

Teaching Evaluation Plan
Department of Engineering Technology
Updated: May 3, 2007

Introduction:

Consistent with the mission, vision, and values of the School of Engineering and Applied Science, Engineering Technology affirms the primacy of teaching, student learning, and advising and we are dedicated to the process of continually improving all three. This plan serves as a guide to assist us in this process and reflects our commitment to the general principles for teaching evaluation developed by the School of Engineering and Applied Science.

ENT Values: The faculty and staff of Engineering Technology value and are committed to:

- promoting a learning environment that is invigorating, challenging, rewarding, and free from prejudice and bias;
- engaging students in the process of imaginative, creative, and critical thinking in the solution of technical problems;
- encouraging students to examine and reflect on the contexts of their knowledge base and the solutions to problems they derive;
- diversity of staff, students, and faculty;
- mutual respect for others and teamwork.

Evaluation and Assessment of Teaching and Learning:

The department utilizes a continuous cycle for the assessment and improvement of teaching and learning which includes:

1. Goals and objectives for our programs and associated courses, utilizing input from advisory councils, employer expectations, and industry benchmarks;
2. Assessment instruments and procedures (summative evaluation) to assist us in determining whether goals and objectives are being met;
3. Continuous improvement by utilizing the results from summative evaluations to improve faculty teaching, student learning, and to revise and improve the goals and objectives of our programs and associated courses.

Goals and Objectives:

The department has an active industrial advisory committee for each of its degree programs—Electrical and Computer Engineering Technology associate degree, Mechanical Engineering Technology associate degree, an Electro-Mechanical Engineering Technology bachelor's degree and a Mechanical Engineering Technology bachelor's degree (see attached list of advisors by program). We meet with these advisors at least twice per year to discuss matters affecting our programs and to solicit their input regarding the goals and objectives for the programs. We combine this input with feedback we receive from employers, professional societies, and other industry sources to establish and/or modify the goals and objectives for the programs.

The department utilizes a standard format for course syllabi which includes goals and objectives (see attached example.) These goals and objectives are regularly reviewed by the department (or sub-committees within the department) to insure that there is continuity from course to course and that the information being covered is consistent with the goals and objectives for the program. Each course has a coordinator (see attached course coordinator list.) The coordinator has the responsibility to maintain the relevancy of the course outline, textbook, lab materials and assignments, and to work with all faculty who are teaching the course (both full- and part-time faculty) to insure that they are covering the same material.

Assessment Instruments and Procedures:

Teaching is the most important element of a full time faculty member's responsibility. As such, *every* course must be evaluated in some formal way (summative or formative) and *every* course must include some form of evaluation that provides for student feedback.

Program and Faculty Evaluation – Summative Evaluation:

Faculty seeking tenure or promotion must use multiple means of summative evaluation. These evaluation tools are designed to help faculty improve teaching and to assess student learning. These assessment data must also provide sufficient evidence for the department and the university to be confident in decisions on tenure and promotion. In addition, part-time,

full-time, and temporary faculty (non-tenure) must also use multiple means of summative evaluation. Summative teaching assessment instruments include but are not limited to the following (see explanations below):

- Updated Course Books
- Peer Evaluations
- Students Evaluations

How a faculty member chooses to be evaluated is ultimately up to the individual. Full-time faculty members should use this plan as a guideline for their annual report. All courses each semester must contain at least one of the formal teaching evaluation components. The purpose of this plan is to promote a multidimensional evaluation process where many factors contribute to a sense of how the faculty member is teaching.

Updated Course Books (formal assessment instrument)

ENT faculty will keep current books prepared according to the guidelines that meets the general requirements of the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET). These binders cover courses the faculty member coordinates or is currently teaching. Examples of syllabi, tests, labs, etc. help assess how well our students synthesize the engineering technology information required to be successful in future courses and as a graduate of our program. All course books are prepared every three years and updated for significant course changes. At least one updated course book per year should be submitted to the department. These books will undergo a departmental review as well as periodic review by a consultant knowledgeable about TAC/ABET.

All updated course books should contain new material from recent classes. Part-time faculty will keep their own course books (under the supervision of the course coordinator) containing samples of all current tests, homework, and lab reports for each course they teach. These books are to be submitted to the course coordinator at the end of the course.

Peer Evaluations (formal assessment instrument)

Peer evaluations are also an important component of the teaching evaluation plan. Peer evaluations consist of classroom visitations, a detailed course book review, assessment of course syllabus, handouts, teaching aids, and more. Information about peer evaluation methods and procedures is available from the Administrative Assistants for the Department (301-A Mosler Hall in Hamilton and 109 Johnston Hall in Middletown). Each evaluation should be conducted by an ENT department faculty member familiar with the course and course materials being reviewed. A summary type report should be written and submitted to the faculty member whose course is being reviewed. The inclusion of any peer evaluation report in an annual report or promotion and tenure document shall be at the sole discretion of the faculty member. All pre-tenure faculty should choose to have at least one annual peer evaluation.

Student Evaluations (formal assessment instrument)

Faculty will have their classes evaluated by students on a regular basis every time the courses are offered (i.e., at least two courses per year) using the School of Engineering and Applied Science Student Evaluation Form. These evaluations shall be conducted in such a manner as to ensure credibility and integrity:

- ◆ The faculty member shall not administer his or her own evaluations. A third party shall announce the evaluation, distribute the forms, place the student-completed and unused forms in the envelope provided with the forms, seal the envelope and sign across the seal. This same individual should immediately deliver the sealed envelope to the Department Chair of Engineering Technology or the department secretary.
- ◆ The faculty member shall not receive any evaluation results until final grades for the semester have been submitted.

Continuous Improvement – Formative Evaluation:

The assessment data attained through formative evaluations are utilized by individual faculty for personal growth and improvement, annual reports, and promotion and tenure. Formative evaluations through alumni and graduate surveys, exit interviews, employer feedback, and other data are used to improve our programs and the courses in the programs. This closed loop of assessment enables us to monitor the effectiveness of our teaching and student learning and to make adjustments as needed to continually improve our programs. Probationary faculty must use multiple means of formative evaluation as a means to instructional improvement. Formative assessment instruments include but are not limited to:

- Teaching portfolios
- One minute evaluations
- Small group discussions
- Mid-term informal evaluations
- Teaching grants
- Video tape and evaluation from audio visual
- Alumni surveys

- Surveys of current year graduates
- Exit interviews of graduates
- Industry/Employer surveys
- Focus groups

Evaluation and Assessment of Advising:

An equally important role for faculty is advising students. Full-time faculty are expected to advise students on a regular basis. As such, they should be knowledgeable about the requirements for all of the departmental programs, including the Miami Plan for Liberal Education, and the career opportunities available to our graduates. The department utilizes exit interviews and senior/graduate surveys to assess advising. This assessment information is used to identify opportunities for improvement.

Attachments:

Programs and advisors, sample course syllabus, course coordinators, peer evaluation information.