Guidelines for PRAC Annual Assessment Reports
Reporting Year: Academic Year 2021–2022
Due January 16, 2023
https://planning.iupui.edu/assessment/index.html#PRAC

Each unit’s annual PRAC Annual Assessment Report should reflect ongoing efforts to:

- Affirm that each academic program, associate through Ph.D., has identified clearly defined learning outcomes.
- Identify and use appropriate assessment strategies and methods.
- Use evidence from assessment to understand students’ academic strengths and weaknesses, to guide academic decision-making, and to continuously improve teaching, learning, curriculum, and the cocurriculum, including student support services like advising, as appropriate to the unit’s mission.

**Emphases for 2021–2022 Reports**

We hope academic and cocurricular programs continued to deepen and expand their use of the Profiles of Learning for Undergraduate Success (the Profiles), aligning and integrating them into departmental and disciplinary learning outcomes, courses, and cocurricular experiences. Similarly, we expect programs have continued to develop and assess experiences for inclusion in the Experiential and Applied Learning Record (the Record), offering students valuable experiences in the areas of global engagement, service learning, leadership, research, diversity, internships/career development, creative expression, and more.

The COVID-19 pandemic continued to affect teaching, learning, and assessment during the 2020–2021 academic year. We expect many programs continued and refined alternative assessment approaches developed in 2019–2020, created new assessment strategies, or adapted their usual approaches to new teaching and learning modalities.

With this background in mind, and as applicable, we ask that units preparing their 2020–2021 PRAC Annual Assessment Reports address:

1. **For units that teach undergraduates**, a discussion of progress to date on implementing the Profiles into teaching, learning, and assessment, and of any assessment findings related to student achievement of the Profiles.

2. An account of progress in identifying, developing, or redesigning, and implementing experiences included in the Record and of any assessment findings.

3. Any lingering or ongoing impact of COVID-19 on assessment, including discussion of any new efforts to assess the quality of students’ experiences of remote and hybrid learning; any plans for permanent changes or enhancements to assessment resulting from these efforts; and a reflection on what was learned from the transition to and use of new teaching, learning, and assessment models.
We encourage units to include in their 2020–2021 PRAC Annual Assessment Reports, as applicable, information related to:

1. Assessment efforts related to units’ DEI strategic plans, specifically as they relate to students.

2. Assessment efforts related to global learning and internationalization of the curriculum, including connections to the IUPUI Dimensions of Global Learning.

Content

Each credential-granting program (from certificates through graduate degrees) at IUPUI defined explicit student learning outcomes in advance of IUPUI’s 2022 Reaffirmation of Accreditation. The IUPUI Campus Bulletin maintained by the Office of the Registrar should show your unit’s up-to-date outcomes. Many non-degree-granting units at IUPUI have also articulated learning outcomes for their cocurricular programs and have posted those expectations on their respective websites.

These program and unit learning outcomes serve as the foundation for the annual assessment reports. Your report should demonstrate you are assessing your programs to determine patterns of student achievement of your desired learning outcomes, that you have intentional and systematic processes in place for performing these assessments, and that you are using evidence from assessment to guide program improvement. Reports may also include discussion of any assessment and improvement of the learning environment (including the physical environment and/or more abstract/affective aspects of the environment), of the effectiveness of learning experiences (HIPs or other special experiences available to students), and of efforts to improve equity among students. Overall, your report should thus provide a summary, with examples, of assessment activities, findings, and improvement efforts over the last year.

Remember you are reporting on the past academic year’s activities only and you need not describe all your unit’s assessment activities in detail. Typically, assessment and assessment reporting take place in cycles, with only some outcomes, courses, or programs assessed or reported on in any given year. Breaking up assessment into such cycles is particularly useful for large units with many departments or programs. Your introduction should thus include an overview of your assessment cycle and identify for readers what part of the cycle is addressed in the current report. Another approach is to focus your report on new learning outcomes, teaching, and learning practices, and/or on new assessment and improvement initiatives undertaken and any results of these.

In addition to the emphases for 2021–2022, reports should also include the following:

- A brief introduction or overview of the material to be presented in the report, including a brief description of the reporting unit and its programs. For example, units that include only graduate programs may want to call attention to this fact up front, so that a reader does not expect to see information on assessment of the Profiles.
- A list of—or hyperlinks to—relevant learning outcomes (i.e., for the programs you are reporting on). Please explain briefly how and by whom your outcomes were developed.
For example, if outcomes are mandated by an external accrediting association, readers should be aware of that. If your discipline or programs in your unit have adopted a particular assessment philosophy or approach, a succinct explanation would be helpful. Outcomes should be stated as clearly as possible in behavioral terms—i.e., what students will be able to do if they achieve the outcome.

- A brief discussion of how your curriculum or cocurricular experiences, teaching/learning strategies, and, optionally, learning environments are designed to help students achieve the desired outcomes, with attention to any unique or innovative approaches and any recent major changes.
- An overview of your assessment cycle, if applicable, and brief explanation of the part of the cycle included in the current report.
- A description of your assessment methods and approaches. Provide examples of rubrics, discuss direct and indirect assessment approaches and instruments, and/or offer any other information needed for readers to understand your assessment strategies. You need not include all rubrics, approaches, instruments, and so forth, but please offer enough information for the reader to understand your overall assessment approach and your main assessment strategies.
- An overview of key findings from assessments of learning during the 2021–2022 academic year, with an emphasis on data that show significant changes from previous years or that reveal areas to target for improvement in subsequent year. You do not need to include detailed data or data tables; rather, please summarize and interpret your main findings based on the data. If even a data summary would be too lengthy, please provide a few examples of findings.
- A discussion of areas of concern about student learning based on assessment results, especially persistent concerns.
- A description of how you used evidence to determine and design improvement initiatives or other changes made or proposed to address areas of concern during the reporting year. Such initiatives might include, for example, curriculum revisions, teaching/learning innovations, advising/mentoring initiatives, introduction of high-impact practices or other hands-on learning experiences, or new professional development initiatives. If changes are related to earlier years’ assessment findings, please specify what those findings were, to clarify the relationship between assessment and improvement.
- Results of assessment of the effectiveness of prior changes made/improvements implemented in response to previous assessment findings and evidence. To provide context, please briefly describe the previous finding that led to the change, and discuss to what extent, if at all, the change has achieved the desired outcome.

Please be sure to address connections among learning outcomes to assessment methods to assessment findings to improvement initiatives. The lack of such connections, especially between assessment findings (or other evidence) and improvements undertaken, is the most frequent criticism during the review of PRAC Reports.

**Approaches to Presenting Content**

**Examples.** A few good examples of particularly effective assessment approaches or teaching/learning strategies can be invaluable for helping readers outside your discipline to
understand your assessment and improvement practices or particular challenges.

**Direct and Indirect Measures.** Reports should include discussion of both direct and indirect measures of student learning and resulting findings, as applicable. Direct measures are tangible student products like research papers, performances, lab reports, tests, and portfolios. Indirect measures include proxies for learning like job or graduate school placement rates, as well as perceptions and opinions about learning gleaned from instruments like surveys and focus groups.

**Support Services.** Reports may also, but are not required to, discuss assessment and improvement of practices that support student learning, even if they are not directly related to a learning outcome. Such services and practices may include recruitment and retention efforts, academic advising, and career counseling, among others. This information may be especially relevant to the missions of some support units or to academic units that have undertaken new initiatives to improve support services or cocurricular programs in a particular reporting year.

**Formative and Summative Assessments.** Sound assessment and improvement practices include both formative and summative assessment. That is, you should be performing formative assessment of students at various stages as they progress through your program, not relying solely on a single summative assessment (like a licensing examination) at the end of the program.

**Format**

- Use a format that supports clear presentation of the information described above. Please note that narrative and outline formats are easier for readers to digest than lengthy tables. Short tables (1–2 pages) are acceptable.
- **Please limit report length to a maximum of 20 pages.** PRAC reports are read by members of the PRAC Reporting and Recognition Subcommittee, along with PAII staff members, and are archived online to provide access for internal and external stakeholders. Be considerate of your readers. Be judicious about what really needs to be included to make the report comprehensible. You can always link to more detailed information posted online.
- Minimize repetition of information from previous years; instead, reference or link to prior years’ reports, which can be viewed at [https://planning.iupui.edu/assessment/prac-files/school-reports/prac-school-reports.html](https://planning.iupui.edu/assessment/prac-files/school-reports/prac-school-reports.html)
- Assume an educated non-specialist audience. Readers may be unfamiliar with your unit or discipline and are unlikely to understand acronyms and abbreviations common to your field. It may be beneficial to provide a list of commonly used acronyms or abbreviations.

**For Questions or Additional Information**

If you have questions about writing your PRAC report or would benefit from individual guidance, please contact Caleb J. Keith at cakeith@iupui.edu or (317) 278-2724.