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.

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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.

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**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.

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**Last Class Interview Report**

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>STILL HELPFUL?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The reviews of previous lectures are helpful.</td>
<td>YES</td>
</tr>
<tr>
<td>Lectures are current and apply to real world.</td>
<td>YES</td>
</tr>
<tr>
<td>Examples are worked on the board.</td>
<td>YES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHANGES AND SUGGESTIONS</th>
<th>HELPFUL?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarify lab and homework instructions.</td>
<td>YES</td>
</tr>
<tr>
<td>Removed blog comment requirement.</td>
<td>YES</td>
</tr>
<tr>
<td>More midterm preparation.</td>
<td>YES</td>
</tr>
<tr>
<td>Better coordination regarding hints and instructions given in different labs.</td>
<td>YES</td>
</tr>
<tr>
<td>[Add line: Students reported that for the previous 2 weeks, the TAs were much more disengaged and unhelpful in the labs.]</td>
<td></td>
</tr>
</tbody>
</table>

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

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