

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

<b>Course Title and Number: Nursing Concepts of Health and Illness II- NU 234</b>	<b>Academic Term and Year of Assessment Activity Fall 2017</b>
<b>Report Submitted By: Jill Landis and Eleanor Berg</b>	<b>Number of Students Assessed: 17</b>
<b>Date Report Submitted: 12/13/2017</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 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 rotation 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, NU 134, NU 142, NU 143, NU 144, PSY 200, BIO 124, &amp; BIO 125.</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 430 points, 15 points were awarded in quizzes and a HESI exam worth 100 points. The HESI is a comprehensive exam made specifically for those students who take this course as a part of the WVCADN (West Virginia Consortium of Associate Degree Nurses). The HESI conversion score was totaled with the other possible points as the comprehensive final. If the student failed to make the 850 benchmark or exam scores were less than 80%, the student was allowed to take a second version of the HESI on the same exemplars but different questions. Per program policy, the last score is the score accepted even if lower than the first. They completed a health history and assessment on a pediatric patient (for those who had that assignment this semester) which was reviewed but no points were awarded. Other written assignments in the clinical rotation included daily journals, nurse’s notes and daily assessments which were assessed for completion and accuracy. The clinical component was assessed with a clinical performance evaluation tool (CPET). The exams were 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 to correctly answer 80% or more of the exam questions, pass the clinical portion which is measured by the CPET, and make a 850 or above on the HESI exam. The course objectives were aligned with the Program Student Learning Outcomes and the course objectives.</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 the 17 students successfully completed the course with an eighty percent or higher. The student who failed to make the 850 benchmark on the HESI with two attempts had also been failing</b>

**at midterm. 100% of the students successfully completed the clinical portion of the course.**

**HESI Exam Results**

<b>Cohort</b>	<b>Class of 2016</b>	<b>Class of 2018</b>
<b>Average HESI Score on the first exam</b>	<b>819</b>	<b>869</b>
<b>Average HESI score on the second exam</b>	<b>641</b>	<b>1008</b>
<b>Percentage of Students who made less than an 850 on the first exam</b>	<b>75%</b>	<b>41%</b>
<b>Percentage if Students who made 850 or higher. *Allowed two attempts and if took it twice, the score of the second attempt was the score.</b>	<b>88%</b>	<b>94%</b>
<b>Range of Scores on the first HESI</b>	<b>622-1160</b>	<b>708-1004</b>

**HESI-Program Course Objectives-First exam only**

<b>Cohort</b>	<b>Class of 2016</b>	<b>Class of 2018</b>
<b>Human Flourishing</b>	<b>806</b>	<b>857</b>
<b>Nursing Judgment</b>	<b>816</b>	<b>868</b>
<b>Nursing Process</b>	<b>827</b>	<b>872</b>
<b>Professional Identity</b>	<b>739*</b>	<b>632*</b>
<b>Spirit of Inquiry</b>	<b>902*</b>	<b>678*</b>

**\*Usually only 2-4 questions in these areas so the scores can be skewed dramatically.**

**Course Level Assessment Summary of Outcomes, Indicators and Results**  
**Course Title and Number: NU 234 Nursing Concepts of Health and Illness II**  
**Number of students in assessment sample = 17**  
**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>
Outcome 1: Human Flourishing Spirit of Inquiry Nursing Judgment Professional Identity	Students will pass the clinical portion of the course per CPET.	100%	0	Yes
Outcome 2: Nursing Process Human Flourishing Spirit of Inquiry	Students will score over 850 on the Nursing Process portion of the HESI exam which includes 69 questions.	94%	6%	Yes

Nursing Judgment Professional Identity				
Outcome 3: Perfusion/Cardiac Output/Dysthymia	A client with tachycardia is experiencing clinical manifestations. Which manifestation requires immediate intervention by the nurse? a. mid-sternal chest pain b. increased urine output c. Mild orthostatic hypotension d. P wave touching the T wave. Ans: D	76%	24%	Yes
Outcome 4: Safety/Skin integrity/Health Promotion-Tertiary care	During assessment of a client with a 15 year history of diabetes, the nurse notes that the client has decreased tactile sensation in both feet. Which action does the nurse take first? a. Document the findings in the client's chart. b. Test sensory perception in the client's hands. c. Examine the client's feet for signs of injury.. d. Notify the health care provider	94%	6%	Yes

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

### Conclusions

**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".**

**Per the comparison of the HESI exams between the two cohorts, the current cohort improved dramatically. The only student to fail had been failing most of the semester. In reviewing her past performance, it is appropriate for her to have failed. When previously taught, 2 of the 16 students failed the course. Along with making the 850 benchmark mandated for the current cohort, the students performed much better and a higher percentage passed the course. This may be due to mandating minimum scores on the HESI in previous courses which eliminated those who would not successfully complete the program or pass NCLEX. The other programs in the WVCADN had mandated 850 scores in each course with an available HESI exam in this course and previous courses. Our faculty decided to trend results and compare with previous cohorts before implementing the benchmarks.**

### Previous Assessment Reports and Results

**Date of Previous Assessment: 1/13/16**

**List of Outcomes Not Met: None**

**Summary of Actions Taken to Address Unmet Learning Outcomes: Append additional pages if necessary. If appending, include notation in box to "See attached".**

**Although all outcomes were met, we added Adaptive quizzing, NCLEX questions and NCLEX 4000 in this course. Also mandated a minimum HESI score after trending significant data since 2010. It was found that the HESI exams were strongly predictive of those who would not successfully**

**complete NU 244, NU 245 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, we will continue to utilize the adaptive quizzing and NCLEX questions as a requirement and validate the exams. As in the previous cohort, we will add NCLEX 4000. Professional organizations and state law will be presented again in NU 244 and NU 245. Evidence-based practice and research are included in NU 245. The faculty will continue to trend HESI score and NCLEX pass rates. The nursing faculty will continue to meet monthly to monitor the course and ensure the rigor of the curriculum.**

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

- Approved as presented
- Approved with recommendations for future reports (Explanation Required)

It was felt that the submission of a single multiple choice question to represent the assessment of course learning outcomes in the Summary of Outcomes section was insufficient without further context. Therefore, the authors of reports will be invited to present their report to the Committee, so that any questions regarding the report might be addressed at this time.

- Resubmission Required. Reason for Resubmission:

**Date: 12/15/2017**