

ASSESSMENT REPORT FOR INSTRUCTIONAL PROGRAMS

Name Maryse Nazon Program / Department AODA Certification Program/Psychology

PART 1: ASSESSMENT REPORT

Directions: All items should be addressed in a clear and concise narrative (one paragraph or more each) and uploaded into *LiveText* [www.livetext.com].

1. For clarity, please rename your document as: Assessment Report [Program, Level, Spring 20xx]
For example: Assessment Report Chemistry UG Spring 2017
2. Upload your document into your departmental/program/unit *LiveText* account. Please name the document shell.
For example: Assessment Report Chemistry UG Spring 2017
3. Share your document with the CSU Assessment Committee <csuac_admin> as an Editor.
Steps 8 and 9 in the Assessment Coordinators Live Text Resource Document.
5. Submit your document for Review to one of the following:
 csuac_02 [Academic Undergraduate]
 csuac_03 [Academic Graduate]
 csuac_04 [Academic General Education]
Steps 10 and 11 in the Assessment Coordinators Live Text Resource Document.
 Deadline for ALL reports is June 1.

Evidence to Support Achievement of Student Learning

We had no graduate student who completed the program during Fall 2017 and Spring 2018.

	Fall 2016
Indirect or Reflective Assessment Instrument Alumni Survey	The alumni survey was not administered.
Indirect or Reflective Assessment Instrument Exit Interview	No exit interview was conducted since no student completed the program.
Direct Assessment Instrument 1 (Multiple choice Objective Measure PSYC 5205)	No student in the program took this course.
Direct Assessment Instrument 2 (Comprehensive Assessment Instrument)	No graduate student in the course
Direct Assessment Instrument 3 (Twelve Core Functions Paper)	No graduate student had to complete the Twelve Core Functions Paper.
Direct Assessment Instrument 4 (Case Assessment & Treatment Plan)	Four students completed the Case Assessment and Treatment Plan and achieved an average of 92.75% which meets the standard set for this measure.
Direct Assessment Instrument 5 (Written Case Study)	No post-bac student completed the Written Case Study.
Direct Assessment Instrument 6 (Referral Folder)	No post-bac student completed the Referral Folder.
Direct Assessment Instrument 7 (Student Field Experience Evaluation Form)	No post-bac student completed their Field Experience

Analysis and Program Change

The AODA program experienced a low in enrollment during the academic year 2017-2018. Only one assessment measure was administered (#4). No post-bac student took the certification exam. The program offers the academic support and scholarly mentorship to increase the educational attainment of the students within the program. Strategies are being developed to address this situation and increase student enrollment.

Because of a self-study completed in the Spring 2015 for the Illinois Certification Board (ICB) and a Program Review completed in Fall 2015, there were some findings that required some changes to the program curriculum. It was observed that several students who enrolled in the program as a minor were not able to complete the minor. Even though the desire to complete the program was present and students intended to use the Post Baccalaureate to finish, realized after obtaining their bachelors that they have exhausted their financial aid and would have to pay cash to complete the program. In examining this downward trend, the program faculty have developed a three-year plan to improve enrollment. The first step is to consolidate some of the course content to reduce redundancy and shorten the length of the program. Following the pattern of other similar programs at other universities, the program (and minor) will be reduced to 18 hours, yet still covering the content required for accreditation by Illinois Certification Board, Inc. Of the Illinois Alcohol and Other Drug Abuse Certification Association. In addition, the Post Baccalaureate Program will contain one or more courses that are required in the Counseling Graduate Program and could be applied to the Master's program. This makes the program more attractive since these courses will also give them a head start to the Master's program should students decide to continue their education.

The curriculum changes were proposed to the Curriculum Committee in the Fall 2017 & 2018 semesters and approved. It is anticipated that the change of curriculum followed by the introduction of the marketing strategies listed should increase enrollment in the program. It is important to note that many of the program courses are very popular as electives already and have no enrollment issues. However, the goal is to encourage more students to enroll in the minor or Post Baccalaureate and complete the programs. Although the

implementation of those changes was targeted for Fall 2016, it was not possible because of the difficulties experienced by the university to accomplish that goal. The new target date is Fall 2018.

The program was re-accredited until September 2019. The program accreditation has been renewed since 2004. In addition, the logs and forms have been expanded and formalized into a student handbook, allowing a comprehensive representation of student work throughout the program. As appropriate rubric addressing standards were developed to assess these portfolios, better assessment data will be available in the future to examine more specific areas of student learning.

Assessment as a Departmental Priority

The faculty of the Department of Psychology support the importance of the assessment report as reflected in the faculty minutes below.

Psychology Department Meeting Agenda October 19, 2017

Present: La Shonda Fuller, Lindsay Bicknell-Hentges, Pam Davis, Sophia Arnold, Tracy Bibbs, Bakahia Madison, Alesia Richardson, Victor Etta, Olasupo Laosebikan, John Lynch, Kiela Bolden

1. Department Administrative Assistant, Pam Davis, was introduced.
2. Undergraduate Psychology Professional Advisor, Sophia Arnold
3. Tracy Bibbs, Coordinator of the Counseling Graduate Program, was welcomed back.
4. Technology in classrooms – Faculty reported that the projector bulb in HWH 309 was burned out. Dr. Richardson reported that a report in the Faculty Senate stated that the equipment in all classes would be replaced by the end of the school year. She also stated that Prashant Shinde (Head of IT) is very responsive when you are having technological issues before 5:00. Faculty were informed that there is a projector and laptop locked up in HWH 102 for classroom use. Faculty use have to lock the projector up with the laptop after each use.
5. CSU Open House – October 21 (Saturday) - All are encouraged to keep their trashcans in their offices over the weekend to improve appearances of hallways. We also want to develop and print new promotional materials. Please share your ideas. Some suggested that graduate students may be able to help design materials.
6. Ethics Training – Certificates of Completion due to Pam now. The training must be completed before 5:00 on October 31, 2017. Employees have lost their jobs and been suspended without pay for not completing the training in time.
7. Status – Copier/printer – The department with try to purchase a small printer/copier to get us through until the university sets up the leasing agreement with Xerox.
8. Safety and Security Concerns – Please let me know of any dangerous situation, including lighting or motion detectors that are needed.
9. Valid IDs now required for library entry – Due to some security concerns, IDs are now required for entry into the library. They are also adding additional security around and in the building.

10. Students with behavioral concerns –BAIT - The process for referring problematic students with behavioral concerns was discussed.
11. Revised Policy and Procedures - committee needed for department Bylaws. Etta, Richardson and Lynch agreed to participate on the committee. The new document is needed within 3 months.
12. Undergraduate Committee report – Dr. Richardson agreed to assist in the development of a new multiple-choice exam for assessment of undergraduate majors.
13. Hiring of assistant professor – The hiring of Jubilee Dickson as an Assistant Professor is almost complete. She will start in January of 2018.
14. Graduate Committee report – The Graduate program has moved to rolling admission. The program is in the process of completing a CACREP self-study and has requested an extension of the current accreditation.
15. Undergraduate Graduation Applications due to Registrar October 27 with payment and all signatures
16. Assessment Reports and requests for feedback – Counseling, Undergraduate, GenEd, AODA, PME. Dr. Fuller made an extensive report on the results of the graduate assessment over the last few years. Tracy Bibbs requested more participation in the preparation of Comps preparation modules on Moodle.

Publicizing Student Learning

A summary of assessment results is available to students and prospective students on our website.

Results are e-mailed to faculty. Brochures mention assessment and give instructions for obtaining more information. The results are also presented during the bi-yearly ICB program coordinators meeting. In addition, the report is published along with all the other CSU assessment data on the web.

Include the hyperlink to your program assessment page here to allow quick access for review.

PART 2: ASSESSMENT PLAN

Department/Program Mission Statement

The Department prepares students with broad training in psychology that will prepare them for graduate work or employment in entry-level jobs in the field of psychology.

The Advanced Training Program (ATP) for Alcohol and Other Drug Abuse (AODA) counselors at Chicago State University (CSU) is under the administrative umbrella of the Chicago State University Psychology Department. The mission of the program is to give students the highest standard of knowledge, education, and skills to successfully work in the field of alcohol and other drug abuse counseling. This mission is generated from a belief that AODA clients, their families and their communities deserve to receive the highest quality of services.

Program Objectives

1. Provide students with the opportunity to acquire the skills, knowledge and ethical understanding to reach and maintain the highest level of professional competence.
2. Provide a curriculum that is infused with evidenced-based theories and practices in the AODA field.
3. Provide students with a strong preparation in 12 core functions, counseling interventions and models of prevention directed toward meeting the complex counseling needs within the AODA field.
4. Provide opportunities for practical CADC experiences within urban agencies and communities.
5. Teach students how to access resources, advocate for their clients and their families and their profession, and serve as chemical dependency counselor activists when needed.

Student Outcomes

As part of assessment, the Psychology Department/AODA Certification Program has generated seven specific program outcomes:

1. Learn to define and recognize the actions of psychoactive drugs as they affect the body; recognize and know the signs and symptoms associated with the different classifications of psychoactive chemicals.
2. Know the principles and processes of human physical, mental, emotional, spiritual and social development including basic abnormal psychology and effects of chemical usage on growth and development and more specifically women and adolescents based on evidence-based research.
3. Know the historical development of alcohol and other drug abuse treatment including the history of chemical usage in the United States, development of the various treatment modalities and its relationship to the community at large.
4. Know the eligibility requirements and criteria for specific delivery models of service; know what services are offered in each modality with applicable regulations and limits of each; know when it is appropriate to make referrals to Outpatient, Detoxification, Residential, and Self-Help Groups.

5. Have a practical knowledge of applicable Illinois and Federal laws, rules and regulations governing but not limited to: intake protocol, discharge requirements, confidentiality regulations, record keeping, child abuse reporting act, and client and provider rights.
6. Learn the core functions of an alcohol and other drug abuse counselor; apply the unique knowledge and skill base in the execution of Core Functions in an AODA treatment setting.
7. Know the requirements of IAODAPCA AODA Counselor Code of Ethics, and can apply this Code of Ethics to the Core Functions.

Curriculum Map

Student Learning Outcomes	Core Courses (Listed in approximate chronological order.)						
	1100 2000 2040 2155	5200 5205	5201	5202	5203	5204	5206
Learn to define and recognize the actions of psychoactive drugs as they affect the body; recognize and know the signs and symptoms associated with the different classifications of psychoactive chemicals.	K, A	K, A	K, A	A, S	A, S	A, S	A, S
Know the principles and processes of human physical, mental, emotional, spiritual and social development including basic abnormal psychology and effects of chemical usage on growth and development and more specifically women and adolescents based on evidence-based research.	K	K, A	K, A	K, A, S	A, S	A, S	K, A, S
Know the historical development of alcohol and other drug abuse treatment including the history of chemical usage in the United States, development of the various treatment modalities and its relationship to the community at large.	N/A	K	K	K	K	K, S	K, S
Know the eligibility requirements and criteria for specific delivery models of service; know what services are offered in each modality with applicable regulations and limits of each; know when it is appropriate to make referrals to Outpatient, Detoxification, Residential, and Self-Help Groups.	N/A	K, A	K	K, A, S	K	K, A, S	K, A, S
Have a practical knowledge of applicable Illinois and Federal laws, rules and regulations governing but not limited to: intake protocol, discharge requirements, confidentiality regulations, record keeping, child abuse reporting act, and client and provider rights.	N/A	K	K, A	K, A, S		K, A, S	K, A, S
Learn the core functions of an alcohol and other drug abuse counselor; apply the unique knowledge and skill base in the execution of Core Functions in an AODA treatment setting.	N/A	K	K, A, S	S	K, A	S	S
Know the requirements of IAODAPCA AODA Counselor Code of Ethics, and can apply this Code of Ethics to the Core Functions.	N/A	K	K, A, S	S	K, A	S	S

K (Knowledge), A (Analyze), or S (Synthesize)

Assessment Plan Detail

Program Objectives	Student Outcomes	Assessment Instruments	Criteria
Objective 1	# 1, 2, 3, 7	Instrument #1, 2, 4, 6, 8	Criteria can be found in the narratives below
Objective 2	# 2	Instrument# 1, 2, 4, 8	Same as above
Objective 3	#6, 7	Instrument #3, 5, 7	Same as above
Objective 4	#5	Instrument # 4, 5, 7, 9	Same as above
Objective 5	#4	Instrument # 2, 5, 6, 7, 9	Same as above

Assessment Measures and Criteria

INSTRUMENT 1: PSYC 5205 Assessment Instrument – To receive a grade of “Pass”, students should score 70 or better over 100 possible points on the Midterm and Final exams for PSYC 5205. Both scores for each student will be added and averaged. Students who do not do so will be advised to take appropriate courses to increase their score by the time they undergo the Comprehensive Assessment instrument. This assessment measures outcomes #1, 2.

INSTRUMENT 2: Comprehensive Assessment Instrument – To receive a grade of “Pass”, students should score 70 or better over 100 possible points on the Comprehensive Assessment Instrument. It includes questions from the PSYC 5205 Assessment Instrument plus other questions reflecting the content objectives of the AODA Certification Program. This assessment measures outcomes #1, 2, 3, 4, 5, 6, 7.

INSTRUMENTS: Twelve Core Functions-3; Case Assessment & Treatment Plan-4; Written Case Study-5; Referral Folder-6 - For the term paper, a grade of 70+ must be earned. The assignments are measured as follows:

- Twelve Core Functions Paper - To receive a grade of “Pass”, students should score 70 % or better (35/50 = 70 %). This assessment measures outcomes # 6.
- Case Assessment & Treatment Plan - To receive a grade of “Pass”, students should score 70 % or better (70/100 = 70 %). This assessment measures outcomes # 1, 2, 4, 5.
- Written Case Study: To receive a grade of “Pass”, students should score 70 % or better (70/100 = 70 %). This assessment measures outcomes # 5, 7.
- Referral Folder: To receive a grade of “Pass”, students should score 70 % or better (35/50 = 70 %). This assessment measures outcomes # 4.

These papers demonstrate student’s use of research and study skills. The papers demonstrate knowledge of AODA processes, skills and services best suited to the individual client’s needs. The papers also exhibit use of critical thinking skills in evaluating and employing AODA theories and evidence-based practices. Students are asked to develop a thesis in logical fashion, and clear writing and error-free English prose.

INSTRUMENT-7: Student Field Experience Evaluation Form – At the end of their field experience student will be evaluated by their Field Experience supervisor in the following areas: analytical ability, administration, inter-professional relations, practicum skills, knowledge, and work habits. The form uses a five level scale: no basis for judgment, below average, above average, and excellent. An overall rating of above average to excellent is considered a “pass” for this assessment. This assessment measures outcomes # 4, 5, 6, 7.

INSTRUMENT-8: Alumni Survey - Within one year after graduation, the Department will contact former students to request information about their experience after completing the program, and in particular, to find out about completion of the CADC exam, how well their education at Chicago State facilitated success in their subsequent occupation or pursuit of further education, as well as to what degree your education contributed to your success in the professional field. Students will be mailed a survey instruments designed to measure their level of satisfaction with the AODA certification program feels you were prepared for job success in terms of your academic training and preparation. This assessment measures outcomes # 1, 2, 3, 4, 5, 6, 7.

INSTRUMENT-9: Exit Interview – At the completion of their Field Experience students will complete an exit interview will be administered to assess their level of satisfaction with the AODA program. This assessment measures outcomes # 4, 5.