Using “Course Design and Assessment Forms” to Drive the Outcomes Assessment and Continuous Improvement Process

Session Goals and/or ABET Criterion (Criteria) Addressed
The goal of this session is to demonstrate the potential advantages of using “Course Design and Assessment Forms” to organize and document an assessment and continuous improvement process, and to prepare all session attendees to be able to effectively use the provided example forms (or a modified version) in their own programs.

Presentation Format
This session will use an active learning format, starting with a mini-lecture to set the context and communicate background information. A guided discussion covering key issues associated with the use of "course design and assessment forms" will follow, and a guided example completed in small groups will conclude the session.

Session Summary
This session will use an active learning format to demonstrate the use of “Course Design and Assessment Forms” to reduce the faculty assessment workload, to ensure uniformity of assessment practices, to drive and document “closing the loop” activities for continuous improvement, and to make assessment a value-added continuous improvement activity by making it an integral part of course design and instructional activity for all faculty. Additionally, the use of other standard forms (such as a faculty responsibility flowchart, an area of expertise committee review form, and a faculty program review form) will be reviewed and effective methods for direct assessment of student performance will be discussed.

Key Words
Outcomes assessment
Closing the loop
Course design for assessment
Continuous improvement
Direct Assessment
Standard Forms

Bibliography
NA

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