*Please share with your faculty:*

**Reflecting Upon Midterm Exam Results for Program Improvement**

Many programs use midterm exams embedded in courses as a way to assess key program student learning objectives. Midterms provide not only an excellent way for students to reflect upon their progress in a course, but also provide faculty with an opportunity to reflect upon their instruction and the effectiveness of their assessment methods. Following the administering and scoring of a midterm, faculty should reflect upon the following questions:

* What strengths and weaknesses are revealed in students’ overall learning?
* What program level student learning objectives and what course objectives did the assessment measure?
* What are some conclusions that can be drawn about the extent to which targeted objectives are being met, or are not being met?
* What aspects of instruction should be modified or supplemented based on the results?
* What changes, if any, might need to be made to the program objectives or the course objectives based on the results?
* Did the assessment measure the goals and objectives it intended to measure? If, not how might the assessment be modified?
* Were the scoring procedures effective in providing objective and accurate information? If not, how can they be modified?
* To whom should the results be communicated to so that they can be used effectively to inform the program, and how will you communicate the results to the relevant stakeholders?

**Check out!** Blumberg, P. (2013). Assessing and Improving your Teaching: Strategies and Rubrics for Faculty Growth and Student Learning. San Francisco, Josse-Bass.

**Please share examples** of ways your program has reflected upon midterm results to inform and improve instruction and assessment practices and I will feature those examples on [YU’s Learning Assessment Website](http://yu.edu/provost/assessment/).

**Please contact me** if you have any comments or questions on any aspects of your program assessment activities.