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

Use this page	e to list learning outcomes, measurements, and summarize results for your program. Detailed informa in the subsequent pages.	tion must b	e completed
Student Lear	rning Outcome 1: Conceptualize the etiology and impacting factors of chemical dependency and process add	lictions.	
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 Lear	rning Outcome 2: Accurately diagnose and evaluate clients struggling with chemical dependency and co-mo	rbidity.	
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 Lear	rning Outcome 3: Develop and apply an appropriate treatment plan relevant to the population.		I
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 Su	nmary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)	1	1
As noted throug narrative in natu Outcomes. A sy	hout the subsequent pages, there are DIRECT and INDIRECT measures of the Student Learning Outcomes noted above. These m re and are conducted over the course of any given student's enrollment in the program. The results provide averages and trends r nthesis of both the objective and narrative results note areas of program success, as well as areas of growth. All faculty are involve ent of the program based upon the results of these measurements.	elated to the S	tudent Learning

		Student Learning Outcon	ne 1			
Student Learning Outcome	Conceptualize t	Conceptualize the etiology and impacting factors of chemical dependency and process addictions.				
Measurement Instrument 1	Unit quizzes are unit includes a q Students comple	irect: Unit quizzes nit quizzes are provided in addiction content classes (CNS 637, 647, 667) to assess student comprehension of the material. Each learning nit includes a quiz over the weekly readings, PowerPoints/lectures, videos, and other resources listed. udents complete quizzes weekly that provide a quantitative score which is automatically populated and accessible to students in the lackboard gradebook. Students are able to see the results and inform them of the correct answers for all questions asked.				
Criteria for Student Success	8 questions. Stud minutes to answ questions. The p share the inform C) are passing. S	he amount of questions and time allotted per quiz varies based on the course. For example, CNS 637 has 10 quizzes with each quiz having questions. Students have 15 minutes per quiz. CNS 647 has 15 quizzes with the lowest quiz grade being dropped. Students have 10 inutes to answer 10 questions. For all courses, students many only take a quiz once. All questions are randomly pulled from a pool of unit estions. The purpose of the quizzes are to assess student's basic content knowledge on the course material. They may not collaborate or are the information with others but may consult their text and resources, if necessary. Total adjusted quiz scores of 70% or above (A, B, o are passing. Students with a 69% or below (D or F) failed this measurement. On no particular content area will the average score across idents be less then 80%.				
Program Success Target for this	Measurement	80%	Percent of Program Achieving Target	96%		
Methods	CNS 637 (N = 2 CNS 647 (N = 1		cores above 70% (n = 24), Non-passing final scores above 70% (n = 13), Non-passing fina	scores below 70% $(n = 1)$ al scores below 70% $(n = 1)$		
Measurement Instrument 2	<ul> <li>Key ass core co</li> <li><u>CNS 637</u> (Alig F. 3. HUMAN C</li> <li>d. theories and c</li> <li>6. GROUP COU</li> <li>f. types of group</li> <li>CLINICAL ME</li> <li>1. FOUNDATIC</li> </ul>	<ul> <li>CNS 647 (N = 14), Total mean score (M = 88.57%), Passing final scores above 70% (n = 13), Non-passing final scores below 70% (n = CNS 667 (N = 17), Total mean score (M = 89.81%), Passing final scores above 70% (n = 17), Non-passing final scores below 70% (n = Direct: Key assessments and performance indicators <ul> <li>Key assessments and performance indicators</li> <li>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:</li> </ul> </li> <li>CNS 637 (Aligns with 2016 CACREP Standards)</li> <li>A. HUMAN GROWTH AND DEVELOPMENT</li> <li>d. theories and etiology of addictions and addictive behaviors</li> <li>GROUP COUNSELING AND GROUP WORK</li> <li>types of groups and other considerations that affect conducting groups in varied settings*</li> <li>CLINICAL MENTAL HEALTH COUNSELING</li> <li>FOUNDATIONS</li> </ul> <li>I. neurobiological and medical foundation and etiology of addiction and co-occurring disorders</li>				

	CNS 667 (N=17)	, Total mean score (M= 27.14), passing	scores above 70% (n=17), non-passing scores below 70 Content Rubric Category 2- total mean score (M=5.71)	
Methods	1 1	er in CNS 667 are manually graded by t ard. The grade breakdown is as follows:	he instructor and students are provided quantitative and	qualitative feedback
Program Success Target for thi	is Measurement	80%	Percent of Program Achieving Target	100%
Criteria for Student Success	<ul> <li>Demons</li> <li>Demons</li> <li>Demons</li> </ul> These performance indiresearch paper th Within the resear understanding of corresponding rui failed this measure A)	strate competency in crisis intervention. strate competency in didactic presentation ce indicators are measured across time a cator that examines a student's ability to ey complete in CNS 667. (See Appendin the paper, students will demonstrate the the etiology and impacting factors of a bric. Total scores for the assignment of rement. On no particular rubric content	nd are graded upon a Likert scale with a corresponding conceptualize the etiology and impacting factors of this (A) ability to synthesize information while utilizing current process addiction. This assignment is graded on a Likert 70% or above (A, B, or C) are passing. Students with a 6 category will the average student score be less than a 5 of	rubric. An example of a s disorder would be a literature to support their scale of 1-30 with a 59% or below (D or F) out of 6 points. (Appendix
	• Demons	strate competency in individual counsel strate competency in group counseling. strate competency in counseling of the fa	ng. mily of the client and significant others.	
	<ul> <li>Demons</li> <li>Demons</li> <li>Demons</li> <li>depende</li> <li>Demons</li> <li>Demons</li> <li>other ag</li> </ul>	ency strate competency in establishing treatme strate competency in identifying the need ency or community resources available	riateness for admission to a program ad motivation ocial tools for assessing the intensity and extent of a clie	assisting the client to utilize
	h. impact of addi	ction on marriages, couples, and familie	S	
		AL DIMENSIONS		
	-	DUPLE, AND FAMILY COUNSELING		
	e potential for su	AL DIMENSIONS	o-occur with a variety of neurological, medical, and psy	chological disorders

	3-total mean scor	e (M=5.94). Each content area was ab	ove the success target measurement.		
Measurement Instrument 3	The survey includ (a) how many cou graduate degree p Department; (e) r	rses have you completed within the programs you are enrolled in; (d) what	well as the following questions that are related to their ex ogram; (b) when did you or do you expect to graduate; (c resources did you take advantage of while you were a gra you graduated from. There is another set of questions tha ses of the program. (See Appendix B)	c) please list ar aduate student	ny other in the
Criteria for Student Success	given to the open	ended questions related to satisfaction	ccess, however it measures student perceptions of their su n in the program, program strengths as well as program w rovide quantitative and qualitative feedback.		
Program Success Target for this	s Measurement	100%	Percent of Program Achieving Target	100	)%
Methods		listributes its Student Satisfaction Surv sed among faculty teaching in this pro-	yeys once a year, typically around the end of the spring se gram area and the Department Head.	emester. Result	s of the
Based on your results, circle or h	highlight whether	the program met the goal Student L	earning Outcome 1.	Met	Not Met
Actions (Describe the decision-ma	aking process and a	ctions planned for program improvement	ent. The actions should include a timeline.)		
Actions (Describe the decision-ma The addictions certificate commen- and ensuring that students will obta with addiction and mental health ag	aking process and a need in the fall of 20 ain academic cours agencies within the	ctions planned for program improvement 017. We are in the process of developing e work and experiences necessary to success community. Clinicians, students and a		g the program are also in cor ed to the addic	objectives, astant contact ctions

go into effect for all students admitted into the Fall 2020 semester and after.

		Student Learning	g Outcome 2			
Student Learning Outcome	Accurately diagr	ose and evaluate clients struggling with		and co-morbidity.		
Measurement Instrument 1	Unit quizzes are unit includes a q Students comple	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	8 questions. Stud minutes to answe questions. The p share the informa C) are passing. S	The amount of questions and time allotted per quiz varies based on the course. For example, CNS 637 has 10 quizzes with each quiz havin B questions. Students have 15 minutes per quiz. CNS 647 has 15 quizzes with the lowest quiz grade being dropped. Students have 10 ninutes to answer 10 questions. For all courses, students many only take a quiz once. All questions are randomly pulled from a pool of uni questions. The purpose of the quizzes are to assess student's basic content knowledge on the course material. They may not collaborate or hare the information with others but may consult their text and resources, if necessary. Total adjusted quiz scores of 70% or above (A, B, 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 tudents be less then 80%.				
Program Success Target for this	Measurement	80%	Percent of	Program Achieving Target	96%	
Methods	CNS 637 (N = 2 CNS 647 (N = 1	<ul> <li>c scores are automatically graded in blac</li> <li>5), Total mean score (M = 89.5%), Pass</li> <li>4), Total mean score (M = 88.57%), Pa</li> <li>7), Total mean score (M = 89.81%), Pa</li> </ul>	ing final scores above 7 ssing final scores above	0% (n = 24), Non-passing final 70% (n = 13), Non-passing fin	scores below 70% $(n = 1)$ al scores below 70% $(n = 1)$	
Measurement Instrument 2	Direct: Performa Performance ind 667) in the certif • Multiple that alig • Clinical disorder • Demons • Demons	nce indicators icators are assignments that assess varie icate program. These performance indic e performance indicators are utilized to an with this performance indicator is as Mental Health Counseling Foundation rs. strate competency in determining appro- strate competency in client intake proce- strate competency in client orientation a strate competency in the use of psycho-	ous learning objectives s cators are measured acro assess a student's ability follows: s-neurobiological and m priateness for admission ss and motivation	tandards outlined within the consist time and are graded upon a lay to evaluate and diagnosis client edical foundation and etiology to a program	re courses (CNS 637, 647, Likert scale. nts. The learning objectives of addiction and co-occurring	
Criteria for Student Success	who is demonstr particular rubric Another assessn assignment, stud average student s	ignment in CNS 647 is an example of w ating a chemical dependence. This assig content category will the average stude nent is a case study assignment where so ents are rated on a Likert scale of 1-10 score be less than a 7 out of 9 points with the assignment of 70% or above (A, B,	gnment is graded on a Li nt score be less than a 3 tudents must accurately with a corresponding rul thin the content session.	kert scale of 1-5 with a corresp out of 4 points within the conte diagnosis and develop a treatmo pric. On no particular rubric co	oonding rubric. On no ent session. ent plan for the client. In this ntent category will the	

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. th Blackboard. The results are listed below: CNS 647 (Ne14). Total mean score (M=94.28.0%), Passing final scores above 70% (n = 14), Non-passing final scores below 70% (n Assessment Assignment-Content total mean score (M=4.5). 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 sarvey includes a set of demographic questions, as well as the following questions that are n to their experiences in the program. (e) how many courses have you completed within the program. (b) when did you or do you expec graduate; (c) (plase list any other graduate degree programs you graduated from. There is another set of que that surveys the participants' opinions related to the strengths, as well as the weaknesses of their success. Special atenti given to the opene-anded questions related to satification in the program, program you graduate lay 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 Student Success. however it measures student stores and the survey are discussed among faculty teaching in this program area and the Department Head.		measurement.(S	ee Appendix C and D)			
Blackboard. The results are listed below:       CNS 647 (N=14), Total mean score (M=9, 28.0%), Passing final scores above 70% (n = 14), Non-passing final scores below 70% (n Assessment Assignment-Content total mean score (M=4). Each content area was above the success target measurement.         Measurement Instrument 3       Indirect: Survey of enrolled students The survey includes as eto (demographic questions, as well as the following questions that are n to their experiences in the program: (a) how many courses have you completed within the program. (b) when did you or do you expecting and the program. (b) when did you take advantage of while y were a graduate student in the Department; (e) rate your satisfaction with the program. (b) when did you take advantage of while y were a graduate student in the Department; (e) rate your satisfaction with the program. (b) when did you take advantage of while y were a graduate student on the order averses the attent success. Special attenti given to the open-ended questions 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 attenti given to the open-ended questions related to 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 improvement. The actions should include a timeline.)       The deficiton-making process and actions planned for program improvement. The actions should include a timeline.)         The design of the survey and descentes nenecessary to seek employment in a related field. Progr	Program Success Target for this	Measurement	80%	Percent of Program Achieving Target	100	0%
to their experiences in the program: (a) how many courses have you completed within the program; (b) when did you or do you expect graduate; (c) please list any other graduate degree programs you are enrolled in; (d) what resources did you take advantage of while y were a graduate student in the Department; (e) rate your satisfaction with the program you graduated from. There is another set of que 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 attenti 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.       No         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 objecti 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 cwith addictions and mental health agencies winthin the	Methods	Blackboard. The CNS 647 (N=14 Assessment Ass	e results are listed below: ), Total mean score (M = 94.28.0%), Passing fina ignment-Content total mean score (M=4). Each co	I scores above 70% ( $n = 14$ ), Non-passing finontent area was above the success target meas	al scores below urement.	70% (n = 0)
given to the open-ended questions related to satisfaction in the program, program strengths as well as program weakness <sup>2</sup> . 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.       Met       No         Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.       Met       No         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 objecti 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 co 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 the creaston of a formal assessment/evaluation of t	Measurement Instrument 3	to their experien graduate; (c) ple were a graduate	tees in the program: (a) how many courses have yease list any other graduate degree programs you a student in the Department; (e) rate your satisfacti	ou completed within the program; (b) when di ire enrolled in; (d) what resources did you take on with the program you graduated from. The	d you or do you e advantage of v re is another set	i expect to while you
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       No         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 objecti 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 or 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 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 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 cl dependency in depth. Students will still be provided the opportunity to complete an internship or capstone, if they chose.         Follow-Up (Provide your timeline f	Criteria for Student Success	given to the ope	n-ended questions related to satisfaction in the pro-	ogram, program strengths as well as program		
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 No 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 objecti 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 c 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 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 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 cl 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 char	Program Success Target for this	Measurement	100%	Percent of Program Achieving Target	100	0%
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 objecti 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 or 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 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 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 cl 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 chart	Methods				semester. Resul	ts of the
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 objecti 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 or 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 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 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 cl dependency in depth. Students will still be provided the opportunity to complete an internship or capstone, if they chose. <b>Follow-Up</b> (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 chart	Based on your results, circle or h	nighlight whether	r the program met the goal Student Learning (	Dutcome 2.	Met	Not Met
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 objecti 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 or 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 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 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 cl dependency in depth. Students will still be provided the opportunity to complete an internship or capstone, if they chose. <b>Follow-Up</b> (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 char	Actions (Describe the decision-ma	king process and	actions planned for program improvement. The a	actions should include a timeline.)		
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	the creation of a formal assessmen choose between an internship or a dependency in depth. Students will <b>Follow-Up</b> (Provide your timeline A formal assessment/ evaluation w	t/evaluation of the a capstone course. I still be provided for follow-up. If vill be created by t	e program within the next year. Another improver . The planned improvement will allow a student the opportunity to complete an internship or caps follow-up has occurred, describe how the actions the program faculty during Summer 2020. The cha	nent will be a change to the curriculum. Curre to substitute the capstone course for another tone, if they chose. above have resulted in program improvemen	ently, students a elective that co	re only able t overs chemica
	<u>o</u>					

	Student Learning Outcome 3			
Student Learning	Outcome	Develop and apply an appropriate treatment plan relevant to the population.		

	D' III I					
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.					
				aible to students in the		
		te quizzes weekly that provide a quantitative score				
Critania for Student Success		ebook. Students are able to see the results and info				
Criteria for Student Success		uestions and time allotted per quiz varies based on				
		lents have 15 minutes per quiz. CNS 647 has 15 q				
		er 10 questions. For all courses, students many onl				
		urpose of the quizzes are to assess student's basic ation with others but may consult their text and res				
		Students with a 69% or below (D or F) failed this n				
	students be less t		neasurement. On no particular content area v	will the average score across		
	students de less					
Program Success Target for this	Magguramant	80%	Percent of Program Achieving Target	96%		
riogram success rarget for this	swieasurement	00%	refeent of riogram Acmeving Target	90%		
Methods	Wookly unit qui	z scores are automatically graded in blackboard. T	ha results for 2018, 2010 courses are as follow			
Methous	weekiy unit qui	z scores are automatically graded in blackboard. T	he results for 2018-2019 courses are as follo	ws.		
	CNS 637 (N - 2)	5), Total mean score ( $M = 89.5\%$ ), Passing final so	cores above $70\%$ $(n - 24)$ Non passing final	scores below 70% $(n-1)$		
		(4), Total mean score ( $M = 89.5\%$ ), Passing final score ( $M = 88.57\%$ ), Passing final				
		(17), Total mean score ( $M = 89.81\%$ ), Passing final (7), Total mean score ( $M = 89.81\%$ ), Passing final				
Measurement Instrument 2	Direct: Performa		scores above $70\%$ (II = 17), Non-passing III	al scores below $70\%$ (li = 0)		
Measurement Instrument 2			a chiectives standards outlined within the ex-			
		icators are assignments that assess various learning				
		icate program. These performance indicators are r		Likert scale.		
Criteria for Student Success		nance indicators are utilized to assess a student's a		ant fan a aliant ach a is		
Criteria for Student Success		ignment is an example of where the student's mus				
		chemical dependence. This assignment is graded of				
	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)					
	C) are passing. S	Students with a 09% of below (D of F) failed this h	neasurement(See Appendix C and D)			
Program Success Target for this	s Maasuramant	80%	Percent of Program Achieving Target	100%		
1 Togram Success Target for this	s wiedsui ement	80%	Tercent of Frogram Acmeving Target	100%		
Methods	Casa Studios wit	hin CNS 647 are manually graded by the instructo	or and students are provided quantitative and	qualitative feedback through		
Wiethous		results are listed below:	and students are provided quantitative and	quantative recuback unough		
		), Total mean score ( $M = 94.28.0\%$ ), Passing final	scores above 70% $(n - 14)$ Non passing fin	al scores below 70% $(n - 0)$		
		ignment-Content total mean score ( $M = 4$ ) Each co				
		ing Assessment -Content total mean score $(M=4)$ Each co				
		ing Assessment -Content total mean score (M-4.5	). Each content area was above the success the	arget measurement.		
Measurement Instrument 3	Indirect: Survey	of enrolled students				
wieasurement mistrument 5		ides a set of demographic questions, as well as the	following questions that are related to their	vnariances in the program.		
	-	burses have you completed within the program; (b)				
	graduate degree	programs you are enrolled in; (d) what resources d	nu you take auvantage of while you were a g	raduate student in the		

		ate your satisfaction with the program y the strengths, as well as the weakness	ou graduated from. There is another set of questions the soft the program. (See Appendix B)	nat surveys the p	articipants'
Criteria for Student Success	given to the open-	ended questions related to satisfaction	cess, however it measures student perceptions of their s in the program, program strengths as well as program ovide quantitative and qualitative feedback		
Program Success Target for thi	s Measurement	100%	Percent of Program Achieving Target	100	1%
Methods		istributes its Student Satisfaction Surve ed among faculty teaching in this prog	eys once a year, typically around the end of the spring ram area and the Department Head.	semester. Result	s of the
Based on your results, circle or	highlight whether t	he program met the goal Student Le	arning Outcome 3.	Met	Not Met
Actions (Describe the decision-m	aking process and a	ctions planned for program improvement	nt. The actions should include a timeline.)		<b>.</b>
and ensuring that students will ob with addiction and mental health a	tain academic course agencies within the c	e work and experiences necessary to second munity. Clinicians, students and all	g an empirically based plan for systematically evaluati ek employment in a related field. Program Coordinator umni have been instrumental in providing feedback rela- feedback from our students and alumni, as well as cons-	rs are also in cor ated to the addic	istant contact tions
the creation of a formal assessment choose between an internship or	nt/evaluation of the particular a capstone course.	program within the next year. Another	the set have not been made to the program at this time. On improvement will be a change to the curriculum. Curre student to substitute the capstone course for another p or capstone, if they chose.	ently, students a	re only able to
			e actions above have resulted in program improvemen	t.)	
A formal assessment/ evaluation v	•		The change in curriculum has been approved by the V	WKU senate. Th	is change wi

go into effect for all students admitted into the Fall 2020 semester and after.

Appendix A Learning Outcome 1 Measurement 2	Appendix A Learnin	g Outcome 1	Measurement 2
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lame	Process Addictions	Research Paper Rub	ric.	
escription				
ubric Detail				
	Levels of Achievem	ent		
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	5 Points	4 Points	3.5 Points	3 Points
Format – APA guidelines. Use of headings and sub-headings that reflect the given list of required content; Relevant APA formatting guidelines.	(a) headings and subheadings were used to reflect the given list of content; (b) no mistakes in APA formatting	(a) Headings and subheadings were used adequately; (b) few errors made in APA formatting	(a) Some of the required headings and sub-headings were not used; (b) Multiple mistakes in APA formatting	(a) Many of the required headings and sub-headings were not used; (b) APA formatting almost nonexistent
Paper	3 Points	2 Points	1.5 Points	1 Points
Format – Spelling & Grammar. Length requirement is met (5-7 pages not including references or title page).	No mistakes. Length requirement met.	Few errors made in spelling. Length requirement met.	Multiple mistakes in spelling. Length requirement somewhat met.	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	<b>5 Points</b> 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	<b>3 Points</b> 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

	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.
Paper Content - Treatment 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 inclusion of references to support contentions. Interventions and techniques listed are exhausted and applicable to the counseling profession.	<b>5 Points</b> 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.	4 Points 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.	<b>3 Points</b> 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.

References and in-text citations are in correct APA format.	All references cited on the presentation are listed; are in singlespaced and in correct APA form atting and spelling; represent the requirem ents of references for this project.	References adequately met the requirements	References somewhat, yet inconsistently met the requirements	References rarely meet the requirements
/iew Associated tems			Print	Cose Window

Appendix B 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	l orientation.
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Ο	Heterosexual	(1)
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O Bisexual (2)

O Homosexual (3)

O Asexual (4)

Other (5) \_\_\_\_\_

O 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):

O 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)

O 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?

```
O 1 (1)
```

0 2 (2)

O 3 or more (3)

 $\bigcirc$  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 r	ate your satisfaction with the program. (APR B.4b)	
	Highly satisfied (1)	
	Satisfied (5)	
	Satisfied (5)	

End of Block: Degree Program Questions

**Start of Block: Degree Strengths** 

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.

Graduate Assistant opportunities (5)
Graduate Assistant opportunities (5)
Co-researching with faculty (4)
Co-writing with faculty (3)
Co-presenting with faculty (2)
Student organizations (i.e., CSI, SAGA) (1)

# 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.

## 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 <u>weaknesses</u> 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 <u>weaknesses</u> 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

Start	of	RL	ock	Empl	loyment	
Juli	UI.		OUK.	спр	oyment	•

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

O Full-time employment. Please list employer, city and state. (1) \_\_\_\_\_\_

Part-time employment. Please list employer, city and state. (2) \_\_\_\_\_\_

 $\supset$  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)

O Community mental health agency (2)

Crisis Unit (3)

O Hospital (4)

Private mental health agency (5)

○ K-8 School (6)

O High School (7)

 $\supset$  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?
$\bigcirc$ Prior to graduation (1)	
$\bigcirc$ Three months or less (2)	
O Six months or less (3)	
O A year or less (4)	
$\bigcirc$ More than a year (5)	
Q29 If you gained employment, where d	d you secure employment? (APR B.5)
$\bigcirc$ In Kentucky. Please list city. (1)	
Outside of Kentucky. Please list city a	nd state. (2)
End of Block: Employment	
Start of Block: Block 8	
Q37 We are interested in your feedback r below.	egarding how we can better recruit and attract underrepresented students to our programs. Please share

End of Block: Block 8

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?

End of Block: Comments

# Appendix C Learning Outcome 2 Measurement 2 Learning Outcome 3 Measurement 2

escription				
ubric Detail				
	Levels of Achieve	ement		
Criteria	Excellent- Content is accurate and su! ciently explained	Good- Content is accurate but requires more thorough explanation	De" cient- Som e content is incorrectly applied, missing, or de" cient	Unacceptable- Content is inaccurate, incorrectly applied, or completely missing
ldentifying 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

# Appendix D Learning Outcome 2 Measurement 2 Learning Outcome 3 Measurement 2

	Case Study: Tre	atment Planning Ru	IDFIC			
escription						
ıbric 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 com pletely 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		