

## Student Outcomes Assessment & Success Reports

### Annual Reporting Guidelines for Academic Programs

#### Purpose

Annual Student Outcomes Assessment & Success Reports (**SOASRs**) are first and foremost tools for facilitating faculty reflection, planning, and documentation of efforts to ensure student learning and success. Regular engagement in and transparent reporting of this process also serves as assurance to students and stakeholders of our commitment to student learning and success, as well as an opportunity for strengthening assessment practices and the data they yield.

Regular assessment of student achievement of learning outcomes is an important indicator for faculty to gauge student progress through their academic programs. Unlike course grades, well-designed learning outcomes assessment provides more accurate insights into student mastery of the core intended outcomes of an academic degree program, and can inform faculty planning for success and continuous improvement.

Student learning is central to student success, but we know that success is influenced by many factors. Regular review of accepted measures, such as retention, persistence, and graduation rates provides useful reference points for evaluation of program goals and reflection on the valuable activities faculty engage in to support students and promote their success.

#### Instructions

1. The annual SOASR documents outcomes from the PRIOR academic year, as outlined in your program assessment plan. The report due this year reflects **AY 21-22**. You do not need to report on all program outcomes every year.
2. Include program faculty, at minimum, in the discussion of assessment results and actions to be taken based on findings, and preferably throughout the assessment process.
3. **NEW FOR 2022:** Complete either the **Table Format** (Option A) **OR** the **Narrative Format** (Option B) report based on what makes sense for your discipline. While both forms will include some narrative reflection and specific data reporting, feedback from faculty suggests this option makes reporting more useful.
4. If helpful, review the SOASR Rubric (separate attachment) that will be used to provide program faculty with feedback on their assessment practices to get a sense of what details would be useful to include in your report.

**For programs currently undergoing accreditation review:** It is recognized that accreditation review often meets or exceeds institutional evaluation standards. If you 1) report program student learning outcome data to your accreditor, 2) data from the current AY for the SOASR is included in your accreditation report, and 3) your report will be completed by the last day to submit the SOASR, you may request an alternate reporting format to streamline your efforts.

#### Deadlines

To accommodate demands on faculty time and programs undergoing accreditation or program review, SOASR will be accepted on a rolling basis.

**CONSULT YOUR ASSOCIATE DEAN OR ASSESSMENT DIRECTOR REGARDING ANY INTERNAL DEADLINES.**

**Early Submission:**  
**September 1, 2022**

**Last Day to Submit:**  
**November 23, 2022**

**How to Submit:**  
Consult your college Associate Dean or Assessment Director, as guidelines vary by college.

**For assistance contact Kelley Woods-Johnson:**  
**[kelley.woods-johnson@indstate.edu](mailto:kelley.woods-johnson@indstate.edu)** or **x7975**, or visit **Fall Office Hours in the FCTE, Tuesdays 8:30a-9:30a & Wednesdays 3:30p-4:30p or by appt.**



Office of Assessment  
and Accreditation

<b>Academic Program:</b>	Doctor of Physical Therapy	<b>Date:</b>	12-30-22
<b>Author(s):</b>	Howell Tapley		
<b>Verify that each of the following documents is correct and current on the <a href="#">ISU Assessment Results Webpage</a> by marking with an "X."</b> Please submit any updated documents and/or corrections as soon as possible to Kelley Woods-Johnson, Assessment & Accreditation Coordinator at <a href="mailto:kelley.woods-johnson@indstate.edu">kelley.woods-johnson@indstate.edu</a> .			___X___ Learning Outcomes ___X___ Curriculum Map ___X___ Assessment Plan
<b>Is this program offered on-campus AND distance? If "Yes," reported data should include students of both, disaggregated.</b>			___ Yes ___ No ___ Hybrid

**Student Learning Outcomes Assessment** Expand table cells as necessary to accommodate requested information.

<b>Learning Outcome(s) Assessed</b> Include actual outcome language; enter one per line, add lines as needed	<b>Assessment Strategies Used</b>			<b>Established Benchmark for Proficiency</b>	<b>Actual Student Performance Relative to Benchmark</b>	<b>Prior Results for Comparison (if applicable)</b>
	<b>Course</b>	<b>Assignment/Activity</b>	<b>Evaluation Tool</b> i.e. rubric, exam key, preceptor evaluation, etc.			
DPT Program Student Outcome #2: Students will demonstrate competent entry-level patient care skills and will be able to critically reason in examination, evaluation, diagnosis, prognosis and intervention while functioning as autonomous practitioners. (neurological content area)	PHTH 841 Healthcare Systems	Scorebuilders Online Advantage 1 (standardized test) – Neuro content area (Direct Measure)	Exam is scored by Scorebuilders Staff... this is a product purchased by the program	Meet or Exceed Average for All Candidates Nationwide (2022: 64%)	2022: 62.7% (Fair)	Up and down scores: 2019: 62.5% 2020: 57% 2021: 65.5%  This formal test of knowledge has varied year to year but was just below our benchmark this year. Previous discussions with instructor pointed to need to improve in the area of neuro interventions. Note: these are separate cohorts so some variation may be normal. We definitely want to be



						consistently in the “Fair Mastery” category on the standardized exam, similar to other content areas for our program. “Poor Mastery” as in year 2020 is unacceptable as these students have had all neuro content coursework prior to taking the exam.
<i>DPT Program Student Outcome #2: Students will demonstrate competent entry-level patient care skills and will be able to critically reason in examination, evaluation, diagnosis, prognosis and intervention while functioning as autonomous practitioners. (neurological content area)</i>	Not affiliated with a single class.	Curriculum Review Survey – End of Program. Students rate themselves on how confident they are in various areas at graduation. (Indirect Measure)	Survey Results of Self Rating	80% must score either 5 = exceptionally well prepared, 4 = well prepared, or 3 = adequately prepared (Neuromuscular Disorders)	2022: 93%	Trending up. 2020: 50% 2021: 76%  Student perceptions of skills in this area have improved significantly. Considerable effort was made to provide feedback to the primary instructor for this content.
<i>DPT Program Student Outcome #2: Students will demonstrate competent entry-level patient care skills and will be able to critically reason in examination,</i>	PHTH 712 PHTH 724	Semester Summary Comment Form End of Semester Anonymous Online Survey	Subjective analysis by curriculum committee of student comments	<20% of students comment negatively on a specific issue with a course	2022: >50% of students stated they wanted more treatment/interventions and case studies in the neuro rehab courses	This has been a persistent trend over several years. We have a new instructor for this year in neuro rehab and she has been informed of



evaluation, diagnosis, prognosis and intervention while functioning as autonomous practitioners. (neurological content area)						past feedback and concerns.
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### Student Success Activities

Use the “Academic Chair” tab in [Blue Reports](#) to view your program’s data related to retention, persistence, time to/rates of graduation, etc., as applicable (undergraduate v. graduate). Share reflections and activities of program faculty in the table below. Consider curricular, pedagogical, advising, co-curricular, and student support efforts.

Describe current student success activities that are working well.	The ISU DPT program students are overall performing well based on established guidelines from the accrediting body (CAPTE). The 2-year Graduation Rate for the program is 96.4%, well above the required CAPTE minimum of 80%. The 2-year National Board Exam Ultimate Pass Rates likewise are high at 98.2% compared to the CAPTE required minimum of 85%. Finally, the 2-year Employment Rate is 100%, well above the CAPTE required minimum of 90%. The program offers a “student-centered” education and students give generally positive feedback to the Department Chair at program completion. Faculty perform extensive remediation activities and both group and 1-on-1 review sessions as needed outside of normal class hours. Faculty are frequently flexible with scheduling of major exams and projects to avoid clustering of assignments and undue stress on student learners.
Based on Blue Reports data and review of current activities, what are the primary areas to focus on improving next year?	We would like to continue to assess neuro rehab learning as it has been a chronic problem over the years, but has shown some improvement. A new instructor for this content was hired recently so we would like to monitor for any changes in student learning, both actual and perceived.

If you don’t have a Blue Reports account, you can request one using the webpage link, or your Department Chair, Associate Dean, or College Assessment Director can assist you.

### Continuous Quality Improvement

Describe primary insights gained from analysis of findings. <i>What was learned? What questions did it raise? How does current performance compare to past (if applicable), and how might any prior action plans have influenced performance?</i>	The program has made some improvements in the student perception of neuro rehab content learning. This is a significant change from years past and may be directly related to extensive feedback and counseling provided to the primary instructor for this area. The direct measure of learning (Standardized Exam), seems to fluctuate
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	some year to year but was very close to meeting the benchmark this year so we are not far off the mark.
What findings-based actions are planned to maintain strong performance and/or improve student learning and success?	The curriculum chair and the program director have met with the new neuro rehab faculty member who started fall 2022. She has been provided extensive feedback about past student performance and perceptions. The PD will meet with her each semester this first academic year to discuss performance. Preliminary feedback from students in this area is positive after 1 semester.
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	The program will focus on Student Outcome #2 again next year to evaluate the neuro rehab content which has overall been the more significant weakness for the program over several years. Results from the Alumni Survey will be included next year in relation to neuro rehab to provide the perspective of graduates who have been in the workforce for 6 months.
Describe faculty involvement in this assessment, and how will findings be shared with faculty/stakeholders (as applicable)?	Faculty reflect on student evaluations. The curriculum committee is made up of 3 DPT core faculty members and these individuals review the end of semester surveys and the end of program surveys to look for trends in student comments. An annual assessment retreat is held each year to discuss findings from all assessment data.

<b>Academic Program:</b>		<b>Date:</b>	
<b>Author(s):</b>			
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		<input type="checkbox"/> Curriculum Map	
		<input type="checkbox"/> Assessment Plan	
<b>Is this program offered on-campus AND distance? If "Yes," reported data should include students of both, disaggregated.</b>		<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> Hybrid

**Instructions:** The narrative format of this report will contain the same information as the table format, but the structure of the narrative is flexible. An outline has been provided for guidance on what to include, but the structure of the narrative need not follow the outline. When applicable, detailed notes from program faculty meetings where assessment was discussed may be copied into this report as the narrative. Please cite to indicate when this is the case.

### Student Learning Outcomes Assessment

Program Student Learning Outcomes Assessed this Year

For Each Student Learning Outcome Assessed:

- Assessment Strategies for Each Student Learning Outcome (courses where learning took place, assignments used, tools for evaluation – i.e. rubrics, etc.)
- Established Benchmark for Proficiency
- Actual Student Performance Relative to Established Benchmark (provide specific data rather than general observations)
- Comparison to any Prior Data, if Available

### Student Success Activities

Use the "Academic Chair" tab in [Blue Reports](#) to view your program's data related to retention, persistence, time to/rates of graduation, etc., as applicable (undergraduate v. graduate). Share reflections and activities of program faculty in the table below. Consider curricular, pedagogical, advising, co-curricular, and student support efforts.

Describe primary insights gained from analysis of findings. *What was learned? What questions did it raise? How does current performance compare to past (if applicable), and how might any prior action plans have influenced performance?*

Based on Blue Reports data and review of current activities, what are the primary areas to focus on improving next year?

### Continuous Quality Improvement

Describe primary insights gained from analysis of findings. *What was learned? What questions did it raise? How does current performance compare to past (if applicable), and how might any prior action plans have influenced performance?*

What findings-based actions are planned to maintain strong performance and/or improve student learning and success?



What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?

Describe faculty involvement in this assessment, and how will findings be shared with faculty/stakeholders (as applicable)?

## Student Outcomes Assessment & Success Report Evaluation AY 21-22

## Program: DPT Physical Therapy Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

**Evaluation Key:** Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
<p><b>Learning Outcomes</b> Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.</p>		<p>At least one outcome is assessed this cycle</p> <p>Outcome(s) is specific as to what students will be able to know/do as a result of their learning</p> <p>Outcome(s) is measurable</p> <p>Outcome(s) is consistent across modes of delivery (if applicable)</p>		Mature
<p><b>Assessment Strategies</b> Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on some related tenants and strategies.</p>		<p>Assessment measure(s) is designed for precise alignment to designated outcome(s)</p> <p>Overall assessment strategy relies primarily on direct assessment measure(s)</p> <p>Indirect assessment measure(s) is included to provide supplemental perspectives</p> <p>Assessment data comes from multiple sources, either within a significant course or across the curriculum</p> <p>Assessment measures include rich and/or relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.)</p> <p>Tools for evaluating student achievement are clearly described when necessary (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)</p>	<p>Consider adding a direct measure, particularly for LO2, such as a clinical supervisor evaluation or faculty evaluation of “demonstrate competent entry-level patient care skills...” This is a very action-oriented LO, and the indirect measures provide good insights that would be supplemented with a quality direct measure. If the issue is that students rarely get access to a neuro rotation, then maybe a direct measure could be conducted in simulation.</p>	Developing



<p><b>Results &amp; Analysis</b> Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to thresholds of proficiency, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The threshold for proficiency for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The threshold for proficiency reflects reasonably high expectations for the program</p> <p>Actual student performance data on assessment measures is shared relative to the stated threshold for proficiency and (when applicable) the evaluation tool used</p> <p>Thoughtful discussion of faculty insights gained from findings is included</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus &amp; distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		Mature
<p><b>Continuous Improvement</b> Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>	<p>Great improvement for the first measure on LO2, and strong insights into the strategies that are believed to have influenced improvement.</p>	<p>Multiple program faculty are involved in the assessment process</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly driven by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>If data from prior assessments is provided, reflection on changes over time and the possible impact any prior interventions is discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		Exemplary

Contact Kelley Woods-Johnson at [kelley.woods-johnson@indstate.edu](mailto:kelley.woods-johnson@indstate.edu) or x7975 with questions or for support.