



## *ADST Graduate Certificate Student Learning Outcomes*

This assessment reflects ongoing evaluation and curricular / pedagogical revisions conducted across academic years: Winter 2014 – Winter 2015. 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. <b>Jan 2014 measured</b>
Understand the underlying causes of addictions and approaches to intervention, including assessment, treatment, relapse prevention, case management, and self-help.	ADST 542 Screening & Assessment of Co-Occurring Disorders  ADST 501 Relapse Prevention	Use specific diagnostic criteria to articulate a diagnostic impression of use, abuse, or dependency and make recommendation for tx. level of care.	Completed portfolio of client file.  Completed relapse prevention plan.  <b>Jan 2014 measured</b>
Recognize the potential for	ADST 544 Tx Co-	Uses standard screening tools and	Completion of client



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.	Occurring Disorders  ADST 504 Adolescent Addiction Assessment & Treatment	gathers information necessary to initially identify substance use and related disorders. Uses the tools to initiate formulate a written plan for addressing client needs.	assessment using ASAM criteria and other assessment tools.
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 work against client/student success.	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 with various cultures? What other contextual variables may be necessary in order to provide services.



		Module 5 Quiz: Specific Populations	<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: 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 their was a positive student 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.

*NAADAC Exam Results Chart*

Raw Score Level I & II	Percentile	Pharmacology of Psychoactive Substances	Counseling Practice	Theoretical base of Counseling	Professional Issues	Date
250/170		Level I 75/51	100/68	38/26	37/25	
		Level II 63/43	63/43	62/42	62/42	
203 Level II	93	55	51	50	47	4/2015
194	63	61	82	26	25	3/2015
208	86	67	84	28	29	9/2014
203	76	63	80	26	34	7/2014



205	73	57	94	26	28	2/2014
185	45	57	77	23	28	1/2014
204	63	59	85	35	25	11/2013
191	50	56	79	26	30	9/2013
205	81	54	87	34	30	9/2013
218	98	70	89	28	31	9/2013
210	77	65	88	29	28	6/2013
202	63	64	84	28	26	6/2013
202	63	65	84	29	24	6/2013
198	54	62	80	32	24	6/2013
180	28	59	71	25	25	6/2013
196	67	57	79	28	32	3/2013
180	34	44	78	32	26	12/2012
180	41	51	80	21	28	9/2012
222	97	71	88	35	28	6/2012
191	40	52	79	31	29	6/2012
188	35	55	80	24	29	6/2012
188 (SFCC)	35	62	74	25	27	6/2012
202	73	60	84	28	30	3/2012
198	68	65	84	22	27	3/2012
190	47	55	81	25	29	9/2011
201	68	61	82	31	27	9/2011
202	71	63	79	31	29	9/2011
193	49	52	87	28	26	6/2011
218	95	63	92	33	30	6/2011
188	37	56	80	26	26	6/2011
209	80	65	85	30	29	6/2011
202	66	57	85	31	29	6/2011
199	69	60	82	25	32	12/2010
175 * Repeat	28	52	70	28	25	12/2010
193	47	63	80	27	23	9/2010
204	63	58	88	28	30	9/2010



209 Repeat	72	65	89	29	26	9/2010
202	61	65	79	33	25	9/2010
201	60	63	82	27	29	9/2010
177	22	49	72	28	28	9/2010
199	55	62	85	25	27	9/2010
161*	11	45**	68	25**	23**	9/2010
188	38	61	74	24	29	9/2010

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

- 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.

*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*



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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.