

## Beyond the ISQ

Assessment of Teaching Effectiveness and  
Student Learning

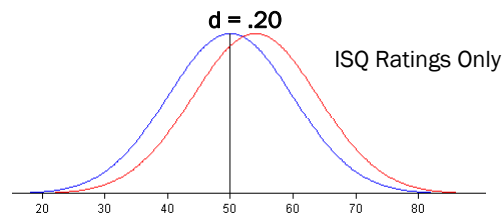
### Agenda

- Why Assessment?
- Why Not ISQ?
- Forms of Assessment
- Continuous Improvement

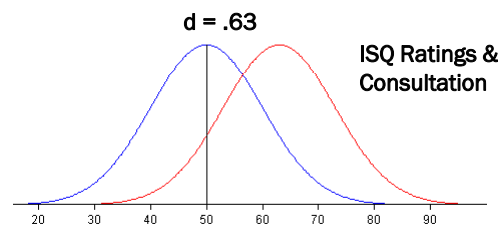
## Why Assessment?

- Natural Curiosity
- Concern about Student Learning
- Validation of Instructional Efforts
- Evidence-based approach
- Institutional Effectiveness
  - National Trends
  - General Education
  - Departments/Disciplines
- It can lead to improved learning!

## The Effects of Assessment



Improvement in Instruction



Cohen (1980)

## Why Not ISQ?

- Because we don't like the questions
- Because it does not measure what is important to FACULTY
- Because we don't like the results
- Because faculty are never satisfied with any student evaluation instrument
- Because it does not help us improve
- Results are abused

## Original Data Sample

- Regular Semester Courses  
Fall 2007 & Spring 2008
- On-campus Courses Only
  - 71% Response Rate for On Campus
  - 27% Response Rate for Online Courses
- Over 3,500 courses
- Over 67,000 Student Responses

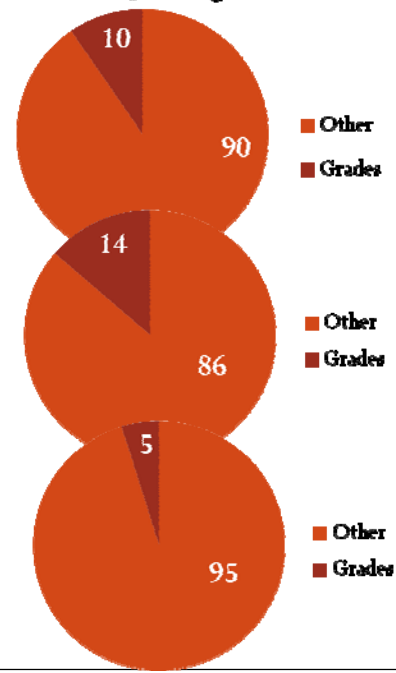
## Restricted Sample

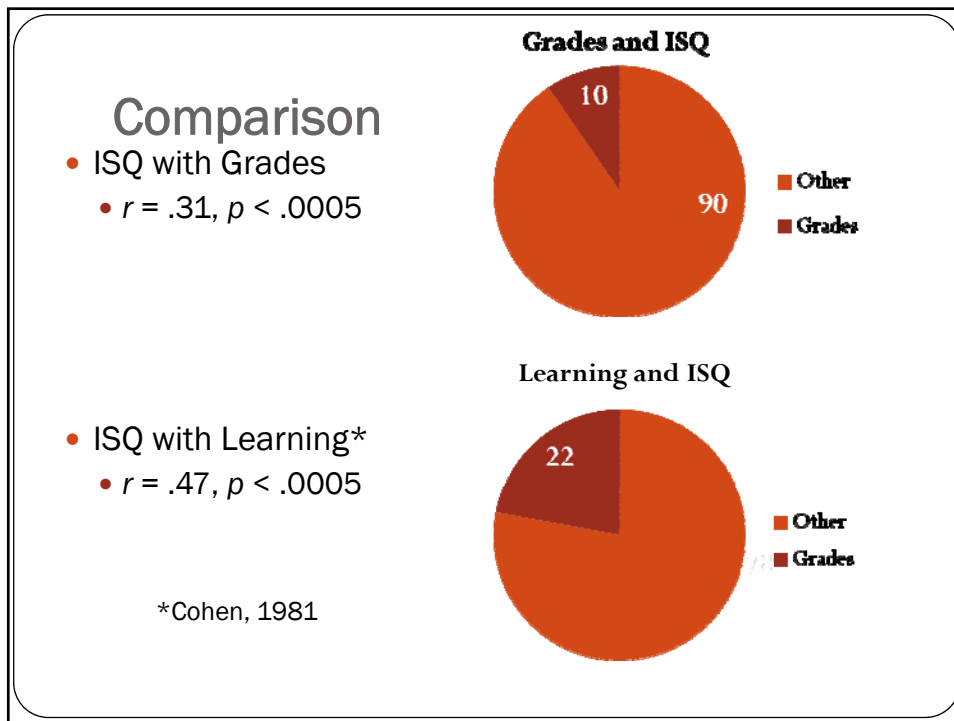
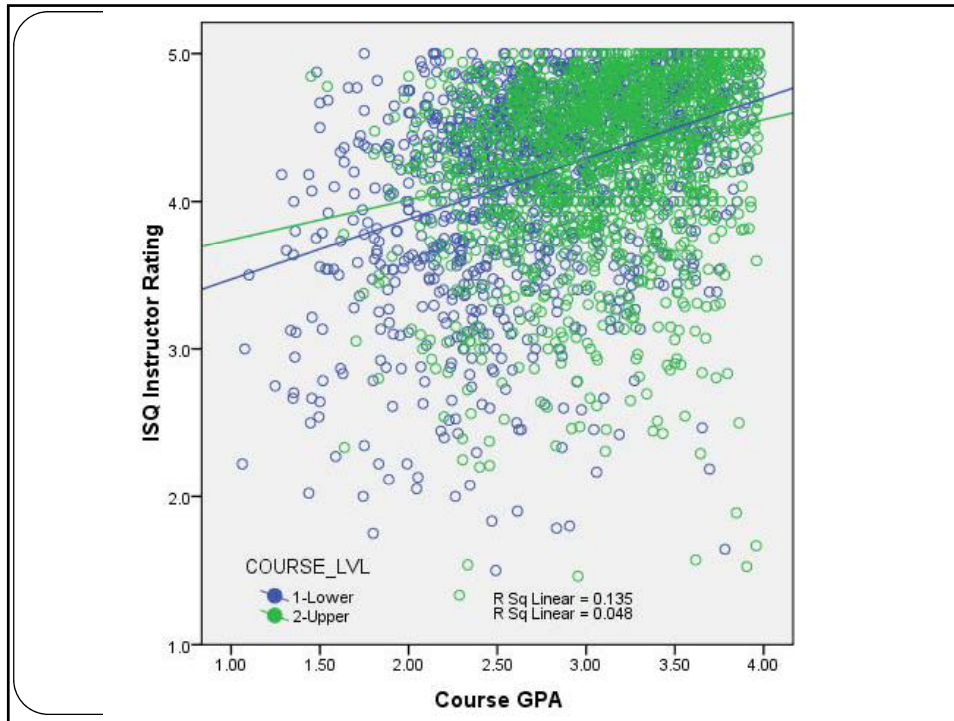
- Only Undergraduate Courses
  - $k = 3266$ , 89%
    - Lower  $k = 1497$ , 46%
    - Upper  $k = 1769$ , 54%
- Only Courses with  $\geq 8$  Student Responses
  - $k = 2903$ , 89%
    - $< 8$  Student Responses  $k = 363$ , 11%
    - $\geq 40$  Student Responses  $k = 157$ , 5%
  - All 5's  $k = 111$ , 4%;  
Max of 66 Student Responses!

## Results

- Overall
  - $r = .31, p < .0005$
- Lower Division
  - $r = .37, p < .0005$
- Upper Division
  - $r = .22, p < .0005$

### ISQ Ratings





Can We Add Anything?

- YES!

## Instructional Design Model



Dee Fink (2003)  
Wiggins & McTighe (1998)

## Moving Beyond the ISQ

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### Forms of Assessment:

FORMATIVE  
AND  
SUMMATIVE

## Summative

- Goal: Overall Conclusion or Summation of Effectiveness
- Given at the end of a Teaching Process
- Used for personnel decisions
- Often Made Public (e.g., placed in dossier)

## Formative

- **Goal: Provide Feedback for Ongoing Improvement**
- Given During the Teaching Process
- Developmental
- Focused on Process
- Requires a Response

## FORMATIVE: Some Examples

- One Simple Approach: Ask.....
  - What do you like best about this class?
  - What do you like least about this class?
  - What would you like me to do more of?
  - What would you like me to do less of?
  - Other comments
- Brookfield's "Classroom Critical Incident Questionnaire"
- Follow-up at next class meeting



## RUBRICS

- One or more traits or **dimensions**
- **Definitions and examples** to clarify the meaning of each trait or dimension
- A **scale** of values on which to rate each dimension
- **Standards** of excellence for specified performance levels

Herman, Aschbacher, and Winters (1992)

## Continuous Improvement



Dee Fink (2003)  
Wiggins & McTighe (1998)

## Assessment Matrix

	Formative	Summative
Process (Faculty)	Periodic Evaluations/ Questionnaires, Critical Incident Questionnaire, Informal Surveys, Peer Observation, Consultation	ISQ, Student Satisfaction Ratings, NSSE
Outcome (Student)	Knowledge Check, Essential Skills Quiz, In- Class & Out-of-Class Quizzes, Annotated Word Journal, Minute Papers	Exams, Critical Thinking Assessment, Discipline- Specific Exams

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**Teaching Portfolio**