End-Of-Year (EOY) Report for Assessment of Outcomes CTE | 2013-2014

Due Date: 20 June 2014

Submit completed forms and all attachments to learningassessment@pcc.edu

Subject Area Committee Name: Alcohol and Drug Counseling Program

Contact Person

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Which degree/certificate outcome will be described in this report for the Focal Outcome Analysis?

"Follow established professional addiction counseling standards and clinical procedures to conduct intake assessments and evaluations and co-facilitate addiction treatment groups in a clinical setting." In specific a particular course outcome for AD 151 Basic Counseling was the subject of this inquiry: "1. Demonstrate a minimally facilitative skill level in responding to client behavior, content, feelings and meaning on the Robert Carkuff rating scale or Non-Violent Communication Model in order to evaluate and to practice their level of accurate empathy with others."

Please use a separate form for each outcome assessed for your Focal Outcome Analysis.

Information and Reminders:
- If you used rubrics/assignments/etc. in this project that were not attached to your Annual Plan for this project, please attach them to this report.
- If you have trouble completing this form, contact your SAC Assessment Coach for additional help. A list of coaches can be found at: http://www.pcc.edu/resources/academic/learning-assessment/sac-resources.html

- **Due: June 20, 2014**; Send to Learning Assessment Council: learningassessment@pcc.edu
- **Subject Line of Email:** End-of-Year Report (or EOY) for <your SAC name> (Example: EOY for MTH)
- **File name:** SACInitials_EOY_2014 (Example: MTH_EOY_2014)

- The End-of-Year (EOY) Report is the last assessment document due this academic year.

- For 2013-2014 a Multi-Year Plan (and Annual Plan) were due January 17, 2014, and the submissions are posted for each SAC under Learning Assessment at the PCC website (http://www.pcc.edu/resources/academic/Assessmentintropage.html). EOY Reports will be posted to the website this summer.
- Information from the EOY Report may be inserted into or summarized in Section 2C of the Program Review Outline.
- SACs are encouraged to share this report with their LAC coach for feedback before submitting.

7/15/14

The End-Of-Year Report should have results for the following:

1. **Summary Data**: The results for the degree/certificate outcomes identified on the Multi-Year Plan for this academic year. The Multi-Year Plan can be found at http://www.pcc.edu/resources/academic/degree-outcome/CTEPlansandReports.html. Note: This is for non-TSA reporting. SACs who submit TSA data for the state do not need to submit the results again.
2. **Focal Outcome Analysis***: The results and interpretation for the two focal outcomes (and analysis) assess this year. A separate report should be given for each focal outcome.

For more information, see the CTE Overview given under Option 1 at http://www.pcc.edu/resources/academic/learning-assessment/CTE-2013-2014-Info-Templates.html

*Focal Outcome Analysis is defined to be a thorough analysis of a degree/certificate outcome (or elements of a chosen outcome). This deeper analysis should be driven by an attempt to improve student learning (e.g., assessment motivated by faculty curiosity, anecdotal experience, or summary data evidence that is somehow troubling).

1. Results for Summary Data for Degree/Certificate Outcomes

A. Information about Summary Data is given ☐ on this End-Of-Year Report   ☐ on the other End-Of-Year Report

B. For the summary data on the degree/certificate outcomes identified for assessment for this academic year on the Multi-Year Plan, what type(s) of assessment were conducted?

Check all that apply
☐ State required Technical Skills Attainment (TSA)
☐ External exams/assessments
☒ Internal exams/assessments

☐ *Employer assessments*
☐ *Other: Briefly describe:*   None

C. Attach the results for the Summary Data.
Note: TSA data does not need to be resubmitted with this report.

Results attached?

☐ *Yes*   ☒ *No*

D. Give a <u>very brief summary</u> of any notable results for the Summary Data this are <u>not</u> described below in the Focal Outcome Analysis sections. If there are no notable results, please indicate this.

Alcohol and Drug Counseling
Program Assessment Project
2014

During 2014 the A&D Program embarked on an assessment project that directly focused on student acquisition of basic empathy as a result of taking AD 150/151 Basic Counseling and the durability of this skill as evidenced in the early term required recording of an empathy session in AD 155/157 Motivational Interviewing. This project involved 4 faculty members from the A&D Department: Austin Gray, Candia Elliott, Dennis Morrow and Jonny Gieber. There was an initial training provided by Dennis Morrow to address issues of validity and reliability in the ratings of the students empathy recordings. After working as a group rating tapes to develop a level of inter-rater reliability that we were comfortable with the members of this committee than finished rating the tapes individually and turned in there scores for analysis. There were 16 students who had tapes available for rating for each of the two classes. The original intent of this project was to study the durability over time of the student's acquisition of basic empathy skills. The second year of this project was to track these same students in to AD 250/251 Advanced Counseling and measure their basic empathy skill via recordings made for this class. The plan was then to make a comparative analysis of the student's scores from each of the targeted classes to see if empathy skills increased or decreased over time.

Results: The basic assumption that this project was based on was that students who completed the AD 150/151 Basic Counseling Class would have achieved the targeted outcomes for AD 150/151 and be able to demonstrate a base level of empathy. Unfortunately, the committee has determined that the level of empathy demonstrated by these recordings is not sufficient and that continuation of this project's focused on the issue of durability of this skill is no longer appropriate.

Discussion: The committee is recommending that the SAC reformulates the delivery of AD 150/151 Basic Counseling Skills. The primary goal of this reformulation would be to increase the student's ability to acquire and demonstrate a greater base line of empathy as the primary outcome of this course.

E. Please comment briefly on any changes to assessment process that would lead to more meaningful results if this assessment were to be repeated (or adapted to another situation).If the assessment process worked well, please indicate this.

This was a very enlightening process that will result in specific and measurable changes in the course AD 150/151 Basic Counseling.

The rest of this End-Of-Year form refers to the Focal Outcome Analysis and Results.

2. Assessment/Re-Assessment Cycle for the Focal Outcome Analysis

For the Focal Outcome identified for this report, which core outcome(s) is it mapped to:

A. Which stage of the assessment/re-assessment cycle are you reporting on?

☒ *Assessment Phase*   ☐ *Re-Assessment Phase*

Have there been any changes from the Annual Plan that was submitted earlier this year?   ☒ *Yes*   ☐ *No*

If you answered 'Yes,' briefly describe these changes below:

The results of the first phase of the assessment has resulted in an identified need to reconstruct the course AD 150/151. Instead of assessing the durability of the identified skill set across the curriculum (AD 155/157 and AD 250/251) we have realized that we are not satisfied that the acquisition of the identified skill set is at an acceptable level. As a result we need to redesign our second year assessment plan.

If there are major changes to the Annual Plan, please submit a revised plan (file name: <SAC Initials>RevAP_2014).

3. Results of the Focal Outcome Analysis of Assessment Project Data

A. Quantitative Summary of Sample/Population
What is the number of students you actually assessed in this project? 16
What is the size of the student population you intend to generalize your results to? 64

B. Did your project utilize a rubric for scoring?   ☒ **Yes**   ☐ **No**

If 'No', proceed to section C. If 'Yes', complete the following.

How was inter-rater reliability assured?

☒ **Agreement** – the percentage of raters giving each artifact the same/similar score in a norming session
☐ **Consensus** - all raters score all artifacts and reach agreement on each score
☒ **Consistency*** – raters' scores are correlated: this captures relative standing of the performance ratings - but not precise agreement
☐ **Inter-rater reliability was not assured.**

If you utilized agreement or consistency measures of inter-rater reliability, report the level here:

Use this section if you would like to explain or elaborate on any aspect of your project's norming process (optional):

C. Brief Summary of Your Results

If your project measured how many students attained an identified outcome at a specified level (e.g., demonstrated mastery of the outcome at the desired level), report the summary numbers below (choose one):

1. *If you used frequencies (the actual number who attained the desired level and the actual number who did not), report those here:*

   Number who attained the desired level:
   Number who did not attain the desired level:

Then briefly share any other notable results from this assessment:

Every rater came to the conclusion that the skill level demonstrated by the majority of the 16 studied students was not sufficient.

2. *If your project used percentages of the total to identify the degree of outcome attainment in this project, report that here:*

Percentage of those who attained the desired level: Less than 50%
Total number of students assessed in this project: 16

Then briefly share any other notable results from this assessment:

This was an unsatisfactory outcome for the committee.

If option 1 or 2 above did not apply to your project, share your numerical results and a brief, verbal summary of them below:

D. If appropriate, attach a more detailed analysis (e.g., rubric scores, trend analyses, etc.) into an appendix to this document. Appendix attached?   ☐ *Yes*   ☐ *No*

E. SAC interpretation of the results: In Question 1c of the Annual Plan, important aspects of the core outcome were identified for your assessment. What did the SAC learn about your students' attainment of these aspects of the core outcome?

We need to redesign AD 150/151 and improve students ability to demonstrate basic empathy skills.

F. Has all identifying information been removed from your documents? (Identifying information includes student/instructor/supervisor names/identification numbers, names of external placement sites, etc.) ☒ *Yes* ☐ *No*

4. SAC Response to the Focal outcome Assessment Project Results

A. Assessment Tools & Processes: Indicate how well each of the following worked for your assessment:

Tools (rubrics, test items, questionnaires, etc.):

☒ *very well*   ☐ *some small problems/limitations to fix*   ☐ *notable problems/limitations to fix*   ☐ *tools completely inadequate/failure*

Please comment briefly on any changes to assessment tools that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome).

Processes (faculty involvement, sampling, norming, inter-rater reliability, etc.):

☐ *very well*   ☐ *some small problems/limitations to fix*   ☒ *notable problems/limitations to fix*   ☐ *tools completely inadequate/failure*

Please comment briefly on any changes to assessment process that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome).

Problems involved issues related to organization and participation of key personnel. Issues were resolved with a reformulation of participating faculty members.

B. Do the results of this project suggest that academic changes might be beneficial to your students (changes in curriculum, content, materials, instruction, pedagogy etc.)? ☒ *Yes* ☐ *No*

If you answered 'Yes,' briefly describe the changes to improve student learning below. If you answered 'No', detail why no changes are called for.

The committee was definetly unsatisfied with student demonstration of the targeted outcome of counselor empathy. We hope to redesign the course to enhance students acquisition of this skill.

If you are planning changes, when will these changes be fully implemented?

Unknown at this time. Hopefull it will be redesigned and ready by Winter Term 2015.

5. Follow-Up Plan for the Focal Outcome

A. How will the changes detailed in this report be shared with all FT/PT faculty in your SAC? *(select all that apply)*

☒ email   ☐ phone call   ☐ workshop
☐ campus mail   ☒ face-to-face meeting   ☐ other
☐ no changes to share

If 'other,' please describe briefly below.

B. Is further collaboration/training required to properly implement the identified changes? ☒ *Yes* ☐ *No*

If 'Yes,' briefly detail your plan/schedule below.

A subcommitte of SAC needs to form and create a proposal to address the identified issues.

C. Re-assessment is a critical part of the overall assessment process. This is especially important if academic changes have been implemented. How will you assess the effectiveness of the changes you plan to make?

☐ *follow-up project in next year's annual report*   ☐ *on-going informal assessment*

☒ *in a future assessment project*   ☐ *other*

If 'other,' please describe briefly below.

D. SACs are learning how to create and manage meaningful assessments in their courses. This development may require SAC discussion to support the assessment process (e.g., awareness, buy-in, communication, etc.). Please briefly describe any successful developments within your SAC that support the quality assessment of student learning. If challenges remain, these can also be shared.

The committee that completed this assessment was passionate and focused and clearly committed to improving students outcomes. Empowering this group with financial support (stipends) well mainly symbolic communicated the value placed on their invovlement. Due to the significant number of part time faculty the A&D Program has it is important to provide financial reimbursement to the greatest degree possible for the hours they devote to projects like this.