The Continuous Quality Improvement (CQI) Process Framework

The continuous quality improvement process framework in Figure 1 below illustrates the planned assessment process for the CEM Program. The starting element of the process is the curriculum which has been revised in accordance with the ACCE new standards (i.e. outcome-based assessment) at the implementation of the framework in Spring 2015. Program mission, goals, and learning outcomes have been defined and educational objectives developed from the curriculum in place at that time. Course learning objectives/outcomes have been coordinated with the program learning outcomes as well as ACCE requirements. The major components of the framework includes: Program Planning, Program Implementation, Program Assessment, and Program Improvement.
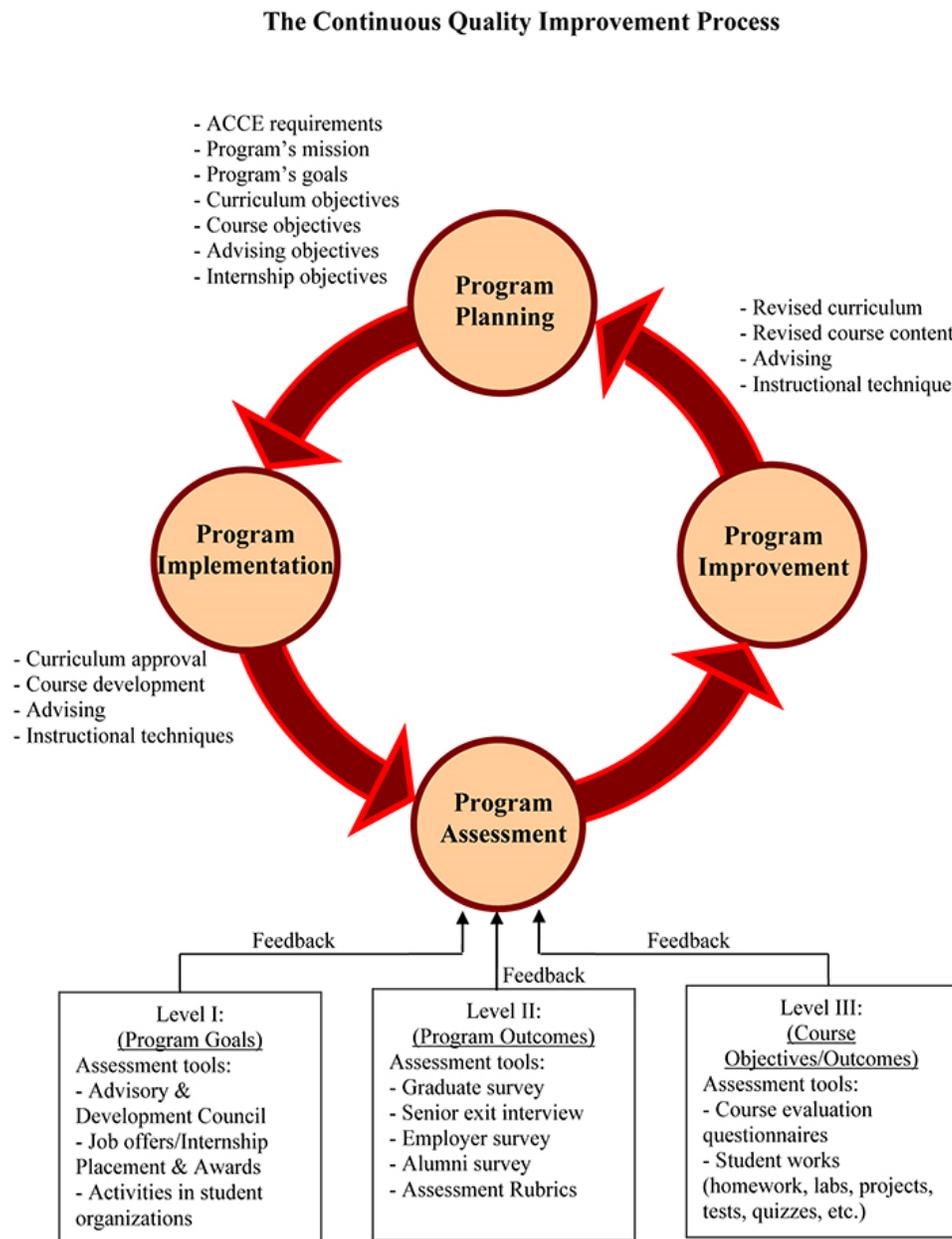
The Continuous Quality Improvement Process

Figure 1. The Continuous Quality Improvement Process

Strategic Plan for the CEM Program

Program Planning:

The program planning is aimed at evaluating the need to revise the overall educational objectives. The evaluation will be conducted on an annual basis by the CEM faculty in conjunction with the inputs from the CEM Advisory Development Council. Specifically, the program planning activities assist in evaluating coursework to determine how well the courses are meeting the ACCE requirements, the program mission, goals, and educational objectives. Student chapter advising, activities as well as internships are extracurricular activities that are important to leadership and professional development of the students. The advising process should also be subject to review and evaluation in conjunction with the overall program plan. The Program Planning will have annual meetings where the major changes to the curriculum are identified and planned for implementation.

Assessment Plan for the CEM Program

Program Assessment:

The assessment will be conducted at three levels to assure that the program educational objectives/goals (Level I), the program learning outcomes (Level II), and the course learning objectives/outcomes (Level III) are achieved. The assessment results will be used to continuously improve the quality of the BSCEM curriculum by updating and/or revising course syllabi/contents as well as instructional methods.

Program Implementation:

The Program Implementation will start once the curriculum changes recommended by the Program Planning have been approved. Typical activities of the Program Implementation include developing new courses, where necessary, and revising existing courses to accommodate the recommendations. In addition, recommendations obtained from the Program Planning with regard to the advising process as well as teaching methods should be implemented as soon as possible.

Program Improvement:

The program improvement tasks will be developed and planned to accommodate the recommendations and the feedback obtained from the surveys. Correlations among the surveys and trends will be evaluated to identify the areas needing improvements as well as to measure progress toward planned improvements. The feedback data obtained from different assessment tools may indicate where significant changes are needed and can be used as input to the program planning. The table below summarizes the use of feedback data for the planning process.

It is noted that the survey questionnaires are basically designed to measure the satisfaction of students with respect to the program learning outcomes and it would be expected that correlation should be exist between the two sets of responses. Graduating senior surveys will be used to measure primarily the achievement of both the advising process and extracurricular activities. Each major element of the program planning (e.g. curriculum, courses, advising, and extracurricular program) has at least two different measurements associated with them.

Assessment Data to be used for Program Planning

Assessment Tool	Feedback Data	Planning Input
Advisory & Development Council	Industry demands/trends Advising experiences Overall student development	Coursework Extracurricular program Advising process
Graduating senior survey	Expected learning outcomes Advising experiences Extracurricular experiences	Overall curriculum evaluation Coursework Extracurricular program
Employer survey	Criteria performance evaluation	Overall curriculum evaluation
Alumni survey	Criteria performance evaluation	Overall curriculum evaluation Coursework
Course evaluations using student works, questionnaires & rubrics	Instructional techniques Course learning objectives/outcomes	Overall curriculum evaluation Coursework
Professional exams and certificates	Percent passing	Curriculum evaluation Coursework