

# An Introduction to Student Ratings of Instruction



Diagnostic Feedback

The SRI starts by asking the right questions

Students are asked for ratings in four areas

1



Students rate how much progress they made on learning objectives that you have chosen as relevant to your course. These are broad learning objectives that cover all the specific learning outcomes you might have in a course.

No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2

Students indicate how often they observed certain teaching methods. These teaching methods represent best practices and theories for teaching in college.

Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



3

Students are also asked about their motivation, background preparation, work habits, and perceived course difficulty.

*As a rule, I put forth more effort than other students on academic work.*

Definitely False	More False than True	In Between	More True than False	Definitely True
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4

And students provide “overall ratings” of the instructor and the course as a measure of general satisfaction.

*Overall, I rate this course as excellent.*

Definitely False	More False than True	In Between	More True than False	Definitely True
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The report you get in return helps you focus on learning. [Learn more](#)

# Faculty Report

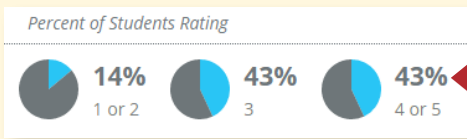


Your individual course report provides detailed data from student feedback, and it also consolidates and analyzes the data to provide you with ways to reflect on, and improve, the instruction and student learning in your course through several components.

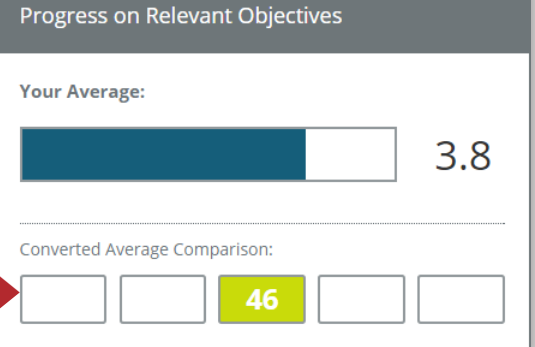
## Progress on Relevant Objectives

What progress on relevant objectives did students report overall and for individual objectives? This provides insight into parts of your course that may need adjustment.

How does this progress compare to other courses?



What percent of students reported substantial or exceptional progress compared to those reporting minimal progress?

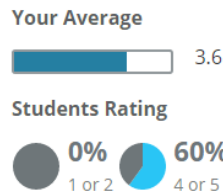


## Formative Feedback

The report suggests which teaching methods are best aligned with your relevant learning objectives and provides resources for ways of using these teaching methods in your next class.

Made it clear how each topic fit into the course

Consider increasing use



1 of 2 Relevant Objectives

Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

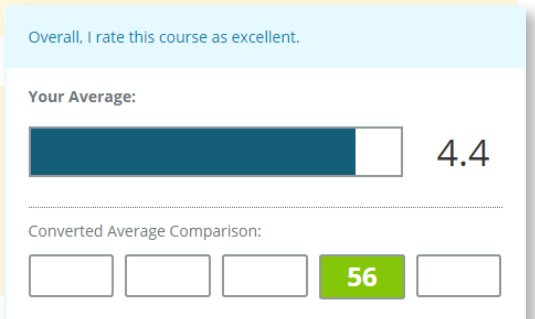
### Suggested Action

You employed the method less frequently than those teaching classes of similar size and level of student motivation.

• [IDEA Note](#)

## Overall Ratings

Students' ratings of the instructor and course are presented along with the ability to compare ratings to other groups.



## Course and Student Characteristics

Student characteristics such as motivation and preparation are reported along with course characteristics such as class size.



These factors are used to create adjusted scores which control for factors beyond an instructor's control.

View: Adjusted Averages ▾