**April 2024**

*Please share with your faculty:*

**Assessment and Accreditation**

As you know, Yeshiva University is currently in the process of a required Middle States self-study review and is preparing for a site visit from a team of peer evaluators later this Spring. This process occurs every eight years. Since our last Middle States Review during 2012-2013, a new set of standards ([Fourteenth Edition](about:blank)) has been implemented, effective July 1 2023. In recognition of the increasingly important role of assessment, the Fourteenth Edition, unlike the Thirteenth Edition incorporates assessment into each of its seven standards. Program assessment continues to be a major component of the Middle States accreditation process and is the focus of [Standard V: Educational Effectiveness Assessment](about:blank). In preparation for the Middle State’s site visit I encourage all programs to review Standard V as well as the [Evidence Expectations by Standard Guidelines](about:blank) for Standard V (p.21). Reviewing the expectations and required evidence for Standard V will serve as a useful checklist, as well as talking points for reviewing your program’s assessment process. Periodic review of your program’s assessment process is also a stated criterion under Standard V. I am also pasting below questions to consider when reviewing your program’s assessment process which appeared in the October 2022 Assessment Tip of the Month on “Assessing your Assessment Process”.

* Is our program’s mission statement up to date and does it align with the school/university’s overarching mission?
* Are our program goals and objectives relevant to our program’s mission, the program’s curricula, and what we want students to be able to do because of their program experience? Have our program objectives been communicated to all faculty members in the program?
* Does our curriculum map accurately reflect our current course offerings? Are the objectives on our curriculum map that are not covered in any course? If so, how can we incorporate those objectives into our existing curricula or new courses? Alternatively, should those objectives be eliminated?
* Is our assessment process collaborative, and does it involve key stakeholders? How can we make our assessment process more collaborative?
* Is our assessment process going beyond course-level assessment and focusing on program assessment? Is assessment data being used to inform and make meaningful decisions at not just the course level but also at the program level?
* Are we collecting meaningful data? What are ways we can improve our assessments, or the assessment process to make the data we collect more meaningful?
* Are effective rubrics or checklists being used to evaluate assessments in light of targeted objectives to ensure the reliability and validity of the scoring and the interpretation of the data? How can we improve the way our program assessments are scored to enhance reliability and validity of the findings and conclusions drawn?
* Are we sharing examples of ways that we are closing the assessment loop both within the program and with other programs across the university? How can we continue to learn about and share best practice assessment examples?

**Please contact me** if you have any questions about your program’s assessment activities including your Spring 2024 assessment plans. Thank you.

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