

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

<b>Course Title and Number:</b> NU 245 Professional Nursing and Health Systems Concept	<b>Academic Term and Year of Assessment Activity (Ex: Fall, 2014)</b> Spring, 2016
<b>Report Submitted By: Eleanor Berg, MS</b>	<b>Number of Students Assessed: 14</b>
<b>Date Report Submitted: 5/16/2016</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</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>

The capstone course is a 16 week course which focused on current issues in health care and the nursing profession. It is designed to facilitate the transition from student to professional registered nurse. Topics of discussion included national health policy and politics, ethical and bioethical issues, career development, application for state licensure and preparation for the NCLEX-RN examination. The course was a 3 credit hour course which included 2 lecture/discussion hours and 3 laboratory hours per week utilizing the NCLEX 4000 in the computer laboratory. Prerequisites: Must have completed all previous nursing courses with a "C" or above. Corequisite: NU 244. Attendance was mandatory and the student could not miss more than two days during the semester. Attendance was worth 100 points and was determined by the percentage of classes the student attended. Two group projects were required and were worth 100 points each. A rubric was developed for each project. One project was a critique of a research article and the students presented them to the rest of the class. The second was a mentoring presentation. There were 3-4 persons per group. Each student had to provide Documentation of 8 hours of community service in the past 4 semesters. The community service meant the work was volunteer and the student was not compensated unless through the Student Nurses Association or a scholarship. There were two quizzes worth a total of 43 points. There were two HESI exams administered. The CAT was not utilized for points in the course but was mandated. The management HESI was worth 100 points and the conversion score was added to the other score. The class filled out the licensure application. Open discussions were held on licensure, professional certification, ethics, clinical judgement, leadership, lifelong learning, protecting vulnerable populations, prioritization, delegation, mentoring, supervision, impaired providers, ethical dilemmas, conflict management, case management, quality improvement, National Quality Benchmark, nursing informatics, Evidence Based-Research, Root Cause Analysis, best practices, professional organizations, Disaster and Emergency Preparedness with introduction to Resource Utilization, Regulatory Agencies, Professional Nursing and Malpractice, Negligence, Scope of Practice, Whistle-Blowing, Risk Management, Social Media, Patient Values, Values Clarification, Malpractice, Negligence, Safe and Effective Care, bullying in the workplace, Conflict Resolution, Critical Thinking, Communication, Caring, Management, American Nurses Association, Code of Ethics, Scope of Practice, Patient Values

and Values Clarification, Safe and Effective Care, communication and caring.

<b>Assessment Methods</b>
<p><b>Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.</b></p> <p>The assessment included a 10 point quiz, a 33 point quiz, a research critique article presentation, a mentoring presentation and attendance. A Computer Adaptive Testing HESI (CAT HESI) was administered but the grade was not added into the total points. A Management HESI was administered and was included in their total grade. The students were required to get 80% of the questions correct in order to make a “C” or above in the course</p>

<b>Assessment Results</b>															
<p><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></p> <p>14 of the 14 students successfully completed the course with an “A”. Two students had a “B” in the course and were given the option of taking a second version of the Management HESI. On the second, both were able to bring their grades up to an “A”.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 35%;">Student Learning Outcome</th> <th style="width: 35%;">Average Class Score</th> <th style="width: 30%;">Number of Items in Category</th> </tr> </thead> <tbody> <tr> <td>Human Flourishing</td> <td>862</td> <td>4</td> </tr> <tr> <td>Nursing Judgment</td> <td>914</td> <td>49</td> </tr> <tr> <td>Nursing Practice</td> <td>922</td> <td>46</td> </tr> <tr> <td>Professional Identity</td> <td>924</td> <td>36</td> </tr> </tbody> </table> <p>The CAT was administered and each student took 85-155 questions, depending on the responses and the tier they achieved. 64.29% of the students achieved the acceptable level and 35.71% achieved the minimally acceptable level. None required further preparation and retesting.</p> <p>The SLO, college core values and the course objectives were aligned to ensure all were successfully measured. 100% of the SLO, college core values and the course objectives were successfully measured.</p>	Student Learning Outcome	Average Class Score	Number of Items in Category	Human Flourishing	862	4	Nursing Judgment	914	49	Nursing Practice	922	46	Professional Identity	924	36
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<b>Course Level Assessment Summary of Outcomes, Indicators and Results</b> <b>Course Title and Number: NU 245</b> <b>Number of students in assessment sample = 16</b> <b>Number of Sections in Assessment =</b> <b>Add additional rows to table if necessary</b>				
Learning Outcomes (Insert learning outcomes assessed during this cycle)	Indicator (Insert indicators used for each outcome: exam question, scoring rubric, etc. Be specific)	Percent of Correct Responses	Percent of Incorrect Responses	Performance Standard Met (75%)* (yes or no)
Outcome 1: Each student will score “minimally acceptable” on the CAT exam.	The CAT exam is scored as: Acceptable Minimally Acceptable Needs further Preparation and Retesting.	100	0	yes
Nursing Judgment	100% score in the minimally acceptable range and above.			

<p>Outcome 2: The class average on the Management exam will be above the national average.</p> <p>Nursing Judgment</p>	<p>The class average was 916 and the national average was 845. The percentile rank was 68.54.</p>	100	0	yes
<p>Outcome 3: 100% of the students volunteer at least 8 hours in the past four semesters.</p> <p>Human Flourishing</p>	<p>Each student volunteered giving blood, picking up trash, helping with zombie paintball, selling refreshments, helping in children's activities and demonstration for a health careers club. They also donated money to a family who lost their home in a fire and adopted a family for Christmas.</p>	100	0	yes
<p>Outcome 4: Each student will present a mentoring project and score 80% or more per the rubric.</p> <p>Professional Identity</p>	<p>Each student joined a group and presented a mentoring project. They chose a mentor, interviewed the mentor and developed a board for a presentation. Each scored 100%.</p>	100	0	yes
<p>Outcome 5: Each student will critique a nursing research article and present it to the class in a group.</p> <p>Spirit of Inquiry</p>	<p>Each student joined a group and chose a nursing research article to critique. The results were presented to the class. The presentations were scored utilizing a rubric and each group scored 100%.</p>	100	0	yes

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

<p><b>Conclusions</b></p> <p><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>
<p>100% of the SLO, course objectives and college core values were successfully assessed and met. 100% of the students successfully completed the course with a 92% or higher.</p>

<p><b>Previous Assessment Reports and Results</b></p> <p><b>Date of Previous Assessment:</b></p> <p><b>List of Outcomes Not Met:</b></p> <p><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></p>
<p>The course has not been taught previously.</p>

**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 course has been successful but will mandate future classes obtain at least "minimally acceptable" on the CAT exam in order to pass the course. Per information obtained at a recent conference, it is recommended each student take at least 5000 practice questions in order to prepare for successfully completing the NCLEX which is the licensing exam for Registered Professional Nurses.

**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: 5/19/16**