

**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, 2017
<b>Report Submitted By: Jill Landis and Eleanor Berg</b>	<b>Number of Students Assessed:</b> 19
<b>Date Report Submitted: 5/31/2017</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 3:1 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 447 points, 5 extra credit points were awarded for hosting the luncheon for the WV State Board of Nursing and a HESI assessment exam was worth 100 points. The HESI is a comprehensive exam made specifically for those students who take this course and are part of the WVCADN (West Virginia Consortium of Associate Degree Nurses). They completed a comprehensive health history and assessment with concept map on an acute patient which was reviewed and feedback provided but no points. 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 (CPET). The exams are validated by at least two nursing faculty members after an item analysis of each question. In order to make a "C" or above, the students had correctly answer 80% or more of the exam questions, pass the clinical portion which is measured by the CPET, complete a comprehensive health assessment and make an 800 or above on the HESI exam.</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>16 of 19 students successfully passed the course with a "C" or above by successfully completing the clinical component (according to the CPET 100%), having an 80% on the combined exam scores which included the HESI composite score and an 800 or above on the HESI exam (84%). If the students were not successful on the first exam, they were allowed to take a second version which was comparable. Seven had to take the second exam and three failed to make the benchmark score of 800 even after prior remediation. No data is available to compare nationally because the exam</b>

<p><b>was developed specifically for WVCADN. To ensure that all 462 of the course objectives, the general education values and the Nursing SLOs were measured; the exam questions, case studies, CPET and concept maps were aligned with the objectives. It was found that 100% were measured.</b></p>			
<p><b>Successfully passed the Clinical Portion</b></p>	<p><b>Made an 80% or higher on the exams which included the HESI composite score</b></p>	<p><b>HESI exam average and range.</b></p>	<p><b>Successfully made met the benchmark of 800 or higher on the HESI exam.</b></p>
<p><b>19 of 19=100%</b></p>	<p><b>19 of 19=100%</b></p>	<p><b>Version #1- Average: 825 Range: 647-1011</b></p> <p><b>Version #2- Average: 840 Range: 608-971</b></p>	<p><b>Version #1-12 of 19=63.15% Version #2-4 of 7=35.84%</b></p> <p><b>Total: 84.21% successfully made an 800 or higher on the HESI exam</b></p>

<p align="center"><b>Course Level Assessment Summary of Outcomes, Indicators and Results</b></p> <p align="center"><b>Course Title and Number: NU 144</b></p> <p align="center"><b>Number of students in assessment sample = 19</b></p> <p align="center"><b>Number of Sections in Assessment = 1</b></p> <p align="center"><b>Add additional rows to table if necessary</b></p>				
<p><b>Learning Outcomes (Insert learning outcomes assessed during this cycle)</b></p>	<p><b>Indicator (Insert indicators used for each outcome: exam question, scoring rubric, etc. Be specific)</b></p>	<p><b>Percent of Correct Responses</b></p>	<p><b>Percent of Incorrect Responses</b></p>	<p><b>Performance Standard Met (75%)* (yes or no)</b></p>
<p>Outcome 1: Spirit of Inquiry</p>	<p>Spirit of Inquiry was measured by two questions on the first HESI exam. The average score was 516. Range on the first exam 256-1557.</p>	<p>Combining the two exams, 52% scored an 800 or above</p>	<p>48%</p>	<p>No</p>
	<p>On the second exam there was one question for a score of 1118. Range on the second exam 0-1491</p>		<p>0</p>	<p>Yes</p>
	<p>The Clinical Performance Evaluation Tool is a rubric and was utilized each day of clinical and laboratory for Spirit of Inquiry. 19 of the 19 students successfully passed the clinical portion.</p> <p>The concept maps were utilized in laboratory and the clinical setting. 19 of the 19 students satisfactorily completed 100% of the concept maps assigned.</p>	<p>100%</p>	<p>0</p>	<p>Yes</p>

<p>Outcome 2: Professional Identity</p>	<p>Professional Identity was measured by 67 questions on the first HESI exam. The average score was 810. Range on the first exam 652-1014.</p> <p>On the second exam there was 63 questions for a score of 822. Range on the second exam 582-925.</p> <p>The Clinical Performance Evaluation Tool is a rubric and was utilized each day of clinical and laboratory. Professional Identity was measured daily. 19 of the 19 students successfully passed the clinical portion.</p> <p>The concept maps were utilized in laboratory and the clinical setting. 19 of the 19 students satisfactorily completed 100% of the concept maps assigned.</p> <p>The students provided a luncheon and interacted with the WV Board of Nursing site visitors during the site visit. They also provided a demonstration of role playing with a psychiatric patient. All 19 students participated.</p>	<p>Combining the two exams, 84% scored an 800 or above.</p> <p>100%</p> <p>100%</p> <p>100%</p>	<p>16%</p> <p>0</p> <p>0</p> <p>0</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>
<p>Outcome 3: Nursing Judgment</p>	<p>Nursing Judgment was measured by 73 questions on the first HESI exam. The average score was 830. Range on the first exam 647-1018.</p> <p>On the second exam there was 74 questions for a score of 851. Range on the second exam 619-960.</p> <p>The Clinical Performance Evaluation Tool is a rubric and was utilized each day of clinical and laboratory. Nursing Judgment was measured daily. 19 of the 19 students successfully passed the clinical portion.</p> <p>The concept maps were utilized in laboratory and the clinical setting. 19 of the 19 students satisfactorily</p>	<p>Combining the two exams, 94% scored an 800 or above, the goal was met.</p> <p>100%</p> <p>100%</p>	<p>6%</p> <p>0</p> <p>0</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>

	completed 100% of the concept maps assigned.			
Outcome 4: Human Flourishing	Human Flourishing was measured by 10 questions on the first HESI exam. The average score was 915. Range on the first exam 407-1374.  On the second exam there was 18 questions for a score of 839. Range on the second exam 487-1193.  The Clinical Performance Evaluation Tool is a rubric and was utilized each day of clinical and laboratory. Human Flourishing was measured daily. 19 of the 19 students successfully passed the clinical portion.  The concept maps were utilized in laboratory and the clinical setting. 19 of the 19 students satisfactorily completed 100% of the concept maps assigned.	Combining the two exams, 52% scored an 800 or above, the goal was not met.  100%	48%  0	No  Yes
		100%	0	Yes

\* Please note if using a different minimum performance standard.

<b>Conclusions</b>	
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>The goal for Spirit of Inquiry was not met using the HESI exam but was met by using the CPET and the concept maps. Therefore it was adequately taught and measured in this course. In addition, Sprit of Inquiry is stressed more in the Professional Course in the fourth semester. The other three SLO being adequately taught was well validated by the other measurements as stated above. Three of the 19 students failed to meet the 800 benchmark on the HESI exam. Although the students grasp the concepts they have some problems of application which is the basis of the exam. This is the first time a benchmark has been set in this course. The decision was made by the nursing faculty after previous HESI scores were compared to eventual failing out of the program and failure of the NCLEX which is required for licensing to practice as a professional Registered Nurse.</p>	
<b>Class of 2018</b>	<b>Class of 2016</b>
Average Score-825	Average Score-819
Range-647-1011	Range-682-1000
Percentage with 800 or higher-63.1%	Percentage with 800 or higher-62.5%
Per the results of the HESI exam, the class average score was higher and a larger percent of the students scored an 800 or higher on the first exam.	

**Previous Assessment Reports and Results**

**Date of Previous Assessment: 5/13/15**  
**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".**

Added Adaptive quizzing and NCLEX 4000 in later courses. Also mandated a minimum HESI score after trending significant data since 2010. It was found the HESI exams were strongly predictive of those who would not successfully complete NU 234 or would fail the NCLEX.

**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".**

Although the outcomes were met and the HESI scores have improved, will continue to utilize the adaptive quizzing as a requirement and validate the exams. As in the previous cohort, will add NCLEX 4000. Professional organizations and state law will also be presented again in NU 234, NU 244 and NU 245. Evidence-based practice and Research are included in NU 245. The faculty will continue to trend HESI scores and NCLEX pass rates. The nursing faculty will continue to meet monthly to monitor the courses and ensure the rigor of the curriculum. Will re-evaluate in spring, 2019 when the course is taught.

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

- Approved as presented
- Approved with recommendations for future reports (Explanation Required)
- Resubmission Required. Reason for Resubmission:

**Date: 09-08-17**