



UNIVERSITY OF ARKANSAS
PULASKI TECH

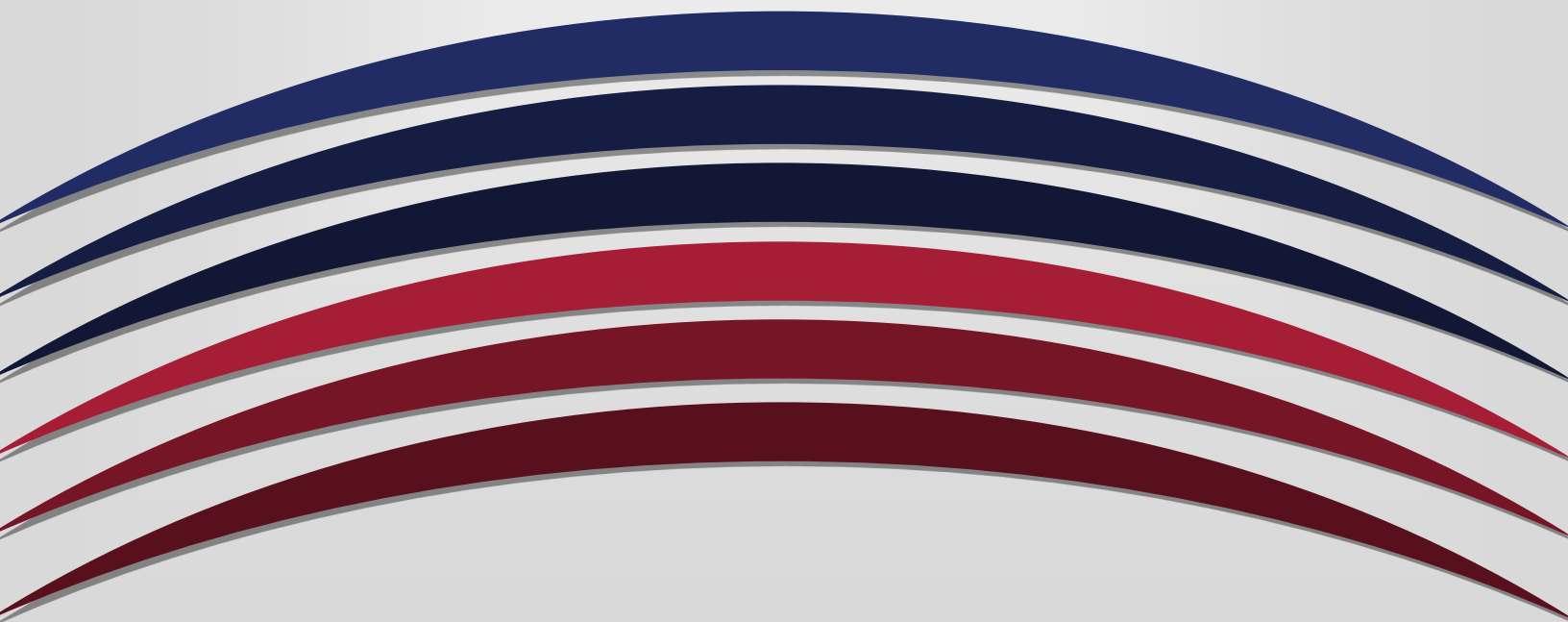
Course-Level Assessment Report

Course: NURS 1112

Nursing Care of Adults I

Academic Year: 2021-2022

**Due to Chair/Program Director and Faculty Assessment Chair by
September 1**



1. Name of course: Nursing Care of Adults I
2. Name of individual(s) compiling report: Christa Jones
3. Date of submission: September 15, 2022
4. Academic year: 2021-2022

Course-Level Learning Outcomes

1. What are the Course-Level Outcomes (CLOs)?

1. Demonstrate the knowledge, skills, and attitudes necessary to care for the adult and elderly client's basic individual human needs and the associated documentation of such care (Patient Centered Care [PCC], Teamwork and Collaboration [T/C], Informatics [I], Quality Improvement [QI]), (ISLO- Critical Thinking, Cultural Awareness, Professionalism, Technology Literacy, Information Literacy, Communication).
2. Explain and demonstrate universal precautions in providing basic nursing care to the client (Evidence-Based Practice [EBP], Safety [S], Patient Centered Care [PCC], Quality Improvement [QI]), (ISLO- Critical Thinking, Communication).
3. Identify the anatomic and physiologic changes occurring in the person as he or she ages including the nursing care associated regarding nutritional, elimination, and hygiene needs (Patient Centered Care [PCC], Safety [S], Quality Improvement [QI]), (ISLO- Critical Thinking, Cultural Awareness, Communication).
4. Discuss elder abuse, the signs and symptoms of elder abuse and neglect, and the vulnerable adult (Patient Centered Care [PCC], Safety [S], Teamwork and Collaboration [T/C], Quality Improvement [QI]), (ISLO- Critical Thinking, Cultural Awareness, Professionalism, Communication, Information Literacy).
5. Verbalize understanding of basic neurological and mental health issues and the associated nursing care (Evidence-Based Practice [EBP], Patient Centered Care [PCC], Safety [S], Teamwork and Collaboration [T/C], Quality Improvement [QI]), (ISLO- Critical Thinking, Cultural Awareness, Professionalism, Communication, Information Literacy).
6. Identify common medical diagnosis and chronic diseases of the older adult (Evidence-Based Practice [EBP], Patient Centered Care [PCC], Safety [S], Teamwork and Collaboration [T/C], Quality Improvement [QI]), (ISLO- Critical Thinking, Cultural Awareness, Professionalism, Communication, Information Literacy).
7. Describe the management role of the LPN: management roles, management styles, communication skills, priority setting and delegation, managing personnel, and quality of care (Evidence-Based Practice [EBP], Patient Centered Care [PCC], Safety [S], Teamwork and Collaboration [T/C], Quality Improvement [QI], Informatics [I]) (ISLO- Critical Thinking, Cultural Awareness, Professionalism, Communication, Information Literacy, Technology Literacy, Quantitative Literacy).

8. Discuss delegation as it relates to the role of the practical nurse (Evidence-Based Practice [EBP], Patient Centered Care [PCC], Safety [S], Teamwork and Collaboration [T/C], Quality Improvement [QI]) (ISLO- Critical Thinking, Professionalism, Communication).
9. Verbalize understanding of legal, ethical, and moral issues in nursing (Evidence-Based Practice [EBP], Patient Centered Care [PCC], Safety [S], Teamwork and Collaboration [T/C], Quality Improvement [QI]) (ISLO- Critical Thinking, Cultural Awareness, Professionalism, Communication, Information Literacy).
10. Verbalize correct terminology regarding pharmacology and assessment (Evidence-Based Practice [EBP], Patient Centered Care [PCC], Safety [S], Teamwork and Collaboration [T/C], Quality Improvement [QI]) (ISLO- Critical Thinking, Cultural Awareness, Professionalism, Communication, Information Literacy).
11. Demonstrate the ability to perform dosage calculation and medication administration safely (Evidence-Based Practice [EBP], Patient Centered Care [PCC], Safety [S], Teamwork and Collaboration [T/C], Quality Improvement [QI], Informatics [I]) (ISLO- Critical Thinking, Cultural Awareness, Professionalism, Communication, Information Literacy, Technology Literacy, Quantitative Literacy).
12. Demonstrate system specific drugs, implications, actions, interactions and side effects while also demonstrating the ability to apply information literacy through use of electronic drug guides and resources (Evidence-Based Practice [EBP], Patient Centered Care [PCC], Safety [S], Teamwork and Collaboration [T/C], Quality Improvement [QI], Informatics [I]) (ISLO- Critical Thinking, Cultural Awareness, Professionalism, Communication, Information Literacy, Technology Literacy, Quantitative Literacy).

2. Which CLOs were addressed for the academic year?

1. Demonstrate the knowledge, skills, and attitudes necessary to care for the adult and elderly client's basic individual human needs and the associated documentation of such care (Patient Centered Care [PCC], Teamwork and Collaboration [T/C], Informatics [I], Quality Improvement [QI]), (ISLO- Critical Thinking, Cultural Awareness, Professionalism, Technology Literacy, Information Literacy, Communication).
2. Explain and demonstrate universal precautions in providing basic nursing care to the client (Evidence-Based Practice [EBP], Safety [S], Patient Centered Care [PCC], Quality Improvement [QI]), (ISLO- Critical Thinking, Communication).
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- [T/C], Quality Improvement [QI]), (ISLO- Critical Thinking, Cultural Awareness, Professionalism, Communication, Information Literacy).
5. Verbalize understanding of basic neurological and mental health issues and the associated nursing care (Evidence-Based Practice [EBP], Patient Centered Care [PCC], Safety [S], Teamwork and Collaboration [T/C], Quality Improvement [QI]), (ISLO- Critical Thinking, Cultural Awareness, Professionalism, Communication, Information Literacy).
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3. Which CLOs are being addressed in your assessment plan in the upcoming academic year?

1. Demonstrate the knowledge, skills, and attitudes necessary to care for the adult and elderly client's basic individual human needs and the associated documentation of such care (Patient Centered Care [PCC], Teamwork and Collaboration [T/C], Informatics [I], Quality Improvement [QI]), (ISLO- Critical Thinking, Cultural Awareness, Professionalism, Technology Literacy, Information Literacy, Communication).
2. Explain and demonstrate universal precautions in providing basic nursing care to the client (Evidence-Based Practice [EBP], Safety [S], Patient Centered Care [PCC], Quality Improvement [QI]), (ISLO- Critical Thinking, Communication).
3. Identify the anatomic and physiologic changes occurring in the person as he or she ages including the nursing care associated regarding nutritional, elimination, and hygiene needs (Patient Centered Care [PCC], Safety [S], Quality Improvement [QI]), (ISLO- Critical Thinking, Cultural Awareness, Communication).
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4. How does this report connect or map to program-level or institutional-level outcomes?

(ILO link: <https://uaptc.edu/college-academics/resources/student-learning-outcomes>

PLO list will vary depending on your Program.)

See questions 1-3. Each outcome is directly connected and labeled with the appropriate program and institutional level outcome as listed above.

For each Course Level Outcome assessed this academic year, please complete the chart below, providing the assessment data for both fall and spring, and then a total for the academic year.

<p>Assessment Methods- How did you assess student learning (define direct assessment methods used) in relation to the course level outcome being reported?</p> <p><i>Note: If more than one assessment method was used, you may insert an additional row.</i></p>	<p>Students across all sections completed 7 unit exams, ATI proctored exams, and a comprehensive final exam. Exams and assignments were linked to specific course learning outcomes. Item analysis was performed on exams to determine proficiency. Questions included multiple choice, hot spot, fill-in-the-blank, short answer, matching, and ordering. A time limit of 1.3 minutes per question was given except for math in which 2 minutes per question was given on exams.</p>
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Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.	Yes ATI assignments Course/outcome specific assignments including a research paper Overall course grade	No
How do you define success for an individual student on the CLO assessment assignment or measure?	Student scores 77% on exams and assignments	
How do you define success for the course level outcome? What is the benchmark for the Course Level Outcome?	70% students pass the course with a 77% or higher overall grade	
How many students completed the assessment, and how many were successful?	Summer 2021 73 students assessed 4 dropped 43 successful (59% success rate)	Course offered once per year
Academic Year Total (add the numbers from Fall and Spring)	Course give once in annual cycle	
Was the benchmark/goal for this academic year met?	Yes	No
Were standardized rubrics, tests, or checklists used?	Yes	No

5. What is your analysis of the findings?

Compared to previous years in which the course was given in Fall, the pass rates have decreased; however, enrolled has almost doubled.

In 2020-2021, enrollment in the program was 68 in August 2020 with 31 graduating in August 2021 and 10 students remained in the program as Non-Traditional students and graduated in May 2022 along with 29 Traditional students.

6. What is the action plan for the upcoming academic year?

Explain.

The curriculum has been shifted to lighten the content load in the shorter summer term for this course. This will give instructors and students the opportunity to focus on comprehension and application of the content to ensure understanding which should improve pass rates for the course going forward. Assessment Technologies Institute (ATI) assignments and assessments will be utilized.

Pharmacology content will be moved back to lecture content.