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TWO TEACHING EXPERIMENTS--EVALUATION AND INTEREST

By

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It has long been my feeling that a combination teaching and extension position can have a synergistic effect on the performance of the academic person. The purpose of this paper is to briefly share with you the results of two experiments that arose from exposure to both the classroom teaching and extended education environment. The first of these experiments presents an innovation in instructor evaluation I've named Colleague Aided Evaluation (referred to as CAE). The second experiment deals with a case study developed for a particular management-trainee workshop with retail fertilizer firms. This case study utilizes the oldest profession on earth to cause imaginative interest. Let's first look at instructor evaluation by the use of Colleague Aided Evaluation.

Students have been commonly suggested as the most logical and reasonable evaluators of our professional teaching process. Since instruction should be directed toward the student, it does appear consistent to maintain that those students are the most logical examiners of our teaching product. At the same time, it is an established fact that professional evaluation by administrators and colleagues can and has

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become a part of the professional awards system. This is probably as it should be. By combining these evaluators (student and colleague) in one experience of Colleague Aided Evaluation it appears we can offer significant improvement in the concept of instruction evaluation.

Colleague Aided Evaluation was designed to be a supplement to our traditional course evaluation endeavors, which have developed into formal, straightforward, computer questionnaires. These traditional evaluation forms supposedly have always asked the correct questions. However, the "circle the number" or "mark the appropriate space" techniques have often appeared cold and impersonal to the students. Students must be allowed to gain from, as well as actively participate in, course evaluation if we as instructors expect their full involvement. CAE at approximately mid semester does offer that opportunity.

Colleague Aided Evaluation was developed and tested, on a reciprocal basis, by a departmental colleague, Ken Duft, and myself last semester at Washington State University.

The mechanics of CAE are not complicated. Prior to colleague class visitation we briefly discussed the class "society" and any problems the instructor expected. Then the colleague came into the class unannounced, and took over the class for a 20-30 minute period. He stated why he was there, and asked general questions to guide the discussion, noting both positive and negative reactions as he proceeded. After the period we then dissected his notes in a half-hour period, using a debriefing situation

where the instructor asked questions on expected problem areas.

These brief tests of Colleague Aided Evaluation produced most of the benefits expected. First of all, we, as instructors were made immediately aware of some bothersome mannerisms from the students viewpoint. And very importantly, the presently enrolled students stood to benefit now from their own evaluations of the course and not only students in a later term as is the normal case.

In both instances, the colleague was able to generate high student activism. This activism seemed to be brought about by the opportunity for the student to personally gain from the evaluation. The student's chance to personally state his feeling, rather than "mark the spaces," caused the students to be more active, quite complete, and even fairly logical in their evaluations. CAE appeared to generate more involvement by allowing any frustrations or hangups, real or imagined, to be identified when some benefit to both student and instructor could be realized.

This student activism resulted in the students' openly discussing with each other the merits of the instructor and course. They sometimes disagreed with each other but were able to arrive at, with the colleague's guidance, a consensus opinion. Thus a new learning experience for the student was offered via the discussion process.

Another benefit was that the use of a colleague allowed the particular classroom society to be examined. The colleague, in these experiments, started with a specific question framework, but followed the dialogue of

the student evaluators. The students, when prompted by a question, were often stimulated to cover a problem only slightly related to the given question but of tremendous importance to that class environment. This allowed a more personal, in-depth treatment of the significant items.

One final and unexpected point was that after the use of CAE, the students seemed to understand that, as instructors, we were making a deliberate attempt to improve our teaching. Because CAE is or should be an entirely voluntary process the instructor is "leaving himself wide open." Yet, this voluntary commitment based on active instructor interest and concern appeared to generate accompanying student interest and concern.

Let me summarize by saying that CAE, as I perceive it, should be used as a supplement to our traditional post-course evaluation. The informality of CAE is appealing, but without the rigor of a formal evaluation process, the total information gathering and instruction improvement sought in all forms of course-curriculum evaluation might be lost.

A more complete discussion of the Colleague Aided Evaluation technique has been published in the Journal of the National Association of Colleges and Teachers of Agriculture, (NACTA Journal), in June, 1972 (See attached).

Experiment in Maintaining Interest

The second experiment fits more in the realm of extended education. This was the use of rather specific case study materials in order to generate, maintain, and increase participant interest in a management training

seminar situation.

Last year Ken Duft was asked, on a consultant basis, to conduct a series of management training seminars for a major West Coast oil company. I was retained to assist him in the development and conduct of these seminars.

Prior to the series of two-day seminars, Ken and I made a series of half-day visits to many of the local fertilizer outlets whose managers would be attending the seminar. As we visited with the managers, we noted the various problems that were specific to the industries and to each individual outlet. Ken then developed a case study series on a typical retail fertilizer outlet, utilizing the firm characteristics and managerial problems identified in the field visits.

The normal extension workshop format was used. An introductory evening meeting, a full day of meetings, a brief dinner meeting, and a somewhat abbreviated second day. But this schedule has always had one problem. The evening of the first day has been typically an evening where the participants in the workshops enjoy themselves while away from home. This commonly results in little or no work being done that evening. Secondly, it often results in low and lackadaisical attendance in the morning, or such blatant hangovers that attendance is useless.

To combat this, we decided to develop a case study that would interest them sufficiently to keep them working part of that evening. We hoped the case study would allow them to use some of the management tools covered during the day's discussion as well as keep the participants from

partying all night.

The management consultant case study I generated, and response was such it has been copyrighted, was entitled, "Mrs. Tilly's Hotel for Single Girls." (See attached). The case study was, as you would probably expect, a management study of a house of prostitution. The study incorporated many of the problems that the fertilizer managers themselves were having in their own operations. A profit-loss statement for the Hotel was developed; a break even analysis, excess capacity and demand identification problems, etc., were all part of the problem set.

The case study itself consisted of a description of Mr. Tilly's Hotel for Single Girls, the problems that Mrs. Tilly Tulips, the proprietor, was having, and the industry in which she operated. She handled three distinct product lines referred to by Tilly and her accountant as the simple jump, the deluxe treatment, and a turn around. Descriptions of these three items and their varying margins as well as sales and expenses for each product were shown in the accompanying profit and loss statement. Monthly sales by product line were allowed to vary so as to approximate the product sales of the fertilizer managers themselves.

Some of the various problems incorporated in Tilly's Hotel for Single Girls, that were correlated with real world problems, were some of the following. (1) Fertilizer managers commonly had trouble getting back their equipment when they lent it to other managers. Given this, we found

that when Tilly practiced rotation of girls with other hotels to generate consumer interest, as she usually does, she found that one or two of the different houses in the area were quite reluctant and slow in returning the girls as promptly as they should. (2) Tilly was also unsure of how deep her market penetration was. Although she knew her competitors, and some characteristics of the market, she was unsure of how she stood in the total market. (3) Credit problems, commonly faced by the fertilizer manager, were also incorporated into the Hotel for Single Girls problem. Although granting credit was not normal, for several reasons Tilly was starting to consider it. She did have some very regular customers, so regular she knew their home phone numbers. This did provide a sort of legal or cautionary note to credit granting. Secondly, she was finding that her sales were decreasing tremendously toward the end of the month, and particularly the sales of the deluxe treatment, her high-margin item. So, this was incorporated into the problem. (4) Several rumors Tilly had heard in her last visit to the industry sales meetings in Reno suggested changes were coming. First of all, it appeared a significant technology, that of water beds, had been introduced, generating a competitive edge for those with this appealing innovation. Secondly, different forms of advertising and promotion were being used in the trade; for instance, field trips by the girls down to the local pool hall to buy a stick of gum. Thirdly, a group of customers had started banding together as a bargaining group and demanding a bid price from the various houses

in the area; the lowest per unit bid got the trade of all the customers. (You can easily see the corollary here in the fertilizer trade when four or five farmers get together and say to the different fertilizer retailers in the area, "Bid on all our business or none.")

Given these and other characteristics that were presented in the case study, the challenge to the seminar participants was that Tilly Tulips had reached the point of concern where she had decided to hire a team of management specialists. The seminar participants were these consultants. The problem set forced them to (1) use many of the tools we talked about that day, (2) extend these tools to new problems, and (3) present a summary of their analysis of Tilly's problems.

The results of this use of an interesting "case study" were highly satisfactory. As Ken and I visited the various participant teams that evening, it was evident they were frankly enjoying the case study, and were working hard. And, in truth, they were being very imaginative and colorful in their descriptions. The result? Next morning we had complete attendance and we had such enthusiasm during that first hour and one half of reporting on the case studies that it carried on throughout the day. In the final hour of this seminar we asked for response and evaluation. They, in unison, commented that "Tilly's Hotel for Single Girls," and the imagination necessary in discussing and answering the problems posed by Tilly, had been of great help in learning how to bring analytical tools

to bear on some of their real problems.

So on behalf of my colleague, Ken Duft, myself, and Mrs. Tilly Tulips, I want to thank you for your attention.

MANAGEMENT CONSULTANT CASE STUDY

MISS TILLY'S HOTEL FOR SINGLE GIRLS

MISS TILLY'S HOTEL FOR SINGLE GIRLS operates in the oldest industry known to mankind, that of a house of prostitution. Tilly Tulips is the sole owner-operator of the House and has been in business at her present location for sixteen years, and in the trade for 32 years. The firm is located on the outskirts of a semi rural-urban town of 14,000 population, surrounded by a growing and prosperous agricultural area in the Pacific Northwest. Her market area has been traditionally a radius of about 50-75 miles, but for various reasons, a noticeable recent increase in the distance traveled by customers has been identified. Customers, as is traditional in the House of Ill-Repute business, usually come to the Hotel to obtain the desired products. Thus, location of the firm becomes more important than the traditional management problem of obtaining the lowest transportation rates for product shipment. However, Tilly has become somewhat of an institution in the area. She enjoys the people, environment, and location of her present business and, therefore, has decided to stay in the community until she retires.

A brief statement of Tilly's profit and loss in the last year is attached. Notice that she handles three distinct product lines; referred to by Tilly and her accountant as the "simple jump", the "deluxe treatment", and a "turn-around". A turn-around consists of those people who come to the House to have a cocktail, pizza, and look around. If they don't buy either the simple jump or deluxe treatment, their sales are entered in the turn-around product line. Sales, expenses, and varying margins for each product are shown in the Profit and Loss Statement. Monthly sales by product line vary only little from month to month, although late

in each month the amount of deluxe treatment sales decreases and the amount of simple jumps and turn-arounds increase. It is the feeling of Tilly and her help that lack of customer capital and/or restrictive credit arrangements causes this intra-monthly variation. The product that Tilly sells depends heavily on the help she has available. The "girls", as they are referred to in the trade, usually move from Hotel to Hotel over the year. Tilly has made arrangements with the managers of the Winnemucca Cat Alley, the Mustang Ranch at Reno, and the Orofino End of the Road, to rotate personnel on a 4-month basis. This rotation has become a normal part of the employment position for the girls and is accepted by both management and labor because it has been established that this rotation increases or rekindles the interest of the area customers. In this understanding among the House managers is the ability to "share" or "rent" extra equipment (girls) in times of low or seasonal demand at one House, e.g. convention in town, if such need should ever arise. However, Tilly has noticed some reluctance and slowness on the part of one or two of the managers to return the girls as promptly as they could, a factor that is causing Tilly some concern.

Tilly's Hotel for Single Girls operates out of a 20-year-old frame building that is sufficiently large enough to serve as living quarters for the girls as well as a place of business. The service capacity of the House has been large enough in past times to handle the highest demand and volume of output needed and, has possibilities of expansion of capacity, by utilizing several additional basement rooms, if such need were to arise. Tilly has enough contacts with other managers in the business to guarantee the availability of more personnel in such times of increasing demand. However, it is expected that both the conversion of the additional rooms and the added girls would increase the cost to Tilly 20% over the ordinary per unit sales costs.

During the last year, Tilly estimated that her firm controlled 60 percent of the total volume of sales within her current market. There is one other House in the area, located about 12 miles away, that sells essentially the same quality and type of merchandise offered by Tilly's staff. The only other competitors are itinerant streetwalkers who sporadically hit the town, work it as hard and fast as they can, and then move on. Tilly feels this has only marginal effect on her establishment's sales, especially since this type of competition commonly comes into the area in times of high demand, e.g. conventions, summer fairs, fertilizer management workshops, etc.

Tilly's Hotel presently employs an accountant who doubles as an assistant manager, two cleaning women, a bartender, and a normal service staff of six girls. In times of extraordinary demand, as many as four additional girls can be hired, again, subject to the higher costs mentioned above.

The granting of credit is not a normal method of operation in the prostitution trade. However, two characteristics of Tilly's operation have caused her to wonder if a change in this procedure might not be useful. These characteristics are the previously mentioned decrease in deluxe treatment buys (the high margin item) at the end of the month, and the fact that 60 percent of Tilly's customers are repeaters and almost 50 percent are regulars (visit the House at least twice a month and have been coming to the House for over 2 years).

In addition to a credit decision, Tilly has begun to wonder just how much of the potential market her firm has. Although she felt she knew most of the "customers" in the area a decided shift in age of her customers was occurring, a shift that was causing her concern. Not only was the average age increasing, but fewer deluxe treatment sales were being sold. Both items indicate a change

in composition of the customer group that could bring marketing problems in the future. Also, although Tilly's annual sales have been remaining stable or slightly increasing, she is beginning to feel she knows little for sure about the relative share of the market captured by her firm.

Contributing to this feeling of uneasiness about the future market for her firm are several rumors that Tilly had heard in her last "trip" to the industry sales meetings in Reno. First of all, it appears a significant technology has been introduced, that of water beds. It appears that those Houses with this "appealing innovation" draw more customers, more deluxe treatments, and less turn-arounds. Secondly, different forms of advertising and promotion were being used in the trade, e.g. field trips by the girls down to the local pool hall to buy a stick of gum, and Tilly wonders if she may not have to consider entering in various promotional activities. Thirdly, a group of customers have started to band together as a bargaining group and demand a "bid" price from the various Houses in the area. The lowest per unit bid gets the trade of all the customers. Fourth, a "gentleman" has established himself as a "broker" in the community for the services Tilly sells. Thus, some customers who don't want to bother calling the girls themselves utilize this gentleman's services. Unfortunately, this custom applicator (e.g. he provides the girls) has been going more and more to Tilly's competitors for the product.

Not only have these problems arisen, but Tilly recently discovered that several of her girls had developed a personality conflict with one of the most regular, influential, and extravagant customers of the Hotel. This customer and some of his many friends had recently visited Tilly about this "hang up" of several of the girls.

So, although the Miss Tilly's Hotel for Single Girls was still a successful and prosperous business, an element of concern as to desired service, market, and the future profitability of the firm had arisen in the minds of the manager, Miss Tilly Tulips. The oldest profession on earth appears to have a need for a sound firm analysis and market review of a competent team of management consultants.

Exhibit I

Miss Tilly's Hotel for Single Girls

Income and Expense Statement - 1970

Item	
Sales	
Deluxe Treatment	\$102,300
Simple Jump	65,100
Turn-Around	<u>18,600</u>
Sales Total	\$186,000
Costs of Goods Sold	
Deluxe Treatment	\$ 51,150
Simple Jump	39,060
Turn-Around	<u>7,742</u>
Total Cost of Goods Sold	\$ 97,952
Gross Margin	\$ 88,048
Fixed Costs	
Assistant Managers' Salary	\$ 8,000
Taxes	2,400
Insurance (Police Pay-Off)	4,000
Utilities	790
Repair and Maintenance (Red lights etc.)	2,600
Depreciation	4,200
Annual Health Certification	1,100
Other expenses	<u>6,000</u>
Total Fixed Costs	\$ 29,090
Variable Costs	
Wages	\$ 17,000
Doctor's Fees	3,600
Frilly Clothes	4,900
Supplies and Medication	<u>4,300</u>
Total Variable Costs	\$ 29,800
Total Operating Costs	\$ 58,890
Net Operating Profit	\$ 29,158

Problem Set for Miss Tilly's Hotel for Single Girls

Tilly Tulips has finally reached the point of concern about her present business where she has hired a team of management and marketing specialists to conduct a thorough analysis of her existing operation. Your team has been hired by Tilly to examine the problems particular to her trade.

Tilly expects an answer to each and every question; and you are to be prepared to support your answer with facts or logical reasoning. Each team will be asked to report its findings.

- 1) Conduct a break-even analysis and construct a break-even chart for this firm for 1970.
 - a) What is the break-even point for the firm.
 - b) If the six girls are now operating at about their maximum, approximately what sales volume is the maximum capacity of the Hotel when the four additional girls are hired?
- 2) Prepare a credit policy for Tilly's firm which you consider applicable to this particular business. What specific constraints would you suggest for the granting of credit?
- 3) Tilly has asked for a complete area review and market identification. Construct a systematic approach to conducting a market review for Tilly's trade, including in this approach the identification and servicing of key and target customers. In this review provide a step by step practical procedure which will allow Tilly to keep abreast of her changing market, market share, and customer characteristics. Don't be afraid to use your managerial expertise and imagination in this task.

- 4) Advise Tilly on how she should approach the problems of:
 - a) Sharing of Equipment (girls) between Hotel managers
 - b) Increasing average age of her customers
 - c) The new technology of water beds
 - d) Advertising and promotion, and/or public relations
 - e) The customers who are active as a bargaining group
 - f) The custom applicator who buys elsewhere.

Colleague Aided Evaluation (CAE) as an Experiment in Improved Teaching**

By Ken Casavant*

Students have been suggested as the most logical and reasonable evaluators of our professional teaching process and course-curriculum direction. A. H. Harrington, nominee for the Ensminger-Interstate Outstanding Teacher Award, recently stated: I woke up to the idea that teaching is more fitting of subject matter to the use of the student than a forcing of the student into the mold of the subject matter.

Another nominee for the same award, William J. Flocker, suggests that the teacher has three interdependent functions to perform: first, motivation of the student; second, provision of a stimulating environment for this motivated student; and third, presentation of the relevant bodies of information to the students. Both of these teachers stress that instruction should be directed toward the student. Therefore, it is consistent to maintain that those students are the most logical examiners of our teaching product.

It is perfectly acceptable to me that effectiveness of instruction should be measured by the student, both as to course content and direction, and as to instructor competence and presentation. At the same time, it is an established fact that professional evaluation by administrators and colleagues can and has become part of the professional award system. This is as it should be! However, it appears to me that combining these evaluators (student and

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colleague) in one experience can offer significant improvements in the concept of instruction evaluation. This combination can be attained by a process of Colleague Aided Evaluation (referred to as CAE). The purpose of this paper is to present the concept of Colleague Aided Evaluation and specify some of the potential and realized benefits of this tool.

Colleague Aided Evaluation

Colleague Aided Evaluation was designed to be a supplement to our traditional course evaluation endeavors.¹ The traditional student evaluation forms supposedly have always asked the correct questions, properly stated, and scientifically weighted. However, the "circle the number" or "mark the appropriate space with the soft lead pencil only" often have appeared "cold" and impersonal to the students and as a result, have encouraged nominal student involvement and resulted in cursory answering. Even if such polished techniques as the Illinois Course Evaluation Questionnaire can provide a check on careless or disinterested student's response, and throw them out, the fact remains that a chance to evaluate the course with active student involvement has been lost. Students must be allowed to gain and actively participate in course evaluation if we as instructors expect their full involvement. The answer offered by this paper is the use of CAE at approximately mid-semester. CAE consists of a colleague of the course instructor coming into the classroom without prior warning, asking the instructor to leave, and then evaluating the instructor's performance and course

¹These have commonly taken the appearance of formal, straightforward computer questionnaires; some of these are totally objective in approach and others do provide spaces and infrastructure in an attempt to generate written subjective analyses.

direction by direct discussion with the class. Then, in an informal session, the colleague and instructor will go over the notes, previous dialogue, etc., at the soonest possible opportunity. The use of the colleague as the interviewer rather than the instructor himself, makes possible student anonymity, and should increase the openness and usefulness of such dialogue and the resultant notes.

Potential Benefits

Although the mechanics of CAE may vary, expected benefits can be identified. The primary benefit of this evaluation is improved instruction for the student and most importantly, immediately (in this present term). By discussing the instruction informally in a student-colleague environment at mid-term any specific problem areas of mannerisms, content inconsistencies, techniques of delivery, etc., can be identified somewhat earlier in the course. Elimination of such problems through the rest of the semester might well "save" a course for many of the students presently enrolled. As well as allowing the students themselves to benefit from their own evaluation of the course, and not only other later students, CAE should generate more involvement in the course itself by allowing any frustrations, real or imagined, to be openly stated at a time when some benefit (student and instructor) might be realized.

The use of CAE may well cover blind spots in the traditional end-of-course evaluation. In particular, it could be expected that the traditional evaluation would be heavily weighted by circumstances occurring in the last one-half of the course just as the informal CAE is weighted in favor of the first one-half.

Another expected characteristic of CAE is that the colleague evaluator should generate more student activism than the "sheet with spaces to mark." The chance, and responsibility, to personally state their feelings should cause

students to be more active, more logical, and more complete in evaluation.

In addition, the use of a colleague allows the particular problems of each unique classroom society to be examined. The colleague, although armed with a specific question framework, can flow with the dialogue of the student evaluators, thus identifying bothersome items particular to "society characteristics" of that individual class, i.e., a textbook that is too complicated to aid in understanding the lectures.

Finally, it is expected that the results of the CAE can be compared with the traditional course evaluation at the end of the term. Since CAE is being suggested only as a supplement to end-of-term written course evaluation, the instructor can evaluate himself as to improvement and progress over the term, something we instructors too seldom bother to do.

Application of CAE

Colleague Aided Evaluation was tested this semester by a departmental colleague and myself, on a reciprocal basis. The colleague was asked to enter in, unannounced, and take over the class for the last 20-30 minutes of a class period. During that time the colleague then briefly stated why he was there, and that the discussion was to be totally informal with reported comments to be completely anonymous. He then asked general questions to initiate and guide the discussion, noting both positive and negative reactions as the conversation proceeded, but allowing the students to pursue their own areas of interest. Some items covered in this CAE trial run were class presentation, subject coverage and direction, reliance on text, examinations, delivery technique, mannerisms. Upon finishing the period he (colleague) and I (instructor) then thoroughly dissected his notes in a half hour period. Not only were his notes

covered, but a de-briefing situation was utilized where I, as the instructor, asked him about specific questions which the prior class environment and my personal feelings indicated might be problem areas.

I also visited my colleague's class serving as his colleague evaluator, utilizing the same mechanical format described above. In this case we also briefly discussed, prior to the CAE, certain technical points of instruction and course mechanics that the instructor felt might be troubling the students. This pre-evaluating preparation resulted in the second de-briefing session being more complete and useful. Although we conducted this CAE test on a reciprocal basis, other combinations of colleague-instructors could be utilized, e.g., chairman-faculty, faculty-faculty, etc.

Results of Experiment

The brief test, on a reciprocal basis, of Colleague Aided Evaluation produced most of the expected benefits outlined above. First, the instructors of these two courses were immediately aware of several characterized weaknesses from the students viewpoint. For example, being conscious (as a result of CAE) of a habit of disorganized blackboard usage should help improve my class presentation by forcing a more systematic approach to use of the blackboard. And, most importantly, the presently enrolled students themselves stand to immediately benefit from their own evaluations of the course.

In both evaluation experiments students added to the question framework posed by the colleague. This, as expected, allowed a more personal, in-depth treatment of the items of particular relevance to each particular course interview. The students, when prompted by a question, were often stimulated to cover a problem that was only slightly related to the given question, but was of significant importance to that class society.

In both instances, the colleague was able to generate a significant degree of student activism. The students did openly discuss the merits of the instructor and course with each other (and the colleague) as the evaluation proceeded. Thus, a new learning experience via the discussion process was offered to the student. On various points the discussants found themselves in disagreement, but were able to arrive, with the colleague's guidance, at a concensus of evaluation. As this discussion (and accompanying student involvement) progressed, the colleague, while identifying the concensus, also noted the entire spectrum of positive and negative remarks if they appeared potentially useful for the later de-briefing session.

A previously unexpected benefit of the use of CAE was that students are treated as individuals and not simply part of a numerical array. The traditional course evaluation via formal questionnaire presents an upset or frustrated student as a number, a situation that does little to help the instructor or the student. The informal verbal discussion of the CAE did allow all students to speak out in the manner they wished. Then, the class discussion of these points helped to point out to both the students and instructor where improvements could be made by each person. This should result in a more thoughtful and analytical approach by the student to the formal course evaluation at the end of the semester.

One final, and unexpected point, was that after the use of CAE the students seemed to understand that, as instructors, we were making a deliberate attempt to improve our teaching. CAE is or should be an entirely voluntary process. In formal questionnaire evaluation the student evidently feels that the computer or calculator will do the grading work and the instructor will simply passively

"read" the results. However, in the CAE process, the instructor is "leaving himself wide open", an overt voluntary commitment based on active instructor interest and concern that appeared to generate accompanying student interest and concern.

Final Thoughts

Colleague Aided Evaluation calls for a personal, active involvement by the instructor in the process of course evaluation. This commitment, as well as the immediate benefits available to the present students, generates student involvement on an educational level. The colleague, who can approach the course evaluation informally, yet professionally, can help maintain the evaluation at that level.

Finally, CAE, as I perceive it to be, will be best used in conjunction with a formal course evaluation in the traditional post-course sequence. The informality of CAE when used as a supplement to formal course evaluation is an appealing and productive attribute. However, without the rigor of a formal course evaluation, this informality, and early timing of evaluation, might negate the total information gathering and total instruction improvement sought in all forms of course-curriculum evaluation.