

The CNAS executive committee discussed the iEval document referring to current issues and possible improvements on January 2, 2015.

The goal of improving teacher and class evaluations is generally seen as laudatory. The members agree that simplification (fewer more straightforward questions) and updating (updating current questions relating to technology) need to happen. This will be especially critical when the new BANNER system comes into place, with no incentives such as early access to grades in place to encourage students to submit course evaluations. Members were ambiguous on the need for shifting from a 5 point to a 7 point Likert Scale of evaluation. The analysis supplied data that clearly supported the idea that a shift to a 7 point system would allow for a greater spread of higher scores. However, overall it is likely not the scores that improve teaching, but instead it is the associated comments that provide the significant necessary input.

Overall, the committee agrees with the recommendations as outlined, including removal of the blank questions which are rarely ever used.

Items raised during discussion included:

- if changes are to be made, an independent faculty committee needs to be consulted.
- deleting questions associated with course behavior needs to be carefully considered. Correlations such as being negative about wanting to take a course, but then being very positive about the course and the instructor (or vice versa) are relevant considerations for the instructor.
- there was no strong feeling for changing from a 5 to a 7 point scale. Members appreciated the scope and depth of the analyses, but some were not convinced of the impact on improved teaching using the two different scales.
- a shorter survey is better. Fewer questions may lead to more comments.
- many of the questions are not relevant for some courses, leading to confusing scores. New evaluations could be tailored for certain courses. As an example, many of the questions are irrelevant for most seminar, discussion or advising courses.