

E. Assessment & Measurement

Scale:

1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

E1	The types of assessments selected measure the stated learning outcomes and are consistent with course activities and resources.	1	2	3	4	N/A
E2	The course grading policy is stated clearly.	1	2	3	4	N/A
E3	Specific and descriptive criteria are provided for the evaluation of students' work and participation, and they are tied to the course grading policy.	1	2	3	4	N/A
E4	The assessment instruments selected are varied and appropriate to the student work being assessed.	1	2	3	4	N/A
E5	Students have opportunities to measure their own learning progress.	1	2	3	4	N/A
E6	Assessment results are used to help students progress.	1	2	3	4	N/A
E7	The sample Assessments (e.g., test, rubric, performance checklist) include information on administration, scoring, and use of results with students.	1	2	3	4	N/A
TOTALS		0	0	9	16	25

Strengths: The assessments that are described in the syllabus measure the learning outcomes and are consistent with the activities and resources provided. The grading policy is clearly stated, and reiterated in multiple places. The assessment instruments are varied (quizzes, exams, practicum, attendance, homework, competencies and term paper). The students have some ability to measure their own learning in that if they do not make a 70 or above on any math quiz, they must go to the math lab. Also, the syllabus stressed that students are to read the chapters prior to coming to class in order to be prepared for learning.

Suggestions: I did not have access to any quizzes or exams, other than the examples in the textbook. The competencies likely align with the textbook competencies, but perhaps this could be stated in the syllabus so the students know ahead of time what they will be measured against. When online, I did find many test banks for this textbook available, so I would suggest that the instructor create their own test bank, using the provided instructor resources, but not copy exactly, so as to avoid cheating.

F. Industry-Based Application

Scale:

1: Not evident 2: Somewhat evident 3: Mostly evident 4: Completely evident N/A – Not applicable

F1	The course includes multiple opportunities for students to learn about the target occupations/industry (e.g., clinical application such as HIPAA, documentation, communicating	1	2	3	4	N/A
F2	Assessment tools include some authentic measures (e.g., they match or align with ways students would be assessed or expected to work in the workplace).	1	2	3	4	N/A
F3	Course materials, activities, and learning outcomes reflect direct application to the target occupation/industry.	1	2	3	4	N/A
TOTALS		0	0	0	12	12

Strengths: The industry based application of this course, its key concepts and the activities described, provide the student with the opportunity to learn about basic pharmacology and medication administration. The assessment tools provide a wide range of learning opportunities for the student and the textbook has workbook activities within. The course materials, activities and learning outcomes apply directly to the industry needs and requirements.

Suggestions: None

Section Totals		
A	Syllabus & Course Outline	15
B	Learner Objectives & Interaction	20
C	Instructional Design	12
D	Instructional Materials	19
E	Assessment & Measurement	25
F	Industry-Based Application	12
FINAL TOTAL		103

General / Summary Comments: Overall, the design and layout of the course, based on the syllabus description, is well done. There are multiple opportunities for students to learn about pharmacology and medication administration. The course gives opportunities for students to receive instruction in concepts/application of pharmacological principles. There is a focus on drug classifications, principles and procedures of medication administration, mathematical systems and conversions, calculation of drug problems, and medico-legal responsibilities. The student has the opportunity to learn how to prepare, administer, and document medications; calculate drug dosages for administration by standard routes for adult and pediatric patients; demonstrate inventory handling and storage; and adhere to governmental health care guidelines and biohazard protocols (from the textbook and syllabus descriptions).

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