Assurance of Student Learning 2019-2020	
College of Education and Behavioral Sciences	Counseling and Student Affairs
Addictions Education Certificate 492	

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: 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
Student Learning Outcome 2: Accurately diagnose and evaluate 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
Student Learning Outcome 3: Develop and apply an appropriate 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
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	Conceptualize the etiology and impacting factors of chemical dependency and process addictions.
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.
Criteria for Student Success	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 many 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. On no particular content area will the average score across students be less then 80%.

Program Success Target for this Measurement	80%	**Percent of Program Achieving Target**	96%

Methods	Weekly unit quiz scores are automatically graded in blackboard. The results for 2018-2019 courses are as follows: 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) 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) 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)
Measurement Instrument 2	Direct: Key assessments and performance indicators 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. The learning objectives are as follows: _CNS 637_ (Aligns with 2016 CACREP Standards) F. 3. HUMAN GROWTH AND DEVELOPMENT d. theories and etiology of addictions and addictive behaviors 6. GROUP COUNSELING AND GROUP WORK f. types of groups and other considerations that affect conducting groups in varied settings* CLINICAL MENTAL HEALTH COUNSELING 1. FOUNDATIONS d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders

2. CONTEXTUAL DIMENSIONS

e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders

MARRIAGE, COUPLE, AND FAMILY COUNSELING

2. CONTEXTUAL DIMENSIONS

h. impact of addiction on marriages, couples, and families

CNS 647
- Demonstrate competency in client intake process
- Demonstrate competency in determining appropriateness for admission to a program
- Demonstrate competency in client orientation and motivation
- Demonstrate competency in the use of psycho-social tools for assessing the intensity and extent of a client's problem with chemical dependency
- Demonstrate competency in establishing treatment goals and plan for client
- Demonstrate competency in identifying the needs of the client that cannot be met by the counselor and assisting the client to utilize other agency or community resources available
- Demonstrate competency in ability to relate to our own and other professionals to assure comprehensive care for the client

CNS 667
- Demonstrate competency in individual counseling.
- Demonstrate competency in group counseling.
- Demonstrate competency in counseling of the family of the client and significant others.
- Demonstrate competency in coordinating multiple treatment activities and support systems for the client.
- Demonstrate competency in crisis intervention.
- Demonstrate competency in didactic presentations.

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. (See Appendix A)

Criteria for Student Success	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. On no particular rubric content category will the average student score be less than a 5 out of 6 points. (Appendix A)

Program Success Target for this Measurement	80%	**Percent of Program Achieving Target**	100%

Methods	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: CNS 667 (N=17), Total mean score (M= 27.14), passing scores above 70% (n=17), non-passing scores below 70% (n=0) Content Rubric Category 1- total mean score (M = 5.82); Content Rubric Category 2- total mean score (M=5.71) Content Rubric Category

	3-total mean score (M=5.94). Each content area was above the success target measurement.
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. (See Appendix B)
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 open- ended questions related to satisfaction in the program, program strengths as well as program weakness'. The mixed method design of the survey allows for participants to provide quantitative and qualitative feedback.

Program Success Target for this Measurement	100%	**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	Accurately diagnose and evaluate clients struggling with chemical dependency and co-morbidity.
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.
Criteria for Student Success	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 many 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. On no particular content area will the average score across students be less then 80%.

Program Success Target for this Measurement	80%	**Percent of Program Achieving Target**	96%

Methods	Weekly unit quiz scores are automatically graded in blackboard. The results for 2018-2019 courses are as follows: 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) 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) 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)
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. The learning objectives that align with this performance indicator is as follows: - Clinical Mental Health Counseling Foundations-neurobiological and medical foundation and etiology of addiction and co-occurring disorders. - Demonstrate competency in determining appropriateness for admission to a program - Demonstrate competency in client intake process - Demonstrate competency in client orientation and motivation - Demonstrate competency in the use of psycho-social tools for assessing the intensity and extent of a client's problem with chemical dependency
Criteria for Student Success	A case study assignment in CNS 647 is an example of where the student's must accurately choose 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. On no particular rubric content category will the average student score be less than a 3 out of 4 points within the content session. 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. On no particular rubric content category will the average student score be less than a 7 out of 9 points within the content session. 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.(See Appendix C and D)		
Program Success Target for this Measurement	80%	**Percent of Program Achieving Target**	100%
Methods	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: 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) Assessment Assignment-Content total mean score (M=4). Each content area was above the success target measurement. Treatment Planning Assessment -Content total mean score (M=4.5). Each content area was above the success target measurement.		
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. (See Appendix B)		
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 open-ended questions related to satisfaction in the program, program strengths as well as program weakness'. The mixed method design of the survey allows for participants to provide quantitative and qualitative feedback		
Program Success Target for this Measurement	100%	**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**	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.

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Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

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Student Learning Outcome 3

Student Learning Outcome	Develop and apply an appropriate 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.
Criteria for Student Success	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 many 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. On no particular content area will the average score across students be less then 80%.

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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. On no particular rubric content category will the average student score be less than a 3 out of 4 points within the content session. 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. On no particular rubric content category will the average student score be less than a 7 out of 9 points within the content session. 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. .(See Appendix C and D)

Program Success Target for this Measurement	80%	**Percent of Program Achieving Target**	100%

Methods	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: 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) Assessment Assignment-Content total mean score (M= 4) Each content area was above the success target measurement. Treatment Planning Assessment -Content total mean score (M=4.5). Each content area was above the success target measurement.
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. (See Appendix B)
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 open-ended questions related to satisfaction in the program, program strengths as well as program weakness'. The mixed method design of the survey allows for participants to provide quantitative and qualitative feedback

Program Success Target for this Measurement	100%	**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 3.	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.

Appendix A Learning Outcome 1 Measurement 2

Name	Process Addictions Research Paper Rubric
Description	
Rubric Detail	

Levels of Achievement

Criteria	Student exceeds assignment requirements and expectations	Student meets assignment requirements and expectations	Student somewhat meets assignment requirements and expectations	Student inconsistently, or rarely meets assignment requirements and expectations
Paper Format – APA guidelines. Use of headings and sub-headings that reflect the given list of required content; Relevant APA formatting guidelines.	**5 Points** (a) headings and subheadings were used to reflect the given list of content; (b) no mistakes in APA formatting	**4 Points** (a) Headings and subheadings were used adequately; (b) few errors made in APA formatting	**3.5 Points** (a) Some of the required headings and sub-headings were not used; (b) Multiple mistakes in APA formatting	**3 Points** (a) Many of the required headings and sub-headings were not used; (b) APA formatting almost nonexistent
Paper Format – Spelling & Grammar. Length requirement is met (5-7 pages not including references or title page).	**3 Points** No mistakes. Length requirement met.	**2 Points** Few errors made in spelling. Length requirement met.	**1.5 Points** Multiple mistakes in spelling. Length requirement somewhat met.	**1 Points** Various spelling errors made throughout the document. Length requirement not met.
Paper Content -	**6 Points**	**5 Points**	**4 Points**	**3 Points**

Development of Specific Process Addiction	Correct information is synthesized from appropriate references; Effective and clear description and consideration of current literature with appropriate and exhausted inclusion of references to support contentions. The development of the specific process addiction discussed is exhaustive and applicable to the counseling profession.	Correct information is synthesized from appropriate references; Effective and clear description and consideration of current literature with appropriate and adequate inclusion of references to support contentions. Adequate discussion of the development of the specific process addiction and adequate application to the counseling profession.	Information is inadequate and/or inaccurate; references are hardly appropriately used; content hardly goes above the expected. The development of the process addiction is not covered or not applicable to the counseling profession.	Information is inadequate and/or inaccurate; references are hardly appropriately used; content hardly goes above the expected. The development of the process addiction is not covered or not applicable to the counseling profession.
Paper Content - Identification & Assessment of Specific Process Addiction	**6 Points** Correct information is synthesized from appropriate references; Effective and clear description and consideration of current literature with appropriate and exhausted	**5 Points** Correct information is synthesized from appropriate references; Effective and clear description and consideration of current literature with appropriate and adequate inclusion of	**4 Points** Information is inadequate and/or inaccurate; references are hardly appropriately used; content hardly goes above the expected. The diagnosis and assessment of the process addiction is not covered	**3 Points** Information is inadequate and/or inaccurate; references are hardly appropriately used; content hardly goes above the expected. The diagnosis and assessment of the process addiction is not covered or not

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inclusion of references to support contentions. The diagnosis and assessment of the specific process addiction discussed is exhaustive and applicable to the counseling profession.	references to support contentions. Adequate discussion of the diagnosis and assessment of the specific process addiction and adequate application to the counseling profession.	or not applicable to the counseling profession.	applicable to the counseling profession.

	6 Points	**5 Points**	**4 Points**	**3 Points**
Paper Content - Treatment of Specific Process Addiction	Correct information is synthesized from appropriate references; Effective and clear description and consideration of current literature with appropriate and exhausted inclusion of references to support contentions. Interventions and techniques listed are exhausted and applicable to the counseling profession.	Correct information is synthesized from appropriate references; Effective and clear description and consideration of current literature with appropriate and adequate inclusion of references to support contentions. Adequate amount of approaches, interventions and techniques are listed and made applicable to the counseling profession.	Information is inadequate and/or inaccurate; references are hardly appropriately used; content hardly goes above the expected. Interventions & techniques are not covered or are not applicable to the counseling profession. Approaches, intervention's and techniques are not adequately covered nor applicable to the counseling profession.	Information is inadequate and/or inaccurate; references are hardly appropriately used; content hardly goes above the expected. Interventions & techniques are not covered or are not applicable to the counseling profession. Approaches, intervention's and techniques are not adequately covered nor applicable to the counseling profession.

APA: References and in-text citations are in correct APA format.	4 Points All references cited on the presentation are listed; are in singlespaced and in correct APA formatting and spelling; represent the requirements of references for this project.	3 Points References adequately met the requirements	2 Points References somewhat, yet inconsistently met the requirements	1 Points References rarely meet the requirements

View Associated Items

Print   Close Window

Learning Outcome 1 Measurement 3
Learning Outcome 2 Measurement 3
Learning Outcome 3 Measurement 3
Cert in AE Student Satisfaction Survey

Start of Block: Introduction

Intro
 We are interested in your feedback regarding your experiences as a graduate student in the ADDICTIONS EDUCATION Graduate Certificate Program housed within the Department of Counseling and Student Affairs. We are also <u>required</u> by WKU's accrediting bodies to collect information about your experience in the program and success thereafter. We will make every effort to consider your feedback and incorporate it into maintaining quality programs. It has been a pleasure working with you throughout your academic career in the Department of Counseling and Student Affairs and we wish you the very best as you engage in your professional career!

End of Block: Introduction

Start of Block: Demographic Questions

Demo **The following questions are meant to gain information related to how we are serving students who represent various demographics.**

- -

Q1 **1.   List your age.**

_____

- -

Q2 **2. List the gender with which you identify.**

_____

Q3 **3.** Select your sexual orientation.

○ Heterosexual (1)

○ Bisexual (2)

○ Homosexual (3)

○ Asexual (4)

○ Other (5) _____

○ Prefer not to answer. (6)

Q4 **4.** Select your partner status.

▼ Married/Partnered (1) ... Other (6)

Q5 **5.** Select your ethnicity/race/national   origin (mark one):

○ American Indian or Alaskan Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment. (1)

○ Black or African American: A person having origins in any of the black racial groups of Africa. (2)

○ Hispanic or Latino/a: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. (3)

○ Native Hawaiian or other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands. (4)

○ White: A person having origins in any of the original peoples of Europe, the Middle East or North Africa. (5)

○ White: A person having origins in any of the original peoples of Europe, the Middle East or North Africa. (6)

○ Blended racial/national heritage: A person who considers herself/himself a part of more than one of the groups listed here. (7)

Q6 **6.   Choose the most appropriate answer that best represents your employment while you were enrolled as a student.**

▼ I was not employed. (1) ... I had a graduate assistantship on campus. (4)

End of Block: Demographic Questions

Start of Block: Degree Program Questions

Degree **The following questions are related to your experiences within the program.**

Q7 **How many courses have you completed within the program?**

○ 1 (1)

○ 2 (2)

○ 3 or more (3)

○ I have not completed any of the courses yet. (4)

Q9 **When did you or do you expect to graduate?**
Academic Year (1)
Semester (2)

▼ 2017 (0) … 2025 ~ Summer, August (35)

Q10 **Please list any other graduate degree programs you are enrolled in.**

_____

Q15 **What resources did you take advantage   of while you were a graduate student in the Department of Counseling and   Student Affairs (CACREP Section 3.D):**

☐   Technological resources (1)

☐   Library services (2)

☐   Faculty mentoring (3)

☐   Other, please list (4) _____

Q16 **Please rate your satisfaction with   the program. (APR B.4b)**

Highly satisfied (1)

Satisfied (5)

Neither satisfied or dissatisfied (6)

Dissatisfied (7)

Highly dissatisfied (8)

Q17
The Department of Counseling and Student Affairs is committed to providing quality programs and maintaining highly satisfied students and

graduates. (APR E.1) Please check any of the following that you experienced as <u>strengths</u> of the program: *Curriculum and Programming*
Please insert comments next to any of the strengths.

☐   When classes were scheduled (1) _____

☐   Face-to-face classes (2) _____

☐   Hybrid classes (3) _____

☐   On-line classes (4) _____

☐   Structure of class meetings (i.e., group work, demonstrations) (5) _____

☐   Classes offered (6) _____

☐   New Student Orientation (7) _____

☐   Other (8) _____

Q18
The Department of Counseling and Student Affairs is committed to providing quality programs and maintaining highly satisfied students and

graduates. (APR E.1) Please check any of the following that you experienced as <u>strengths</u> of the program: *Faculty*
Please insert comments next to any of the strengths.

☐   Knowledge base and expertise of faculty (1) _____

☐   Faculty mentoring/relationship (2) _____

☐   Preparedness of faculty (3) _____

☐   Other (4) _____

Q19 **The Department of Counseling and Student Affairs is committed to providing quality programs and maintaining highly satisfied students and graduates.** (APR E.1) Please check any of the following that you experienced as <u>strengths</u> of the program: *Personal and Professional Development* Please insert comments next to any of the strengths.

☐   Support from faculty for your personal development (1) _____

☐   Remediation plans (2) _____

☐   How the program helped prepare you for employment (3) _____

☐   Other (4) _____

Q20 **The Department of Counseling and Student Affairs is committed to providing quality programs and maintaining highly satisfied students and graduates.** (APR E.1) Please check any of the following that you experienced as <u>strengths</u> of the program: *Professional Development Opportunities* Please insert comments next to any of the strengths.

☐   Student organizations (i.e., CSI, SAGA) (1) _____

☐   Co-presenting with faculty (2) _____

☐   Co-writing with faculty (3) _____

☐   Co-researching with faculty (4) _____

☐   Graduate Assistant opportunities (5) _____

☐   Internship sites (6) _____

Q21
The Department of Counseling and Student Affairs is committed to providing quality programs and maintaining highly satisfied students and

graduates. (APR E.1) Please check any of the following that you experienced as <u>weaknesses</u> of the program: ***Curriculum and Programming***
Please insert comments next to any of the weaknesses.

☐ When classes were scheduled (1) _____

☐ Face-to-face classes (2) _____

☐ Hybrid classes (3) _____

☐ On-line classes (4) _____

☐ Structure of class meetings (i.e., group work, demonstrations) (5) _____

☐ Classes offered (6) _____

☐ New Student Orientation (7) _____

Q22
The Department of Counseling and Student Affairs is committed to providing quality programs and maintaining highly satisfied students and graduates. (APR E.1) Please check any of the following that you experienced as <u>weaknesses</u> of the program: ***Faculty***
Please insert comments next to any of the weaknesses.

☐ Knowledge base and expertise of faculty (1) _____

☐ Faculty mentoring/relationship (2) _____

☐ Preparedness of faculty (3) _____

Q23 **The Department of Counseling and Student Affairs is committed to providing quality programs and maintaining highly satisfied students and graduates.** (APR E.1) Please check any of the following that you experienced as weaknesses of the program: *Personal and Professional Development* Please insert comments next to any of the weaknesses.

☐   Support from faculty for your personal development (1) _____

☐   Remediation plans (2) _____

☐   How the program helped prepare you for employment (3) _____

Q24 **The Department of Counseling and Student Affairs is committed to providing quality programs and maintaining highly satisfied students and graduates.** (APR E.1) Please check any of the following that you experienced as weaknesses of the program: *Professional Development Opportunities* Please insert comments next to any of the weaknesses.

☐   Student organizations (i.e., CSI, SAGA) (1) _____

☐   Co-presenting with faculty (2) _____

☐   Co-writing with faculty (3) _____

☐   Co-researching with faculty (4) _____

☐   Graduate Assistant opportunities (5) _____

☐   Internship sites (6) _____

End of Block: Degree Weaknesses

Q26 **Have you gained employment in the field of this program? (APR B.5) Please choose the most appropriate response.**

○ Full-time employment. Please list employer, city and state. (1) _____

○ Part-time employment. Please list employer, city and state. (2) _____

○ Have not been hired in the field of my degree. (3)

Skip To: End of Block If Have you gained employment in the field of this program? (APR B.5) Please choose the most appropr... = Have not been hired in the field of my degree.

Q27 **If you gained employment, please describe the setting of your employer.**

○ College or University (1)

○ Community mental health agency (2)

○ Crisis Unit (3)

○ Hospital (4)

○ Private mental health agency (5)

○ K-8 School (6)

○ High School (7)

○ Student Affairs. Please describe specific role or position. (8) _____

○ Other (9) _____

Q28 **If you gained employment in your   respective field, how long after you graduated were you employed?**

○ Prior to graduation (1)

○ Three months or less (2)

○ Six months or less (3)

○ A year or less (4)

○ More than a year (5)

Q29 **If you gained employment, where did   you secure employment? (APR B.5)**

○ In Kentucky. Please list city. (1) _____

○ Outside of Kentucky. Please list city and state. (2) _____

Q37 We are interested in your feedback regarding how we can better recruit and attract underrepresented students to our programs. Please share below.

○ 1 (1) _____

Q33 **Do you have any other comments/suggestions you would like to share to help improve the courses and the Department of Counseling and Student Affairs?**

_____

_____

_____

_____

_____

Name   Case Study: Assessment Rubric

Description

Rubric Detail

Levels of Achievement

Criteria	Excellent- Content is accurate and su!ciently explained	Good- Content is accurate but requires more thorough explanation	De"cient- Some content is incorrectly applied, missing, or de"cient	Unacceptable- Content is inaccurate, incorrectly applied, or completely missing
Identifying Correct Tools	1.5 Points	1.25 Points	1 Points	0 Points
Rationale for Chosen Tools	2.5 Points	2.25 Points	2 Points	0 Points
Grammar	1 Points	0.5 Points	0.4 Points	0 Points

View Associated Items

Name   Case Study: Treatment Planning Rubric

Description

Rubric Detail

Levels of Achievement

Criteria	Excellent- Content is accurate and su! ciently explained	Good- Content is accurate but requires more thorough explanation	De" cient- Some content is incorrectly applied, missing, or de" cient	Unacceptable- Content is inaccurate, incorrectly applied, or completely missing
Develop Appropriate Treatment Plan	4.5 Points	4 Points	3.5 Points	0 Points
Rationale for Strategies Chosen	4.5 Points	4 Points	3.5 Points	0 Points
Grammar	1 Points	0.5 Points	0.3 Points	0 Points

View Associated Items

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