

Assessment Cycle 2019 – 2020

Addiction Studies (BS) (395)

Division: Gallaspy College of Education and Human Development

Department: Psychology

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Northwestern Mission Statement. Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

The Gallaspy Family College of Education and Human Development The Gallaspy Family College of Education and Human Development is committed to working collaboratively to acquire, create, and disseminate knowledge to Northwestern students through transformational, high-impact experiential learning practices, research, and service. Through the School of Education and Departments of Health and Human Performance, Military Science, Psychology, and Social Work, the College produces knowledgeable, inspired, and innovative graduates ready for lifelong learning who contribute to the communities in which they reside and professions they serve. Additionally, the GCEHD is dedicated to the communities served by the Marie Shaw Dunn Child Development Center, NSU Elementary Laboratory School, NSU Middle Laboratory School, and the NSU Child and Family Network to assist children and their families related to learning and development.

Department of Psychology Mission Statement. The Department of Psychology (undergraduate degrees in Psychology and Addiction Studies and a master's degree in Clinical Psychology) is dedicated to providing high quality education by actively engaging in the discovery and dissemination of knowledge. Students develop a robust knowledge base of concepts and theories, scientific and critical thinking, ethical and social responsibility in a diverse world, communication, and professional development. As part of our educational mission, the Psychology Department provides encouragement and support for research and scholarship for both the faculty and students with opportunities for practicum and externship training experiences. These activities are designed to foster professionalism and prepare students for graduate education and/or immediate employment and service in the community and region.

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Purpose: The purpose of the undergraduate degrees is to prepare students for entry-level positions in the helping professions, conducting research, working in the private and public sector, and for graduate school.

Methodology: The assessment process for the Bachelor of Science program is as follows:

- (1) Data from assessment tools (both direct – indirect, quantitative and qualitative) are collected and returned to the program coordinator.
- (2) The program coordinator will analyze the data to determine whether students have met measurable outcomes.
- (3) Results from the assessment will be discussed with the program faculty.
- (4) Individual meetings will be held with course stewards of core courses if required (show cause).
- (5) The Program Coordinator, in consultation with the Psychology Department Advisory Committee and the Southwest Addiction Technology Transfer Center, will propose changes to measurable outcomes, assessment tools for the next assessment period and curricula and program changes.

Student Learning Outcomes:

SLO 1. Knowledge Base.

Students will be able to describe key concepts, principles, content domains, applications, and overarching themes in psychology. This outcome aligns with the first outcome of the *APA Guidelines for the Undergraduate Psychology Major version 2.0*, *South Southwest Addiction Technology Transfer Center*, *Substance Abuse Mental Health Services Administration*, *International Certification & Reciprocity Consortium*, and *National Association for Addiction Professionals*.

Course Map: Tied to course syllabus objectives.

AS 1010 – Introduction to Addiction Disorders
AS 2050 – Family Dynamics
AS 2430 – Screening and Assessment
AS 2450 – Case Management
AS 3010 – Addiction Counseling Skills
AS 3020 – Dynamics of Group Counseling
AS 4040 – Special Populations
AS 4450 – Co-Occurring Disorders
AS 4500 – Pharmacology of Addictions

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AS/PSYC 4510 – Ethics for Psychology
PSYC 4700 – Seminar in Alcoholism
PSYC 1010 – Introduction to Psychology
PSYC 2050 – Developmental Psychology
PSYC 2430 – Experimental Psychology
PSYC 3010 – Physiological Psychology
PSYC 4400 – Statistics
PSYC 4440 – History of Psychology
PSYC 4450 – Abnormal Psychology

Measure 1.1. (Direct; Knowledge)

At the end of every semester, students enrolled in AS 1010 Introduction to Addiction Disorders will be administered a pre-test version from the Department of Psychology's Addiction Studies program comprehensive exam. Specifically, the sections of the exam that will be a measure of SLO 1 are: Introduction to Addiction Studies; Family Dynamics; Screening and Assessment; Case Management; Addiction Counseling Skills; Dynamics of Group Counseling; Special Populations; Co-Occurring Disorders; Pharmacology of Addictions; Ethics in Psychology; and Seminar in Alcoholism. At least 70% of students will be able to demonstrate basic understanding of addiction studies related concepts by achieving a minimum grade of 70% on the exam.

Findings: Target met.
AC 2019-2020 77% of students earned a grade of 70% or higher
AC 2018-2019 76% of students earned a grade of 70% or higher

Analysis:

In AC 2018-2019, the target was met - 76% of the students enrolled in the courses earned a grade of 70% or higher, with an average grade of 82.69%.

Based on analysis of the AC 2018-2019 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement. In AC 2019-2020, a new graded assignment was added to the course curriculum. Students were exposed to more opportunities to apply content and skills to demonstrate an understanding of the field of Addiction Studies. Beginning in Summer 2019, a pre-test was administered at the beginning of all AS coursework. The pretest was used at the beginning of a course to establish a subject knowledge baseline. Additionally, an Abstinence Project was added to all AS syllabi beginning in the Summer 2019. The purpose of the Abstinence Project was to gain insight and cultivate empathy pertaining to physical, psychological, social, and spiritual experience of being without something desirable. Over the course of four weeks, students abstained from a substance or activity that was least conducive to their personal wellness goals. The Abstinence Project was monitored by student postings in the Online Support Group forum on Moodle throughout the four weeks. Lastly, the students composed a Goodbye Letter, which served as a reflection on the experience of abstaining from the selected substance or activity.

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As a result of these changes, in AC 2019-2020 the target was met.

In AC 2019-2020, the target again was met - 77% earned a grade of 70% or higher, with an average grade of 70.77%. Based on the analysis of the AC 2019-2020 results, it appears the revised assignments implemented during the current academic year provided students with increased exposure to current and relevant issues in field of Addiction Studies. Although students met the target, there was a decrease in the average grade.

These changes had a direct impact on the student's ability to describe key concepts, principles, content domains, applications, and overarching themes in psychology.

Action – Decision or Recommendation:

In AC 2019-2020, the target was met.

Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, the course steward and AS faculty will review and revise content and ancillary materials to support the learning outcomes. Faculty will use the Substance Abuse Mental Health Services Administration (SAMHSA) website as a course resource in order to keep students abreast of the latest research and information.

These changes will improve the student's ability to describe key concepts, principles, content domains, applications, and overarching themes in psychology, thereby continuing to push the cycle of improvement forward.

Measure 1.2. (Direct; Knowledge)

Students enrolled in AS 4450 Co-Occurring Disorders will be administered a post-test version of the Department of Psychology Addiction Studies program comprehensive exam. Specifically, the sections of the exam that will be a measure of SLO 1 are: Introduction to Addiction Studies; Family Dynamics; Screening and Assessment; Case Management; Addiction Counseling Skills; Dynamics of Group Counseling; Special Populations; Co-Occurring Disorders; Pharmacology of Addictions; Ethics in Psychology; and Seminar in Alcoholism. At least 85% of students will be able to demonstrate advanced understanding of addiction studies related concepts by achieving a minimum grade of 75% on the exam.

Findings:	Target not met.	
	AC 2019-2020	60% of students earned a minimum grade of 75%
	AC 2018-2019	50% of students earned a minimum grade of 75%

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Analysis:

In AC 2018-2019, the target was not met. Faculty ensured students received current information and material and instruction on enhanced methodologies for working with diverse populations and co-occurring disorders to increase their understanding of addiction studies related concepts. As a result, in AC 2018-2019, 50% (N = 22; M = 69.45%) of students received a minimum grade of 75%.

Based on analysis of the AC 2018-2019 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement. In AC 2019-2020, the course steward implemented additional course constructs to enhance and increase students' understanding and conceptual knowledge in the target courses outlined in the comprehensive exam. The course information consisted of various elements and theories related to addiction studies.

As a result of these changes, in AC 2019-2020 the target was not met, though results represent a gain of 10 percentage points over those achieved in AC 2018-2019.

In AC 2019-2020, 60% (N = 20, 68.32%) of the students received a minimum grade of 75% or higher. Based on the analysis of the AC 2019-2020 results, the students are still struggling to understand and gain knowledge of AS knowledge, skills, and attitudes of the discipline.

These changes had a direct impact on the student's ability to describe key concepts, principles, content domains, applications, and overarching themes in psychology.

Action – Decision or Recommendation:

In AC 2019-2020, the target was not met, though demonstrable growth was attained.

Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, the course steward will conduct a meeting (i.e., Zoom, WebEx) to discuss strategies (i.e., case presentation) to enhance the course constructs being taught. This will theoretically increase students' understanding of the conceptual knowledge in the target courses outlined in the comprehensive exam. The course information will consist of various elements and theories related to addiction studies.

These changes will improve the student's ability to describe key concepts, principles, content domains, applications, and overarching themes in psychology, thereby continuing to push the cycle of improvement forward.

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SLO 2. Scientific and Critical Thinking.

Students will be able to apply scientific tools and understanding to psychological research. This outcome aligns with the second outcome of the South Southwest Addiction Technology Transfer Center, Substance Abuse Mental Health Services Administration, International Certification & Reciprocity Consortium, and National Association for Addiction Professionals.

Course Map: Tied to course syllabus objectives.

AS 2430 - Screening and Assessment

AS 3010 - Addiction Counseling Skills

AS 4450 - Co-Occurring Disorders

AS 4700 - Seminar in Alcoholism

PSYC 2430 – Introduction to Experimental Psychology

AS/PSYC 4510 – Ethics for Psychology

Measure 2.1. (Direct; Knowledge)

Every semester, addiction studies students in AS 4450 Co-Occurring Disorders and AS/PSYC 4510 Ethics for Psychology will complete an assignment whereby they have to find a research article in their major and answer questions regarding the purpose, methodology, results, and conclusions of the paper (Appendix B). At least 85% of students will earn a grade of 75% or higher on this paper.

Findings: Target was met.

AC 2019-2020	81.25% of students earned a grade of 75% or higher
AC 2018-2019	90.9% of students earned a grade of 75% or higher

Analysis:

In AC 2018-2019, the target was met. In AC 2018-2019, 90.91% (N = 22; M = 90.86%) of students earned a grade of 75% or higher on this paper, meaning the target was met. Faculty more clearly identified the assignment and developed a more refined rubric specifically for course 4450 which delineated the point allocation clearer. By doing so, faculty expected students' performance to increase to be closer to the target or meeting the target. As a result, in AC 2018-2019, 90.91% of students earned a grade of 75% or higher on this paper, meaning the target was met.

Based on analysis of the AC 2018-2019 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement. In AC 2019-2020, the course steward utilized a revised rubric to ensure that the program met the requirement of students earning a score of 75% or higher on the research article assignment.

As a result of this change, in AC 2019-2020 the target was met.

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In 2019-2020, 81.25% (N = 32, M = 76.69) of the students earned a grade of 75% or higher on the paper, meaning the target was met. Based on the analysis of the AC 2019-2020 results, it appears the revised grading rubric assisted the students in demonstrating their comprehensive of attitudes, skills and knowledge.

These changes had a direct impact on the student's ability to apply scientific tools and understanding to psychological research.

Action – Decision or Recommendation:

In AC 2019-2020, the target was met.

Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, faculty will use the same revised grading rubric to see if similar results are obtained (i.e. replication effect).

This will improve the student's ability to apply scientific tools and understanding to psychological research, thereby continuing to push the cycle of improvement forward.

Measure 2.2. (Direct; Knowledge)

Students enrolled in AS 4450 Co-Occurring Disorders will be administered a post-test version of the Department of Psychology Addiction Studies program comprehensive exam. Specifically, the sections of the exam that will be a measure of SLO2 are: Screening and Assessment, Addiction Counseling Skills, Co-Occurring Disorders, and Alcoholism. At least 85% of students will be able to demonstrate advanced understanding of addiction studies related concepts by achieving a minimum grade of 75% on the exam.

Findings: Target was not met.
AC 2019-2020 68.75% of students earned a grade of 75% or higher
AC 2018-2019 50% of students earned a grade of 75% or higher

Analysis:

In AC 2018-2019, the target was not met. The course steward implemented a post-test version of the comprehensive exam; however, in AC 2018-2019, 50% (N = 22; M = 69.45%) of students received a minimum grade of 75%.

Based on analysis of the AC 2018-2019 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement. In AC 2019-2020, the course steward incorporated a process to increase course content by providing additional resources and instructions in the areas of screening and assessment, addiction counseling skills, co-occurring disorders, and alcoholism.

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As a result of these changes, in AC 2019-2020 the target was not met, though significant gains were observed.

In AC 2019-2020, 68.75% (N = 32; M = 71.09%) of the students received a minimum grade of 75% or higher. Based on the analysis of the AC 2019-2020 results, faculty made an impact on student achievement through the incorporation of increasing course content by providing additional resources and instructions in the areas of screening and assessment, addiction counseling skills, co-occurring disorders, and alcoholism.

These changes had a direct impact on the student's ability to apply scientific tools and understanding to psychological research.

Action – Decision or Recommendation:

In AC 2019-2020, the target was not met.

Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, faculty will provide additional resources that are current and research-based. Faculty will utilize the SAMHSA website because the information is research-based and relevant (i.e., a focus on telemedicine).

These changes will improve the student's ability to apply scientific tools and understanding to psychological

SLO 3. Ethical and Social Responsibility.

Students will be able to apply ethical standards to psychological science and practices and adopt values that build communities. This outcome aligns with the third outcome of the *APA Guidelines for the Undergraduate Psychology Major version 2.0*, *South Southwest Addiction Technology Transfer Center*, *Substance Abuse Mental Health Services Administration*, *International Certification & Reciprocity Consortium*, and *National Association for Addiction Professionals*.

Course Map: Tied to course syllabus objectives.

AS 1010 – Introduction to Addiction Disorders

AS 2050 – Family Dynamics

AS 2430 – Screening and Assessment

AS 2450 – Case Management

AS 3010 – Addiction Counseling Skills

AS 3020 – Dynamics of Group Counseling

AS 4450 – Co-Occurring Disorders

AS/PSYC 4510 – Ethics for Psychology

PSYC 4700 – Seminar in Alcoholism

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PSYC 2430 – Introduction to Experimental

Measure 3.1. (Direct; Knowledge)

Every spring semester, students in AS 3010 Addiction Counseling Skills will complete an assignment whereby, they identify their own biases, reflect on where those biases originated from, and describe how they plan to overcome those biases (Appendix C). At least 85% of students will earn a grade of 80% or higher on this paper.

Findings: Target was met.
AC 2019-2020 94.73% of students earned a grade of 80% or higher
AC 2018-2019 92.86% of students earned a grade of 80% or higher

Analysis:

In AC 2018-2019, the target was met. In AC 2018-2019, 92.86 % (N = 28; M = 87.67%) of students earned a grade of 80% or higher.

Based on analysis of the AC 2018-2019 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement. In AC 2019-2020, the course steward focused on students' social biases by utilizing the established rubric to ascertain data for this measurement. The course steward incorporated additional resources, examples, and materials germane to APA writing style to enhance students' writing and to meet the departmental objective for AS 3010.

As a result of these changes, in AC 2019-2020 the target was met.

In AC 2019-2020, 94.73% (N = 19; M =95.07%) of the students earned a grade of 80% or higher. Based on the analysis of the AC 2019-2020 results, it appears AS faculty continue to focus on diversity and inclusion, which results in a student's focus on social biases.

These changes had a direct impact on the student's ability to apply ethical standards to psychological science and practices and adopt values that build communities.

Action – Decision or Recommendation:

In AC 2019-2020, the target was met.

Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, the AS steward and faculty will incorporate additional materials and resources to enhance students' writing, such as a focus on APA.

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These changes will improve the student's ability to apply ethical standards to psychological science and practices and adopt values that build communities, thereby continuing to push the cycle of improvement forward.

Measure 3.2. (Direct; Knowledge)

Students in AS/PSYC 4510 Ethics in Psychology will write a paper analyzing a case study concerning an ethical dilemma (Appendix D). At least 85% of students will receive a grade of 80% or higher.

Findings: Target was not met.

2019-2020 40% of students earned a grade of 80% or higher

2018-2019 0.0% of students earned a grade of 80% or higher

Analysis:

In AC 2018-2019, the target was not met. the course steward ensured this paper was measured in a consistent manner across instructors and the grading rubric was updated to reflect appropriate allocation of points. However, despite these efforts, in 2018-2019, 0% (N = 11; M = 15.07%) of students received a letter grade of 80% or higher.

Based on analysis of the AC 2018-2019 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement. In AC 2019-2020, the course steward updated the rubric and reviewed the mean scores between classes to determine if there appeared to be a confounding variable that may be skewing the results so that appropriate actions might be considered in moving towards the stated goal.

As a result of these changes, in AC 2019-2020 the target was not met, though a significant increase of 40 percentage points in achievement was gained.

In AC 2019-2020, 40% (N = 10; M = 11.49%) of the students received a letter grade of 80% or higher. Based on the analysis of the AC 2019-2020 results, the mean scores between classes were reviewed to determine if there was a confounding variable that skewed the results.

These changes had a direct impact on the student's ability to apply ethical standards to psychological science and practices and adopt values that build communities.

Action – Decision or Recommendation:

In AC 2019-2020, the target was not met.

Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, faculty will revise the rubric for additional improvements based on

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faculty analysis of results for a confounding variable. Faculty will implement the revised rubric in Fall 2020.

These changes will improve the student's ability to apply ethical standards to psychological science and practices and adopt values that build communities, thereby continuing to push the cycle of improvement forward.

Measure 3.3. (Indirect; Knowledge)

Students in AS/PSYC 4510 Ethics in Psychology will complete the *National Institute of Health protecting human research participants* training course. At least 90% of students will complete the training and submit their certificate.

Findings: Target was not met.

AC 2019-2020	80% of students completed training
AC 2018-2019	90.91% of students completed training

Analysis:

In AC 2018-2019, the target was met. This assignment became mandatory for receiving a final grade in the course. As a result, in AC 2018-2019, 90.91% (N = 11) of students completed the survey.

Based on analysis of the AC 2018-2019 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement. In AC 2019-2020 the course steward used the survey as a graded course requirement to ensure consistency in meeting the stated goal. The steward maintained communications with the instructors in order to track students' completion rates.

As a result of these changes, in AC 2019-2020 the target was not met.

In AC 2019-2020, 80% of the students (N = 10) of the students completed the survey. Of importance is the small number of total students assessed in this measure. Based on the analysis of the AC 2019-2020 results, there was a decrease in the number of completers. The response rate was impacted by the reduction of enrolled students.

These changes had a direct impact on the student's ability to apply ethical standards to psychological science and practices and adopt values that build communities.

Action – Decision or Recommendation:

In AC 2019-2020, the target was not met.

Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, the course steward will use survey participation as an element of a

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required (not an option) component to pass the course. This measure will hopefully ensure consistency in meeting the stated goal. The steward will maintain communications with the instructors in order to track students' completion rates.

These changes will improve the student's ability to apply ethical standards to psychological science and practices and adopt values that build communities, thereby continuing to push the cycle of improvement forward.

SLO 4. Communication. Students will be able to write using field appropriate writing style (i.e., APA style) and be able to orally communicate psychological research. This outcome aligns with the fourth outcome of the *APA Guidelines for the Undergraduate Psychology Major version 2.0*.

Course Map: Tied to course syllabus objectives.

PSYC 2430 – Introduction to Experimental Methods
AS 2050 – Family Dynamics
AS 3010 – Individual Counseling Skills
AS 3020 – Group Counseling Skills

Measure 4.1. (Direct; Skills)

Students in PSYC 2430 Introduction to Experimental Methods will write a research paper whereby the entire grade is based on appropriate APA style (refer to Appendix E for PSYC 2430 paper rubric). At least 85% of students will receive a grade of 80% or higher.

Findings: Target was not met.

AC 2019-2020 71% of students earned a grade of 80% or higher

AC 2018-2019 63.15% of students earned a grade of 80% or higher

Analysis:

In AC 2018-2019, the target was not met. Faculty more clearly identified the assignment and developed a more refined rubric specifically for course 2430, which delineates the point allocation much more clearly. By doing so, faculty expected students' performance to increase to be closer to the target or meeting the target. However, in AC 2018-2019, 63.15% of students (N = 19; M = 64.47%) received a grade of 80% or better. This was approaching the target, but still short of the goal.

Based on analysis of the AC 2018-2019 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement. Instructors provided more support and instruction on APA style and encouraged students to utilize other resources on campus such as The Writing Center. Also, instructors enforced campus attendance policy to increase attendance in face-to-face sections.

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As a result of these changes, in AC 2019-2020 the target was not met.

In AC 2019-2020, 71% of the students (N=15; M= 68.59%) received a grade of 80% or higher. This result represents important growth toward achieving the target outcome. Based on the analysis of AC 2019-2020 results, instructors provided more support and instruction regarding APA style. Also, the students were encouraged to utilize other resources on campus, such as the Writing Center. Also, instructors encouraged students to comply with the campus attendance policy to increase attendance in face-to-face sections.

These changes had a direct impact on the student's ability to write using field appropriate writing style (i.e., APA style) and be able to orally communicate psychological research.

Action – Decision or Recommendation:

In AC 2019-2020, the target was not met.

Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, instructors will provide WebEx assistance to students. Also, faculty will develop and post tutorials in the course Moodle shell.

These changes will improve the student's ability to write using field appropriate writing style (i.e., APA style) and be able to orally communicate psychological research, thereby continuing to push the cycle of improvement forward.

Measure 4.2. (Direct; Knowledge and Skills)

Students in PSYC 2430 Introduction to Experimental Methods will orally present a research paper for Measure 4.1 (Appendix F). At least 85% of students will receive a grade of 80% or higher.

Findings: Target was not met.

AC 2019-2020 75% of students earned a grade of 80% or higher

AC 2018-2019 70% of students earned a grade of 80% or higher

Analysis:

In AC 2018-2019, the target was not met. The department considered the logistics of incorporating the online sections to provide more representative results of student learning. As a result, in AC 2018-2019, 70% (N = 10; M = 75.4%) of students received a grade of 80% or higher.

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Based on analysis of the AC 2018-2019 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement. Faculty analyzed whether it was feasible to incorporate some type of oral presentation for the online section.

As a result of these changes, in AC 2019-2020 the target was not met. In AC 2019-2020, 75% (N = 12; M = 77.5) of the students received a grade of 80% or higher, which is an improvement from prior years. Based on the analysis of the AC 2019-2020 results, faculty removed the oral presentation from the online sections.

These changes had a direct impact on the student's ability to write using field appropriate writing style (i.e., APA style) and be able to orally communicate psychological research.

Action – Decision or Recommendation:

In AC 2019-2020, the target was not met.

Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, because SACSCOC expects the course content and student experience to be equivalent regardless of method of instruction, faculty will review the methodology for administering the oral presentation component in online courses. To truly assess this measure, faculty must identify and implement a method for all students to present orally.

These changes will improve the student's ability to write using field appropriate writing style (i.e., APA style) and be able to orally communicate psychological research, thereby continuing to push the cycle of improvement forward.

Measure 4.3. (Direct; Knowledge and Skills)

Students in AS 3020 Group Counseling Skills will write a research paper whereby half the grade is based on appropriate APA style and the other half is based on the content as it refers to material from the field of Addiction (Appendix G). At least 85% of students will receive a grade of 80% or higher.

Findings: Target was met.
AC 2019-2020 93.18% of students earned a grade of 80% or higher
AC 2018-2019 91.43% of students earned a grade of 80% or higher

Analysis:

In AC 2018-2019, the target was met. In AC 2018-2019, 91.43% of students (N = 34; M = 86.65%) received a grade of at least 80%.

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Based on analysis of the AC 2018-2019 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement, faculty incorporated additional resources, examples, and materials germane to APA writing style to enhance students' writing and continue to meet the departmental objective

As a result of these changes, in AC 2019-2020 the target was met and exceeded.

In AC 2019-2020, 93.18% (N = 44; M = 92.73) of the students earned a grade of 80% or higher. Based on the analysis of the AC 2019-2020 results, additional resources, examples, and materials germane to APA writing style appeared to have assisted students in acquiring the knowledge and skills of this SLO.

These changes had a direct impact on the student's ability to write using field appropriate writing style (i.e., APA style) and be able to orally communicate psychological research.

Action – Decision or Recommendation:

In AC 2019-2020, the target was met.

Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, the course steward and faculty will utilize and incorporate additional materials and resources to allow students to reflect on their biases. An excellent learning tool would be discussion and learning about the current state of affairs in the world.

These changes will improve the student's ability to write using field appropriate writing style (i.e., APA style) and be able to orally communicate psychological research, thereby continuing to push the cycle of improvement forward.

SLO 5. Professional Development. Students will be able to apply psychological content and skills to career goals and exhibit preparedness and meaningful professional direction for life after graduation. This outcome aligns with the fifth outcome of the *APA Guidelines for the Undergraduate Psychology Major version 2.0*.

Course Map: Tied to course syllabus objectives.

AS 1010 - Introduction to Addiction Disorders
AS 2050 - Family Dynamics
PSYC 2040 - Psychology as a Profession
PSYC 2430 - Experimental Methods in Psychology

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Measure 5.1. (Direct; Knowledge)

Students in AS 2050 Family Dynamics in Psychology will write a reflection essay whereby the entire grade is based on appropriate APA style (refer to Appendix H for PSYC 2430 paper rubric). At least 85% of students will receive a grade of 80% or higher.

Findings: Target was met.
AC 2019-2020 100% of students earned a grade of 80% or higher
AC 2018-2019 66.67% of students earned a grade of 80% or higher

Analysis:

In AC 2018-2019, the target was not met. In AC 2018-2019, 66.67% of students (N = 9; M = 66.15%) received a grade of 80% or higher.

Based on analysis of the AC 2018-2019 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement. In AC 2019-2020, the course steward incorporated additional resources, examples and materials germane to APA writing style.

As a result of these changes, in AC 2019-2020 the target was met.

In AC 2019-2020, the target was met with 100% of students (N = 20; M = 89.5%) received a grade of 80% or higher. Based on the analysis of the AC 2019-2020 results, it appears all actions to improve student learning were effective.

These changes had a direct impact on the student's ability to apply psychological content and skills to career goals and exhibit preparedness and meaningful professional direction for life after graduation.

Action – Decision or Recommendation:

In AC 2019-2020, the target was met.

Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, faculty will keep current with family dynamics knowledge to share with the students. This will impact their personal reflection regarding family units of today.

These changes will improve the student's ability to to apply psychological content and skills to career goals and exhibit preparedness and meaningful professional direction for life after graduation, thereby continuing to push the cycle of improvement forward.

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Measure 5.2. (Indirect; Skills)

Once a year, in AS 2050 Family Dynamics in Psychology surveys are distributed to the Department of Psychology's advisory committee which consists of people in the community who work with our students through internships or externships, or who have hired graduates from our department (refer to Appendix I for the survey). Five questions on the survey ask the respondent to rate our students on the 5 student learning outcomes on a Likert scale whereby 1 – lowest and 5 – highest. At least 80% of the respondents will rate our students an average of 4 or more on those 5 measures.

Findings: Target was not met.

AC 2019-2020 No data (COVID 19)

AC 2018-2019 100% of indicators rated an average of 4 or more

Analysis:

In AC 2018-2019, the target was met. Surveys were used and were sent out to the advisory committee in advance of data collection to ensure timely feedback. As a result, in AC 2018-2019, the results were as follows:

- Knowledge Base in Psychology M = 4.5 Above Average
- Scientific Inquiry and Critical Thinking M = 4.13 Above Average
- Ethical and Social Responsibility in a Diverse World M = 4.5 Above Average
- Communication Skills M = 4.25 Above Average
- Professional Development M = 4.19 Above Average

Based on analysis of the AC 2018-2019 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement. In AC 2019-2020, the course steward ensured a continuous working relationship with students and the advisory committee to meet the outlined objective. Surveys were disseminated to the advisory committee in a timely manner to obtain feedback related to students' internship/externship along with graduates' employment updates. It was also noted that the lowest mean score was Scientific Inquiry and Critical Thinking. Faculty administered a critical thinking assignment in Psyc 4600 – Field Experience to increase this mean. This assignment began Fall 2019. The goal of this assignment was to help students develop their abilities to interpret information (fact from opinion) and to use this information to reach conclusions.

As a result of these changes, in AC 2019-2020 the target was not met.

Despite these changes, in AC 2019-2020 the target was not met. In AC 2019-2020, no data were available due to campus and school closures according to federal and state stay-at-home orders due to the coronavirus pandemic.

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On Friday, March 6, 2020, an email with the survey was administered to the 13 agencies that supervised the field experience students. A follow up email was sent to the 13 agencies that supervised the field experiences students. A follow up email was sent on Thursday, March 12, 2020. Due to the COVID-19 pandemic, on Friday March 13, 2020, all classes were cancelled until March 19, 2020 when the university reopened with all faculty/staff teleworking and all classes now online. Obviously, NSU wasn't the only agency effected and only one of the 13 agencies returned the survey. Therefore, we were not able to obtain a valid sample.

These changes had a direct impact on the student's ability to apply psychological content and skills to career goals and exhibit preparedness and meaningful professional direction for life after graduation.

Action- Decision or Recommendation:

In AC 2019-2020, the target was not met.

Based on information gathered from analysis of the AC 2018-2019 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. IN AC 2020-2021, the regular survey process will be conducted in a post-COVID 19 period.

This action will improve the student's ability to to apply psychological content and skills to career goals and exhibit preparedness and meaningful professional direction for life after graduation, thereby continuing to push the cycle of improvement forward.

Comprehensive summary of key evidence of improvements based on analysis of results:

- Assignments were updated to reflect the most recent standard of assessment, diagnosis, and care in the addiction field. These updates utilized addiction study experts, SAMHSA, and open educational resources. Class participation was maximized to increase student engagement in an active learning process with their cohort.
- Grading rubrics were examined and refined to ensure a more valid assessment of written assignments while simultaneously increasing continuity across all sections and instructors. This ultimately drove the addition of resources for these assignments that included: in-depth APA writing mechanics and guidelines and course discussion forums for students to aid each other.
- Utilized and integrated updated course assignments to assess both direct and indirect knowledge, as well as offered opportunities for self-reflection among students to move away from strictly linear education.

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- Integrated a reflection essays in multiple courses (AS 2050, 3010, and 3020) to measure the ability of students to reflect upon and have a meaningful professional career. Due to the ongoing changes and expansive nature of therapeutic counseling modalities in the addiction field, self-assessment and reflection of biases are imperative as learning tools.

Plan of action moving forward:

- An assignment will be added in the first addiction studies course that includes a pre-test given to establish a baseline of knowledge from which to grow. Additionally, in the first addiction studies course, students will continue to participate in an interactive and dynamic assignment that is meant to provide a simulated addiction in an effort to improve student insight and empathy.
- Information and learning materials will be added throughout each addiction study course to increase the breadth and depth of theories and concepts. Additional resources and instructions for specific addiction studies topics will include: the areas of screening and assessment, addiction counseling skills, co-occurring disorders, and alcoholism.
- Students exposure to additional concepts and theories will enhance and improve student exposure to all facets of the addiction studies field. This will be achieved by providing latest addiction studies theories, modalities, and concepts via open educational resources, guest speakers, engaging course assignments and increased involvement in the course discussion forums.
- Due to the young nature of this field and subsequent frequently changing modalities, this program will continually assess, update, and add assignments to ensure compliance with latest research driven information and techniques.

In sum, the Department of Psychology Addiction Studies Undergraduate Program will attempt to maximize effectiveness in a systematic and comprehensive fashion. As this is a relatively new program, the Department will strive to ensure the measures in place are reliable and valid by utilizing this assessment report to make continuous improvements. The program will create a culture of inclusiveness among faculty, both full time and adjunct, to ensure constant communication and goal driven educational practices. Moving forward, the program will explore and develop additional courses relevant to addiction studies to provide a more robust academic program. Based on the state of current topics locally, nationally, and worldwide, bias and systemic injustices will be part of the learning process.

Assessment Cycle 2019 – 2020

References

American Psychological Association. (2013). APA guidelines for the undergraduate psychology major: Version 2.0. Retrieved from <http://www.apa.org/ed/precollege/undergrad/index.aspx>

International Certification & Reciprocity Consortium (2017), <http://www.internationalcredentialing.org/>

National Association of Addiction Professionals (2017), <https://www.naadac.org/>

South Southwest Addiction Technology Transfer Center (2017), <https://socialwork.utexas.edu/site/ari/atcc/>

Substance Abuse and Mental Health Services Administration (2017), <https://www.samhsa.gov/>

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Appendix A

Measure 1.1

Abstinence Project Rubric

Category	3	2	1	0
Goodbye Letter: Quality of Content	Letter thoroughly addressed all five areas	Letter addressed some areas, but gaps were present	Letter minimally addressed the five areas	Letter failed to address the five areas
Organization	Information is very well organized with well-constructed paragraphs	Information is organized with well-constructed paragraphs	Paper is organized but paragraphs are not well constructed	Paper is disorganized
Page Length	Assignment met the required page length			Assignment did not meet the required page length
General Formatting (headings, appropriate font size, margins, spacing, date)	Paper contains no errors	Paper contains one error	Paper contains two errors	Paper contains three or more errors
Submission	Submitted on-time electronically			Submitted late
Name		Name on assignment		Name does not appear on assignment

Journal Entries (8) points

Posted required entries for online support group: ____/8

Total points earned: ____/25

Appendix B

Assessment Cycle 2019 – 2020

Measure 2.1

AS 4450 – Co-Occurring Disorders

Research Article Rubric

Grade: /25

What is the purpose of the article? /5

Describe the methodological design of the experiment(s): /5

- The procedure
- The independent variable(s)
- The dependent variable(s)

What kinds of statistical analyses did the researchers conduct? /5

What were the results? /5

What did they conclude about the experiment(s)? /5

Assessment Cycle 2019 – 2020

Appendix C

Measure 3.1

AS 3010 – Addiction Counseling Skills

Reflection Paper Rubric

Total Grade: /50

- Appropriate Length: /15
 - Title page
 - 3 complete pages of body
- APA style: /10
 - Title page
 - Font, margins, spacing
- Content: /25
 - Addresses all questions
 - Reflections are thought-provoking

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Appendix D

Measure 3.2

AS / PSYC 4510 Ethics in Psychology

Ethical Dilemma Case Study Rubric

EVALUATION

Clarity, Structure, & Flow of Information (10 pts):

2 points possible on each question

	YES (2pts)	PARTIALLY (1pt)	NO (0pts)
1. Does the essay meet the minimum requirements? (500 words)			
2. Are all words spelled correctly?			
3. Are sentences written well? (grammatically correct)			
4. Does the essay communicate information clearly?			
5. Does it appear that editing occurred before submission?			

Accuracy & Depth of Reflection / Analysis (40 pts):

10 points possible for each question

	YES (20-11pts)	PARTIALLY (10-01pt)	NO (0pts)
1. Discussed why or why not Dr. Newhart is facing an ethical dilemma regarding Dr. Melfi's new work using the 6-step ethical decision-making model? Is each step identified and discussed?			
2. Discussed whether Dr. Melfi is acting unethically or not from information evaluated using the 6-step model. Is this discussion conclusion backed up with facts and not just opinion?			

COMMENTS:

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Appendix E

Measure 4.1

PSYC 2430 – Introduction to Experimental Methods

Research Paper Rubric

Title Page _____ / 10

- ✓ One-inch margin from all sides
- ✓ Half inch margin from the top of the page to running head
- ✓ Correct running head will have:
 - Page number
 - Running head title in all upper case and 50 characters
- ✓ Title 10 to 12 words and centered
- ✓ Author first name, middle name initial and last name
- ✓ Center the author name
- ✓ Affiliation
- ✓ Double spaced

Abstract _____ / 10

- ✓ One-inch margin from all sides and half inch margin from the top of the page to running header
- ✓ Correct header and page number
- ✓ Correct Heading: Abstract – Centered, Not Bold
- ✓ Block paragraph and on separate page
- ✓ Not exceed 250 words
- ✓ Content

Introduction _____ / 30

- ✓ One-inch margin from all sides and half inch margin from the top of the page to header
- ✓ Correct header and page number
- ✓ Correct heading: Title – Centered
- ✓ Paragraph format
- ✓ Correct format of citation
- ✓ content

Methods _____ / 25

- ✓ Continue after Introduction if space permitted
- ✓ Correct heading: Method – Centered, Bold
- ✓ Participants: Left-justified – Bold
- ✓ Description of participants
- ✓ Materials or Apparatus: Left-justified – Bold

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- ✓ Description of Material
- ✓ Correct citation
- ✓ Procedure: Left-justified – Bold
- ✓ Under procedure summarize each step in the execution of research
- ✓ Contents in paragraph format

References _____ / 25

- ✓ Correct heading: References – Centered, Not Bold
- ✓ On separate page & correct margin
- ✓ Alphabetically order
- ✓ Hanging intend
- ✓ Author's name in correct format
- ✓ Year in correct format
- ✓ Article name in correct format
- ✓ Journal name in correct format
- ✓ Volume number and page number in correct format
- ✓ Book title in correct format & Publisher name in correct format

Remember that it is now 2 spaces after a period.

TOTAL _____ / 100

Late Paper: Five points deduction for each day

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Appendix F

Measure 4.2

PSYC 2430 – Introduction to Experimental Methods

Research Presentation Rubric

Dress/ Posture/ Eye Contact – 5 points _____

Quality of Visual Aids-5 points _____

Knowledge of Material Presented-15 points _____

Creativity- 5 points _____

Summary- 15 points _____

Title and hypothesis _____

Variables and reason _____

Participants and material _____

Procedure _____

Beginning and Closing of Presentation- 5 points _____

Total _____
50

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Appendix G

Measure 4.3

AS 3020 – Group Counseling Skills

Total: / 100

APA STYLE: / 50

- Title Page – 5
 - Running head
 - Title, name, affiliation
 - spacing
- Abstract – 5
 - Word count
 - Summary of paper
- Body – 20
 - Headings
 - Citations
 - Quotations
- References – 10
 - Heading
 - Format
 - Order
 - Scholarly references

CONTENT: / 50

- Topic related to social psychology
- New and interesting perspective
- Tone of voice appropriate for a research paper
- Page count
- Introduction
- Conclusion

OVERALL COMMENTS

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Appendix H

Measure 5.1

AS 2050 – Family Dynamics

Personal Reflection Essay Rubric

Total Grade: /100

- Addressed all questions
- Reflections are thought-provoking
- Described course content
 - Specified course content and/or guest speakers that influenced goal
- Discussed why action plan was chosen
- Described skills possessed to reach career goal
- Appropriate length

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Appendix I

Measure 5.2

Advisory Council Survey

A. There are five broad educational goals identified as primary areas of training for undergraduate psychology programs. Please rate us on each of the following: (1 being lowest and 5 being highest)

1. Knowledge Base in Psychology (student has developed a working knowledge of psychology's content domains)

Circle one: 1(lowest) 2 3 4 5 (highest)

2. Scientific Inquiry and Critical Thinking

Circle one: 1(lowest) 2 3 4 5 (highest)

3. Ethical and Social Responsibility in a diverse World

Circle one: 1(lowest) 2 3 4 5 (highest)

4. Communication skills (both oral and written communication)

Circle one: 1(lowest) 2 3 4 5 (highest)

5. Professional Development (refers to skills that sharpen student's readiness for employment or graduate school)

Circle one: 1(lowest) 2 3 4 5 (highest)

B. Could you please identify strengths of skill, knowledge, or behaviors directly related to program training that you have identified in our students?

C. Please identify areas of improvement that you may have identified in skill, knowledge, or behavior directly related to program training that you would like to recommend as possible areas of improvement to curriculum for future students that may be employed by your organization.

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D. Any additional feedback you would like to share with us regarding the placement of undergraduate Interns in your organizational. (Optional)