

# CPI \_ Improving Program Learning Outcomes Report

## CPI Improving PLO Report (AY22-23)

Name of the program     Nursing    

Dean' signature \_\_\_\_\_

Expected Date of Submission **6/30/2023**

Department Chair or Director:     Lisa Sparacino    

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](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)

The PLO's have changed slightly due to the implementation of the new AACN essentials. The new ones are:

1. Apply established and evolving knowledge from other disciplines, including liberal arts and social sciences, in the formation of clinical judgements and innovative nursing practice.
2. Synthesize nursing care that is person-centered – holistic, evidence-based, individualized,

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compassionate, inclusively respectful and developmentally appropriate.

3. Understand healthcare delivery from public health prevention to disease management that leads to the improvement of equitable population health outcomes.

4. Demonstrate the synthesis, application, and dissemination of nursing knowledge

5. Apply the established and emerging principles of quality and safety to nursing care, system effectiveness, and individual performance.

6. Establish effective communication strategies that optimize care, enhance the healthcare experience, and strengthen outcomes.

7. Demonstrate the ability to effectively and proactively coordinate resources to provide safe, quality, equitable care, that is inclusive of diverse populations.

8. Use information, informatics processes, and technology to manage and improve quality and safe care that is inclusive of diverse populations.

9. Apply principles of professional and ethical behavior preserving human rights in patientcare and professional situations.

10. Demonstrate leadership principles that fosters the adaptation to ambiguity and change, life-long learning and ongoing self-reflection, advocacy for populations, and leadership roles within the healthcare arena.

The Three that the DON will concentrate on for the academic year 2023-2024 are:

1. Apply established and evolving knowledge from other disciplines, including liberal arts and social sciences, in the formation of clinical judgements and innovative nursing practice – Prerequisite courses, general knowledge.

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2. Demonstrate the synthesis, application, and dissemination of nursing knowledge. - Nursing courses 316, 360, 471.
3. Demonstrate the ability to effectively and proactively coordinate resources to provide safe, quality, equitable care, that is inclusive of diverse populations. – Nursing courses 311, 316, 360, 471, 472.

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).

In addition to course assessments – exams, discussions, and projects, the DON uses an outsourced company, Mountain Measurements. Mountain Measurements uses the results of the NCLEX-RN (our licensing exam) and calculates areas of strengths and weaknesses. (See Attached report) The results are used to enhance education in those areas where students scored the lowest. The three most significant areas of weakness are:

1. Psychosocial integrity – PLO 1, 2, & 3
2. Management of care – PLO 2 & 3
3. Pharmacological and parental Therapies. PLO 1, 2, & 3

These correlate with the PLO's chosen. Courses involved in improving these areas are pharmacology (NURS 316), medical surgical nursing (NURS 360 and 471), Leadership (NURS 472) and foundations (NURS 311).

3. ANALYSIS of the assessment results: provide criteria based disaggregate and aggregate data analysis. NURS 316, 360 and 471 are the courses where the greatest number of students are unsuccessful and have to repeat the courses. Students also score lower grades in these courses when compared to other nursing courses.

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Typically more students score the minimum grade of C+ as opposed to other courses where the average grade is a B.

4. INTERPRETATION: to what degree did students achieve the program learning outcomes based on your data analysis and expected learning outcomes?

The ultimate evaluation of our PLOs is our NCLEX pass rates and Mountain Measurement reports that evaluate area of strengths and weaknesses on the NLCEX. Improving NCLEX\_RN pass rates was not achieved. Course grades have not changed. Curriculum changes have shown improvement in the Mountain Measurement evaluation in the areas of basic care and comfort, as well as health promotion and maintenance. This has taken place since a dedicated fundamentals course was added 1 ½ years ago to the curriculum.

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](#)

It takes two full years to see a change in the NCLEX-RN after a new strategy has been implements. The mountain measurements reports are delayed by 6 months after the reporting of NCLEX-RN results. The current NCLEX-RN pass rates have dropped below NY State benchmark of 80% for most schools in the state. This is contributed to the change in education delivery and closure of clinical sites during the Covid-19 pandemic. The Department offered an additional review course to any students who has graduated for our program and did not pass the NCLEX-RN. Those that participated in the program have yet to take the NCLEX-RN again.

In the fall the department has increased the credits for three courses where students struggle with the material as evidenced by the Mountain measurement reports (sent with this report as a separate file). Pharmacology was increased to 4 credits form 3 and Fundamentals was increased to 3 credits from 2. The intent is to provide

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students with more time to understand and process the material. The Department will be hiring an academic coach to assist students with time management and content review starting this fall. The Department will continue to monitor course averages, mountain measurement reports and NCLEX\_RN scores and hold student meetings to ascertain ways to continuously improve the educational experience.

The DON hired outside consultants to help identify areas in need of improvement. The evaluation results were partially helpful. They identified a disconnect between students and the program in terms of socialization and commitment. The DON has moved the introduction course down to the sophomore level to engage student in the program earlier. The DON will also be implementing PEP credits starting with the Fall admission to nursing courses class. Credits are obtained by participation in social activities that promote the nursing profession.

The DON added the Test of essential academic skills to the admission process. Students must score a level of proficient or better on the exam to be considered for admissions. This directly addresses PLO # 1. Results can be evaluated immediately through course grade monitoring and in 1 ½ years on the NCLEX-RN and mountain measurement reports.

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

Faculty did not assist in the preparation of this report as they are not on campus over the summer. However, faculty have ongoing input into quality improvement through our bimonthly faculty meetings. Past and future implementations were the result of faculty discussions and decision

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making. Faculty review the latest Mountain measurement reports as they become available in faculty meetings.

*Last updated 4/14/23*