



ADST Graduate Certificate Student Learning Outcomes

November 27, 2016

To: Pui-Yan Lam
cc: Martha Raske
Re: 2015-2016 ADST Graduate Certificate
Student Learning Outcome Assessment

This assessment reflects ongoing evaluation and curricular / pedagogical revisions conducted across academic years: 2015-2016. The purpose for this approach is to provide continuity in assessment planning, data collection, analysis, and resulting modifications to the certificate and student learning.

1. Student Learning Objective/Outcome as Published. (see highlighted area below)
2. Overall Evaluation of Progress on Outcome.
 - a. SLO is met with changes forthcoming. ADST is looking at the SLO's to make sure we have the state required competencies listed in each course in the Graduate Certificate. We are also looking at different ways to evaluate these in the class to improve tracking of Student Learning Outcomes.
3. Strategies and Methods.
 - a. We are looking at specific projects/assignments/quizzes in each class that represents the SLO evaluated to determine if students are gaining the required knowledge and completing these projects/assignments/ quizzes satisfactorily.

<i>Outcome:</i>	<i>Course Taught</i>	<i>How Measured</i>	<i>Outcome</i>
<i>Students Will:</i>			
Obtain the competency-based knowledge/skills required for working in addiction treatment	All Graduate Certificate Courses	Applies knowledge of models and theories of addiction and other substance related problems to course assignments & discussions.	Successful completing of the Graduate Certificate Courses. Jan 2014 measured
Understand the underlying causes of addictions and approaches to intervention,	ADST 542 Screening & Assessment of Co-Occurring Disorders	Use specific diagnostic criteria to articulate a diagnostic impression of use, abuse, or dependency and	Completed portfolio of client file.



including assessment, treatment, relapse prevention, case management, and self-help.	ADST 501 Relapse Prevention	make recommendation for tx. level of care.	Completed relapse prevention plan. <i>Jan 2014 measured</i>
Recognize the potential for substance-use disorders to mimic a variety of medical and mental health conditions and the potential for medical and mental conditions to co-exist with addiction and substance abuse.	ADST 544 Tx Co-Occurring Disorders ADST 504 Adolescent Addiction Assessment & Treatment	Uses standard screening tools and gathers information necessary to initially identify substance use and related disorders. Uses the tools to initiate formulate a written plan for addressing client needs.	Completion of client assessment using ASAM criteria and other assessment tools. <i>Measured Spring 2016</i>
Describe the behavioral, psychological, physical health and social effects of psychoactive substances on the person using and significant others.	ADST 512 Pharmacological Actions of Alcohol & Other Drugs	Incorporates an understanding of the variety of short and long term effects of psychoactive substances in the identification of substance use disorders when completing course assignments.	Compare and contrast the different drugs of abuse with identified behaviors. <i>Measured Spring 2014</i>
Recognize the social, political, economic, and cultural context within which addiction and substance abuse exists, including risk and resiliency factors that characterize individuals and groups in their living environments.	ADST 530 Addiction Tx w/Families and Diverse Populations	Demonstrates sensitivity and utilizes knowledge of contextual variables in the planning & delivery of addiction services. *Contextual Variables – Context is comprised of numerous factors. Some contextual variables can have a positive impact on clients/students, while others	ADST 530 Discussion Board: Post a summary detailing your reaction to 2 of the video's included in Module 5. What does this tell you about delivering services to a specific population? Why is history important when dealing



		work against client/student success. Module 5 Quiz: Specific Populations	with various cultures? What other contextual variables may be necessary in order to provide services. <i>Measured Winter 2015</i> Quiz results revealed the average score on the quiz was 95% and the low score was 85% with a standard deviation of 2.24. <i>Measured Winter 2015</i>
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4. Observations gathered from data:

Measured Spring 2016 - After working with Allison to review this learning outcome for her class and reviewing her course evaluations, it appears that when students are finished with the class they are able to understand how substance use disorders can mimic other disorders that may also be present in a family environment.

b. Case in point, a child growing up in a disorganized home may turn to alcohol or marijuana in order to deal with chaos or disorganization in a home environment. When this child is then taken out of the home and provided a stable living environment, a child may then be able to improve cognitive functioning in school and home environments.

c. Findings: Allison will continue to monitor this learning outcome and modify it as needed.

In reviewing the data from the ADST 530 course it is good to see that a majority of the class participated in the cultural video assignment.

Measured winter 2015 – Observations gathered from this learning outcome suggests that this learning outcome is being presented and received by students in the graduate course. Having said that, ADST continues to work toward improving their learning outcomes by working toward making each course a wrap-around course with



readings, assignments, quizzes, and discussions all working toward meeting the projected learning outcomes of each individual course represented in the Graduate Certificate.

- a. *Findings: Student's overall response to the Video Assignment were positive. Many students were not aware of some of the findings from the video content and were able to process this information with other students and the instructor. Overall students had a positive response to this learning outcome.*

The average score on the Module 5 Special Population Quiz was 95% and the low score was 85% suggesting good results from the learning outcome.

- b. *ADST charts all student NAADAC Exam results in order to continually monitor the learning outcomes for the National Exam against our ADST program Learning Outcomes. We have recently added the Level II exam for Master's Certificate Students. Students continue to pass this exam without any issues or concerns.*

Observations: *Measured spring 2014* - It will be important to connect with all instructors of this program in order to find out how students did on the assignments used to measure outcomes. ADST 512 Phys/Pharm is one of the most difficult courses for students. The content uses a different parts of the brain from the other courses in the program.

- a. Findings: many students did very well in completing the courses/program requirements. Other students struggled with this content. We continue to look for ways to work with students who don't come from a more scientific technical based learning. Some students were not able to continue on in the program due to family issues. There was no way to determine if they were able to meet the program learning outcomes or not.
- b. ADST uses a chart of the NAADAC exam results (see below) to show which outcome areas students are not meeting our program outcomes. The chart below provides data on the major areas that the Graduate Certificate students cover in the certificate courses. To date, our students have passed the exam but, we continue to monitor to make sure that they are passing with the best possible score. This chart allows us to follow up on course outcomes to continue to increase our diligence in improving our methods of teaching. We do find that students pass the NAADAC exam with higher scores in Phys/Pharm than in the Counseling areas. ADST is working toward evaluating the counseling theories competencies which includes many different areas.



5. What program changes will be made based on the assessment results?

Measured Spring 2016

At this time ADST will not make any changes based on the assessment results presented. This course is extremely popular with the Graduate Students and with other Master's students who sign up from other programs to take this class.

Faculty continue to work on assignments and learning outcomes so that our program will be outcome based.

- a. *ADST continues to monitor courses, course learning outcomes, NAADAC standards, DOH standards, and now we are working with NASAC to work toward the new National Certification process.*
- b. *Faculty are becoming more involved with creating learning outcomes that match their specific assignments. From these outcomes we can measure, more accurately, how well the student level of learning in our Graduate Certificate (awareness, understanding, applied knowledge, and mastery).*

Measured winter 2015

5: *Measured spring 2014*

- a. At this time ADST is working toward connecting all course assignments to specific learning outcomes as a way to ensure our students are learning the appropriate content for each class. There have also been some changes made in how we offer the courses in this program, and in the way we advise students to enter the program.
- b. ADST continues to work each year on modifying our program learning outcomes based on course content changes and program evaluation. We feel that evaluating learning outcomes is an ongoing process and plan to continue learning and growing our program to make it the best we can for student needs.

6. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself.



Measured Spring 2016: ADST will need to work out a plan based on new assessment details. This is an issue that our program is continually working on. It is important for us to have a seamless assessment process that provides our program with the most valuable information to help us create a program that affords students the opportunity to meet their educational goals.

Continue working toward streamlining the process for each program/certificate as needed. Continually monitor outcomes of each course and maintain a working program learning outcome goal.

Measured winter 2015

6: Measured spring 2014

At this time, I have noticed that the process needs to be more streamlined and each program/certificate needs to have learning outcomes that properly outline what the program goals/outcomes are. ADST has 12 Competencies and eight practice dimensions. We have a Performance Assessment Rubrics to help guide us in the use of these competencies. Finding ways to include the competencies in each course and ways to evaluate the student learning outcomes on these competencies based on skills, knowledge, and attitudes will be the challenge we will continue to work on.

NAADAC Exam Results Chart - Graduate Students

Date of Exam Level II	Overall Score	Pharmacology of Psychoactive Substances	Counseling Practice	Theoretical base of Counseling	Professional Issues
12 August 2016	77.0% Pass	78.0%	76.0%	76.0%	78.0%
09 August 2016	76.5% Pass	88.0%	72.0%	64.0%	82.0%
23 July 2016	82.5% Pass	86.0%	84.0%	88.0%	72.0%
23 June 2016	70.0% Pass	78.0%	66.0%	68.0%	68.0%
03 March 2016	72.0% Pass	82.0%		76.0%	80.0%



Raw Score Level II	Percentile	Pharmacology of Psychoactive Substances	Counseling Practice	Theoretical base of Counseling	Professional Issues	Date
250/170		63/43	63/43	62/42	62/42	
		72%	82%	70%	74%	05/02/2016
198	60	47	52	46	53	11/2015
210	95	54	52	57	47	11/2015
198	72	47	53	51	47	10/2015
190	65	49	46	47	48	08/2015
190	65	46	49	46	49	08/2015
R173	25	38	45	49	41	08/2015
*168	34	37**	45	47	39**	06/2015
203	93	55	51	50	47	04/2015