

Pilot Faculty Testimonials on GER Assessment Process

Note: These comments were gathered informally during the 3rd assessment workshops that took place on November 19th and 20th, 2003 for the pilot faculty on how to make use of your assessment data.

- “Engaging in this process is being very helpful to my grading and teaching.”
- “This process appeals to me because it helps me maintain the quality of my course.”
- “When lecturing, I am trying to be more socially scientific to meet the objectives and outcomes such as to think more analytically.”
- “I have found that sharing with students why we are doing this and where it fits into their general education program, is helping them understand the importance of the course.”
- “This process has helped me this semester. I am doing a better job of bringing the important concepts to the top because I have written down what this course should be accomplishing. It helps me help them.”
- “I learned that one outcome was not realistic.”
- “I learned that I have criteria (to evaluate learning) that I didn’t know I had so I have made that criteria clearer.”
- “It is resulting in a better, clearer understanding of concepts. My subjective feedback from students has been good.”
- “As a result of putting the outcomes on the syllabus, when it came time to grade their final paper, I was able to send students to those outcomes. They helped clarify the purpose of the paper.”
- “It helped in supervising the TAs who are teaching the sections such as having them document changes that need to be made to the course each day they teach.”
- “My students are liking the activities and assignments.”

Note: This comment is from Jeff Scroggs, Director of Undergraduate Mathematics Programs on December 15th 2003.

- “In the Math Dept, the level of interest in undergraduate program issues has increased dramatically over the past 18 months. I have just completed a meeting with faculty teaching our core advanced undergraduate classes (MA 225, 405, 407 & 425). They had great ideas about revising these classes and coordinating their content. Data is being collected and evaluated. The data are not always 'clean' or 'complete', but do give us ideas about improving the classes. The faculty feel empowered to make the decisions, and are generally comfortable with the process.”