

Spring 2020

Course Review Self Assessment

Arlene Lorch, OTD, OTR/L, CHES
Thomas Jefferson University, arlene.lorch@jefferson.edu

Follow this and additional works at: <https://jdc.jefferson.edu/faced>



Part of the [Scholarship of Teaching and Learning Commons](#)

[Let us know how access to this document benefits you](#)

Recommended Citation

Lorch, OTD, OTR/L, CHES, Arlene, "Course Review Self Assessment" (2020). *Faculty Teaching Tools*. Paper 1.

<https://jdc.jefferson.edu/faced/1>

This Article is brought to you for free and open access by the Jefferson Digital Commons. The Jefferson Digital Commons is a service of Thomas Jefferson University's [Center for Teaching and Learning \(CTL\)](#). The Commons is a showcase for Jefferson books and journals, peer-reviewed scholarly publications, unique historical collections from the University archives, and teaching tools. The Jefferson Digital Commons allows researchers and interested readers anywhere in the world to learn about and keep up to date with Jefferson scholarship. This article has been accepted for inclusion in Faculty Teaching Tools by an authorized administrator of the Jefferson Digital Commons. For more information, please contact: JeffersonDigitalCommons@jefferson.edu.

University Name
Department

The goal of this course review self-assessment is to help faculty reflect on course format and design and it may be completed by the course instructor alone or with input from other faculty, adjuncts or lab assistants. The findings in this review may serve as the basis for discussion with faculty and/or administrators to identify potential changes in course format or design that can enhance student outcomes.

Faculty Name:

Course Name & Number:

Semester/year:

Instructors (including lab assistants, adjunct faculty, consumer faculty):

Instructors:

Date Completed:

Number of Instructors:

Number of Adjuncts:

Number of Lab Assistants:

Number of TAs:

Number of Students:

Please answer the following questions.

1. Describe the course purpose, goals and objectives:

2. Describe the overall scope of the syllabus:

3. What is the rationale for the sequencing of topics?

Course Review Self-Assessment

4. How is course content integrated into other courses in the program?
5. Describe instructional materials used in the course and comment on the effectiveness of the materials.
6. Provide an overview of the assessment methods used to determine grades and explain your rationale for including each assessment activity.
7. Comment on student performance in terms of knowledge gained, thinking process and skills acquired.
8. Comment on student learning attitudes, approaches and difficulties including what you perceive as the level of student stress associated with the course. What do students perceive as primary challenges with the course?

Course Review Self-Assessment

9. Describe what you perceive as the primary challenges for you as the instructor, in teaching this course.

10. What resources were provided for underperforming students and what appears to be most effective for this group?

11. What methods, assignments, etc. do you think are most supportive of student learning knowledge in the course?

12. What aspects of the course do you think may be less supportive of student learning in the course?

13. The following queries should reflect data from student evaluations of course for semester/year

Final Grade Distribution for semester/year (i.e. How many A+'s, A, A-, etc...):

Overall course satisfaction for semester/year (% of students who responded agree/strongly agree)

Course Review Self-Assessment

14. Describe and summarize strengths of the course - what is working well and should be continued as reported by students.

15. Describe and summarize challenges to learning and what would benefit from revision as reported by students

16. Considering the information above, please identify and describe any possible modifications or changes to the course that address issues in the course which might enhance student performance and student outcomes.

17. What resources or inputs would be helpful to you in exploring possible modification of the course, or in implementing your suggested modifications?

18. Please identify individuals who have contributed to this course review.

Developed by
Arlene Lorch, OTD, OTR/L, CHES
Thomas Jefferson University
Jefferson College of Rehabilitation Sciences

Course Review Self-Assessment

References

- Carroll, M., & Lawson, K. (2014). The intermingled history of occupational therapy and anatomical education: A retrospective exploration. *Anatomical Sciences Education*, 7(6), 494–500. <https://doi.org/10.1002/ase.1451>
- Gomez, L.F., Valdes, M.G. (2019). The Evaluation of Teacher Performance in Higher Education. (2019). *Journal of Educational Psychology - Propositos y Representaciones*, 7(2), 499–515.
- King, D. (2010). Redesigning the Preexam Review Session. *Journal of College Science Teaching*, 40(2), 88–96
- Kirwin, J., Miller, D.M., DiVall, M. (2019). Lessons Learned from Evaluating a Process for Systematic Curriculum Review. *American Journal of Pharmaceutical Education*, 83(1), 6783.
- Sadler, D. (2016). Three in-course assessment reforms to improve higher education learning outcomes. *Assessment and Evaluation in Higher Education*, 41(7), 1081–1099. <https://doi.org/10.1080/02602938.2015.106485>
- Sato, B., Hill, C., & Lo, S. (2019). Testing the test: Are exams measuring understanding? *Biochemistry and Molecular Biology Education*, 47(3), 296–302. <https://doi.org/10.1002/bmb.21231>
- Singh, K., Bharatha, A., Sa, B., Adams, O., & Majumder, M. (2019). Teaching anatomy using an active and engaging learning strategy. *BMC Medical Education*, 19(1), 149. [https://doi.org/10.1108/09684880710723052](https://doi.org/10.1186/s12909-019-1590-Venkatraman, S. (2007). A framework for implementing TQM in higher education programs. Quality Assurance in Education</i>, 15(1), 92–112. <a href=)
-