The Review Cycle: A Procedure for Efficiently Reviewing Your Overall Assessment and Continuous Improvement Process

**Session Goals and/or ABET Criterion (Criteria) Addressed**
The goal of this session is to lead all attendees to an increased appreciation of the need for a strong and well documented review cycle, to present one methodology for a successful review cycle, and to give all attendees experience in developing (or enhancing) and implementing a review cycle for their program.

**Presentation Format**
After an initial mini-lecture to set the context and communicate background information, there will be a discussion of methods for getting full faculty involvement and methods for facilitating the constituency review process. There will then be a discussion (with extensive handouts) of the process used successfully at Ohio University to review and modify our overall assessment and continuous improvement process. The bulk of the session will be activity based, with attendees working on guided examples in small groups to get hands-on experience developing (or enhancing) and implementing a review cycle for their program.

**Session Summary**
This session is based on a recent review and improvement of our overall assessment and continuous improvement process in light of our improved understanding of the ABET Engineering Criteria (and how they are being applied by the ABET evaluators), our feeling that the existing plan did not fully address the spirit and the letter of EC2000, and the time pressure caused by the fact that our next ABET visit was to occur within 2 ½ years. We underwent an extensive benchmarking study and created structured review documents for all key components of the overall plan (mission, constituencies, objectives, outcomes, outcomes assessment plan, and overall assessment and continuous improvement process). Each review document defined the current plan, provided definitions and considerations to support the review, presented examples from other departments and colleges from the benchmarking study, summarized the review committee's recommendations, and solicited specific feedback from faculty and constituencies. The documents were used to facilitate program review meetings held with the faculty and the advisory board where the final proposals for process changes were discussed and either approved or rejected by vote.

This session will use an active learning format to present methods for:
- Effective benchmarking studies
- Program-specific interpretation of ABET’s Engineering Criteria
- Reviewing/refining an engineering program’s overall assessment and continuous improvement process (including getting full faculty involvement and facilitating the constituency review process)
- The use of an expanded advisory board to satisfy constituency review requirements
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- Making assessment a value-added continuous improvement activity by integrating it with course design and instructional activity
- Using the review cycle as an opportunity to write a draft of the self study report
- Approaching program review/reflection/self study as a continuous event, not a discrete activity done in response to a scheduled ABET review team visit.

**Key Words**
Review loop
Industrial Advisory board
Benchmarking
Interpreting ABET’s Engineering Criteria
Self Study Report

**Bibliography**
NA

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