

UNIVERSITY OF ARKANSAS  
**PULASKI TECH**

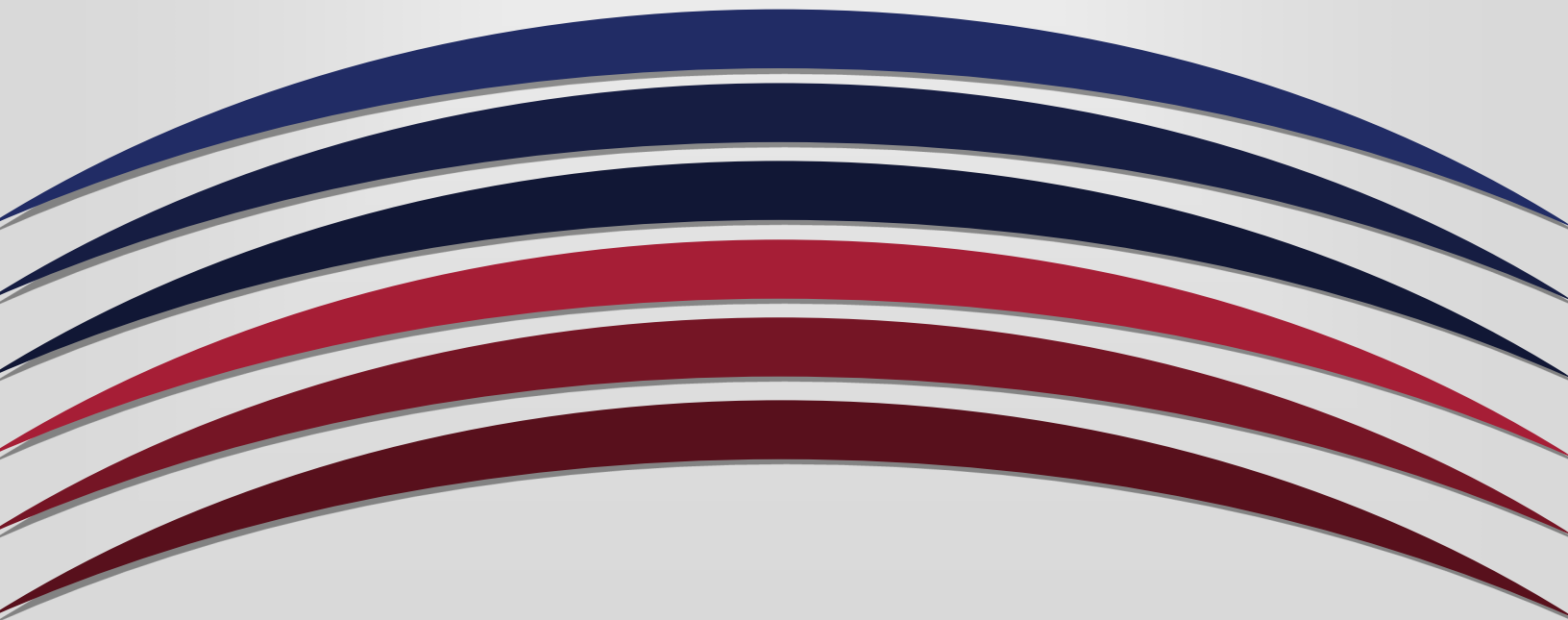
**Course-Level Assessment Report**

**Course: NURS 1208**

**Nursing Care of Adults II**

**Academic Year: 2021-2022**

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



1. Name of course: Nursing Care of Adults II
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. Verbalize prevention of illness and spread of disease in the adult population. (PSLO-EBP, PCC, S) (ISLO-Communication & Critical Thinking)
2. Verbalize prevention of illness and spread of disease in the geriatric population. (PSLO-EBP, PCC, S) (ISLO-Communication & Critical Thinking)
3. Utilize and demonstrate completion of ATI resources and assessments as assigned. (PSLO-I) (ISLO-Critical Thinking, Cultural Awareness, Information Literacy, Professionalism, Quantitative Literacy, Technology Literacy)
4. Understand and demonstrate knowledge of the nursing process in relation to the following concepts (PSLO-EBP, PCC, S) (ISLO-Communication, Critical Thinking, Cultural Awareness, Information Literacy, Professionalism, Quantitative Literacy, Technology Literacy):
  - Preoperative and surgical asepsis
  - Pain control
  - Disorders in fluid and electrolyte balance/acid-base imbalance
  - Nervous system disorders
  - Endocrine disorders
  - Sensory disorders
  - Cardiovascular diseases
  - Blood and lymph disorders
  - Cancer
  - Infectious, allergic, and immune disorders
  - Disease spread through bioterrorism
  - HIV, AIDS, and autoimmune disorders
  - Respiratory diseases
  - Digestive disorders
  - Urinary disorders and male & female reproductive disorders
5. Perform calculations needed for medication administration. (PSLO-QI, S) (ISLO-Critical Thinking, Information Literacy, Quantitative Literacy)
6. Reinforce education to client regarding medications and reconcile medication lists. (PSLO-EBP, T/C, PCC, S, QI) (ISLO-Communication, Critical Thinking, Cultural Awareness, Information Literacy, Professionalism, Quantitative Literacy, Technology Literacy)
7. Evaluate client response to medication. (PSLO-PCC, S) (ISLO-Communication, Critical

Thinking, Cultural Awareness, Quantitative Literacy)

8. Follow 10 Rights of Medication Administration and safety practices. (PSLO-PCC, S) (ISLO-Communication, Critical Thinking, Cultural Awareness, Quantitative Literacy)

9. Demonstrate and apply information literacy through Web reports and use of electronic drug guides. (PSLO-EBP, I) (ISLO-Critical Thinking, Information Literacy, Quantitative Literacy, Technology Literacy)

10. Delegation and prioritization within appropriate scope of practice. (PSLO-T/C, PCC, QI, S) (ISLO-Communication, Critical Thinking, Professionalism)

## 2. Which CLOs were addressed for the academic year?

1. Verbalize prevention of illness and spread of disease in the adult population. (PSLO-EBP, PCC, S) (ISLO-Communication & Critical Thinking)

2. Verbalize prevention of illness and spread of disease in the geriatric population. (PSLO-EBP, PCC, S) (ISLO-Communication & Critical Thinking)

3. Utilize and demonstrate completion of ATI resources and assessments as assigned. (PSLO-I) (ISLO-Critical Thinking, Cultural Awareness, Information Literacy, Professionalism, Quantitative Literacy, Technology Literacy)

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10. Delegation and prioritization within appropriate scope of practice. (PSLO-T/C, PCC, QI, S) (ISLO-Communication, Critical Thinking, Professionalism)

### 3. Which CLOs are being addressed in your assessment plan in the upcoming academic year?

1. Verbalize prevention of illness and spread of disease in the adult population. (PSLO-EBP, PCC, S) (ISLO-Communication & Critical Thinking)

2. Verbalize prevention of illness and spread of disease in the geriatric population. (PSLO-EBP, PCC, S) (ISLO-Communication & Critical Thinking)

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10. Delegation and prioritization within appropriate scope of practice. (PSLO-T/C, PCC, QI, S) (ISLO-Communication, Critical Thinking, Professionalism)

#### 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 9 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. Research paper was assigned and neuro head bonus assignment was offered with accompanying rubrics for direction.</p>	
<p>Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.</p>	<p><b>Yes</b></p> <p>ATI assignments Course/outcome specific assignments including a research paper</p>	<p><b>No</b></p>

	Overall course grade	
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?	<b>Fall</b> 45 students assessed 29 successful (64% success rate)	Course offered once per year
Academic Year Total (add the numbers from Fall and Spring)	Course given 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 the previous year, the pass rate decreased; however, enrollment 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.

Assessment Technologies Institute (ATI) assignments and assessments will be utilized.

Pharmacology content will be moved back to the lecture content.

A research project covering various nursing topics competencies will be assigned.