



OFFICE FOR THE ADVANCEMENT OF ENGINEERING TEACHING & LEARNING

Benefits of Mid-Quarter Course Assessment

Want to improve your course? Teaching ratings need a boost? ET&L provides confidential mechanisms for formative course assessment designed to gather important data helpful for instructors to make targeted teaching and course improvements. Research shows that faculty who solicit mid-quarter feedback from their students achieve higher end-of-quarter ratings, especially when this feedback is coupled with expert consultation.^{1,2}

Small-Group Instructional Diagnosis (SGID) is ET&L's primary mid-quarter assessment method.

- One-time, classroom-based focus-group
- Takes just 20–30 minutes of class time (depending on class size)
- Conducted by a ET&L consultant in the absence of the instructor (encouraging student openness by ensuring anonymity)
- Uses a consensus-based approach involving small groups of 4–6 students, followed by discussion with the entire class (feedback forms, right)
- Data are analyzed and transcribed into a report summarizing the findings (right).
- ET&L consultant then meets with the instructor one-on-one to discuss the report and to strategize appropriate responses.
- Confidential results shared only with instructor
- Provides an efficient, manageable mechanism for continuous improvement of teaching
- Optional augmentation by follow-up with students in a Last-Class Interview (LCI) (See other side of this page for details.)

For more information or to set up an instructional consultation, contact the ET&L staff listed below, and visit our web site at <http://bit.ly/uwetl>.

The image shows a stack of green 'Small Group Instructional Diagnosis (SGID) Feedback Form's and a white 'SGID Feedback Report'. The feedback form includes fields for group size (5), date (2/05/14), and instructor (Doe). It contains handwritten feedback such as 'In-class examples → Real world examples that are applicable to stuff we are learning', 'The Professor → Her humor, she cares', 'Lectures are well-prepared → organized', 'Availability of office hours', and 'Section summaries → good handouts'. The report summarizes this feedback, listing categories like 'Examples on the board are clear', 'Section summary handouts', and 'Lectures, reading and homework match up'. It also includes contact information for the Center for Engineering Learning and Teaching (CEL) at the University of Washington.

¹Cohen, P. (1980). Effectiveness of student-rating feedback for improving college instruction: A meta-analysis of findings. *Research in Higher Education*, 13(4).

²Finelli, C. J. (2008). JEE Selects: A way to enhance teaching: Instructional consultants can help, especially if they elicit student feedback. *Prism Magazine*, 18(3), 53.





OFFICE FOR THE ADVANCEMENT OF ENGINEERING TEACHING & LEARNING

Follow-up to Mid-Quarter Course Assessment

To maximize the benefits of a Small Group Instructional Diagnosis (SGID, see reverse), ET&L provides a highly efficient and effective follow-up session known as a Last-Class Interview (LCI). Over 95% of students report seeing teaching improvement after ET&L's involvement, based on surveys of thousands of students in over 200 engineering courses in which LCIs have been conducted. Post-course consultation with ET&L is also highly beneficial.

Last-Class Interview (LCI)

- Occurs after SGID, during last week of quarter
- Takes just 5–10 minutes of class time
- Conducted by a ET&L consultant in the absence of the instructor (encouraging student openness by ensuring anonymity)
- Uses a consensus-based approach involving discussion with the entire class
- Shares select outcomes with the students from the SGID and subsequent instructor–consultant discussions (as appropriate)
- Obtains additional student feedback on strengths and changes, including topics to which the instructor has already responded
- Demonstrates to students that instructor is responsive and willing to make adjustments to benefit their learning
- Helps students take course ratings more seriously and provide better feedback
- After the LCI, the standard end-of-quarter course evaluation forms are distributed for students to fill out.

For more information or to set up an instructional consultation, contact the ET&L staff listed below, and visit our web site at <http://bit.ly/uwetl>.

Last Class Interview Report

Instructor: **Jane Doe**
Course: **ENGR 101**
Date: **1/1/2014**

Strengths, identified at mid-term with SGID:

STRENGTHS	STILL HELPFUL?
The reviews of previous lectures are helpful.	YES
Lectures are current and apply to real world.	YES
Examples are worked on the board.	YES

Changes, identified at mid-term with SGID & [instructor's responses in italics/brackets]:

CHANGES AND SUGGESTIONS	HELPFUL?
Clarify lab and homework instructions.	YES
The blog requirement had little value. [Removed blog comment requirement.]	YES
More midterm preparation. [Besides having midterm review session in tutorial, I also gave a midterm concept review in class right before the second midterm. I also made the midterm problems more similar to practice exam problems and more clear this time.]	YES
Better coordination regarding hints and instructions given in different labs. [Had lots of discussions with TAs on how to be more effective: - Helping students prepare for labs - Trying to tie labs and lectures closer together.]	YES, HOWEVER (See note below)

Note: Students reported that for the previous 2 weeks, the TAs were much more disengaged and unhelpful in the labs.

General Question:

Did you perceive a positive improvement in this course that you relate to the midterm feedback you provided?

Yes: 45 students No: 2 students

Post-Course Consultant Meeting

- Discuss data collected during quarter: SGID, LCI, student course evaluations, any other data collected by instructor or consultant
- Data analysis (triangulation) creates a more comprehensive understanding of the instructor's teaching, the course design, and the students' learning.
- Strategies for addressing problems and improving the course are discussed, and plans are put in place for implementation.

Dr. Jim Borgford-Parnell
Director & Instructional Consultant
jparnell@uw.edu
206-221-2633

Dr. Ken Yasuhara
Assistant Director &
Instructional Consultant
yasuhara@uw.edu, 206-221-2976