

Guidelines for PRAC Annual Assessment Reports

Reporting Year: Academic Year 2023–2024

Due January 17, 2025

Overview

Units should develop a PRAC Annual Assessment Report of 15–20 pages addressing the elements contained in this document. Links to websites, documents, and other resources may be embedded in the report, and appendices may provide additional relevant supporting materials. PRAC Annual Assessment 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.

Reports should reflect a unit's ongoing efforts to:

- Affirm each academic program, associate through Ph.D., has identified clearly defined learning outcomes; affirm cocurricular and student-facing programs and services have identified learning outcomes.
- Identify and use appropriate assessment strategies and methods.
- Use evidence from assessment to understand students' strengths and weaknesses, to guide decision-making, and to continuously improve teaching, learning, curricula, and the cocurricula, including student support services, as appropriate to the unit's mission.

Elements of PRAC Annual Assessment Reports

1. **Executive Summary:** Provide a concise overview of the department's assessment activities, major findings, and key recommendations. This section should highlight the department's strengths, challenges, and actions taken to address previous recommendations.
2. **Introduction/Overview of Unit:** Include 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 a reader does not expect to see information on assessment of the Profiles. Identify those programs that were assessed for inclusion in the annual assessment report for this reporting period.
3. **Learning Outcomes (LOs):** Clearly articulate via list or hyperlinks to relevant learning outcomes for each program offered by the unit. 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. The *Indiana University Indianapolis Campus Bulletin* maintained by the Office of the Registrar should show your unit's up-to-date outcomes. Many non-degree-granting units at Indiana University Indianapolis have also articulated learning outcomes for their cocurricular programs

and have posted those expectations on their respective websites. Highlight any changes or updates made to the LOs during the assessment cycle.

4. **Assessment Measures:** Describe the assessment methods and measures employed to evaluate the achievement of learning outcomes; this should include demonstrating the connection between the learning outcomes and assessment measures. Assessment measures may include direct and indirect assessment methods such as exams, projects, surveys, rubrics, and focus groups. Provide a rationale for the chosen methods and highlight any modifications made based on previous assessment cycles.
5. **Data Collection and Analysis:** Detail the data collection process, including the time period, sample size, and data sources used. Explain how data was collected, organized, and analyzed to evaluate the achievement of learning outcomes. Analysis may include qualitative and quantitative data—or a combination thereof—to provide a comprehensive assessment.
6. **Assessment Findings:** Present the results of the assessment in a clear and systematic manner. Summarize the findings for each learning outcome, highlighting both strengths and areas for improvement. As needed, use judicious data visualizations such as tables, charts, and graphs to enhance clarity and facilitate understanding. Demonstrate connection of assessment findings to articulated learning outcomes. Discuss areas of strength or concern—especially persistent concerns—about student learning.
7. **Action Plans:** Identify specific actions taken or planned to address the identified areas for improvement. Clearly state the objectives, strategies, and timelines for implementing these actions. These may include curriculum revisions, pedagogical improvements, faculty development initiatives, or student support services. Link each action to the learning outcomes it aims to enhance. Include any resource requirements or challenges associated with the action plans.
8. **Program Strategic Priorities:** Include, as applicable, inclusion of strategic priorities related to assessment within the unit. These may include:
 - a) Description of implementation of improvement activities stemming from Program Review or disciplinary accreditation processes, particularly as related to assessment.
 - b) Identification and assessment of experiences for inclusion in the [Experiential and Applied Learning Record](#) (the Record).
 - c) Assessment efforts related to units' DEI strategic plans, specifically as they relate to students.
 - d) Assessment efforts related to global learning and internationalization of the curriculum, including connections to the [Indiana University Indianapolis Dimensions of Global Learning](#).
9. **Reflection and Future Recommendations:** Reflect on the assessment process and outcomes, including 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. Discuss any challenges encountered during the assessment cycle and propose strategies for overcoming them. Offer recommendations for future assessment cycles, including suggestions for refining assessment methods, improving data collection, and enhancing the overall assessment process.

10. **Appendices:** Include relevant supporting materials such as assessment instruments, rubrics, survey questionnaires, and samples of student work. Appendices should be referenced appropriately in the main report and organized in a logical manner.

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.

Considerations for Presenting Content

1. **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. Minimize repetition of information from previous years; instead, reference or link to prior years' reports, which can be viewed [here](#).
2. **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.
3. **Connections to Learning Outcomes.** 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 Annual Assessment Reports.
4. **Audience.** 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 Annual Assessment Report or would benefit from individual guidance, please contact Pamela Morris at pammorri@iu.edu or (812) 348-7294.