

**Assurance of Student Learning
2018-2019**

College of Education and Behavioral Sciences

Counseling and Student Affairs

Addictions Certificate 0492

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: Demonstrate the ability to conceptualize the etiology and impacting factors of chemical dependency and process addictions.

Instrument 1	Direct: Unit quizzes
Instrument 2	Direct: Key Assessments and performance indicators
Instrument 3	Indirect: Survey of enrolled students

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
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Student Learning Outcome 2: Apply and demonstrate knowledge by accurately diagnosing and evaluating clients struggling with chemical dependency and co-morbidity.

Instrument 1	Direct: Unit quizzes
Instrument 2	Direct: Performance indicators
Instrument 3	Indirect: Survey of enrolled students

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met
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Student Learning Outcome 3: Demonstrate appropriate development and application of a treatment plan relevant to the population.

Instrument 1	Direct: Unit quizzes
Instrument 2	Direct: Performance indicators
Instrument 3	Indirect: Survey of enrolled students

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met
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Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

As noted throughout the subsequent pages, there are DIRECT and INDIRECT measures of the Student Learning Outcomes noted above. These measures are both objective and narrative in nature and are conducted over the course of any given student's enrollment in the program. The results provide averages and trends related to the Student Learning Outcomes. A synthesis of both the objective and narrative results note areas of program success, as well as areas of growth. All faculty are involved in making decisions related to the enhancement of the program based upon the results of these measurements.

Student Learning Outcome 1

Student Learning Outcome	Demonstrate the ability to conceptualize the etiology and impacting factors of chemical dependency and process addictions.		
Measurement Instrument 1	<p>Direct: Unit quizzes</p> <p>Unit quizzes are provided in addiction content classes (CNS 637, 647, 667) to assess student comprehension of the material. Each learning unit includes a quiz over the weekly readings, PowerPoints/lectures, videos, and other resources listed.</p> <p>Students complete quizzes weekly that provide a quantitative score which is automatically populated and accessible to students in the Blackboard gradebook. Students are able to see the results and inform them of the correct answers for all questions asked.</p>		
Criteria for Student Success	<p>The amount of questions and time allotted per quiz varies based on the course. For example, CNS 637 has 10 quizzes with each quiz having 8 questions. Students have 15 minutes per quiz. CNS 647 has 15 quizzes with the lowest quiz grade being dropped. Students have 10 minutes to answer 10 questions. For all courses, students may only take a quiz once. All questions are randomly pulled from a pool of unit questions. The purpose of the quizzes are to assess student's basic content knowledge on the course material. They may not collaborate or share the information with others but may consult their text and resources, if necessary. Total adjusted quiz scores of 70% or above (A, B, or C) are passing. Students with a 69% or below (D or F) failed this measurement.</p>		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	96%
Methods	<p>Weekly unit quiz scores are automatically graded in blackboard. The results for 2018-2019 courses are as follows:</p> <p>CNS 637 (N = 25), Total mean score (M = 89.5%), Passing final scores above 70% (n = 24), Non-passing final scores below 70% (n = 1)</p> <p>CNS 647 (N = 14), Total mean score (M = 88.57%), Passing final scores above 70% (n = 13), Non-passing final scores below 70% (n = 1)</p> <p>CNS 667 (N = 17), Total mean score (M = 89.81%), Passing final scores above 70% (n = 17), Non-passing final scores below 70% (n = 0)</p>		
Measurement Instrument 2	<p>Direct: Key assessments and performance indicators</p> <p>Key assessments, or performance indicators are assignments that assess various learning objectives standards outlined within the core courses (CNS 637, 647, 667) in the certificate program. These performance indicators are measured across time and are graded upon a Likert scale with a corresponding rubric. An example of a performance indicator that examines a student's ability to conceptualize the etiology and impacting factors of this disorder would be a research paper they complete in CNS 667.</p>		
Criteria for Student Success	<p>Within the research paper, students will demonstrate the ability to synthesize information while utilizing current literature to support their understanding of the etiology and impacting factors of a process addiction. This assignment is graded on a Likert scale of 1-30 with a corresponding rubric. Total scores for the assignment of 70% or above (A, B, or C) are passing. Students with a 69% or below (D or F) failed this measurement.</p>		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	100%
Methods	<p>The research paper in CNS 667 are manually graded by the instructor and students are provided quantitative and qualitative feedback through Blackboard. The grade breakdown is as follows:</p> <p>CNS 667 (N=17), Total mean score (M= 27.14), passing scores above 70% (n=17), non-passing scores below 70% (n=0)</p>		
Measurement Instrument 3	Indirect: Survey of enrolled students		

	The survey includes a set of demographic questions, as well as the following questions that are related to their experiences in the program: (a) how many courses have you completed within the program; (b) when did you or do you expect to graduate; (c) please list any other graduate degree programs you are enrolled in; (d) what resources did you take advantage of while you were a graduate student in the Department; (e) rate your satisfaction with the program you graduated from. There is another set of questions that surveys the participants' opinions related to the strengths, as well as the weaknesses of the program.		
Criteria for Student Success	This measurement does not directly measure student success, however it measures student perceptions of their success. Special attention was given to the questions related to satisfaction in the program, program strengths as well as program weakness'.		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	100%
Methods	The Department distributes its Student Satisfaction Surveys once a year, typically around the end of the spring semester. Results of the survey are discussed among faculty teaching in this program area and the Department Head.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.			Met
Not Met			
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
The addictions certificate commenced in the fall of 2017. We are in the process of developing an empirically based plan for systematically evaluating the program objectives, and ensuring that students will obtain academic course work and experiences necessary to seek employment in a related field. Program Coordinators are also in constant contact with addiction and mental health agencies within the community. Clinicians, students and alumni have been instrumental in providing feedback related to the addictions certificate. Our decision-making process and actions for program improvement rely both on feedback from our students and alumni, as well as constituents within the community.			
Given the newness of the program, as well as the relatively low enrollment, significant changes have not been made to the program at this time. One area of improvement will be the creation of a formal assessment/evaluation of the program within the next year. Another improvement will be a change to the curriculum. Currently, students are only able to choose between an internship or a capstone course. The planned improvement will allow a student to substitute the capstone course for another elective that covers chemical dependency in depth. Students will still be provided the opportunity to complete an internship or capstone, if they chose.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
A formal assessment/ evaluation will be created by the program faculty during Summer 2020. The change in curriculum has been approved by the WKU senate. This change will go into effect for all students admitted into the Fall 2020 semester and after.			

Student Learning Outcome 2

Student Learning Outcome	Apply and demonstrate knowledge by accurately diagnosing and evaluating clients struggling with chemical dependency and co-morbidity.		
Measurement Instrument 1	<p>Direct: Unit quizzes</p> <p>Unit quizzes are provided in addiction content classes (CNS 637, 647, 667) to assess student comprehension of the material. Each learning unit includes a quiz over the weekly readings, PowerPoints/lectures, videos, and other resources listed.</p> <p>Students complete quizzes weekly that provide a quantitative score which is automatically populated and accessible to students in the Blackboard gradebook. Students are able to see the results and inform them of the correct answers for all questions asked.</p>		
Criteria for Student Success	<p>The amount of questions and time allotted per quiz varies based on the course. For example, CNS 637 has 10 quizzes with each quiz having 8 questions. Students have 15 minutes per quiz. CNS 647 has 15 quizzes with the lowest quiz grade being dropped. Students have 10 minutes to answer 10 questions. For all courses, students may only take a quiz once. All questions are randomly pulled from a pool of unit questions. The purpose of the quizzes are to assess student's basic content knowledge on the course material. They may not collaborate or share the information with others but may consult their text and resources, if necessary. Total adjusted quiz scores of 70% or above (A, B, or C) are passing. Students with a 69% or below (D or F) failed this measurement.</p>		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	96%
Methods	<p>Weekly unit quiz scores are automatically graded in blackboard. The results for 2018-2019 courses are as follows:</p> <p>CNS 637 (N = 25), Total mean score (M = 89.5%), Passing final scores above 70% (n = 24), Non-passing final scores below 70% (n = 1)</p> <p>CNS 647 (N = 14), Total mean score (M = 88.57%), Passing final scores above 70% (n = 13), Non-passing final scores below 70% (n = 1)</p> <p>CNS 667 (N = 17), Total mean score (M = 89.81%), Passing final scores above 70% (n = 17), Non-passing final scores below 70% (n = 0)</p>		
Measurement Instrument 2	<p>Direct: Performance indicators</p> <p>Performance indicators are assignments that assess various learning objectives standards outlined within the core courses (CNS 637, 647, 667) in the certificate program. These performance indicators are measured across time and are graded upon a Likert scale.</p> <p>Multiple performance indicators are utilized to assess a student's ability to evaluate and diagnosis clients.</p>		
Criteria for Student Success	<p>A case study assignment in CNS 647 is an example of where the student's must accurately chose and implement an assessment for a client who is demonstrating a chemical dependence. This assignment is graded on a Likert scale of 1-5 with a corresponding rubric. Another assessment is a case study assignment where students must accurately diagnosis and develop a treatment plan for the client. In this assignment, students are rated on a Likert scale of 1-10 with a corresponding rubric. Total scores for the assignment of 70% or above (A, B, or C) are passing. Students with a 69% or below (D or F) failed this measurement.</p>		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	100%
Methods	<p>Case Studies within CNS 647 are manually graded by the instructor and students are provided quantitative and qualitative feedback through Blackboard. The results are listed below:</p> <p>CNS 647 (N=14), Total mean score (M = 94.28.0%), Passing final scores above 70% (n = 14), Non-passing final scores below 70% (n = 0)</p>		
Measurement Instrument 3	<p>Indirect: Survey of enrolled students The survey includes a set of demographic questions, as well as the following questions that are related to their experiences in the program: (a) how many courses have you completed within the program; (b) when did you or do you expect to graduate; (c) please list any other graduate degree programs you are enrolled in; (d) what resources did you take advantage of while you were a graduate student in the Department; (e) rate your satisfaction with the program you graduated from. There is another set of questions that surveys the participants' opinions related to the strengths, as well as the weaknesses of the program.</p>		

Criteria for Student Success	This measurement does not directly measure student success, however it measures student perceptions of their success. Special attention was given to the questions related to satisfaction in the program, program strengths as well as program weakness'.		
Program Success Target for this Measurement	80%	Percent of Program Achieving Target	100%
Methods	The Department distributes its Student Satisfaction Surveys once a year, typically around the end of the spring semester. Results of the survey are discussed among faculty teaching in this program area and the Department Head.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
<p>The addictions certificate commenced in the fall of 2017. We are in the process of developing an empirically based plan for systematically evaluating the program objectives, and ensuring that students will obtain academic course work and experiences necessary to seek employment in a related field. Program Coordinators are also in constant contact with addiction and mental health agencies within the community. Clinicians, students and alumni have been instrumental in providing feedback related to the addictions certificate. Our decision-making process and actions for program improvement rely both on feedback from our students and alumni, as well as constituents within the community.</p> <p>Given the newness of the program, as well as the relatively low enrollment, significant changes have not been made to the program at this time. One area of improvement will be the creation of a formal assessment/evaluation of the program within the next year. Another improvement will be a change to the curriculum. Currently, students are only able to choose between an internship or a capstone course. The planned improvement will allow a student to substitute the capstone course for another elective that covers chemical dependency in depth. Students will still be provided the opportunity to complete an internship or capstone, if they chose.</p>			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
A formal assessment/ evaluation will be created by the program faculty during Summer 2020. The change in curriculum has been approved by the WKU senate. This change will go into effect for all students admitted into the Fall 2020 semester and after.			

Student Learning Outcome 3			
Student Learning Outcome	Demonstrate appropriate development and application of a treatment plan relevant to the population.		
Measurement Instrument 1	Direct: Unit quizzes Unit quizzes are provided in addiction content classes (CNS 637, 647, 667) to assess student comprehension of the material. Each learning unit includes a quiz over the weekly readings, PowerPoints/lectures, videos, and other resources listed. Students complete quizzes weekly that provide a quantitative score which is automatically populated and accessible to students in the Blackboard gradebook. Students are able to see the results and inform them of the correct answers for all questions asked.		
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Measurement Instrument 2	Direct: Performance indicators Performance indicators are assignments that assess various learning objectives standards outlined within the core courses (CNS 637, 647, 667) in the certificate program. These performance indicators are measured across time and are graded upon a Likert scale. Multiple performance indicators are utilized to assess a student's ability to evaluate and diagnosis clients.		
Criteria for Student Success	A case study assignment is an example of where the student's must accurately chose and implement an assessment for a client who is demonstrating a chemical dependence. This assignment is graded on a Likert scale of 1-5 with a corresponding rubric. Another assessment is a case study assignment where students must accurately diagnosis and develop a treatment plan for the client. In this assignment, students are rated on a Likert scale of 1-10 with a corresponding rubric. Total scores for the assignment of 70% or above (A, B, or C) are passing. Students with a 69% or below (D or F) failed this measurement.		
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