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| **Assurance of Student Learning Report**  **2023-2024** | | |
| ` | | Counseling and Student Affairs |
| *Addictions Certificate 0492* | | |
| *Dr. Jill Sauerheber* | | |
| ***Is this an online program***?  Yes  No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here  Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** | |

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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. Add more Outcomes as needed.*** | | | |
| **Program Student Learning Outcome 1:** Demonstrate the ability to conceptualize the etiology and impacting factors of chemical dependency and process addictions. | | | |
| **Instrument 1** | Direct: Unit quizzes | | |
| **Instrument 2** | Direct: Key Assessments and performance indicators | | |
| **Instrument 3** | Indirect: Survey of enrolled students | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **X Met** | **Not Met** |
| **Program Student Learning Outcome 2:** Apply and demonstrate knowledge by accurately diagnosing and evaluating clients struggling with chemical dependency and co-morbidity. | | | |
| **Instrument 1** | Direct: Unit quizzes | | |
| **Instrument 2** | Direct: Performance indicators | | |
| **Instrument 3** | Indirect: Survey of enrolled students | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | | **X Met** | **Not Met** |
| **Program Student Learning Outcome 3:** Demonstrate appropriate development and application of a treatment plan relevant to the population. | | | |
| **Instrument 1** | Direct: Unit quizzes | | |
| **Instrument 2** | Direct: Performance indicators | | |
| **Instrument 3** | Indirect: Survey of enrolled students | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | | **X Met** | **Not Met** |
| **Assessment Cycle Plan:** | | | |
| 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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| **Program Student Learning Outcome 1** | | | | | | | |
| **Program Student Learning Outcome** | Demonstrate the ability to 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, 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. For 667, students have 7 quizzes, with 10 questions each and are allotted 15 minutes. 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. | | | | | | |
| **Program Success Target for this Measurement** | | | **80%** | | **Percent of Program Achieving Target** | **100%** | |
| **Methods** | Weekly unit quiz scores are automatically graded in blackboard. The results for this evaluative year are as follows:  CNS 637 (N = 22), Total mean score (M = 85.81%), Passing final scores above 70% (n = 21), Non-passing final scores below 70% (n = 1)  CNS 667 (N = 17), Total mean score (M = 86.98%), Passing final scores above 70% (n = 17), Non-passing final scores below 70% (n = 0). (CNS 667 is taught every other year. These are the results from Spring 2023.) | | | | | | |
| **Measurement Instrument 2** | Direct: Key assessments and performance indicators – 12 Step Observation Paper (CNS 637)  Key assessments, or performance indicators are assignments that assess various learning objectives standards outlined within the core courses (CNS 637, 647, 667) in the certificate program. These performance indicators are measured across time and are graded upon a Likert scale with a corresponding rubric. An example of a performance indicator that examines a student’s ability to conceptualize the etiology and impacting factors of this disorder would be a 12 step observation paper they complete in CNS 637. | | | | | | |
| **Criteria for Student Success** | Within the observation 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. | | | | | | |
| **Program Success Target for this Measurement** | | **80%** | | **Percent of Program Achieving Target** | | **100%** | |
| **Methods** | The 12 Step Observation Paper in CNS 637 are manually graded by the instructor and students are provided quantitative and qualitative feedback through Blackboard. The grade breakdown is as follows:  CNS 637 (N=22), Total mean score (M= 92.0%), passing scores above 70% (n=20), non-passing scores below 70% (n=2) | | | | | | |
| **Measurement Instrument 3** | The survey includes a set of demographic questions, as well as the following questions that are related to their experiences in the program: (a) how many courses have you completed within the program; (b) when did you or do you expect to graduate; (c) please list any other graduate degree programs you are enrolled in; (d) what resources did you take advantage of while you were a graduate student in the Department; (e) rate your satisfaction with the program you graduated from. There is another set of questions that surveys the participants’ opinions related to the strengths, as well as the weaknesses of the program. | | | | | | |
| **Criteria for Student Success** | This measurement does not directly measure student success, however it measures student perceptions of their success. Special attention was given to the questions related to satisfaction in the program, program strengths as well as program weakness’. | | | | | | |
| **Program Success Target for this Measurement** | | **80%** | | **Percent of Program Achieving Target** | | **100%** | |
| **Methods** | The Department distributes its Student Satisfaction Surveys once a year, typically around the end of the spring semester. Results of the survey are discussed among faculty teaching in this program area and the Department Head. | | | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | | |
| **Results**: As a program, we are pleased with hitting all of the benchmarks we have set forth for the program. Academic success is expected in our classes within the addiction certificate and students who seem to be falling behind are checked in with by the professor of that course.  **Conclusions**: According to out student satisfaction survery that was disseminated, there are multiple strengths to our program including: the opportunity to conduct research and co-write with faculty members, graduate assistantship opportunites, professional development opportunities, connections to internship sites, faculty mentoring, student organizations such as COGA, SAGA etc. as well as job placements after they complete the certificate. One change that did occur this year was the WKU policy change regarding the amount of hours a student may count towards both a certificate and their graduate degree. Due to this policy change, as a faculty, we have voted to move the addictions certificiate from a 15 hour program to a 12 hour program which would reduce an elective.  **\*\*IMPORTANT - Plans for Next Assessment Cycle**: : Program Coordinators will continue to remain 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. Additionally, by reducing the certificate to 12 hours pending all the appropriate channels approve it, this will allow a more seamless transition for our students currently in the CMHC and MCFC programs. | | | | | | | |

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| **Program Student Learning Outcome 2** | | | | | | | |
| **Program Student Learning Outcome** | Apply and demonstrate knowledge by accurately diagnosing and evaluating 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. For 667, students have 7 quizzes, with 10 questions each and are allotted 15 minutes. 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. | | | | | | |
| **Program Success Target for this Measurement** | | | 80% | | **Percent of Program Achieving Target** | 100% | |
| **Methods** | Weekly unit quiz scores are automatically graded in blackboard. The results for 2022-2023 courses are as follows:  CNS 637 (N = 26), Total mean score (M = 91.00%), Passing final scores above 70% (n = 26), Non-passing final scores below 70% (n = 0)  CNS 667 (N = 17), Total mean score (M = 86.98%), Passing final scores above 70% (n = 17), Non-passing final scores below 70% (n = 0) | | | | | | |
| **Measurement Instrument 2** | Direct: Performance indicators – Research Paper (CNS 667)  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 research paper that identifies a specific process addicition then focuses on the develepoment, identification, assessment and treatment of that disorder is an example of an assignment that can be found in CNS 667. This assignment is graded on a Likert scale of 1-6 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. | | | | | | |
| **Program Success Target for this Measurement** | | 80% | | **Percent of Program Achieving Target** | | **100%** | |
| **Methods** | Case Studies within CNS 667 are manually graded by the instructor and students are provided quantitative and qualitative feedback through Blackboard. The results are listed below: CNS 667 (N=17), Total mean score (M = 91.76%), Passing final scores above 70% (n = 16), Non-passing final scores below 70% (n = 1). (CNS 667 taught every other year. These are the results from Spring 2023.) | | | | | | |
| **Measurement Instrument 3** | Indirect: Survey of enrolled students The survey includes a set of demographic questions, as well as the following questions that are related to their experiences in the program: (a) how many courses have you completed within the program; (b) when did you or do you expect to graduate; (c) please list any other graduate degree programs you are enrolled in; (d) what resources did you take advantage of while you were a graduate student in the Department; (e) rate your satisfaction with the program you graduated from. There is another set of questions that surveys the participants’ opinions related to the strengths, as well as the weaknesses of the program. | | | | | | |
| **Criteria for Student Success** | This measurement does not directly measure student success, however it measures student perceptions of their success. Special attention was given to the questions related to satisfaction in the program, program strengths as well as program weakness’. | | | | | | |
| **Program Success Target for this Measurement** | | 80% | | **Percent of Program Achieving Target** | | **94%** | |
| **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.** | | | | | | **X Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | | |
| **Results**: As a program, we are pleased with hitting all of the benchmarks we have set forth for the program. Academic success is expected in our classes within the addiction certificate and students who seem to be falling behind are checked in with by the professor of that course.    **Conclusions** According to out student satisfaction survery that was disseminated, there are multiple strengths to our program including: the opportunity to conduct research and co-write with faculty members, graduate assistantship opportunites, professional development opportunities, connections to internship sites, faculty mentoring, student organizations such as COGA, SAGA etc. as well as job placements after they complete the certificate. One change that did occur this year was the WKU policy change regarding the amount of hours a student may count towards both a certificate and their graduate degree. Due to this policy change, as a faculty, we have voted to move the addictions certificiate from a 15 hour program to a 12 hour program which would reduce an elective.  **Plans for Next Assessment Cycle**: Program Coordinators will continue to remain 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. Additionally, by reducing the certificate to 12 hours pending all the appropriate channels approve it, this will allow a more seamless transition for our students currently in the CMHC and MCFC programs. | | | | | | | |

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| **Program Student Learning Outcome 3** | | | | | | | |
| **Program Student Learning Outcome** | Demonstrate appropriate development and application of a treatment plan relevant to the population. | | | | | | |
| **Measurement Instrument 1** | Direct: Unit quizzes  Unit quizzes are provided in addiction content classes (CNS 637,647, 667) to assess student comprehension of the material. Each learning unit includes a quiz over the weekly readings, PowerPoints/lectures, videos, and other resources listed.  Students complete quizzes weekly that provide a quantitative score which is automatically populated and accessible to students in the Blackboard gradebook. Students are able to see the results and inform them of the correct answers for all questions asked. | | | | | | |
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| **Program Success Target for this Measurement** | | | 80% | | **Percent of Program Achieving Target** | 100% | |
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| **Measurement Instrument 2** | Direct: Key assessments and performance indicators – 12 Step Observation Paper (CNS 667)  Key assessments, or performance indicators are assignments that assess various learning objectives standards outlined within the core courses (CNS 637, 647, 667) in the certificate program. These performance indicators are measured across time and are graded upon a Likert scale with a corresponding rubric. An example of a performance indicator that examines a student’s ability to conceptualize the etiology and impacting factors of this disorder would be a 12 step observation paper they complete in CNS 667. | | | | | | |
| **Criteria for Student Success** | Within the observation 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 1-6 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. | | | | | | |
| **Program Success Target for this Measurement** | | **80%** | | **Percent of Program Achieving Target** | | **94%** | |
| **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= 91.76), passing scores above 70% (n=16), non-passing scores below 70% (n=0) | | | | | | |
| **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. | | | | | | |
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| **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.** | | | | | | **X Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | | |
| **Results**: As a program, we are pleased with hitting all of the benchmarks we have set forth for the program. Academic success is expected in our classes within the addiction certificate and students who seem to be falling behind are checked in with by the professor of that course.  **Conclusions**: According to out student satisfaction survery that was disseminated, there are multiple strengths to our program including: the opportunity to conduct research and co-write with faculty members, graduate assistantship opportunites, professional development opportunities, connections to internship sites, faculty mentoring, student organizations such as COGA, SAGA etc. as well as job placements after they complete the certificate.  **Plans for Next Assessment Cycle**: The current Program Coordinator has resigned, the Department Chair (who otherwise would serve as interim PC) is going on sabbatical in the fall. Given the limited resources in leadership, the Department will strive to maintain the required logistics of the program (i.e., admissions, advising, assuring compenent faculty are teaching the courses). Feedback from students, graduates and constituents will continue to be considered. | | | | | | | |

**\*\*\* Please include Curriculum Map (below/next page) as part of this document**

[**https://www.wku.edu/csa/programs/addictions\_certificate.php**](https://www.wku.edu/csa/programs/addictions_certificate.php)