

**Eastern West Virginia Community and Technical College
COURSE ASSESSMENT REPORT**

Course Title and Number: NU 143 Health Assessment and Diagnostics II	Academic Term and Year of Assessment Activity (Ex: Fall, 2014) Spring 2019
Report Submitted By: Jill Landis	Number of Students Assessed: 20
Date Report Submitted: 7/9/2019	Number of Sections Included: 1
Course Delivery Format (list all modalities used in sections assessed. Ex: web based, VDL, traditional section, hybrid course, etc.): Traditional	

Course Role in the Curriculum
Provide a description of the role the course serves in the curriculum (i.e. general education requirement, program technical core, restricted elective, etc.). Note all as appropriate.
The course is 1 credit hour and is the second course in Health Assessment and Diagnostics in the nursing curriculum. The course is mandatory and each student must pass with a “C” or above. In addition, the student must have a “C” or above in NU 133. The course is designed to focus on abnormal assessment and diagnostic finding and included modifications of assessment for select populations were addressed.

Previous Assessment Reports and Results
Date of Previous Assessment: Spring 2017
List of Outcomes Not Met: See below
Summary of Actions Taken to Address Unmet Learning Outcomes: Append additional pages if necessary. If appending, include notation in box to “See attached”.
The assessments included 4 exams, a developmental handout matching developmental stages of Human Flourishing, Nursing Judgement, Professional Identity and Spirit of Inquiry (SLO), 2 concept maps, 8 Practice exams which had a total of 231 questions, and HESI exam for a total of 341 possible points. The HESI exam is an assessment exam which is administered to nursing students nationally and the students had to score 800 or above to successfully complete one portion of the course. The HESI conversion score was added in with the other exams and assignments. The student had to score 80% of higher on these combined scores in order to pass the course. Exams, concept maps, and development worksheet assignment were all matched to the course objectives and 100% were measured. The students had two opportunities to take the HESI exam which had two versions. Two of the twenty students had to take the second version to meet the 800 benchmark. All twenty were then successful in completing the course.

Assessment Methods
Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.
On the HESI exam for Health Assessment and Diagnostics, the class average was 976 and the national average was 848 which placed the class in the 56.1 percentile. The class range was 641-1213. 90% of the students scored above the 800 benchmark. The remaining 2 met the 800 benchmark on the second version of the exam. All 20 students passed with a “C” or above.

Course Level Assessment Summary of Outcomes, Indicators and Results			
Add additional rows to table if necessary			
Learning Outcomes (Insert learning outcomes assessed)	Indicator (Insert indicators used for each)	Percent of Correct	Performance Standard Met

during this cycle)	outcome: exam question, scoring rubric, etc. Be specific)	Responses	(75%)* (yes or no)
Outcome 1: Human Flourishing	One question was asked on the HESI exam for a class average of 717. The benchmark was to be over 800. Two of the twenty students did not score 800 or above.	65%	No
	On the Developmental Assignment students had to enhance human flourishing for all of Erikson’s Developmental Stages.	100%	Yes
	The students had to complete a complete two concept maps. The emphasis was on holistic care. There were also many additional questions on the 8 practice tests that were available to the students.	100%	Yes
Outcome 2: Nursing Judgement	50 questions were asked on the HESI exam for a class average score of 976. The benchmark was 800 or above. All twenty students scored 800 or above.	100%	Yes
	The students also had to complete two concept maps that was focused on determining normal from abnormal findings, and what would be our next course of action.	100%	Yes
Outcome 3: Professional Identity	50 questions were asked on the HESI exam for a class average of 976. All twenty student scored 800 or above.	100%	Yes

* Please note if using a different minimum performance standard.

Assessment Results
Provide a summary of results including tables/charts. Incorporate information from previous assessments as appropriate. Append additional pages if necessary. If appending, include notation in box to “See attached”.
The class average was higher than the last cohort which was 876. It was mandated for the last cohort to meet the 800 or above benchmark. In breaking down by SLO, Human Flourishing was low on the HESI exam but was met 100% on the Developmental Assignment and two concept maps that were required. The students also had practice questions available to them that also helped with Human Flourishing. The current curriculum has been taught before and the HESI

data has been compared. Per the data, the current cohort did perform better than the last cohort. This course did prepare the current students for this assessment exam, which is a national exam. The class performed better than other nursing programs in the nation.	
Class of 2020	Class of 2018
Average score 976 (National Average 848)	Average score 876 (National Average 936)
Range 641-1213	Range 705-1141
Percentile Nationally 72.97	Percentile Nationally 56.1
Percentage making 800 or above on the first	Percentage making 800 or above on the first
Exam: 90%	Exam: 68.42%
*second version 100%	*second version 100%
Both of these classes had to have the mandated scores to continue in the program.	

Conclusion
Provide a brief summary of conclusions derived based on analysis of data. Append additional pages if necessary. If appending, include notation in box to “See attached”.
It seems that from the last course assessment and the current one, Human Flourishing is still something that needs to be addressed. We will need to add more of these type of questions to the practice questions and the exams.

Action Plan and Date for Reassessment
Identify action plan for improvement or maintaining current performance levels including outcomes identified for re-assessment, curriculum revision, LOT proposal, new or revised course activities to reinforce learning outcomes, etc. Append additional pages if necessary. If appending, include notation in box to “See attached”.
The outcomes were very good, although the practice questions were just for practice, they were not completed by all students. It may be mandated in the future. Before sitting for the NCLEX exam it is expected that a student will complete at least 7,000 questions, so this is getting them started towards that goal. It was strongly encouraged that students needed to complete the practice exams, but not all students completed all eight of them. We did have a review so that they would be prepared for the HESI because this HESI consisted of Fall and Spring classes. We will reassess in Spring 2021.

Assessment Committee Recommendation/Approval (To be posted by Assessment Committee Chair)
<input checked="" type="checkbox"/> Approved as presented <input type="checkbox"/> Approved with recommendations for future reports (Explanation Required) <input type="checkbox"/> Resubmission Required. Reason for Resubmission:
Date: 11/25/2019