

Introduction

Our topic for the Teaching Effectiveness Symposium for 2002 centers on evaluating student performance. The Faculty Development Committee was particularly interested in receiving papers related to assessing student performance in areas that fall within the affective domain.

Evaluating student performance serves several purposes. Obviously, it is a vehicle for assigning grades to students. More importantly, by obtaining a measure of student performance we are able to assess whether we are meeting our objectives, the objectives of the institution, and the objectives of the student. We are better able to judge our own effectiveness as teachers and we are better able to assure the public of our progress in educating those we address.

To the extent that we do not evaluate well, we negatively impact our ability to improve and strengthen our teaching. Evaluating student performance, then, is much more important than just being able to attach a fair and equitable grade to a student's name, or to be able to justify our actions upon an appeal of grades. It is to a large degree the marker that we use to judge or evaluate our performance.

The Faculty Development Committee of Embry Riddle Aeronautical University hopes that you will find these ideas from your colleagues both helpful and enjoyable.

These papers were selected by a jury of peers, in blind review.

The views expressed in the papers presented are those of the authors. These views do not necessarily reflect the views of the Embry Riddle Extended campus Faculty Development Committee, The Extended Campus administration or the University.

Jury:

Dr. Steve O'Brien

Dr. Dan Johnson

Dr. Bruce Rothwell

Dr. Ron Clark

Dr. Ron Fitzgerald

Editor and host: Dr. Earl Wheeler

Proceedings production: Ann Fagan

Facilities and arrangements: Lil Hickman