CPI _ Improving Program Learning Outcomes Report

CPI Improving PLO Report (AY22-23)
Name of the program_BS Health Sciences/BS Health & Wellness_____
Dean' signature_Gordon Schmidt_____
Expected Date of Submission **6/30/2023**
Department Chair or Director: Mindy Haar__

NYIT's CPI process is implemented to meet *MSCHE Standard V: Educational Effectiveness Assessment: Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.*
All degree program's PLO assessment plan (2022-2025) are posted through the link:

http://www.nyit.edu/planning/academic_assessment_plans_reports.

This is a report of its implementation for year 2022-2023. The report should address the following points:

I. The Annual Program Learning Outcomes (PLOs) Assessment should include the followings.

1. PLO (Program Learning Outcomes) assessed. list the PLOs that have been assessed in AY 22-23 based on your three-year plan(AY22_25)
2. METHOD: Describe the method of assessment and attach measurement instruments (e.g., rubric, exam items, scoring guide for a particular task, supervisor evaluation form, survey instrument, and other assessment tools).
3. ANALYSIS of the assessment results: provide criteria based disaggregate and aggregate data analysis.

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4. INTERPRETATION: to what degree did students achieve the program learning outcomes based on your data analysis and expected learning outcomes?
5. ClOSE THE LOOP – If the expected program learning outcomes were successfully met, describe how the program will keep or expand the good practices, if not, refine or create the next cycle of PDSA

AY 2023-2024

Outcome 8 - Compose written and oral presentations, using correct professional terminology, in areas regarding the interaction of health with legal issues, economics, business and information systems.

- Direct Measure: 80% of the students will achieve at least an 80 on the *Scientific Poster assignment* within HSCI 195: Professional and Cultural Issues in Healthcare. One of the sub-outcomes of Outcome 8 is that the student will be able to present complex research information in a way that is easy to understand and visually engaging to their peers. By presenting findings students will develop inquiry, problem-solving, and communication skills. As HSCI 195 is our now our speech-intensive course, it was especially important to closely examine the meeting of learning outcomes.

Results: In HSCI 195, 100% of the students (n=18) earned grades above 80%. Full details of the assignment can be found in Appendix 1.

Outcome 6: Describe standards, ethics, and expectations of health professional communities as well as challenges faced in this area.

- Direct Measure: In HSCI 420 Biomedical Ethics, at least 80% of students will achieve at least an 80 on the final presentation. For this project, Dr. Natalie Milani asked students to highlight a known scholar and researcher in the field of biomedical ethics, create a PowerPoint on the highlights of this person's contribution and present to the class.

Results: In HSCI 420, 16 out of 19 (84%) students got more than 90% on the assignment, thereby exceeding our goal. Three of the

students did not submit the assignment at all and despite the instructor's persistent follow-up and alerts to our Student Success team, they did not successfully complete the course. We will continue to make every effort to reach out to students in these situations.

Indirect Measure of Oucomes 1-9" Our Exit survey of graduating students asks students their level of agreement on a 5 pt. scale if they perceive that they met each of the learning outcomes. Goal was that at least 85% of students should rate achievement of goal with a rating of at least a 3.

Results: 2023-2024: This year's response rate was 9 out of 18 (50%) an improvement from last year's 8 out of 22 (27%) and from 2021-2022 response rate of 4 out of 20 (25%) but still not as well as we can potentially do. While we had planned to set it up so that the student would need to send us confirmation that they participated before we send in the paperwork for STAR review for graduation, it was not done that way since STAR review was done before the start of the student's final semester to make sure they had registered for all necessary courses.

Results indicated that 100% of students rated achievement of the outcomes with at least a 3. Students report enjoying the option of blended and online classes which reduced the number of times they needed to commute to school. They reported that even in online classes professors could easily be reached which is an area we have worked on due to feedback in previous years, especially with part-time faculty.

In a question on the Senior Practicum students were unanimous that the Senior Practicum helped them confirm their career aspirations. As one student wrote: "I was able to see my desired fields real close and personal and helped me decide which field resonated with me most".

II. Brief Description of Faculty Engagement in the Current Annual Assessment Report:

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Mindy Haar worked with full time faculty member Lorraine Mongiello to create a 5-year plan. One course selected this year for PLO assessment are taught by Dr. Mongiello who provided the results. The results will be shared with all other department faculty, both full-time and part-time.

Appendix 1

Scientific Poster Assignment:

Scientific Poster Assignment

Scientific posters, in contrast to primarily text-based documents such as research or lab reports, are visual-dominant. They give readers a 'visual overview' of a particular project. You can think of it as a design hybrid between an oral presentation and a manuscript.

Keep in mind that a scientific poster is more than just a collection of information and data; the components should work together to create one cohesive and engaging story that leads viewers to your main conclusion. It also needs to be concise as posters should only show what's strictly necessary to covey your main point or finding. Long paragraphs with too much supporting information should be avoided. Great posters have simple layouts that make data and text easy to read, even from a few feet away, and they have images that swiftly explain complicated points.

In most scientific posters you will find a title, author names and affiliations, introduction, methods, results, conclusions, and acknowledgements sections; but you don't have to have all these headings for this assignment. Create headings that make sense for the story you are telling and write a catchy title containing relevant keywords to help generate interest in your poster. Use diagrams, charts, and/or pictures to illustrate complex concepts. But don't overdo it. Generally use no more than five figures, choosing only the most interesting data that are critical to support your conclusion.

Creating the perfect poster is only half the battle. The next step is presenting it to the viewer, generally a poster presentation should be about five

minutes. That doesn't seem like a long time, but it's an important target. Many presenters take too long to discuss their poster, leaving the audience bored, uncomfortable, and searching for a way out. By telling your story in five minutes, you let the audience guide the conversation. If they're satisfied with your description, or bored out of their minds, they can move on to another poster. If they're excited and want to learn more, they can ask questions or probe the results more deeply. **Be sure to read all the documents in this module; they will provide more comprehensive guidance on creating and presenting posters.**

A poster presentation typically showcases your original research. However, for this assignment you will present work completed by others. Posted in this module you will find comprehensive reports from government agencies and non-profits on health-related topics. Chose a report that interests you, or you may select a different topic; however, it must be approved by the instructor. Once you select your topic post it on the discussion board. Each student must present on a different topic; so, do not choose a report that has already been selected by a classmate.

This project has four parts:

1. **Read** the report which you chose and then read it again to ensure that you have comprehended it completely.

2. **Find Your Story**. It may sound odd, but a poster presentation is a form of story-telling. The best posters make that story clear and concise. Create an outline for yourself of the story you are trying to tell before creating your poster. Only use the information in the report, you do not have to do any additional research nor do you have to use all of the information in the report. Narrow it down to the most pertinent and interesting information. **You do not have to hand this in.**

3. **Submit Draft.** Print a near complete draft of your poster on **11.5x17 inch paper** and bring to class on the due date. Comments will be provided and you will have the opportunity to revise your poster prior to presenting it to the class

4. **Presentation**. You will present your **revised** poster to the class. Your presentation should be three to four minutes long. The best poster presenters are those who are able to engage their audience by looking professional, having a clear presentation, a positive body language, and a genuine conversation. You should not be using any notes. Hand in a printed copy in class and email the PPT slide by the due date.

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CPI BS Health Sciences

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