

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

Course Title and Number: AH 115 Drug Calculation	Academic Term and Year of Assessment Activity (Ex: Fall, 2010) Fall, 2012
Report Submitted By: Eleanor Berg	Number of Students Assessed: 20
Date Report Submitted: 12/5/2012	Number of Sections Included: 1
Course Delivery Format (list all modalities used in sections assessed. Ex: web based, VDL, traditional section, hybrid course, etc.): traditional	

Course Role in the Curriculum
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.
The drug calculations course is designed to assist nursing students with drug dosages and calculations for oral and parenteral drugs. The student will demonstrate the ability to calculate drug dosages, determine intravenous rates and read the syringes. The course incorporates household, apothecary, metric measurements and various routes of intravenous therapy. In addition, intake and output along with enteral feedings are included in the course.

Assessment Methods
Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.
Once all material was covered in the class, the students were given the option of taking a 50 question final to demonstrate proficiency. If the students made an eighty percent or more, they completed the course.

Assessment Results
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".

Course Level Assessment Summary of Outcomes, Indicators and Results Course Title and Number Number of students in assessment sample = 20 Number of Sections in Assessment = 1 Add additional rows to table if necessary				
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: Calculate drug dosages.	Student will accurately calculate simple drug dosages for by mouth (po), intramuscular (IM) and subcutaneous injections. Each student must score 80% or higher on the exam. The exam also included knowledge of the number of mLs in a tsp, tbsp and an ounce.	100%	0	yes
Outcome 2: Calculate intravenous flow rates.	Student will accurately calculate intravenous flow rates per hour. Example: If one liter is to be infused over 8 hours, what will be the flow rate?	100%	0	yes
Outcome 3: Calculate input/output.	Student will accurately calculate intake and output.	100%	0	yes
Outcome 4: Interpret medication labels.	Student will accurately interpret medication labels and be able to read a syringe to determine the volume needed for each dose.	100%	0	yes

* Please note if using a different minimum performance standard.

Conclusions and Action Plan
Provide a brief summary of conclusions derived based on analysis of data. Identify action plan for improvement or maintaining current performance levels. Append additional pages if necessary. If appending, include notation in box to "See attached".
100% of the students were able to challenge and pass the final with an 80% or more by mid-term. All twenty of the students made a 90% or above on the final. The final consisted of 50 questions which included drug dosage calculations, IV rates, I and O, calculating strengths of enteral feedings, determining the amount of insulin to be administered per a sliding scale, metric conversions and how to mix IV medications.

Effective Date for Changes or Curriculum Proposal Submission to LOT (if recommended)	Proposed Date for Reassessment

Assessment Committee Approval (To be posted by Assessment Committee Chair)	LOT Review (To be posted by Assessment Committee Chair)
Date: February 27, 2013	Date: April 15, 2013