

Interdisciplinary Studies ADST BA Degree Student Learning Outcomes - Evaluation

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.

Addiction Studies Interdisciplinary BA degree prepares students for a career track with a foundation knowledge in addiction treatment and prevention that can enhance career opportunities. Courses are aligned with state and national standards to provide students with the knowledge, skills, and competencies necessary to meet educational requirements for Chemical Dependency licensure in Washington State. Students who complete this program will demonstrate competency in the following areas:

Competency	Course Taught	How Measured	Outcome
<i>Understand Addiction:</i>			
Apply critical thinking skills required to be an effective professional in the work environment.	All BA Courses	Completed course assignments with a satisfactory grade of 2.0 or above.	Successful completion of written assignments in selected courses. 300, 430, 420. <i>Winter 2014</i>
Demonstrate awareness of values, cultural bias, philosophies, personality, and style along with how these personal characteristics affects clients.	ADST 300 Survey of Alcohol/Drug Problems ADST 308 Cultural Diversity & CD.	Recognize the value of the variety of contexts in which addiction & substance abuse occur, including factors that characterize individuals and groups and their living environments.	View Altered States and Mike Koca Videos – Participate in class discussion or online discussion. View When a Man Loves a Woman Video – write a paper on the family roles. Socio-economic Chart. <i>Winter 2015</i>
Provide motivational intervention	ADST 302 Counseling	Discuss a variety of models &	Research Evidence Based



for client change based on a core of intervention knowledge, theory, and skills.	Theories ADST 440 Group Counseling	theories of addiction and other problems related to substance abuse.	practices (EBP) used in Addiction Treatment. Create a working group plan using the EBP. <i>Spring 2015</i>
<i>Treatment Knowledge:</i>			
Demonstrate knowledge of the basic theories and techniques used in addiction treatment.	ADST 302 Counseling Theories ADST 420 Case Management		
Recognize helping strategies and treatment modalities relevant to the client's stage of dependence, change, or recovery.	ADST 462 Relapse Prevention ADT 464 Adolescent Addiction Tx.		
<i>Application to Practice:</i>			
Demonstrate ability to integrate knowledge of cultural diversity in various agency settings.	ADST 308 ADT 440 Group Counseling		
Develop an effective and clear treatment plan by assessing client needs and selecting interventions that will assist clients in promoting optimal functioning, growth and goal attainment.	ADST 420 Case Management ADST 442 Screening & Assessment of Co-Occurring Disorders	Understand the various short and long term effects of psychoactive substances on the user and significant others	Discuss fundamental concepts of pharmacological properties and effects of psychoactive using Chapter Flash Activities <i>Winter 2015</i>
Demonstrate knowledge of appropriate community referral resources and utilization of client	ADST 303 HIV/AIDS ADST 410 Community		



support systems and resources.	Prevention Methods		
Professional Readiness:			
Utilize proficient written and verbal communication skills, including appropriate uses of technology, case management, assessment, and other documentation.	ADST 420 Case Management ADST 442 Screening & Assessment of Co-Occurring Disorders		
Recognize and apply the established professional ethical standards and code of conduct to comply with state and federal rules, laws, and professional readiness.	ADST 460 Law & Ethics for Addiction Professionals		
Distinguish differences among the cultural norms, values, beliefs, language, and behaviors for the predominant subgroups in the local area.	All ADST courses address cultural issues as related to client outcomes.		

1. **Student Learning Outcome:** See area highlighted in Grey above 2014.

See area highlighted in Blue Above for 2015

2. **Overall evaluation of progress on outcome:**

Evaluated W'2015/Sp'2015 – Overall based on given assignments and student outcomes no changes are required. ADST continues to evaluate courses and learning outcomes for each course to make sure that we are congruent in what we are teaching and what our expectations are.

Evaluated W'2014 - SLO is met without changes required. The only change we will make is to have a prerequisite of English 101 or permission of the instructor as a requirement for ADST 300.

3. **Strategies and methods:**



Measured Winter/Spring 2015 - ADST continues to look at courses and course assignments that meet the learning outcomes of each course and how they meet the goal of the student learning outcomes. This is an ongoing process.

Measured Winter 2014 - ADST uses course assignments to evaluate student learning.

4. Observations gathered from data:

Measured Winter/Spring 2015 – The learning outcomes measured correlate to given assignments in the different ADST courses. This will be an ongoing project to continually link learning outcomes to class assignments. We have begun this process and it will continue.

Measured Winter 2014 - The findings suggest that students in the ADST 300 class take a big hit in learning outcomes based on their lack of knowledge of APA citation. We are working toward putting in an English 101 requirement to help students succeed.

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

Measured Winter/Spring 2015 - At this time ADST is not making any additional program changes based on the measured outcomes this academic year. We do however have changes that are happening that will enhance our program further. ADST has put in a course approval for ADST 490 Capstone. This will allow our ADST Interdisciplinary BA students to possibly do some service learning, complete a project of their choice, research, and complete a sample NAADAC exam.

Measured Winter 2014

- a. ADST will evaluate the course assignments from each listed class and compare them to see if there are improvements from one to the next.
- b. Meetings with faculty to discuss this concern will be set up quarterly to compare and make appropriate modification/interventions/referrals.
- c. ADST will continue to evaluate each course and come up with a measurement to evaluate the learning outcome. (See Competency/Learning outcome chart below).

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



Measured Winter/Spring 2015 – We continually monitor the state learning outcomes in TAP 21 and the new NASAC learning outcomes to continue to provide our students with the most up to date information. ADST has received their NAADAC certification for the next two years and then we will pursue national certification through the National Addiction Studies Accreditation Commission (NASAC).

Measured Winter 2014 - As we look at the overall ADST program results for the Interdisciplinary program we find that students appear to be meeting the state learning competencies for chemical dependency professionals. WE know this based on the NAADAC exam results.

ADST guides our student learning outcomes based on the 123 Addiction Counseling Competencies covering eight practice dimensions in the areas of Knowledge, skills, and attitudes of professional practice. We have a Performance Assessment Rubrics that also helps guide our student learning objectives. These two documents go hand in hand to provide an overall framework for how our program provides educational competencies in the addiction field (see exam results below).

Raw Score Level I & II	Percentile	Pharmacology of Psychoactive Substances Level I	Counseling Practice	Theoretical base of Counseling	Professional Issues	Date
250/170		75/51	100/68	38/26	37/25	
Level II 250/170		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



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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