

# UPAC Report Rubric

Programs that participate in UPAC review are expected to submit two assessment reports within each APR review cycle. These reports are intended to document the assessment activities required by APR. This document defines the rubric utilized by UPAC for evaluating the assessment reports. UPAC provides these evaluations to APR for their use in program review.

## Program Student Learning Outcomes

UPAC requires that all program student learning outcomes are listed. UPAC also requires a curriculum map showing the courses in which each SLO are covered and assessed. With respect to this data, the following criteria are used to assess those submissions.

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**Criteria:** Program student learning outcomes are clearly worded

**Categories:**

- **Sufficient evidence:** All student outcomes are provided; each outcome is assessable; and the scope of each outcome is well defined.
- **Insufficient evidence:** While outcomes are given, at least one of the “sufficient evidence” properties is omitted for at least one outcome.
- **No evidence:** No outcomes are provided
- **N/A:** A catch-all category for programs contending that programmatic SLO’s are not appropriate for their discipline.

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**Criteria:** The program student learning outcomes are aligned to the curriculum.

**Categories:**

- **Sufficient evidence:** A curriculum map is provided and lists each course within the program. Each SLO is covered and assessed in at least one course. If a course is not required in the program, then an explanation as to the assessment’s effectiveness is supplied.
  - **Insufficient evidence:** A curricular map is provided but either fails to list each course within the program or fails to either cover or assess at least one SLO in at least one course.
  - **No evidence:** No curricular map is provided.
  - **N/A:** A catch-all category for programs contending that programmatic SLO’s are not aligned to their curriculum.
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## Assessments

UPAC requires that each program reports assessment data compiled since the most recent previously submitted report. For each assessment, UPAC expects the assessment to 1) identify the programmatic SLO(s) assessed, 2) describe how the assessment connects to the SLO(s), 3) provide the assessment prompt received by students, 4) provide the rubric used to classify student performance, 5) describe how the assessment is delivered; specifically addressing concerns related to multiple sections and/or multiple instructors, 6) provide the raw data resulting from the assessment, 7) provide an analysis of the data that draws conclusions on potential actionable items (i.e. changes to pedagogy, changes to the assessment, etc..) and 8) provide a description of whether any action was taken as a result of the assessment and the results of the action(s) taken.

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**Criteria:** Each assessment identifies at least one programmatic student learning outcome.

**Categories:**

- **Sufficient evidence:** Each of the assessment measures identifies a programmatic student learning outcome.
  - **Insufficient evidence:** Assessments are reported but at least one assessment does not identify a programmatic student learning outcome.
  - **No evidence:** No assessments are provided.
  - **N/A:** A catch-all category for programs contending that assessments should not measure programmatic student learning outcomes.
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**Criteria:** Each assessment explains how the task aligns with the identified SLO(s).

**Categories:**

- **Sufficient evidence:** Each assessment includes the task that is received by students and the alignment between task and SLO is described and apparent.
  - **Insufficient evidence:** At least one assessment fails to either include the task that is received by students OR fails to describe the connection between the task and the measured SLO is described OR the connection between task and SLO is not apparent.
  - **No evidence:** No tasks are provided.
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**Criteria:** Each assessment has criteria with categories of student performance and benchmark level expectations.

**Categories:**

- **Sufficient evidence:** Each assessment has well defined criteria with distinct categories of student performance and benchmark level expectations.
- **Insufficient evidence:** At least one assessment does not have well defined criteria with distinct categories of student performance and benchmark level expectations.
- **No evidence:** No criteria, categories, or benchmark levels are provided for any assessment.
- **N/A:** A catch-all category for programs contending that their assessments don't require criteria with categories of student performance and benchmark level expectations.

**Criteria:** Each assessment includes a statement regarding delivery. If the assessment is used by multiple faculty across multiple sections, concerns about consistency are addressed.

**Categories:**

- **Sufficient evidence:** Each of the assessments includes a statement related to delivery. Concerns about consistency are addressed if applicable.
- **Insufficient evidence:** Some assessment include statements related to delivery, but at least one assessment fails to include a statement related to delivery.
- **No evidence:** No assessment includes a statement related to delivery.
- **N/A:** A catch-all category for programs contending that the mode of delivery is not relevant.

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**Criteria:** Each assessment provides the data used to draw conclusions.

**Categories:**

- **Sufficient evidence:** Each of the assessments includes the relevant data.
  - **Insufficient evidence:** Some assessment include the relevant data but at least one assessment does not.
  - **No evidence:** No assessment includes relevant data.
  - **N/A:** A catch-all category for programs contending that data is not used in their assessment activities.
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**Criteria:** Each assessment provides an analysis of assessment data that a) presents actionable items based on b) the provided data.

**Categories:**

- **Sufficient evidence:** Each of the assessments includes an analysis of assessment data that includes both (a) and (b).
  - **Insufficient evidence:** At least one assessment fails to provide an analysis of assessment data that includes both (a) and (b).
  - **No evidence:** No assessment includes an analysis of assessment data that includes both (a) and (b).
  - **N/A:** A catch-all category for programs contending that their assessment does not benefit from providing an analysis of assessment data that a) presents actionable items based on b) the provided data.
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**Criteria:** Each assessment describes the actions that were taken as a result of previous assessment and the result of those actions.

**Categories:**

- **Sufficient evidence:** Each of the assessments includes a description of the actions that were taken as a result of the assessment and the result of those actions.
- **Insufficient evidence:** Some assessments include a description of the actions that were taken as a result of the assessment and the result of those actions, but at least one assessment fails to include such a description.
- **No evidence:** No assessment includes a description of the actions that were taken as a result of their assessment.
- **N/A:** A catch-all category for programs contending either that their assessments do not result in taking actions OR that the assessment report has been filed prior to completion of the actionable item.