*Please share with your faculty:*

**Suggestions for “*closing the assessment loop!”*:** The purpose ofengaging inthe program assessment process is to make meaningful decisions and changes to the program based upon the systematic and on-going collection of assessment data. Positive assessment results can provide evidence to support current program practices. Any weakness revealed in assessment results can provide excellent opportunities to reflect upon and revise current program practices. In light of your assessment results, consider the following questions/tips for effectively taking steps to close the assessment loop:

* Schedule a meeting with key stake holders to reflect upon the assessment results.
* When reflecting upon the assessment results consider the following questions:
  + Are the program goals and/or objectives meaningful and reflective our current program mission, and curriculum? Are some of the learning goals and/or objectives irrelevant, or redundant? Do new program goals and/or objectives need to be added to reflect changes in the curriculum and intentions of the program? Are program goals and/or objectives worded in a concise and meaningful way?
  + Are we periodically measuring the most important objectives, and the most representative objectives?
  + Do we offer enough courses and learning experiences in the program to foster students’ attainment of program goals and objectives? What additional instructional activities or supports could be added to reinforce particular learning goals and objectives?
  + Are the assessments being used to measure program objectives appropriate indicators of students’ attainment of the objectives? Are the assessments varied, at the right level of difficulty, and in a format that aligns with the desired degree of knowledge stated by the objective (e.g., does the program rely mostly on multiple choice tests when the objective is for students to analyze or create?)?
  + Do we have the right faulty/staff supports for the program?
* Create a concrete plan and timeline for how and when you are going to implement changes to the program.
* Develop an assessment plan for how the program is going to measure the impact of the changes that have been, or will be made to the program.
* Document and distribute the proposed changes, timeline, and assessment plan for measuring the impact of changes to key stakeholders (e.g., program faculty, school administrators).
* Continue to collect and reflect upon assessment results, and revise the program accordingly.

**Please share your program’s examples of “closing the loop”!**If you would please email to me examples of how your program has been using assessment data to create meaningful change,  I will feature those examples on [YU’s Learning Assessment Website](https://owa.yu.edu/owa/redir.aspx?C=qfPSe4wRYkKrpT3C8vPq8A7wjn94UtMIlXPnm4uIb63uPB_8kYqY2U_p2t2TYINMonFFOW1vbo0.&URL=http%3a%2f%2fyu.edu%2fprovost%2fassessment%2f).

**Check out!**: Bart, Mary (2011). The four questions that every assessment report should answer. *Faculty Focus.* Retrieved May 30, 2018 from <https://www.facultyfocus.com/articles/educational-assessment/the-four-questions-every-assessment-report-should-answer/>

**End-of-semester Assessment Report Reminder:** Please remember to email me your end-of-semester assessment reports by **June 1.**  If you would like to discuss any aspect of your program assessment activities, I would be happy to meet with you.  Please email me so that we can schedule a time.  Thanks very much.