

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

<b>Course Title and Number: NU 244 Synthesis of Nursing Concepts</b>	<b>Academic Term and Year of Assessment Activity (Ex: Fall, 2014) Spring 2016</b>
<b>Report Submitted By: Jill Landis and Eleanor Berg</b>	<b>Number of Students Assessed: 14</b>
<b>Date Report Submitted: August 25, 2016</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 lecture, clinicals, lab simulation, games, presentations, and HESI exams. We had a disaster drill, and we also implemented a Mock NCLEX day. Each student was required to take 265 questions to prepare for the NCLEX.</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>This course is designed expand the concepts of wellness-illness continuum with emphasis on the expanding family and tertiary care within the community. Students utilize the nursing process to care for clients responding to physiological and pathophysiological alterations, together with health promotion across the lifespan. It provides the knowledge for them to document their findings within the hospital setting. Emphasis is placed on utilizing the nursing process to care for clients responding to physiological and pathophysiological alterations, together with health promotion across the lifespan. Selected clinical experiences are scheduled on Medical Surgical clinical units in the acute care units. We also used Renal Ventures, Grant County Health Department, Grant, Hardy and Pendleton County schools, and the Finan Center.</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>8 written exams were administered with a total of 349 questions and then the Final was the HESI exam. The exit HESI exam was an assessment test that was developed by Elsevier and it consisted of 160 questions and was worth 100 points. Each student had to take an Exit HESI exam and score and 850 or above. The conversion score was added to other grades and the average had to be an 80% or above. The students had the opportunity to take the Exit HESI up to three times. If the student took the Exit HESI more than once, the highest conversion score could be no higher than 80%. The exam is a good indicator on whether a graduate will pass the NCLEX and Assessment exams are mandated by the WV Board of Nursing. Each student was required to complete a skills exam which was randomly assigned. They were asked to perform the skill, and focus on the assessment that pertained to that particular skill that was chosen. The students also had nursing notes, and several care plans that were evaluated this semester.</b>

**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".**

**All students performed and excelled at the skill exam that was administered. 14 students took the Exit HESI and 11 students received a score of 850 or greater on the first attempt. The class percentile ranking was 85.14% nationwide. The class mean HESI score was 941, with the Median HESI score 909. The class range of HESI scores was 721-1179. The national mean was 823. The program student learning outcomes were as following: 875 on Human Flourishing, 938 on Nursing Judgment, 949 on Nursing Practice, 847 on Professional Identity, and 717 on Spirit of Inquiry. Eight students were in the recommended performance, 3 students in the acceptable performance, 2 students in the below acceptable performance, and 1 student who needed further preparation. Three students have taken the exam a second time. One student received a 937 score, with a conversion score of 85.76% but two others had to test a third time. The two students scored 1300s on the third HESI, with conversion scores of >98%. They were aware that they would receive an 80% for their final grade to be averaged overall. Per feedback from the students, they did not always like the eBooks and desired textbooks. This was our first time using preceptors and the faculty received extensive positive feedback from the students. Some stated they felt would like to have had more time with the preceptors. 100% of the course objectives, program student learner outcomes and college core values were matched to exams, CPET and other assignments.**

**Course Level Assessment Summary of Outcomes, Indicators and Results**

**Course Title and Number: NU 244 Synthesis of Nursing Concepts**

**Number of students in assessment sample = 14**

**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: Nursing Judgement: Make judgments in practice, substantiated with evidence, that integrates nursing science in the provision of safe, quality care and that promotes the health of patients within a family and	A client with chronic hypertension is seen in the clinic. Which assessment indicates that the client's hypertension is not under control?  a. Heart rate of 55 beats/min b. Serum creatinine level of 1.9 mg/dl c. Blood glucose level of 128 mg/dl d. Irregular hear sounds  Correct answer is B	92.9%	7.1%	Yes

community context.				
<p>Outcome 2: Human Flourishing: Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.</p>	<p>The emergency department team is performing cardiopulmonary resuscitation on a client when the client's spouse arrives at the emergency department. What should the nurse do next?</p> <ul style="list-style-type: none"> <li>a. Request that the client's spouse sit in the waiting room.</li> <li>b. Ask the spouse if he wishes to be present during the resuscitation.</li> <li>c. Suggest that the spouse begin to pray for the client</li> <li>d. Refer the client's spouse to the hospital's crisis team</li> </ul> <p>Correct answer is B</p>	92.9%	7.1%	Yes
<p>Outcome 3: Spirit of Inquiry: Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.</p>	<p>A client was admitted with respiratory difficulty and decreased oxygen saturation keeps pulling off the oxygen mask. What action does the nurse take?</p> <ul style="list-style-type: none"> <li>a. Stays with the client and replaces the oxygen mask</li> <li>b. Asks the client's spouse to hold the oxygen mask in place</li> <li>c. Restrains the client per facility policy</li> <li>d. Contacts the health care provider and requests sedation</li> </ul> <p>Correct answer is A</p>	78.6%	21.4%	Yes
<p>Outcome 4: Professional Identity: Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse</p>	<p>A client who is receiving fluid resuscitation per the Parkland formula after a serious burn continues to have urine output ranging from 0.2 to 0.25 mL/kg/hour. After the health care provider checks the client, which order does the nurse question?</p> <ul style="list-style-type: none"> <li>a. Increase the IV fluids by 100mL/hr</li> </ul>	84.6%	15.4%	Yes

committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.	b. Administer furosemide (Lasix) 40 mg IV push c. Continue to monitor urine output hourly d. Draw blood for serum electrolytes stat			
--	---	--	--	--

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

<b>Conclusions</b>
<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".</b>
<p>All 14 students passed NU 244 with an average of 80% or greater. All 14 students were eligible to take the NCLEX licensing exam. 85.7% passed the NCLEX on the first attempt which is above the mandated pass rate by the WV BON. Unfortunately, the two students who failed did not pass on the second attempt. Per the HESI exams, the two students who failed the NCLEX scored poorly on a majority of the previous HESI exams. The use of preceptors was very positive. The eBooks had mixed reviews. 100% of the course objectives, program SLO and college core values were adequately measured and met.</p>

<b>Previous Assessment Reports and Results</b>
<b>Date of Previous Assessment: N/A</b> <b>List of Outcomes Not Met: N/A</b> <b>Summary of Actions Taken to Address Unmet Learning Outcomes: Append additional pages if necessary. If appending, include notation in box to "See attached".</b>
This is a new curriculum so therefore there is no previous data.

<b>Action Plan and Date for Reassessment</b>
<b>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".</b>
<p>The faculty has met and has decided to mandate minimum HESI scores in the previous courses. This is the first time this curriculum has been taught and will not change for the next cohort. The faculty decided to continue E-books but to also have hardcopies. Will consider expanding preceptor time with students. Will continue to align the college core values, course objectives and student learning outcomes to ensure they are measured and met.</p>

<b>Assessment Committee Recommendation/Approval (To be posted by Assessment Committee Chair)</b>
<input type="checkbox"/> Approved as presented <input type="checkbox"/> Approved with recommendations for future reports (Explanation Required) <input type="checkbox"/> Resubmission Required. Reason for Resubmission:  <b>Date: 09-15-16</b>