**Program-Level Assessment Guide for Instructional Faculty**

An academic program refers to the degree or certificate awarded by the college upon completion of the program curriculum. Each program defines Program Learning Outcomes (PLOs) that describe the abilities, skills, and competencies students develop by completing a program’s curriculum. Each PLO has Course Learning Outcomes (CLOs) “mapped” to it suggesting that mastery of the CLO contributes to mastery of that PLO. Program assessment therefore relies on course assessment from the course’s in the program curriculum. When aggregated, data from multiple courses provide a big picture narrative about program effectiveness and student learning trends. This information is used for continuous, sustainable improvement of student learning as part of the Integrated Planning process.

Each program has developed a plan ( or schedule ) for assessing its PLO’s. When a program PLO(s) are scheduled for assessment in a given semester, associate deans and directors ( or their appointees ) facilitate instructional faculty in a discussion of the results of the course assessments from the previous year and what these results suggest about student accomplishment of the PLO(s) being assessed. These sessions facilitate dialogue on course assessments and program outcomes, generate collaborative efforts toward program improvement, and provide documentation of this dialogue and any plans developed to improve the program . Faculty input (part-time and full-time) is critically important for meaningful program assessment. Below is a list of steps that should be followed for the successful completion of PLO assessment.

1. Prior to engaging in dialogue and/or responding to the prompts on the Program Assessment Dialogue Worksheet ( PADs ), faculty to review the past course assessment reports from the courses mapped to the PLO being assessed.
* Click the following link to view a training guide showing you how to access past course assessment reports and past program review dialogue reports ( PADS ): <https://www.redwoods.edu/assess/Assessment-Home/Assessment-Training>
* Click the link below to navigate directly to the website housing past course assessment reports and program dialogue reports ( PADs) by clicking on this link: <https://internal.redwoods.edu/assessment-reports-dialogue/>
1. You may wish to consider other data that can be used for program assessment, such as completion rates, equity data, surveys, community advisory committee input, or any other data you feel is relevant to assessing a particular PLO. Please work this your associate deans / directors to acquire this data.
2. During the program assessment dialogue session, division coordinators facilitate faculty analysis and discussion of program and course assessment reports. The team reviews assessment results and their implications for program effectiveness, identifying areas of strength and areas needing improvement, and determining what actions need to be taken to improve courses and programs.
3. An important part of program assessment is the evaluation of past Program Review plans for effectiveness. Only consider plans that align with the PLO being assessed. You can view past Program Review plans in the program review template by clicking the following link: <https://webapps.redwoods.edu/programreview/>