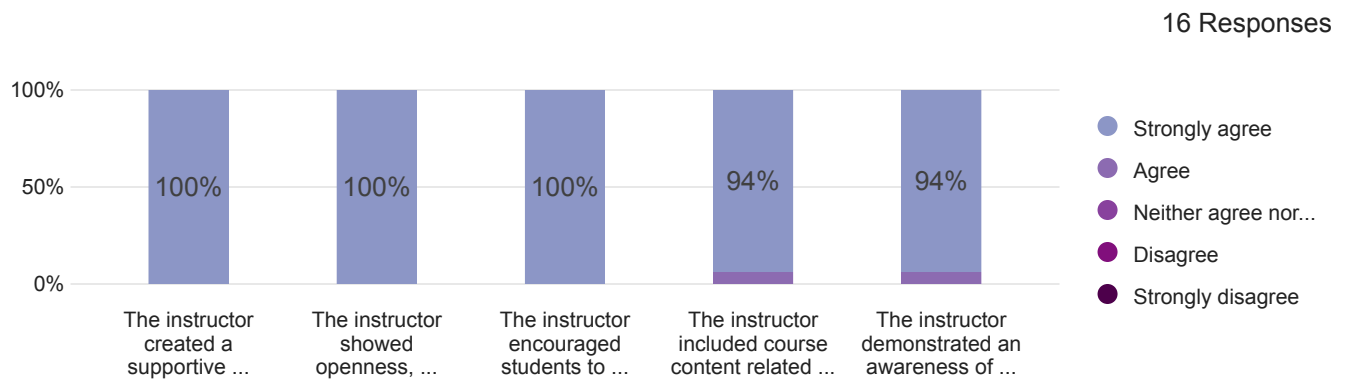


# Overall Evaluation

Rate the quality of instruction in this course as it contributed to your learning (try to set aside your feelings about the course content)



# Classroom Diversity Climate



# Item Level Statistics

## Course Organization and Planning

Field	Min	Max	Mean	Standard Deviation	Responses
The instructor's explanation of course requirements	4.00	5.00	4.88	0.33	16
The instructor's preparation for each class period	4.00	5.00	4.88	0.33	16
The instructor's command of the subject matter	4.00	5.00	4.88	0.33	16
The instructor's use of class time	3.00	5.00	4.63	0.60	16
The instructor's way of summarizing or emphasizing important points in class	3.00	5.00	4.81	0.53	16

## Communication

Field	Min	Max	Mean	Standard Deviation	Responses
The instructor's ability to make clear and understandable presentations	4.00	5.00	4.88	0.33	16
The instructor's command of spoken English (or the language used in the course)	5.00	5.00	5.00	0.00	16
The instructor's use of examples or illustrations to clarify course material	4.00	5.00	4.94	0.24	16
The instructor's use of challenging questions or problems	4.00	5.00	4.94	0.24	16
The instructor's enthusiasm for the course material	5.00	5.00	5.00	0.00	16

### **Faculty/Student Interaction**

Field	Min	Max	Mean	Standard Deviation	Responses
The instructor's helpfulness and responsiveness to students	4.00	5.00	4.88	0.33	16
The instructor's respect for students	5.00	5.00	5.00	0.00	16
The instructor's concern for student progress	5.00	5.00	5.00	0.00	16
The availability of extra help for this class (taking into account the size of the class)	4.00	5.00	4.94	0.24	16
The instructor's willingness to listen to student questions and opinions	5.00	5.00	5.00	0.00	16

### **Assignments, Exams and Grading**

Field	Min	Max	Mean	Standard Deviation	Responses
The information given to students about how they would be graded	3.00	5.00	4.56	0.79	16
The clarity of exam questions	3.00	5.00	4.50	0.79	16
The exams' coverage of important aspects of the course	4.00	5.00	4.81	0.39	16
The instructor's comments on assignments and exams	4.00	5.00	4.88	0.33	16
The overall quality of the textbook(s)	4.00	5.00	4.75	0.43	16
The helpfulness of assignments in understanding course material	4.00	5.00	4.81	0.39	16



### **Supplementary Instructional Methods**

Field	Min	Max	Mean	Standard Deviation	Responses
Problems or questions presented by the instructor for small group discussions	4.00	5.00	4.63	0.48	16
Term paper(s) or project(s)	2.00	5.00	4.40	0.92	10
Laboratory exercises for understanding important course concepts	3.00	5.00	4.60	0.66	10
Assigned projects in which students worked together	4.00	5.00	4.64	0.48	11
Case studies, simulations, or role playing	3.00	5.00	4.58	0.64	12
Course journals or logs required of students	3.00	5.00	4.58	0.64	12
Instructor's use of computers as aids in instruction	4.00	5.00	4.87	0.34	15

### **Course Outcomes**

Field	Min	Max	Mean	Standard Deviation	Responses
My learning increased in this course	2.00	5.00	4.06	0.83	16
I made progress toward achieving course objectives	3.00	5.00	4.25	0.75	16
My interest in the subject area has increased	2.00	5.00	4.44	0.86	16
This course helped me to think independently about the subject matter	3.00	5.00	4.38	0.70	16
This course actively involved me in what I was learning	1.00	5.00	4.13	1.22	16

### **Student Effort and Involvement**

Field	Min	Max	Mean	Standard Deviation	Responses
I studied and put effort into this course	2.00	5.00	3.75	0.97	16
I was prepared for each class (writing and reading assignments)	3.00	5.00	4.00	0.79	16
I was challenged by this course	2.00	5.00	3.75	0.90	16

### **Course Difficulty, Work Load and Pace**

Field	Min	Max	Mean	Standard Deviation	Responses
For my preparation and ability, the level of difficulty of this course was:	1.00	4.00	3.19	0.81	16

Field	Min	Max	Mean	Standard Deviation	Responses
The work load for this course in relation to other courses of equal credit was:	1.00	5.00	3.13	0.93	16

Field	Min	Max	Mean	Standard Deviation	Responses
For me, the pace at which the instructor covered the material during the term was:	3.00	5.00	3.44	0.61	16

### **Overall Evaluation**

Field	Min	Max	Mean	Standard Deviation	Responses
Rate the quality of instruction in this course as it contributed to your learning (try to set aside your feelings about the course content):	4.00	5.00	4.69	0.46	16

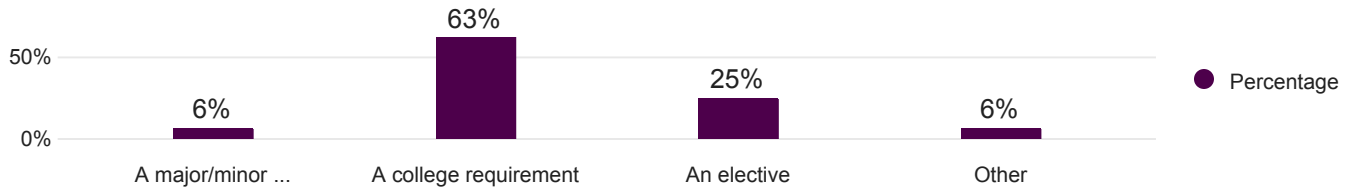
### **Classroom Diversity Climate**

Field	Min	Max	Mean	Standard Deviation	Responses
The instructor created a supportive environment for all students, including students from underrepresented groups (e.g., race/ethnicity, disability, age, sexual orientation, socioeconomic status, religion).	5.00	5.00	5.00	0.00	16
The instructor showed openness, receptivity and respect for culturally different students	5.00	5.00	5.00	0.00	16
The instructor encouraged students to express different views and perspectives	5.00	5.00	5.00	0.00	16
The instructor included course content related to diversity when appropriate	4.00	5.00	4.94	0.24	16
The instructor demonstrated an awareness of and responsiveness to diverse perspectives	4.00	5.00	4.94	0.24	16

# Student Information

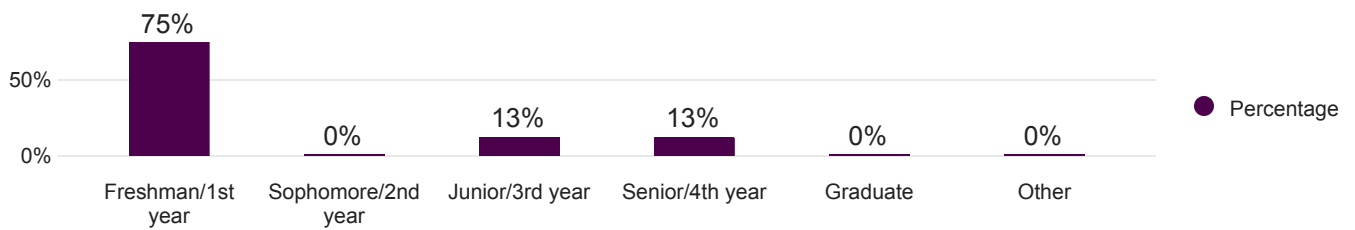
Which one of the following best describes this course for you?

16 Responses



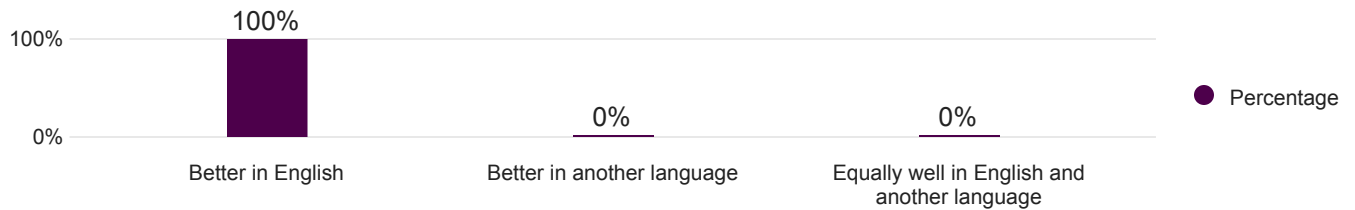
What is your class year?

16 Responses



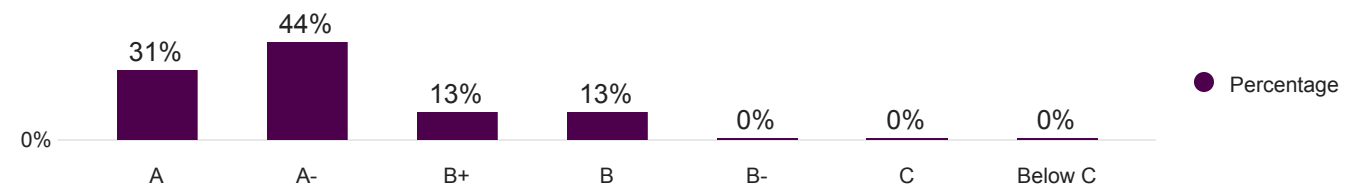
Do you communicate better in English or in another language?

16 Responses



What grade do you expect to receive in this course?

16 Responses



# What are the major strengths of this course?

What are the major strengths of this course?

the moodle page is exactly what i expect it to look like, meaning it was perfect. everyhting was clearly laid out and i was able to access all of the class lecture and clearly see what assignemnts i have and when they are due

communication between student and teacher.

The assignments given helped me both study, read the material, and be prepared for quizzes and exams.

The Moodle site was extremely well organized and easy to navigate, and the Pre-Flights allowed for studying opportunities over the material or content of what we learned in a chapter.

Great lectures

Professor Gibbs is very passionate about the subject. She is very nice and understanding. She was always willing to go out of the way to help me and my peers. The workload itself is fair.

N/A

The professor was very helpful and accommodating.

-information is presented in a way that is easy to understand -instructor makes herself readily available for questions and comments -course load is not overwhelming but not elementary

The professor is very knowledgable and she's extremely understanding with work and extensions, and overall very helpful.

The teacher really care about the subject which made me more interested.

The simplicity of the delivery. Some classes can go over board in trying to make the material stick, but there ends up being busy work.

The ease of following the structure.

An essay work schedule week by week.

N/A

N/A

## Please write any suggestions you have to improve this course.

Please write any suggestions you have to improve this course.

none i really enjoyed this course

N/A

N/A

The lectures were informative and easy to understand, but the amount of content was too much at once.

A LOT of busy work. If you're having me outline the chapter and then lecturing on the same thing in class, its redundant.

The amount of material covered is far too much. We were going a mile a minute at all times. We did at least one chapter a week. I feel as though a good deal of the material is not meant to be in an intro-level class. Some of the material was easy to understand while some of it was very difficult. Some of the exam and quiz questions were also poorly written and hard to understand. There is already a lot of material to know and memorize the last thing we want to deal with is having hard-to-understand questions on the exams and quizzes.

N/A

Less preflights and spaced out over longer periods of time.

N/A

N/a

Pacing was slightly quick

I don't really have any suggestions. The material was delivered in a clear and concise manner, the homework was effective, and Ms. Gibbs engages with students in a polite way.

Less preflights. More exploratory work.

I don't have any suggestions.

N/A

N/A

In an average week, I spend \_\_\_\_\_ hours per week outside of class time doing work related to this class.

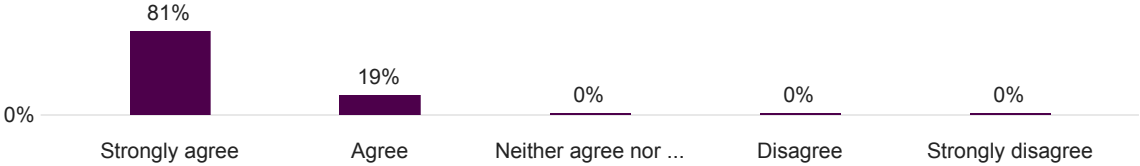
In an average week, I spend \_\_\_\_\_ hours per week outside of class time doing work related to this class.

- 8
- 3-4
- 9
- 5
- 2
- 4
- 2
- 3
- 2
- 2-3
- 3
- Three Hours
- 4
- 8
- 2
- 2

# Supplemental Items (for AY20-21)

The Moodle site for this course was well organized.

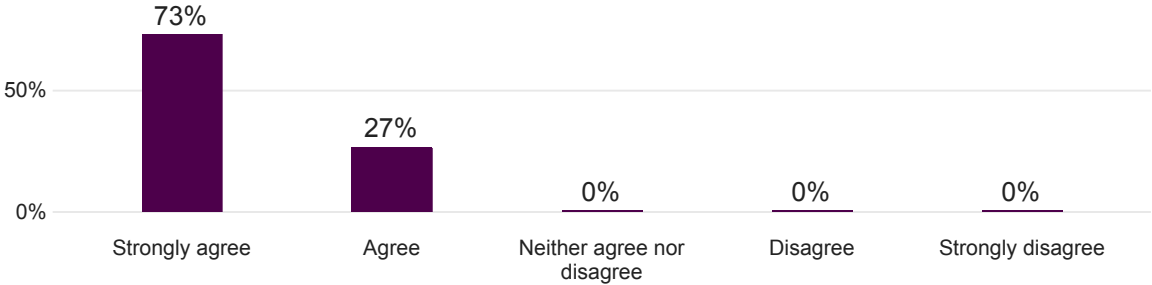
16 Responses



Percentage

The Moodle site for this course was easy to navigate.

15 Responses



Percentage