Discipline	Course Number	Title
Psychology	298	PSY 298 10/23/2019-Treatment of Addiction
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Behavioral Sciences	Will Teague
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

    No

2. Briefly describe the results of previous assessment report(s).

    3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

    5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Recognize and apply the ethics of addictions counseling and treatment.

- Assessment Plan

    o   Assessment Tool: Final Exam

    o   Assessment Date: Fall 2016

    o   Course section(s)/other population: Each section

    o   Number students to be assessed: All enrolled students

    o   How the assessment will be scored: Scored based on addiction counselor certification exam standards.

    o   Standard of success to be used for this assessment: 70% of students will score 70% or higher.

o   Who will score and analyze the data: department faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2017	2018	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
29	27

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were 13 students in the Fall 2017 semester and 14 students in the Winter 2018 semester who completed the course and the course assessment activities.

Since this course is cross-enrolled with PSY 298, the enrollment number picked up only the HSW sections, but I assessed all students in both sections.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This course is a Distance Learning (DL) class.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The final exam was composed of state certification exam questions. The ten ethics-specific questions were selected for the assessment.

The test questions were scored using an answer key and an item analysis was performed. Individual student scores by question were not available.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

The average score for the outcome-related questions was 84.096%. There was only one question where students scored below 70%, and that was question #18. Students in both sections averaged below 51% on this item, so it will be evaluated

to determine if the issue lies with the question or if additional information needs to be covered. On six out of the ten questions, students scored an average of 80% or higher; for the other three questions, students scored between 70-79%.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The students demonstrated the ability to apply the code of ethics in situations where it was necessary. On 6 of the 10 items, students scored above 80% and the standard of success was 70%. 100% of the students correctly answered question #2, which emphasized placing people over the need to complete the paperwork and being able to get a total picture of the person. Students did extremely well in this course.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The question where students demonstrated the greatest challenge was related to the purpose of an actual ethical code. This question will be evaluated to determine if additional instruction needs to be provided, or if the question is poorly written and needs to be revised.

Outcome 2: Design a substance abuse treatment plan.

- Assessment Plan

    o Assessment Tool: Scenario Evaluation

    o Assessment Date: Fall 2016

    o Course section(s)/other population: All Sections

    o Number students to be assessed: all students enrolled

    o How the assessment will be scored: Departmental rubric

    o Standard of success to be used for this assessment: 70% of the students will score 70% or higher.

    o Who will score and analyze the data: Department faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2017	2018	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
29	27

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were 13 students in the Fall 2017 semester and 14 students in the Winter 2018 semester who completed the course and the course assessment activities.

Since this course is cross-enrolled with PSY 298, the enrollment number picked up only the HSW sections, but I assessed all students in both sections.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This course is a Distance Learning (DL) class.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Over the course of the semester, the students are provided with a number of scenarios (standard of 5); these are opportunities to develop their skill in treatment plan development. Some of these are continuations of previous scenarios, while others are new scenarios entirely. The students are provided feedback on their submissions in order to be able to improve their treatment planning skills. Students are provided with step-by-step instructions on how to document what they are seeing in a manner that is consistent with therapeutic practice. Students are given multiple opportunities to repeat this process throughout the course of the semester, with the expectation that they will score 100% on the final treatment plan.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

100% of the students scored 100% on their final scenario.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students were able to demonstrate their ability to use the professional tools in order to develop an effective treatment plan using the appropriate evidence-based interventions.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

I will continue to evaluate the students' performance in this course and identify areas of improvement.

Outcome 3: Recognize and apply the stages of change model to treatment modalities.

- Assessment Plan

    o Assessment Tool: Scenario Evaluation

    o Assessment Date: Fall 2016

    o Course section(s)/other population: All sections

    o Number students to be assessed: All enrolled students

    o How the assessment will be scored: departmental rubric

    o Standard of success to be used for this assessment: 70% of students will score a 70% or higher.

    o Who will score and analyze the data: Department faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2017	2018	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
29	27

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were 13 students in the Fall 2017 semester and 14 students in the Winter 2018 semester who completed the course and the course assessment activities.

It is unclear why the enrollment is lower than that.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This course is a Distance Learning (DL) class.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Over the course of the semester, the students are provided with a number of scenarios (standard of 5); these are opportunities to develop their skill in treatment plan development. Some of these are continuations of previous scenarios, while others are new scenarios entirely. The follow up scenarios are designed for the students to be able to identify the changes that have taken place with the client and specifically address that in the treatment plan with direct regard to the new stage of change. The students are provided feedback on their submissions in order to be able to improve their treatment planning skills. Students are provided with step-by-step instructions on how to document what they are seeing in a manner that is consistent with therapeutic practice. Students are given multiple opportunities to repeat this process throughout the course of the semester, with the expectation that they will score 100% on the final treatment plan.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes
100% of the students scored 100% on their final scenario.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students were able to demonstrate their ability to correctly identify stages of change in order to develop an effective treatment plan with regard to the clients' progress using the appropriate evidence-based interventions.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

I will continue to evaluate the students' performance in this course and identify areas of improvement.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

N/A

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

I feel that this course meets the needs of the students with regard to introducing the process of ethically and professionally developing a treatment plan with the tools of the field in order to meet the needs of the client to the standards of the profession. The single question on the final regarding the purpose of the ethical code was a surprise. Regarding that specific question after reviewing that item on the exam and the possible answer options, it was seen that distractors may have been a possible issue in the results we saw. We will take into consideration the need to emphasize complete and accurate analysis as opposed to initial impressions for not only this exam, but also practice.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

Copies will be provided to other program instructors.

4.
   Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	We will complete a review of individual questions.	To improve student learning and remain up-to-date with the state certification standards.	2021

5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

Faculty/Preparer: Will Teague **Date:** 10/23/2019
Department Chair: Starr Burke **Date:** 10/24/2019
Dean: Scott Britten **Date:** 10/25/2019
Assessment Committee Chair: Shawn Deron **Date:** 12/24/2020