

CTE Annual Assessment Report Template

The purpose of CTE program-level assessment at PCC is to look at student achievement of degree and certificate-level outcomes and to help faculty focus on how to improve student learning based on assessment.

Please choose **one** of the degree and/or certificate outcomes that was part of this year's Summary Data Report, and provide a more in-depth explanation of your assessment process, results and how this might be used to enhance teaching and learning.

This form to be used for both assessments (first time the outcome is assessed) and for re-assessments (a follow-up for the initial assessment of the same outcome).

On completing the form, please e-mail it to learningassessment@pcc.edu.

SAC Assessment Contact(s):

<i>Name</i>	<i>e-mail</i>
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1. Which SAC do you represent?

Addiction Counseling Program

2. Which outcome is reported here? (Please provide the text of the outcome, and the degrees/certificates to which it applies).

AD 161 Motivational Interviewing will assess how students apply the principles and micro-skills of MI as identified in the Brief Motivational Interviewing Treatment Integrity (B-MITI) scale. The learning assessment will evaluate student's level of knowledge about how to demonstrate empathy, partnership, and cultivating change talk and skills to use language behaviors that are MI-adherent (MIA).

3. Please share **how** this outcome was assessed to help us understand your process for assessment. Please attach a rubric, sample score sheet, or other assessment tool.

Faculty will assess student's transcripts (10 students) from 10 minutes videos. Faculty will be trained in using the Likert scales for partnership, empathy, and cultivating change talk and how to identify which language behaviors represent MI-adherent skills.

4. Please include information about your benchmark (the score that indicates successful attainment of the outcome), and how it was determined.

Counseling demonstration videos and transcripts were reviewed and scored for ratio of reflections to questions (2:1 = 5 points) and global ratings on a 5-point Likert scale (empathy, partnership, cultivating change talk).

5. Please provide data collected in the assessment of this outcome (including score distribution and percent of students meeting benchmark). Summarize your findings in the box below. Attach supplemental information or appendices. For this report, **please do not include student identifying information**, but you can assign an arbitrary identifier, especially if you wish to reference individual scores in your discussion.

Each student received 3 global ratings (1-5 for Empathy, 1-5 for Partnership, 1-5 Cultivating Change Talk) and one score (5 or 0) for meeting the ratio of reflections to questions (2:1). Global ratings = 9 plus ratio (5) Total = 14

6. Please discuss your overall findings regarding student learning. (What did you learn from this assessment? Were there any surprises? Do the data make sense? How do the data relate to student learning?)

20 total = ratio plus global ratings reflects highest score possible, a (random selection 50% of class of 20) 10 students 10-minute video in which 2 faculty reviewed and scored the transcripts. 80% of those students were able to meet the minimum standard of score of 14.

80 percent of student were able to exhibit empathy, partnership and cultivating change talk. In addition, they were also able to meet the minimum requirements of 2 reflections to 1 question to be Motivational Interviewing adherent.

7. Please reflect on the entire project and share how your CTE SAC will use the results to improve student mastery of this outcome. Are there changes that need to be made to improve teaching and/or learning?

We will use this data to set a minimum standard for skills focused courses. Addiction Counseling Program wants to ensure that all students have the skills needed to meet the demands of the profession.

8. What changes do you plan to make to your assessment of this outcome in the future?

The Addiction Counseling Program has started a process to identify classes that are skilled focused. Take this opportunity to establish benchmarks consistent with the skills required for the addiction profession.

Has the outcome been assessed before? (If not, skip this question).

9. Were any modifications to instruction implemented between the prior assessment and this one? How did the assessment methods and results compare with the prior assessment?

Our last assessment was the second course we reviewed that was focused on skills demonstration shown to be effective in addiction counseling.

To help us understand your SAC's overall processes, please complete these additional questions.

1. Was the SAC able to include Part-Time (PT) and Full-Time (FT) faculty for this assessment? If PT faculty did not participate, please explain any barriers that might account for this fact.

There was both part-time and full-time faculty involved in this assessment process.

2. How do you plan to share this information with all members of your SAC?

It will be shared and reviewed in our next SAC meeting.

3. Are there any areas that you might want help with from your CTE coach? Please let us know.

4. Is there anything else you would like to share with us? Please let us know.

Thank you for completing this report!

We hope this has been a useful project to help your CTE SAC assist your students!