Academic Program Review (APR) Progress Report:
Timeline, Guidelines, and Rating

Recommended Timeline for the APR Progress Report

- *January*: Three years before formal APR submission to Academic Affairs each academic program will *update or add student learning outcomes and assessment methods/results/use/communication details* to the APR System. In addition, each academic program will submit both a preliminary or updated Assessment Action Plan and a Recommendations Action Plan to the Provost's Office, Dean's Office, and UARA through the APR System.
- *February*: Three years before formal APR submission to Academic Affairs, representatives from the Provost's Office, Dean's Office, and UARA will provide feedback and/or recommendations to the academic program regarding their preliminary or updated Assessment Action Plan and Recommendations Action Plan.

Guidelines

- The resources you will need to complete your APR Progress Report can be found on the APR System.
  - Log in with your university credentials (SU Username and Password).
- Other supporting resources and information regarding APR can be found on the UARA APR website.
- The APR Progress Report is an abbreviated version of the APR (Table 1). It provides an opportunity to check-in on progress since your last APR.

Table 1. APR Full Report vs. Progress Report

APR FULL REPORT (7-year Cycle)	APR PROGRESS REPORT (3 Years Prior to APR)
Part I. Review	Part I. Review
A. Academic Program Review Documentation	
B. Recommendation Action Plan	B. Recommendation Action Plan
C. Additional Appendices	
Part II. Student Learning Assessment	Part II. Student Learning Assessment
A. Student Learning Outcomes	A. Student Learning Outcomes
B. Assessment Methods, Results, Dissemination & Use	B. Assessment Methods, Results, Dissemination & Use
C. Assessment Action Plan	C. Assessment Action Plan

Part I. B. Recommendations Action Plan

- Programs that **have** previously used the Recommendations Action Plan should indicate progress from their last full APR using the updated Recommendations Action Plan template or download and add to the previous Recommendations Action Plan from the previous APR (both available on the APR System).
  - Using the *Updates* column and *Notes* section, programs should provide details explaining any progress made towards accomplishing or revising recommendations highlighted in their last full APR.
- Programs that **have not** previously used the Recommendations Action Plan for their APR submission should complete a preliminary Recommendations Action Plan.

Part II. A. Student Learning Outcomes

- Programs that **have** previously used the Student Learning Outcomes form to enter learning outcomes into the APR System should review them with the program's faculty to ensure that they are still up-to-date and accurate (1. overall rating; 2. description; 3. alignment with courses in the program; and 4. alignment with University General Education Student Learning Goals). Otherwise, if they are no longer up-to-date or accurate, then edit or delete and enter new outcomes – see details for accessing an instructional document in the bullet below.
- Programs that **have not** previously used the Student Learning Outcomes form in the APR System should follow the instructions in the Entering Student Learning Outcomes (APR System - available on the UARA APR website).
- The Student Learning Outcomes in the APR System will be utilized to populate a Student Learning Outcomes page on each program's webpage. It is important that these outcomes are up-to-date and accurate.

Part II. B. Assessment Methods, Results, Dissemination, and Use

- Programs that **have** previously used the Assessment Methods, Results, Dissemination, and Use form to enter their assessment summaries into the APR System should indicate progress from their last full APR for EACH assessment summary and save them.
- Programs that **have not** previously used the Assessment Methods, Results, Dissemination and Use form need to use it to enter EACH assessment summary into the APR System – see details for entering this information in the bullets below.
- Programs that **have new** assessment summaries to enter since the last full APR should enter these into the APR System.
  - How to Enter Information into the Assessment Methods, Results, Dissemination, and Use forms:
    - click the link that says "Create new Assessment Method" and enter text directly into the form **(Note: SAVE OFTEN or you will be logged out of the system and your data entered since the last save will not be captured)** – OR –
    - use the Assessment Summary Template document (available on the UARA APR website) and then copy and paste from that document into the APR System, again, by clicking the link that says "Create new Assessment Method."

Part II. C. Assessment Action Plan

- Programs that **have** previously used the Assessment Action Plan should indicate progress from their last full APR using the updated Assessment Action Plan template or download and add to the previous Assessment Action Plan from the previous APR (both available on the APR System).
  - Using the *Updates* column, programs should provide details explaining any progress made towards the assessment of their established learning outcomes.
- Programs that **have not** previously used the Assessment Action Plan for their APR submission should complete a preliminary Assessment Action Plan.
- ALL PROGRAMS: There is an expectation that programs will demonstrate progress towards assessing at least one of their student learning outcomes during the time between their Progress Report and their next full APR.

Preliminary Rating

Each program will be given a preliminary rating based on the abbreviated Progress Report version of the APR Rubric (Figure 1) that places them in one of three categories described in Table 2 below.

Table 2. Preliminary Rating of APR - Progress Report

Visual Rating	Rating: Description	Academic Program's APR Rubric Points Earned	
		Undergraduate	Graduate*
🟢	**Meets Expectations:** The Academic Program is making progress or has a sound plan for accomplishing goals set out in the Recommendations and Assessment Action Plans and should keep moving forward as planned.	16 – 18	14 – 16
🟡	**Needs Improvement:** The Academic Program is making some progress towards the plans detailed in the Recommendations and Assessment Action Plans, but needs to make some revisions/updates.	10 – 15	9 – 13
🔴	**Needs Major Improvement:** The Academic Program has not made adequate plans or progress towards reaching goals detailed in the Recommendations and Assessment Action Plans and needs to make revisions and/or update plans.	<10	<9

*Graduate programs are NOT required to do the "Alignment with University General Education Student Learning Goals" step when entering or editing their program's student learning outcomes, but they may if they find it applicable.

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Figure 1. Abbreviated Progress Report Version of the Academic Program Review Rubric

Aspect			Scoring Options		
			0: Absent	**1: Needs Improvement**	**2: Meets Expectations**
I. PART I – REVIEW		B. Recommendations Action Plan	No action plans are provided for relevant recommendations	Action plans are provided for some of the recommendations and/or all components of the action plans are not indicated	For every internal & external recommendation, an action plan has been provided; the plan includes action steps, faculty/staff assignments and a timeline for addressing recommendations
II. PART II – STUDENT LEARNING ASSESSMENT	**A. Student Learning Outcomes**	Student learning outcomes	No student-centered learning outcomes at the program level	Have outcomes, however it is not clear that they are student-learning centered or are not clearly measurable	Student-centered learning outcomes present and clearly measurable and specific
		Alignment with University General Education Student Learning Goals (Required for UNDERGRADUATE programs ONLY)	No program-level outcomes linked to the Student Learning Goals	An attempt to link some of the program-level outcomes to the Student Learning Goals has been made, however the linkages are unclear or vague and the relative importance has not been identified for all outcomes	All program-level outcomes have been clearly linked to the Student Learning Goals and the relative importance has been identified
		Courses/learning experiences are mapped to outcomes	No courses/learning experiences are linked to outcomes	Some outcomes have courses/learning experiences linked to them	All outcomes have courses/learning experiences clearly linked to them
	B. Assessment Methods, Results, Dissemination, and Use	Systematic method for evaluation of achievement of outcomes	No assessment plan	Uses only survey or indirect methods; or assessment is not linked to outcomes; not all outcomes have identified method for evaluation	All outcomes are assessed using direct measures; assessment is clearly linked to outcomes
		Results of program assessment	No results presented	List results for some but not ALL outcomes, and/or no interpretation of results, and/or only 1 year of data	Results from last seven years listed, data collected for ALL outcomes and all results are clearly interpreted
		Dissemination of results	No plan of communication	Information provided to limited number of faculty or plan is unclear	Information provided to all faculty and others such as advisory committees, conferences, and other stakeholders (e.g., students, alumni)
		Use of results	No plan for improvement	No specifics listed for improvement; or improvements focus on assessment and not program; or change not focused on student learning or development; or linkage to results is unclear	Provided specifics for improvement; changes are program (not assessment) focused; multiple methods of improvement utilized and linked to results
		C. Assessment Action Plan	No assessment action plan is provided	Assessment action plan is provided but some of the components of the action plan are not indicated	An assessment action plan has been provided; the plan includes action steps, faculty/staff assignments and a timeline for building a comprehensive assessment plan