

Report for Mr. Jones :

in re - term survey of classes

1. The Problem:

The present form of the survey of classes, conducted as it is at arbitrary intervals, once a term, and dependent upon a standardized questionnaire, is subject to the following criticisms:

A. The surveys comes only once a term, and then late in the term, so that it is impossible for the faculty member to do anything constructive with the material submitted until the term or year following.

B. The questionnaires have been standardized to a point where they may often fail to get at the information pertinent to specific and diverse subject matters.

C. Educationally the questionnaires are a bad policy since they invite only negative ~~and~~ criticism, rather than inviting an honest evaluation of the class from the point of view of what is both good and bad ~~about it~~, and from the point of view of positive corrective proposals.

D. Some faculty members tend to take the questionnaires too seriously, while others (partially for the above reasons) fail to take them seriously enough. In the former case insecurities are generated among members of the faculty; in the latter case the surveys prove to be merely ^apsyche vents for the students. In both cases little is done to establish a good working relationship between the students and the faculty, and between the student E.P.C. and the faculty.

11. Suggested Solutions and Criticisms Thereoff:

A. It was suggested that the faculty come to the student E.P.C. member when they felt the need of a survey and talk over with the member the questions to be asked.

1. Criticism - doubt as to whether the faculty would ever ask for a survey.

B. It was suggested that a plan might be worked out whereby the faculty and student E.P.C.'s would hold joint meetings frequently that would serve as a clearing house for all divisional problems including that of student

criticisms of classes. The student E.P.C. would gather information on this latter problem through their sub-committees.

1. Criticism - The difficulty here is that of gathering sufficient and pertinent information with which to equip the E.P.C. member. A sub-committee that is correctly spotted in the different studios of the art division, the laboratories of the science division, or around Fairview where there is a smaller field to be covered, can probably gather the necessary information reasonably efficiently. In the literature and social studies divisions, however, the only common gathering points are the class rooms, and students study scattered all over campus, therefore a sub-committee of four or even six is incapable of correctly covering the field.

There is also always the danger that ^{only} a vocal minority, or majority, as the case may be, will be reached if sub-committees are exclusively relied upon.

C. Accepted Solution: The E.P.C. sub-committees should be replaced by many representative steering committees composed of members of each large class taught and appointed by their divisional E.P.C. representative. The size ~~not~~ of these steering committees would be from one to three students depending upon the size of the class. These committees would be held responsible for constantly collecting the criticisms and suggestions of their class and for reporting these back to the interested faculty member and to their divisional E.P.C. representative frequently. This plan, however, does not reach the counselees.

1. Informal divisional meetings might be used to encourage the discussion of general educational and divisional problems. Among these the problem of counselling could be introduced for general discussion. Students with specific problems would then be encouraged to drop in on their E.P.C. representative.

2. The Art, Music, Science divisions feel that they can employ sub-committees to cover common work centers, (studios, laboratories, Fairview living room etc.) and then resort to steering committees for their larger classes as well as ^{to} divisional meetings.

C. The questionnaire survey might be used next term in order to check up upon the reliability of the more informal techniques described. If it is ~~used~~ it should be designed to get at the problems pertinent to diverse subject matters and also should be so designed as to encourage constructive criticism. Oral discussion built ~~around~~ around carefully devised outlines would be advised. The interested faculty members and the E.P.C. representative should cooperate with one another in the working out of these outlines.

III. Policy Lines Followed:

The student E.P.C. serves the students by collecting information that will enable the faculty to deliver their goods most economically and most efficiently. It serves the faculty by presenting faculty problems and criticisms to the students for discussion wherever this is necessary. The student E.P.C. should never be considered a moni-lateral channel of communication as has often been the case in the past.

IV. There is a tendency to refer the final solution of all problems to the operation of the basic studies program. I feel it would be wise to outline in detail the problems we expect the basic studies program to solve so that next year and during the following years our optimism can be checked up upon and evaluated. Here again the use of the questionnaire might be an odious necessity.

Respectfully submitted,

El Metcalf