Procedures for submitting a Program-Level Assessment Report

The descriptions below provide a step-by-step process for submitting a program-level (degree and certificate) assessment report. The intent of the report is to serve as a vehicle for analysis, reflection and dialogue that lead to program improvement. Therefore the process should be more than just the extraction and entering of data. These reports help to document program improvement and success as well as to help justify resource requests and other changes required for continuous program improvement.

One of the goals of this process is to engage in meaningful dialogue. Therefore, the process should be undertaken with as many colleagues within your area as possible. This will vary by area. In some cases, it may help to discuss your report findings with colleagues in related areas, with whom you can discuss your findings and ideas for improvement. The colleagues can then be listed as part of your reporting process.

College of the Redwoods program-level assessment reports are listed under the following Degree/Certificate reports link. This listing shows the number of program level outcomes that have been assessed for each degree or certificate program. Selecting the + symbol next to each listing will expand the report section and show the reports submitted for each outcome of the degree or certificate programs. Our goal is to assess all program level outcomes every two years.


The following steps focus on extracting the data from each course-level assessment report. While this is an essential step, it is important to also evaluate the comments in each report to gain an overview of how students are performing in the particular area of the outcome and to develop appropriate improvements.

The steps listed below include an example where there are multiple course outcomes that map to a single program outcome. Because our process is based on a 2-year cycle and because of the frequency of course offerings vary within programs, not all courses may have assessments that can be used each time a program outcome is assessed. However, the process does require that multiple courses are used to evaluate the achievement of the program outcome. The intent is to ensure that a student taking multiple courses within the program is achieving the program outcome.

Examining the program level report template before beginning this process may help to provide a context for some of the steps listed below. This template is found at the following URL.

http://www.redwoods.edu/assessment/planning/Reports.asp
Select “Submit and Edit Reports”. Use your email login and password.
Select “Create a New Assessment”
Under the pull-down menu for “Area” select Degree/Cert/Program. The program-level template with its associated questions will be displayed.
The process for submitting a degree- or certificate-level report (program report)

Program-level assessment is evaluated based on the data and comments entered for course-level assessments. This requires analyzing the program-mapping document to determine the course-level outcomes that map to a specific program level outcome. To begin:

1. Go to the following web link and select the program map from the right column.
http://www.redwoods.edu/assessment/planning/
For example, one of the first programs listed is AS Agriculture-Plant Science.
Please note that the AS Ag program example is for demonstration purposes and is not the actual work of faculty in that discipline.

2. Open the program level mapping document (an excel spread sheet) and record course outcomes that correlate to a specific program outcome. For example, in the Agricultural program listed above, outcomes from Ag17, Ag22, Ag23, Ag27, Ag3, Ag30, Ag42, Ag51, Ag63, and Ag 64 map to the Program Learning Outcome #1. For some degrees there may only be a few course outcomes mapped to a program outcome.

3. Make a list of the course-level outcome numbers that map to a specific program outcome. This can be done with pen and paper or you may be able to do this in an electronic manner. We hope to streamline this process at some point, but our current maps require this step.
In the example above, AS Ag Plant Science Program, Program Outcome #1 is correlated with:
Ag 17 – outcomes #2, #3, #4
Ag 22 – outcomes #3
Ag 23 – outcomes #3 and #5 - Other mapped courses are excluded for this example

4. Examine the course level reports to determine which of the course level outcomes have been assessed. The data and comments need to be evaluated to answer the program report questions. The course level reports are at the following link. Select the discipline to see the reports:
Once these reports are selected, determine if data exists for the outcomes you listed in step 3.
For example:
Ag 17 – only outcome #4 has been assessed. So, this will be used in the analysis.
Ag 22 – outcome #3 was recently assessed. This data will also be used.
Ag 23 –outcomes #3 and #5 were recently assessed. This data will be used.

The goal of this step is to be able to answer the following program-level report questions:
Of the course outcomes that map into this degree/certificate outcome, list the number of course level assessments that you consider:
• Not successful. Many students did not successfully demonstrate the outcome successfully: __
• Generally successful. Acceptable # showed success or an adequate degree of success: __
• Successful. Most students demonstrated the outcomes successfully: __
• # of mapped courses not included in this report: __
5. Once the data is tabulated and the comments analyzed, a program level-report can be written using the program template. Select “Submit and Edit Reports” at the following link: http://www.redwoods.edu/assessment/planning/Reports.asp
Use your email login and password.
Select “Create a New Assessment”
Under the pull-down menu for “Area” select Degree/Cert/Program
Notice that at the top of the form you are asked to enter courses used in the analysis as well as the faculty who engaged in the dialogue associated with the report writing process. The actual entry of the combined course level data is toward the bottom of the form.

Here’s the type of data analysis found for the AS Ag degree example described above:
3 courses mapped to this outcome were used for this report. 7 other courses mapped to this outcome were not used (the specific courses would be listed in the report).
Ag 17, outcome #4: 17 of 17 students achieved the outcome (this was a 2011 report).
Ag 22, outcome #3: 4 students exceeded, 7 students met, 1 student not assessed.
Ag 23, outcome #3: 6 exceeded, 15 met, 2 did not meet, 2 not assessed.
Ag 23, outcome #5: 6 exceeded, 4 met, 4 did not meet, 11 not assessed.

These data are used to answer the following report questions:
Of the course outcomes that map into this degree/certificate outcome, list the number of course level assessments that you consider:
- Not successful. Many students did not successfully demonstrate the outcome successfully: 0
- Generally successful. Acceptable # showed success or an adequate degree of success: 1
- Successful. Most students demonstrated the outcomes successfully: 3
- # of mapped courses not included in this report: 7

The data and associated course assessment reports can then be used to answer the following:
Describe your assessment results and related findings. Describe how this information will be used to improve student learning and achievement of the outcome.

Please be sure to answer all of the questions and take time to evaluate the data you have found. Don’t just enter data. Please write about what you have learned and how you will use this process to improve your program. This step requires dialogue with faculty teaching the courses mapped to this outcome. This can be done face-to-face, by phone, or through email exchanges.
The quality of your discussion is important, because at a later date the findings will be reported within your program review document and used as the basis for planning and/or resource requests.