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Teaching Evaluations: Structure and Process
Updated November 2018

The CNSA / MERET / HI Division has a Teaching Evaluation Task Force that met beginning in Fall 2014 to “research and recommend additional methods/process/procedures/data to evaluate teaching effectiveness.”

The process includes:

- Student evaluations
- Early term survey
- Self-evaluation (quantitative and qualitative)
- Conversation with the Dean (includes feedback)

The process is designed to be self-consistent. The quantitative self-evaluation questions are the same questions asked of the students. The qualitative self-evaluation questions reflect the early term surveys and fit into the questions included in Digital Measures. Additional self-evaluation activities include video recording of instructor’s own recitation, lecture, and/or lab and reflecting, via this new perspective, what works well, what doesn’t work as well, and what could be improved with delivery and student interactions. The recommended frequency for video recording is a minimum of one (1) review every three (3) years.

The self-evaluation rubric is attached.

Future strategies that are still under discussion for possible adoption:

To support continuous improvement, preliminary discussions have begun around short-term and long-term goal setting as part of the self-evaluation. This would enable each faculty member to set goals specific to each course on the onset and then self-reflect against those goals upon course completion. Long-term goals may include curricular shifts and improvements over time or piloting and subsequent deployment of new, innovative instructional strategies.