



UNIVERSITY OF ARKANSAS
PULASKI TECH

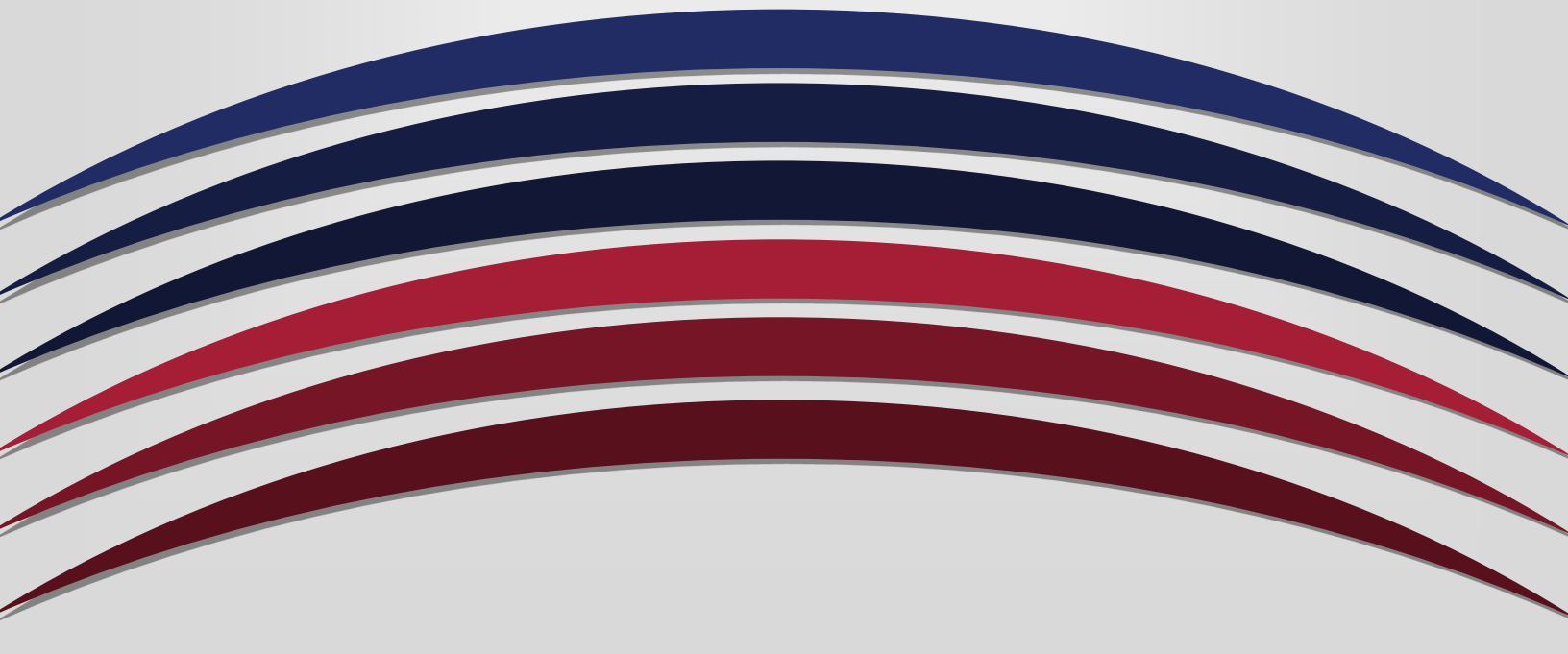
Course-Level Assessment Report

Course: NURS 1304

**Nursing Care of Mothers, Infants, &
Children**

Academic Year: 2021-2022

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



1. Name of course: Nursing Care of Mothers, Infants, & Children
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. Assist parents for discharge of their child from the hospital to the home environment. (PSLO-PCC, T/C) (ISLO-Information Literacy, Professionalism, Cultural Awareness, Communication)
2. Understand and promote health from birth through adolescence. (PSLO-EBP, T/C, PCC, S, QI) (ISLO- Communication, Critical Thinking, Cultural Awareness, Information Literacy, Professionalism)
3. Understand immunization schedules, administer them accordingly, and explain their importance and safety. (PSLO-EBP, PCC, S, QI) (ISLO- Communication, Critical Thinking, Cultural Awareness, Information Literacy, Professionalism)
4. Care for a child with a communicable disease, including isolation precautions. (PSLO-EBP, T/C, PCC, S, QI) (ISLO-Communication, Critical Thinking, Cultural Awareness, Information Literacy, Professionalism, Quantitative Literacy, Technology Literacy)
5. Care for a child with a skin condition. (PSLO-EBP, T/C, PCC, S, QI) (ISLO-Communication, Critical Thinking, Cultural Awareness, Information Literacy, Professionalism, Quantitative Literacy, Technology Literacy)
6. Verbalize the signs and symptoms of child abuse and neglect. Discuss mandatory reporting laws required of licensed nurses.
7. Care for the hospitalized or acutely ill child, recognizing their specific needs. (PSLO-EBP, T/C, PCC, S, QI) (ISLO-Communication, Critical Thinking, Cultural Awareness, Information Literacy, Professionalism, Quantitative Literacy, Technology Literacy)
8. Care for the child with a sensory/neurological condition. (PSLO-EBP, T/C, PCC, S, QI) (ISLO-Communication, Critical Thinking, Cultural Awareness, Information Literacy, Professionalism, Quantitative Literacy, Technology Literacy)
9. Care for the child with a mental health disorder. (PSLO-EBP, T/C, PCC, S, QI) (ISLO-Communication, Critical Thinking, Cultural Awareness, Information Literacy, Professionalism, Quantitative Literacy, Technology Literacy)
10. Care for the child with a gastrointestinal condition. (PSLO-EBP, T/C, PCC, S, QI) (ISLO-Communication, Critical Thinking, Cultural Awareness, Information Literacy, Professionalism, Quantitative Literacy, Technology Literacy)
11. Care for the child with a respiratory condition. (PSLO-EBP, T/C, PCC, S, QI) (ISLO-Communication, Critical Thinking, Cultural Awareness, Information Literacy, Professionalism, Quantitative Literacy, Technology Literacy)

12. Perform calculations needed for medication administration. (PSLO-QI, S) (ISLO-Critical Thinking, Information Literacy, Quantitative Literacy)
13. 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)
14. Evaluate client response to medication. (PSLO-PCC, S) (ISLO-Communication, Critical Thinking, Cultural Awareness, Quantitative Literacy)
15. Follow 10 Rights of Medication Administration and safety practices. (PSLO-PCC, S) (ISLO-Communication, Critical Thinking, Cultural Awareness, Quantitative Literacy)
16. 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)
17. 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. Assist parents for discharge of their child from the hospital to the home environment. (PSLO-PCC, T/C) (ISLO-Information Literacy, Professionalism, Cultural Awareness, Communication)
2. Understand and promote health from birth through adolescence. (PSLO-EBP, T/C, PCC, S, QI) (ISLO-Communication, Critical Thinking, Cultural Awareness, Information Literacy, Professionalism)
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17. 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. Assist parents for discharge of their child from the hospital to the home environment. (PSLO-PCC, T/C) (ISLO-Information Literacy, Professionalism, Cultural Awareness, Communication)
2. Understand and promote health from birth through adolescence. (PSLO-EBP, T/C, PCC, S, QI) (ISLO-Communication, Critical Thinking, Cultural Awareness, Information Literacy, Professionalism)
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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.

Assessment Methods- How did you assess student learning (define direct assessment methods used)	Students across all sections completed 4 unit exams, ATI proctored exams, and a comprehensive final exam. Exams and
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<p>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>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>	
<p>Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.</p>	<p>Yes ATI assignments Course/outcome specific assignments including a research paper Overall course grade</p>	<p>No</p>
<p>How do you define success for an individual student on the CLO assessment assignment or measure?</p>	<p>Student scores 77% on exams and assignments</p>	
<p>How do you define success for the course level outcome? What is the benchmark for the Course Level Outcome?</p>	<p>70% students pass the course with a 77% or higher overall grade</p>	
<p>How many students completed the assessment, and how many were successful?</p>	<p>Fall 10 students assessed 10 students successful (100% success rate)</p>	<p>Spring 29 students assessed 28 successful (97% success rate)</p>
<p>Academic Year Total (add the numbers from Fall and Spring)</p>	<p>39 students assessed 38 successful (97% success rate)</p>	
<p>Was the benchmark/goal for this academic year met?</p>	<p>Yes</p>	<p>No</p>
<p>Were standardized rubrics, tests, or checklists used?</p>	<p>Yes</p>	<p>No</p>

5. What is your analysis of the findings?

Pass rates have remained steady at 97% for this course.

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.