



TNTECH

CAMPUS

PULSE

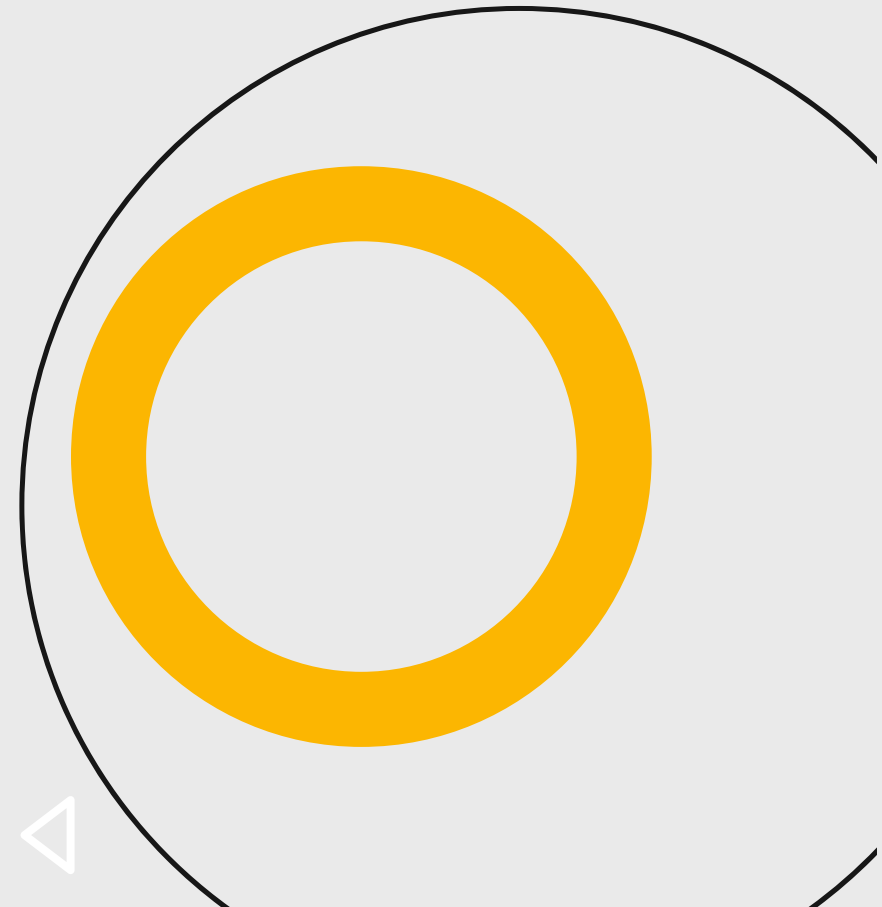
Highlights from Fall 2022

Small Group Instructional Diagnostic (SGID)



AGENDA:

- Introduction:
 - TTU Dashboard Demographics (3 min.)
 - SGID Overview (2 min.)
 - Activity: SGID word cloud (5 min.)
- Breakdown of SGID Findings:
 - What's working (5 min.)
 - What's not working (5 min.)
 - Suggestions for improvement (5 min.)





TTU DASHBOARD DEMOGRAPHICS



9,902

Total Student
Body

8,537

Undergraduate
Students

1,365

Graduate Students

All Enrollment numbers from Fall 2022 census.

From <<https://www.tntech.edu/about/facts.php>>



TTU DASHBOARD DEMOGRAPHICS



93.5%

In-State Students



6.5%

Out-of-State
Students



2.9%

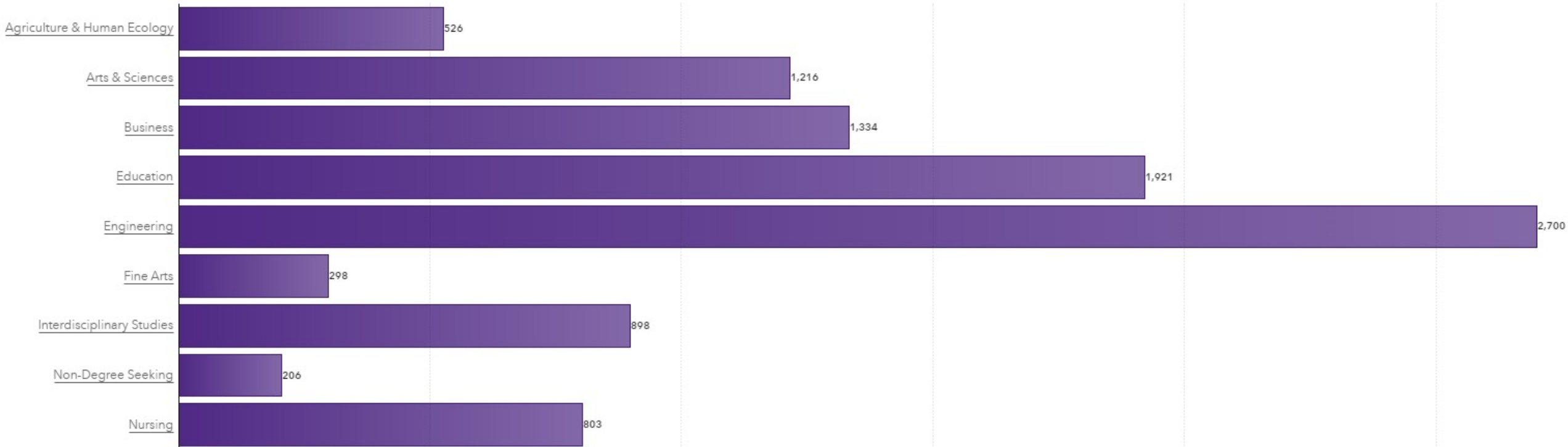
Non-US Citizen
Students

All Enrollment numbers from Fall 2022 census.

From <<https://www.tntech.edu/about/facts.php>>

FALL 2022 COLLEGE BREAKDOWN

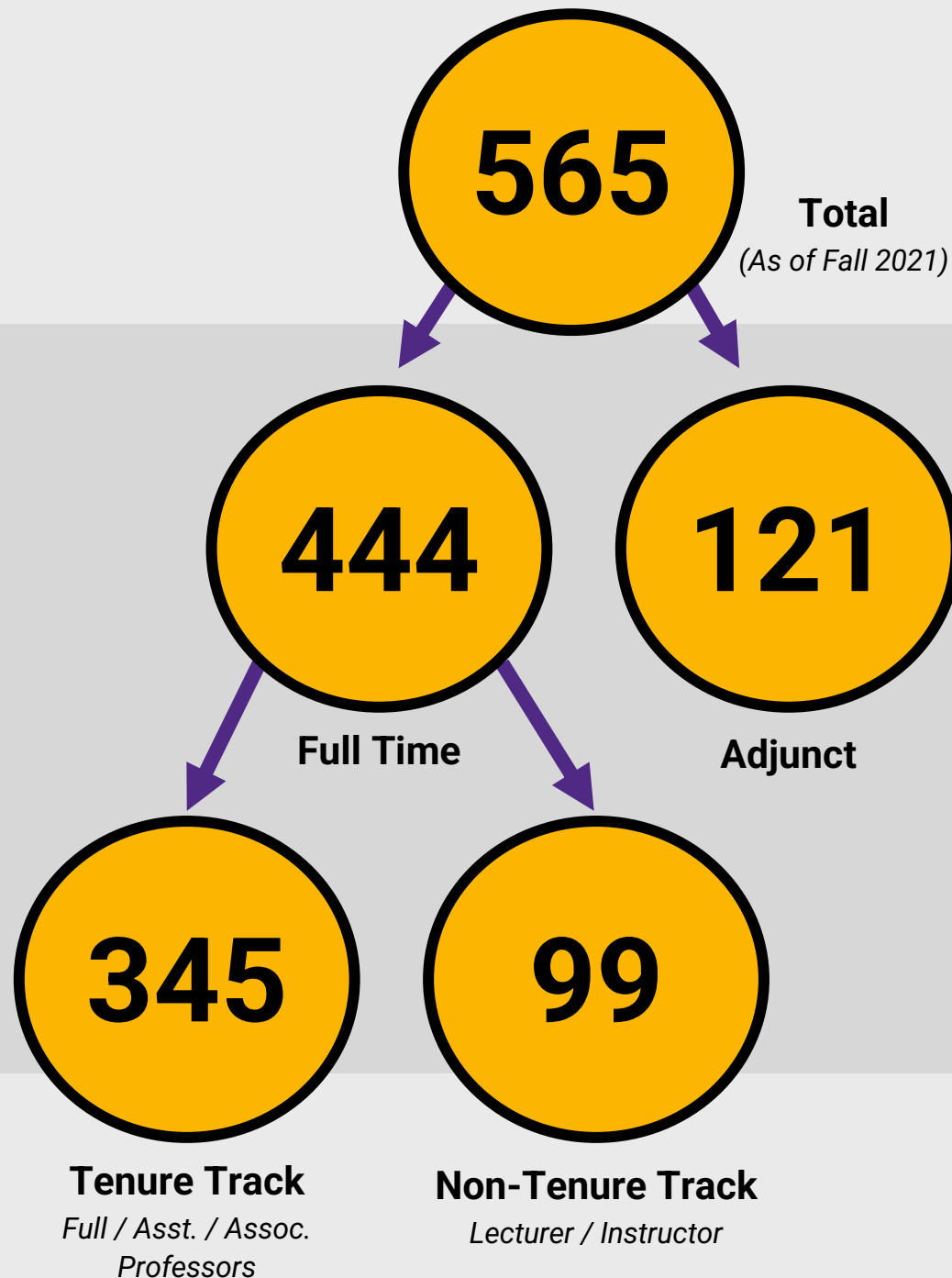
College, Level, Program and Concentration





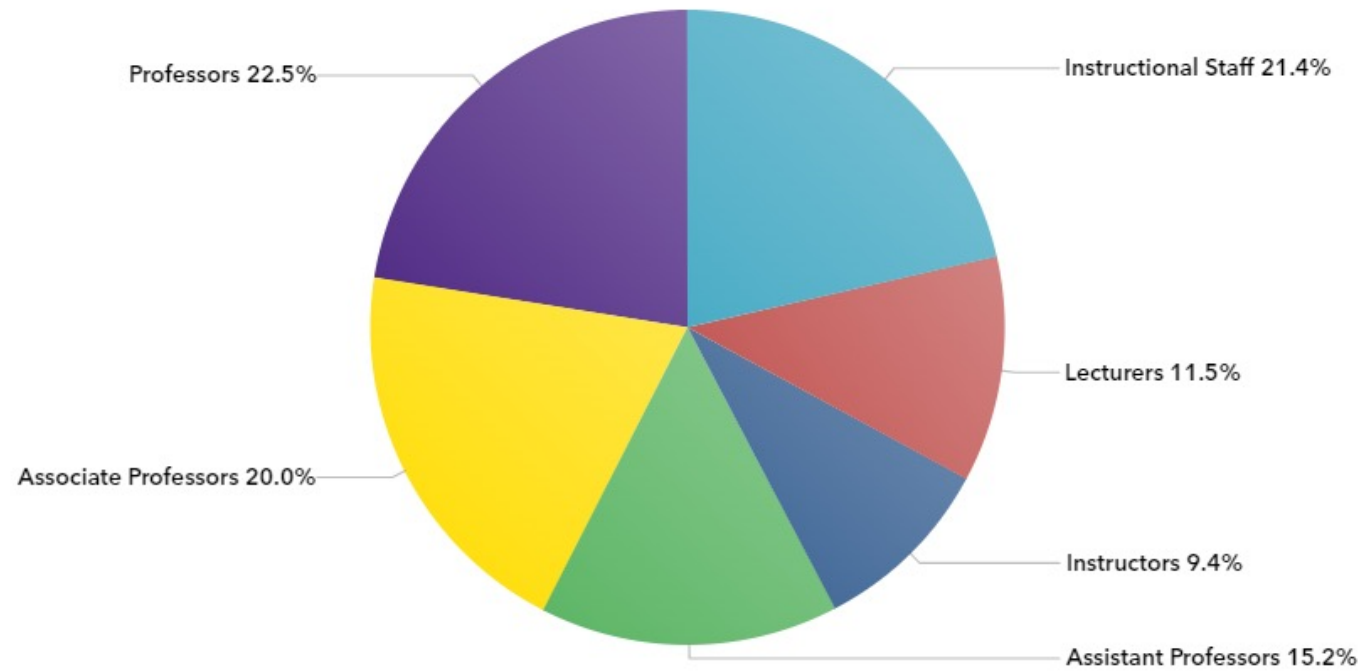
FACULTY BREAKDOWN

Student-to-Faculty Ratio:
18:1



FACULTY BREAKDOWN

Faculty by Academic Rank





SGID OVERVIEW

What is a Small Group Instructional Diagnostic?

- Simple and straightforward midsemester evaluation
- Uses structured small group student discussions
- Provides confidential feedback to an instructor

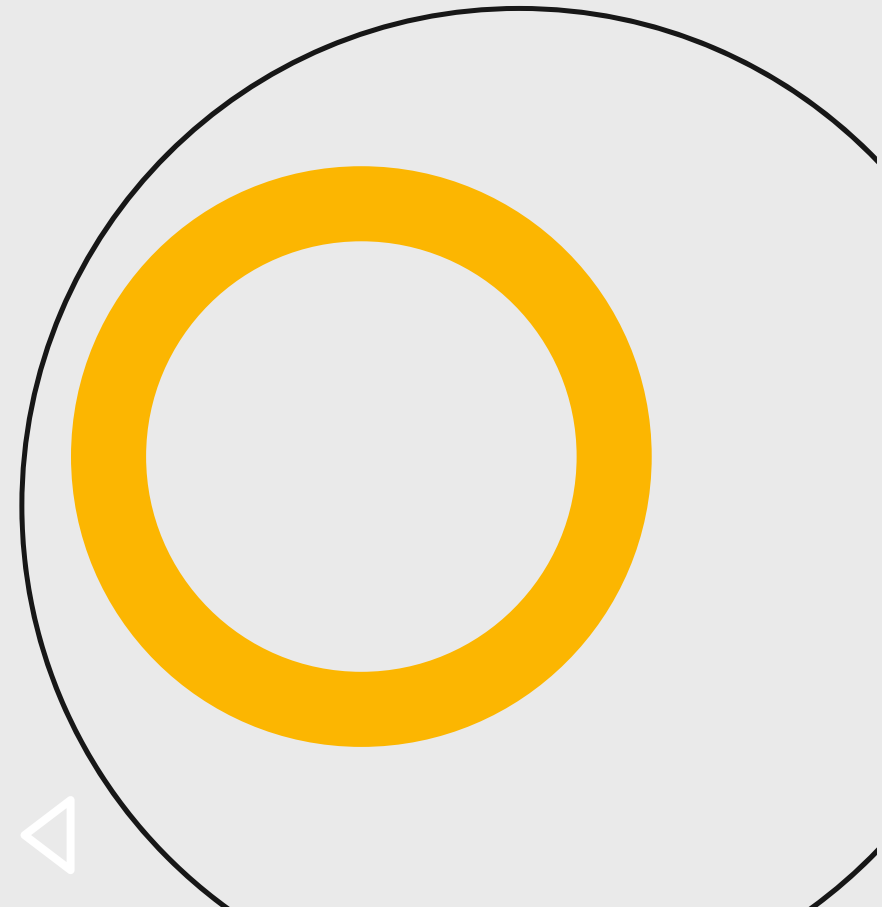
Benefits

- Accumulates meaningful and honest feedback
- Helps improve instructional delivery and learning for **current** semester's students
- Can positively affect end-of-semester ratings

For more information regarding SGIDS, please visit [our website](#).

SGID QUESTIONS

1. Briefly describe what you **like** about the course—the characteristics you believe **support** your learning.
2. Briefly describe what you **dislike** about the course—the characteristics you believe **hinder** your learning.
3. What **suggestions** can you offer that would **enhance** your learning?
4. What can **you** (as a student) do to **improve** your learning?



SGID THEMES





01

**BRIEFLY DESCRIBE
THINGS YOU LIKE ABOUT
THE COURSE—THE
CHARACTERISTICS THAT
YOU BELIEVE SUPPORT
YOUR LEARNING.**

SGID
Question

Themes

01

Instructor Characteristics

- Helpful
- Available
- Caring
- Flexible
- Understanding
- Interested
- Enthusiastic

Learning Support

- TAs
- Tutors
- Campus Resources

Group Activities

- Must be aligned with overall learning objectives and assessments

Examples

- Working problems in class
- Guided practice
- Providing exemplary work

Availability of Resources

- Lectures and Slides online
- Additional Resources in iLearn
- Extra Practice Problems for Review

Likes



02

**BRIEFLY DESCRIBE
THINGS YOU **DISLIKE**
ABOUT THE COURSE—THE
CHARACTERISTICS THAT
YOU BELIEVE **HINDER**
YOUR LEARNING.**

SGID
Question

Themes

Lectures

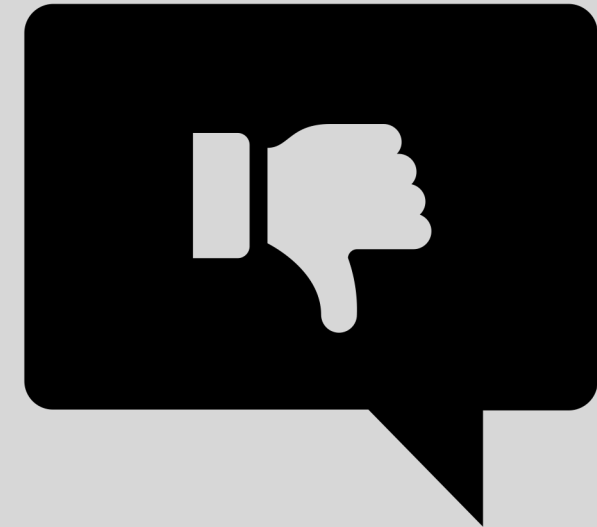
- Boring
- Not an effective way of learning

Fast Pacing

- Cognitive overload
- Content or competence?

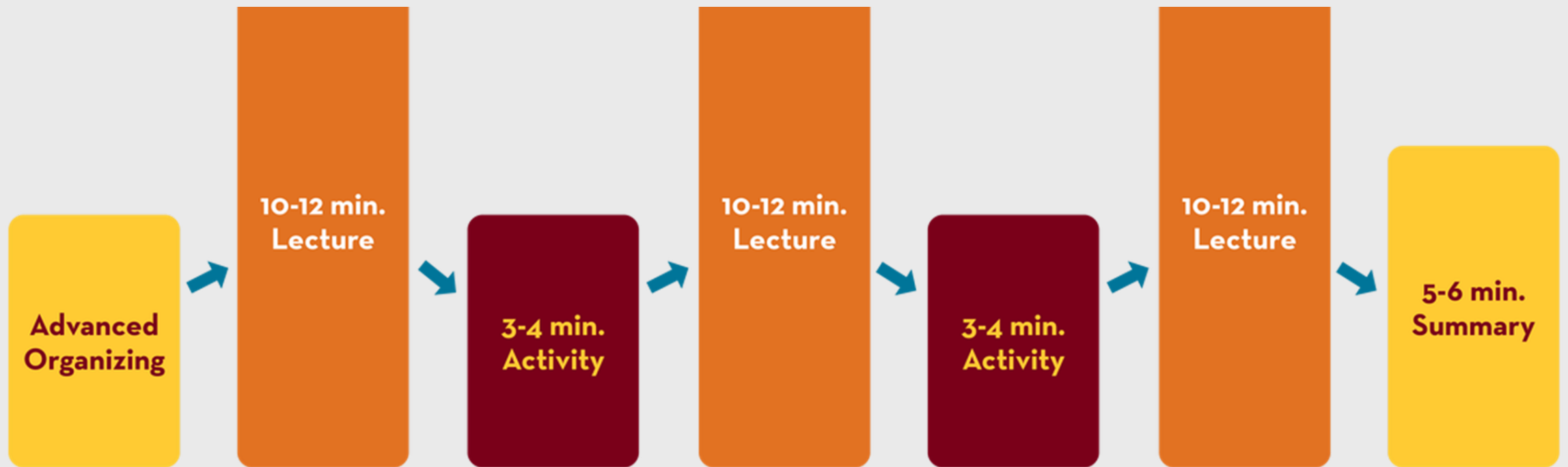
Disconnect between Activities

- Alignment
 - Class
 - Home
 - Assessments
- Busy Work
- Understanding Importance
- Tested on uncovered topics



Suggestion 1 - Create Class Agenda

- Create a chunked agenda for the class session



Suggestion 1 - Share the Agenda

- Share that agenda with the students at the start of the class

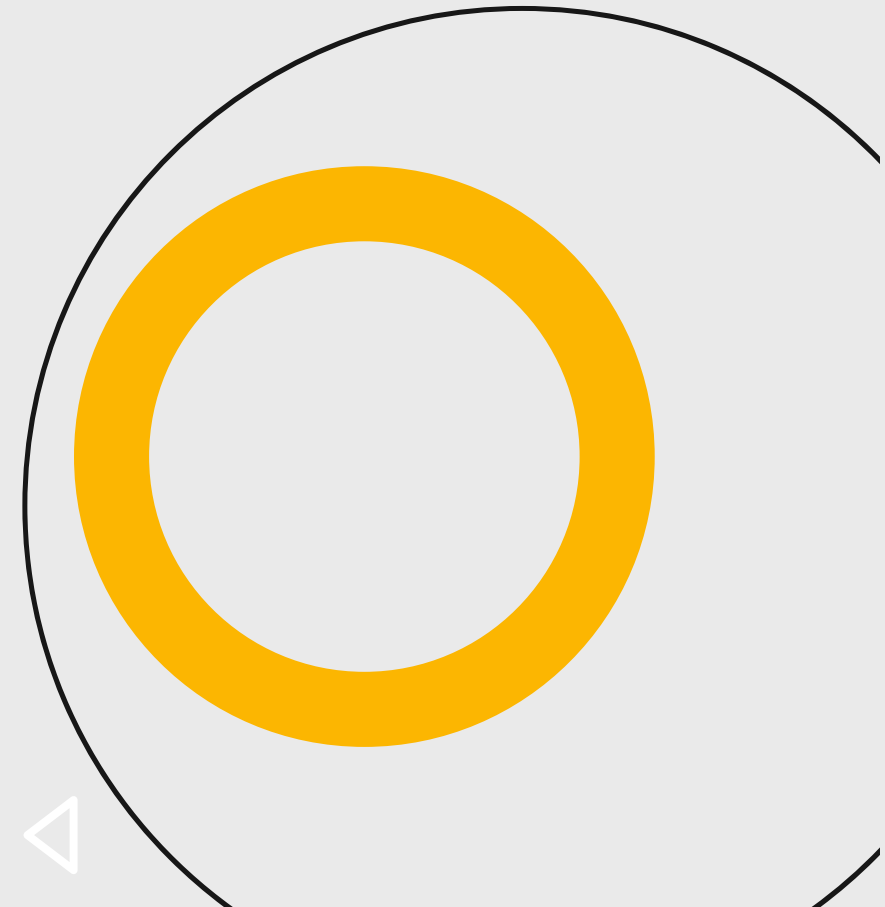
Sample Class Agenda

- 8:00-8:05 Take attendance; review agenda and LOs
- 8:05-8:15 Complete writing prompt
- 8:15-8:25 Think-pair-share: 1 praise, 1 question
- 8:25-8:45 High/Low: Review sample paragraph with credible source
- 8:45-8:50 Review next assignment/task
- 8:50-8:55 Complete Exit ticket

Suggestion 2 – Align Activities

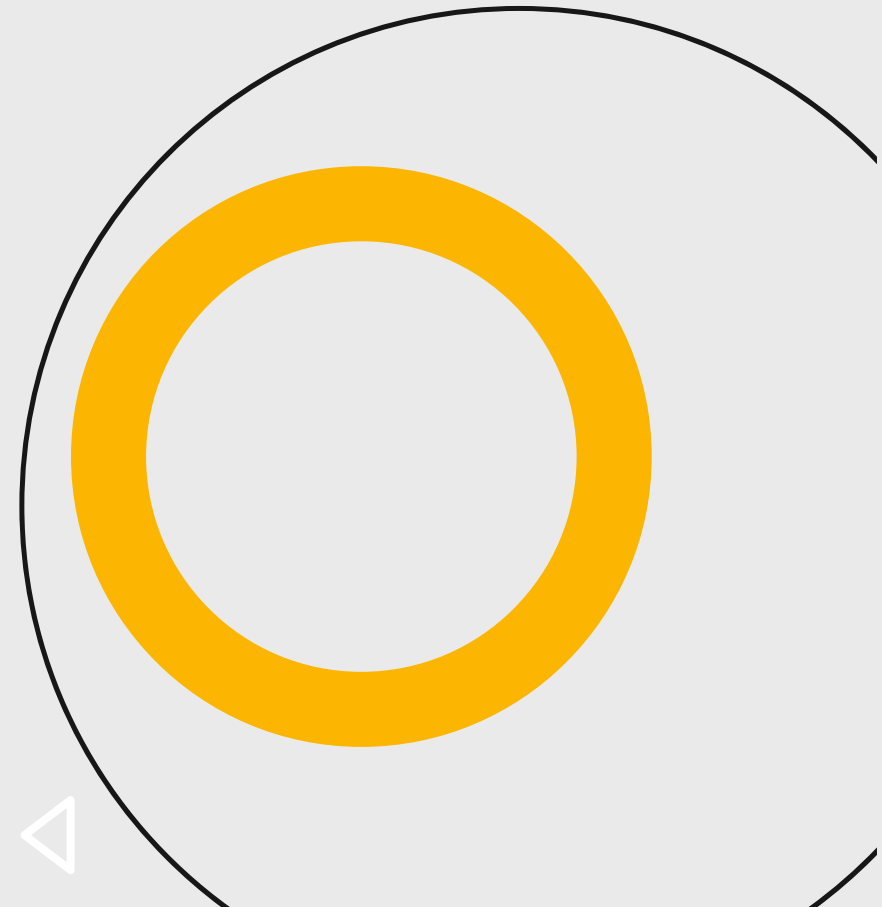
- Align Learning Objectives with assignments, activities, and assessments

Learning Objective	Homework/ Assignments	Class Activities	Assessments
4. Incorporate credible evidence and analysis according to MLA standards, and demonstrate an understanding of the basic distinctions between opinions, facts, and inferences	Read Hacker, pp. 15-13, "Evaluating Information and Resources" Look at Hacker section 22 which includes sample entries both in-text and on Works Cited page	Individual: find two online sources for your topic and complete "Evaluating Sources" handout Group: Share and support findings	Essay one cites/references three credible sources both in-text and on Works Cited page



Suggestion 2 - Make Alignment Visible

- Create assignment sheets detailing:
 - Learning objectives practiced by completing the assignment
 - Steps to successfully completing the assignment
 - Resources to support student performance (e.g., book content, iLearn resources, tutors, office hours)
 - Examples of exemplary work
- Verbalize connections to learning objectives and assessments when discussing homework and class activities
 - E.g., “These practice activities are similar to what you will see on the test” and “This practice activity will help you learn how to recognize credible sources.”





03

WHAT **SUGGESTIONS**
CAN YOU OFFER THAT
WOULD **ENHANCE** YOUR
LEARNING?

SGID
Question

Themes

03

Creative Freedom

- Choices in assignments
- Choices in groups

Clarity on Assignments

- Consider assignment sheets detailing process and due dates
- Consider rubrics

Comprehension Checks

- Poll Everywhere
- Exit tickets

Text-based Communication

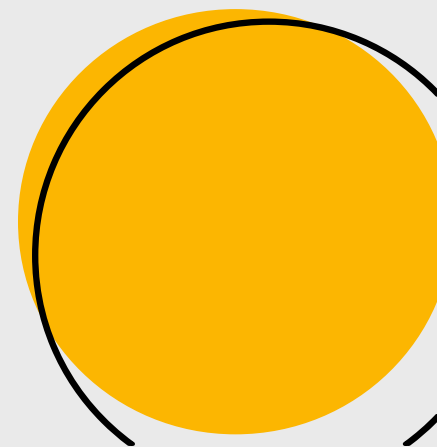
- WhatsApp
- GroupMe
- MS Teams
- Pulse app

Suggestions



YOUR TURN

- What did you notice?
- What sounds right to you?
- What, if anything, might you do differently with your students?





THANK YOU!

Comments, Questions, or Concerns?

Please take a moment to fill out our feedback survey for today's session. Link provided in the chat.

Next Week's Session:

Creating Reports in Qualtrics

[Register](#)

