



## ADST Graduate Certificate Student Learning Outcomes - Evaluation

Submitted by: Grace Creasman, Director, Addiction Studies (ADST)

1. Student Learning Objective/Outcome as Published.
2. Overall Evaluation of Progress on Outcome.
3. Strategies and Methods.

<i>Outcome:</i>	<i>Course Taught</i>	<i>How Measured</i>	<i>Outcome</i>
<b>Students Will:</b>			
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 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	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.



abuse.			
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.
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  ADST 534 Law & Ethics for Addiction Professionals		

4. Observations gathered from data: 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.
  - a. Findings: many students did very well in completing the courses/program requirements. 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 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.



Raw Score 250/170	Percentile	Pharmacology of Substances 75/51	Counseling Practice 100/68	Theories of Counseling 38/26	Professional Issues 37/25	Date
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

~Each line represents a student who took the test. The date at the end is the date that the student tested. The State has three times per year that the test is open. We facilitate the students coordinating with the Professional Testing Corp who offers the test (it is an online test). We then get the results from the student's test scores. The raw score is the score they received then the scores are broken down by subject/content. Total Points is 250 and Passing is 170, so by seeing the Raw score you know where they fit in relation to the 250 and 170. The broken down scores for the subject/content shows how they did in each portion of the test to get the raw score.

~SFCC means they were not an ADST student but a student who came to ADST to help them apply to take the test.

~The color coding provides a visual of the different dates the students took the test, so they are clustered together.



## Connecting the NAADAC Exam to Courses and Related Competencies

### *THE NAADAC EXAM MATCHING COURSES TO COMPETENCIES*

❖ **Level I Exam Includes:**

- **Pharmacology of Psychoactive Substances 30%**

ADST 300, 412, 464, 442, 444 – 512, 501, 542, 544

- **Counseling Practice 40%**

ADST 302, 303, 308, 410, 420, 430, 440, 446, 464 – 501, 502, 520, 546

- **Theoretical Base of Counseling 15%**

ADST 300, 302, 308, 420, 442, 444, 446, 462, 464 – 520, 542, 544, 546

**Professional Issues 15%**

ADST 300, 420, 430, 462, 460 – 504, 520, 530, 535



5. What program changes will be made based on the assessment results?
  - 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 an evaluation of the assessment plan/process itself.

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 are.

Submitted by Grace Creasman

Edited and Reviewed by Helen Bergland