

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

<b>Course Title and Number:</b> NU 144 Nursing Concepts of Health and Illness I	<b>Academic Term and Year of Assessment Activity (Ex: Fall, 2014)</b> Spring, 2015
<b>Report Submitted By: Jill Landis, Heather Barger and Eleanor Berg</b>	<b>Number of Students Assessed:</b> 16
<b>Date Report Submitted: 5/13/2015</b>	<b>Number of Sections Included: 1</b>
<b>Course Delivery Format (list all modalities used in sections assessed. Ex: web based, VDL, traditional section, hybrid course, etc.): traditional with a clinical component</b>	

<b>Course Role in the Curriculum</b>
<b>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.</b>
<b>9 credit hours with 5 lecture hours per week. The remaining 4 credit hours were in laboratory or clinical rotations with a 1:3 ratio. Therefore, the laboratory/clinical hours equaled 12 contact hours per week. The course is a mandated course in the nursing curriculum and students must make a “C” or above in the course in order to progress in the program. Pre-requisites include NU 132, NU 133, and NU 134 and must be taken concurrently with NU 142 and NU 143.</b>

<b>Assessment Methods</b>
<b>Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.</b>
<b>The students took 8 exams worth 488 points, a HESI assessment exam worth 100 points, completed a comprehensive health history and assessment with concept map on an acute patient and a pediatric assessment. Other written assignments in the clinical rotation included daily journals, nurse’s notes and daily assessments. The clinical component was assessed with a clinical performance evaluation tool. The students did a case study and presentation on a disaster (ice storm) and the nursing response which included administration, resources and staffing. In addition, the students did a presentation on the nursing student learning outcomes for the ACEN site visitors and provided a reception. Aligned the college core values, the nursing student learning objectives (human flourishing, spirit of inquiry, nursing judgement and professional identity) and the course objectives. The exams are validated by at least two nursing faculty members after an item analysis of each question.</b>

<b>Assessment Results</b>
<b>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”.</b>
<b>All 16 of the students successfully passed the course with a “C” or above by successfully completing the clinical component and having an 80% on the combined exam scores. All students had an 80 or above in the combined scores prior to the HESI exam. The HESI exam was the final and was</b>

calculated into the other exam scores. The HESI exam scores ranged from 682-1000. The recommended score is 850 and 25% scored in this area. 62% scored 800 or above. No data is available to compare nationally because the exam was developed specifically for WVCADN. The exams, case studies, clinical performance evaluation tool and HESI exam measured 100% of the 462 college core values, course objectives and the nursing student learning outcomes.

**Course Level Assessment Summary of Outcomes, Indicators and Results**  
**Course Title and Number: NU 144 Nursing Concepts of Health and Illness I**  
**Number of students in assessment sample = 16**  
**Number of Sections in Assessment = 1**  
**Add additional rows to table if necessary**

<b>Learning Outcomes (Insert learning outcomes assessed during this cycle)</b>	<b>Indicator (Insert indicators used for each outcome: exam question, scoring rubric, etc. Be specific)</b>	<b>Percent of Correct Responses</b>	<b>Percent of Incorrect Responses</b>	<b>Performance Standard Met (75%)* (yes or no)</b>
<p>Outcome 1: Spirit of Inquiry</p> <p>Expand upon the concept of ethics.</p>	<p>A patient has been selected as a potential recipient of an experimental drug for heart failure. The nurse knows that when informed consent has been obtained, it indicates that the patient:</p> <ul style="list-style-type: none"> <li>a. has been informed of the possible benefits of the new therapy.</li> <li>b. will be informed of the details of the study as the research continues.</li> <li>c. will receive the actual drug during the experiment.</li> <li>d. has had the studies purpose, procedures and the risks involved explained to him.</li> </ul> <p>ANS: D</p>	93.8%	6.3%	yes
<p>Outcome 2: Professional Identity</p> <p>Recognize attributes of professionalism in the nursing profession.</p>	<p>The scope of professional nursing practice is determined by the rules promulgated by which organization?</p> <ul style="list-style-type: none"> <li>a. American Nurses Association (ANA)</li> <li>b. Institute of Medicine (IOM)</li> <li>c. State's Board of Nursing</li> <li>d. State's Nursing Association</li> </ul> <p>ANS: C</p>	75%	25%	no
<p>Outcome 3: Nursing Judgment</p> <p>Students will pass the HESI exam with an 850 or above.</p>	<p>4 students will pass the HESI exam with an 850 or above.</p>	25%	75%	no

<p>Outcome 4: Human Flourishing</p> <p>Expand upon the concept of safety.</p>	<p>What is the most challenging nursing intervention with patients diagnosed with personality disorders who use manipulation?</p> <p>a. supporting behavioral change. b. maintaining consistent limits. c. monitoring suicide attempts. d. using aversive therapy.</p> <p>ANS: B</p>	<p>100%</p>	<p>0%</p>	<p>yes</p>
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\* Please note if using a different minimum performance standard.

<p><b>Conclusions</b></p> <p>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".</p>
<p>All of the students successfully completed the course but six had a HESI score below 800 which is indicative that they may not pass the NCLEX. Three of the six have consistently scored below the benchmark of 850 and one is a LPN. A contributing factor may be that exam had not been previously given because it was made specifically for WVCADN so the reliability and validity may be in question. Although the students grasp the concepts they have some problems of application which is the basis of the exam. Inadequate knowledge of the role of the Boards of Nursing.</p>

<p><b>Previous Assessment Reports and Results</b></p> <p>Date of Previous Assessment: N/A List of Outcomes Not Met: N/A Summary of Actions Taken to Address Unmet Learning Outcomes: Append additional pages if necessary. If appending, include notation in box to "See attached".</p>
<p>First time the course has been offered was Spring, 2015.</p>

<p><b>Action Plan and Date for Reassessment</b></p> <p>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".</p>
<p>Adaptive quizzing will be used as a requirement in future nursing concept courses and also when this course is next offered. In addition, the NCLEX 4000 will be added in the next course and in the last semester, 100-125 questions per week. Professional organizations and state law will be presented again in NU 234, NU 244 and NU 245.</p>

<p><b>Assessment Committee Recommendation/Approval</b> (To be posted by Assessment Committee Chair)</p>
<p>Approved as presented.</p>

**Date: May 13, 2015**

**LOT Recommendation/Approval  
(To be posted by Assessment Committee Chair)**

Approved as presented

**Date: May 18, 2015**