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| **Assurance of Student Learning**  **2020-21** | |
| College of Education and Behavioral Sciences | Counseling and Student Affairs |
| Addictions Education Certificate 492 | |

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| **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 measuring mastery of content areas relative to this outcome. | | |
| **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 measuring mastery of content areas relative to this outcome. | | |
| **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 measuring mastery of content areas relative to this outcome. | | |
| **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. | | | |

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| **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 than 80%. | | | | | | |
| **Program Success Target for this Measurement** | | | The average score across all students will be no less than 80% and on no individual content area will the average score be less than XX%. | | **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** | Key Assessment, DIRECT MEASURE  The Key Assessment associated with this learning outcome is the *12 Step Meeting Reflection Paper* required in CNS 637 Theories of Addiction course that is offered each fall and required for the AE program. | | | | | | |
| **Criteria for Student Success** | Within the paper, students will demonstrate an understanding of the factors associated with addictions in group counseling in varied settings. It is graded upon a 4-point rubric (4=A, 3=B, 2=C, 1=D or below). Criteria for success = at least 80% of students earn a ¾ or greater. | | | | | | |
| **Program Success Target for this Measurement** | | The average score across all students will be at least 80% and on no individual rubric criterion will the average score be less than XX%. | | **Percent of Program Achieving Target** | | 100% | |
| **Methods** | The assignment is required in CNS 637 Theories of Addiction, offered each fall.  Case Studies within CNS 647 are manually graded by the instructor and students are provided quantitative and qualitative feedback through Blackboard. The results are as follows: (N=29), 28 earned a rating of 4; 1 earned a rating of 3. Based upon the results, the target was met. | | | | | | |
| **Measurement Instrument 3** | Addictions Education Student Satisfaction Survey, INDIRECT MEASURE.  The survey includes a set of demographic questions, as well as the following questions that are related to their experiences in the program: (a) how many courses have you completed within the program; (b) when did you or do you expect to graduate; (c) please list any other graduate degree programs you are enrolled in; (d) what resources did you take advantage of while you were a graduate student in the Department; (e) rate your satisfaction with the program you graduated from. There is another set of questions that surveys the participants’ opinions related to the strengths, as well as the weaknesses of the program. | | | | | | |
| **Criteria for Student Success** | 75% of ratings and commentary are positive.   * Total n=6 respondents * Summary of responses to Q17 related to strengths of Curriculum and Programming. There were 7 potential strengths listed along with an option to include “other.” Four respondents rated 4 of the 7 listings as strengths of the program: when classes are scheduled; on-line classes; structure of class meetings; and classes offered. No commentary for Other was provided. * Summary of responses to Q18 related to strengths of Faculty. There were 3 potential strengths listed along with an option to include “other.” All respondents rated all of the listings as strengths: knowledge base and expertise of faculty; faculty mentoring; preparedness of faculty. No commentary for Other was provided * Summary of responses to Q19 related to strengths of Personal and Professional Development. There were 3 potential strengths listed along with an option to include “other.” Of the three listings, at least 75% of respondents rated 2 as strengths of the program including: support from faculty for your personal development and how the program helped prepare you for employment. No commentary for Other was provided * Summary of responses to Q20 related to strengths of Professional Development Opportunity. There were 6 potential strengths listed. Two respondents rated the following listings as strengths: student organization and internship sites.   Questions related to program weaknesses related to the areas above were also included in the survey. There was only one respondent who rated any of the above as a weakness. The commentary included was: “On line classes though helpful are a bit of a weakness in that they do not allow for the person to person experience that I tend to learn more from. They make me feel disconnected from my cohort at times.” | | | | | | |
| **Program Success Target for this Measurement** | | 100% | | **Percent of Program Achieving Target** | | 100% | |
| **Methods** | The Department distributes the survey once a year typically in May. The survey is on Qualtrics and distributed through email to all students. | | | | | | |
| **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; and distributed the first student survey in May of 2020. Last year, we went through a program revision that now allows students to replace the original capstone requirement for another elective that covers chemical dependency in depth. This change allows students who are not placed in a substance dependency or related agency to still enroll and complete the program. For example, this is relevant for students who may work in Human Resources or as Teachers Aids. While they may not formally apply the skills, their knowledge of content and theory related to addictions may be helpful in their work settings. | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | |
| Enrollment in the program is building. We will continue to distribute the yearly satisfaction surveys to consider areas for improvement and enhancing. | | | | | | | |

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| **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 than 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** | Key Assessment, DIRECT MEASURE  The Key Assessment associated with this learning outcome is the *Case Study Assessment* in CNS 647 Assessment Diagnosis and Treatment course that is offered each spring and required for the AE program. | | | | | | |
| **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. Criteria for success is that the majority of students will earn 80% or above on the assignment. | | | | | | |
| **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 as follows: (N=20), 12 earned 100% and 8 earned 70%. Based upon the results, the target was met. | | | | | | |
| **Measurement Instrument 3** | Addictions Education Student Satisfaction Survey, INDIRECT MEASURE.  The survey includes a set of demographic questions, as well as the following questions that are related to their experiences in the program: (a) how many courses have you completed within the program; (b) when did you or do you expect to graduate; (c) please list any other graduate degree programs you are enrolled in; (d) what resources did you take advantage of while you were a graduate student in the Department; (e) rate your satisfaction with the program you graduated from. There is another set of questions that surveys the participants’ opinions related to the strengths, as well as the weaknesses of the program. | | | | | | |
| **Criteria for Student Success** | 75% of ratings and commentary are positive.   * Total n=6 respondents * Summary of responses to Q17 related to strengths of Curriculum and Programming. There were 7 potential strengths listed along with an option to include “other.” Four respondents rated 4 of the 7 listings as strengths of the program: when classes are scheduled; on-line classes; structure of class meetings; and classes offered. No commentary for Other was provided. * Summary of responses to Q18 related to strengths of Faculty. There were 3 potential strengths listed along with an option to include “other.” All respondents rated all of the listings as strengths: knowledge base and expertise of faculty; faculty mentoring; preparedness of faculty. No commentary for Other was provided * Summary of responses to Q19 related to strengths of Personal and Professional Development. There were 3 potential strengths listed along with an option to include “other.” Of the three listings, at least 75% of respondents rated 2 as strengths of the program including: support from faculty for your personal development and how the program helped prepare you for employment. No commentary for Other was provided * Summary of responses to Q20 related to strengths of Professional Development Opportunity. There were 6 potential strengths listed. Two respondents rated the following listings as strengths: student organization and internship sites.   Questions related to program weaknesses related to the areas above were also included in the survey. There was only one respondent who rated any of the above as a weakness. The commentary included was: “On line classes though helpful are a bit of a weakness in that they do not allow for the person to person experience that I tend to learn more from. They make me feel disconnected from my cohort at times.” | | | | | | |
| **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; and distributed the first student survey in May of 2020. Last year, we went through a program revision that now allows students to replace the original capstone requirement for another elective that covers chemical dependency in depth. This change allows students who are not placed in a substance dependency or related agency to still enroll and complete the program. For example, this is relevant for students who may work in Human Resources or as Teachers Aids. While they may not formally apply the skills, their knowledge of content and theory related to addictions may be helpful in their work settings. | | | | | | | |
| **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. | | | | | | | |

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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. | | | | | | |
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| **Measurement Instrument 2** | Key Assessment, DIRECT MEASURE  The Key Assessment associated with this learning outcome is the *Case Study Treatment Planning* in CNS 647 Assessment Diagnosis and Treatment course that is offered each spring and required for the AE program. | | | | | | |
| **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. Criteria for success is that the majority of students will earn 80% or above on the assignment. | | | | | | |
| **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 as follows: (N=20), 17 earned 80% or higher; 3 earned 60%. Based upon the results, the target was met. | | | | | | |
| **Measurement Instrument 3** | Addictions Education Student Satisfaction Survey, INDIRECT MEASURE.  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. | | | | | | |
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| **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; and distributed the first student survey in May of 2020. Last year, we went through a program revision that now allows students to replace the original capstone requirement for another elective that covers chemical dependency in depth. This change allows students who are not placed in a substance dependency or related agency to still enroll and complete the program. For example, this is relevant for students who may work in Human Resources or as Teachers Aids. While they may not formally apply the skills, their knowledge of content and theory related to addictions may be helpful in their work settings. | | | | | | | |
| **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. | | | | | | | |