

## ASSESSMENT CYCLE 2024-2025

**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 committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community, demonstrating a steadfast dedication to improving our region, state, and nation.

**Gallaspy Family College of Education and Human Development Mission Statement.** The Gallaspy Family College of Education and Human Development (GCEHD) 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 the Departments of Health and Human Performance, Military Science, Psychology and Addiction Studies, and Social Work, the College produces knowledgeable, inspired, and innovative graduates who are ready for lifelong learning, thereby contributing to the communities in which they reside and the diverse professions they serve.

Additionally, the GCEHD is dedicated to supporting children and their families in learning and development within 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.

**Department of Psychology and Addiction Studies Mission Statement.** The Department of Psychology and Addiction Studies provides high-quality education by actively discovering and disseminating knowledge. As a result, students must possess a comprehensive knowledge base of concepts and theories, while also developing scientific and critical thinking, ethical and social responsibility, effective communication, and professional development in a diverse world. As part of our educational mission, the Psychology and Addiction Studies Department provides encouragement and support for research and scholarships for faculty and students, with opportunities for practicum and externship training experiences. These activities encourage professionalism and prepare students for graduate education and immediate service in the

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community and region.

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

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

- (1) Data from assessment tools and measures 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 (must 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.
- (6) The Addiction Studies degree program will incorporate the National Addiction Studies Accreditation Commission (NASAC) curriculum guidelines. Accreditation was awarded in Fall 2024.

### Student Learning Outcomes:

#### **SLO 1. Knowledge Base.**

Students can describe key concepts, principles, content domains, applications, and overarching themes in the field of addiction studies. This outcome aligns with the first outcome of the APA Guidelines for the Undergraduate Psychology Major version 3.0 (2022), 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 4450 – Co-Occurring Disorders

#### **Measure 1.1. (Direct; Knowledge)**

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At the end of every semester, students enrolled in AS 1010 Introduction to Addiction Disorders will be administered a pre-test version of the Department of Psychology's Addiction Studies program comprehensive exam. Specifically, the sections of the exam that will measure SLO 1 are Introduction to Addiction Studies and Co-Occurring Disorders. At least 70% of students will demonstrate a basic understanding of Addiction Studies-related concepts by achieving a grade of 70% or higher on the exam.

**Finding:** Target was met.

### **Analysis:**

In AC 2023-2024, the target was met. The data reflects that 89% of the students earned a grade of 70% or higher.

Based on the analysis of the AC 2023-2024 results, the faculty implemented the following changes in AC 2024-2025 to drive the improvement cycle. The course steward reviewed each pre-test exam item for accuracy and consistency. Course materials were updated to reflect current trends in addiction research. Since recent research supports the benefits of experiential learning as a component of building successful skills, the course steward increased the experiential learning activities of the abstinence project to provide students with hands-on experience that reflects what has been learned. The process of asking students to reflect on their experience can be an avenue to build cognition and enhance analytical skills.

In AC 2024-2025, the target was met, but there was a significant decrease in the percentage of students earning 70% or higher. During the assessment cycle, 137 students were enrolled in AS1010. Nine students did not complete the Pre-Test Assignment, and 38 students scored less than 70%.

### **Decision:**

In AC 2024-2025, the target was met. It is important to note that this data is used for comparing the knowledge gained through the progression of classes from AS1010 to AS4450. Based on the analysis of the AC 2024-2025 results, the faculty will implement the following changes in AC 2025-2026 to drive the improvement cycle.

The Addiction Studies degree program will incorporate the National Addiction Studies Accreditation Commission (NASAC) curriculum guidelines, as accreditation was awarded in 2024. The course steward will meet with instructors at the beginning of the term to emphasize the importance of the Addiction Studies comprehensive exam to instructors at the beginning of the term to emphasize the importance of completing the assessment to students in the AS 1010 and AS 4450 courses. The instructors will post reminders on the course platforms, making information easily accessible to students. Students in AS 1010 will take the comprehensive

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exam at the beginning of their studies, and students in AS 4450 will take the exam near the end of the curriculum. The students' scores on the exam in these respective courses will be compared to assessing knowledge gained through the degree plan. Addiction Studies majors, including those double majoring in Addiction Studies and Psychology, will be included in AC 2025-2026.

The changes will improve the dataset and provide a more accurate account of the direct knowledge gained, thereby advancing the improvement cycle.

### **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 and Addiction Studies program's comprehensive exam. Specifically, the sections of the exam that will measure SLO 1 are Introduction to Addiction Studies and Co-Occurring Disorders. At least 85% of students will be able to demonstrate an advanced understanding of Addiction Studies-related concepts by achieving a grade of 75% or higher on the exam.

**Finding:** The target was met.

#### **Analysis:**

In AC 2023-2024, the target was met. Statistically, 86% (N = 21, M = 88.6%) of the students received a minimum grade of 75% or higher.

This data is taken from Addiction Studies majors and minors, as well as Psychology majors. A variable to consider is that not all students included in these statistics may have taken all the courses listed in this course map. Based on the analysis of the 2023-2024 AC results, the faculty implemented the following changes in AC 2024-2025 to drive the improvement cycle. In AC 2024-2025, the Addiction Studies coordinator and instructors participated in professional development opportunities to address the ever-changing social and cultural landscape of the addiction field. The newly learned skills and strategies were introduced to students and colleagues to spread knowledge and create a ripple effect.

In AC 2024-2025, the target was not met, resulting in a 7% decrease from AC 2023-2024. During the assessment cycle, 29 students were enrolled in AS4450. All enrolled students completed the Post-Test assignment, and six students scored less than 75%. Statistically, 79% (N = 29, M = 85%) of the students received a grade of 75% or higher. These changes did not produce an increase in the students' overall performance in understanding concepts related to Addiction Studies.

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### Decision:

In AC 2024-2025, the target was not met.

Based on the analysis of the AC 2024-2025 results, the faculty will implement the following changes in AC 2025-2026 to drive the improvement cycle.

The Addiction Studies degree program will incorporate the National Addiction Studies Accreditation Commission (NASAC) curriculum guidelines, as accreditation was awarded in 2024. The Addiction Studies coordinator will incorporate standard 1 of the NASAC curriculum, which includes the history and development of the field of addiction prevention and treatment for students majoring in Addiction Studies. Addiction Studies 1010 will include an overview of the history, causes, and consequences of addictions as they relate to the individual, family, community, and society. Response alternatives regarding intervention, treatment, education, and prevention will be included in the course curriculum.

Students will complete an additional writing assignment to demonstrate their understanding of the history of prevention and treatment of addiction.

The benchmark for Measure 1.2 will be updated to 75% of students will earn 75% or higher. Addiction Studies majors, including those double majoring in Addiction Studies and Psychology, will be included in AC 2025-2026.

These changes will enhance the student's understanding of the history and development of addiction prevention and treatment, thereby advancing the improvement cycle.

### **SLO 2. Scientific and Critical Thinking.**

Students will 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 4450 - Co-Occurring Disorders 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 to find a

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research article in their field of study and answer questions regarding the paper's purpose, methodology, results, and conclusions. At least 85% of students will earn a 75% or higher grade on this paper.

**Finding:** Target was met.

### **Analysis:**

In AC 2023-2024, the target was met. The data reflects that 93% of students earned at least 75%.

Based on the analysis of the AC 2023-2024 results, the faculty implemented the following changes in AC 2024-2025 to drive the improvement cycle. The Addiction Studies coordinator collaborated closely with the course stewards and instructors to continue addressing issues that students face in APA writing. The course instructors continued offering students direct, individualized feedback regarding APA mechanics.

The course implementation improved the students' ability to apply scientific tools and understanding to psychological research, advancing the improvement cycle. These changes directly impacted on the students' ability to analyze research articles in their major and answer questions regarding the paper's purpose, methodology, results, and conclusions.

In AC 2024-2025, the target was met, resulting in a 7% decrease from AC 2023-2024. During the assessment cycle, 86% (N= 21) of the students received a grade of 75% or higher.

### **Decision:**

In AC 2024-2025, the target was met.

Based on the analysis of the AC 2024-2025 results, faculty will implement the following changes in AC 2025-2026 to drive the improvement cycle.

The Addiction Studies degree program will incorporate the National Addiction Studies Accreditation Commission (NASAC) curriculum guidelines, as accreditation was awarded in 2024. The Psychology Department will continue to use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022)

The Addiction Studies coordinator will incorporate Standards 2, 4, and 6 of the NASAC curriculum to include training for students in the knowledge, theory, and skills necessary for the core functions of substance-related and addictive disorders counseling. Additional learning materials will be incorporated to enhance students' understanding of Screening, Intake, Orientation, and Assessment.

The instructors will provide instruction on completing the first four 12 Core Functions

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of the Addiction Counselor. Students will complete a four-part assignment to demonstrate their understanding of the respective core functions, including record keeping. The benchmark for Measure 2.1 will be updated to 75% of students earning 75% or higher on the assignment. Addiction Studies majors, including those double majoring in Addiction Studies and Psychology, will be included in AC 2025-2026.

These changes will enhance the students' understanding of the 12 Core Functions of the Addiction Counselor, thereby advancing the improvement cycle.

### **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 measure SLO 2 are Screening and Assessment, Addiction Counseling Skills, Dynamics of Group Counseling, Co-Occurring Disorders, and Ethics in Psychology. At least 85% of students will demonstrate an advanced understanding of Addiction Studies-related concepts by achieving a grade of 75% or higher on the exam.

**Finding:** The target was not met.

### **Analysis:**

In AC 2023-2024, the target was met. The data reflects that 86% of the students earned a grade of at least 75%.

Based on the analysis of the 2023-2024 AC results, the faculty implemented the following changes in AC 2024-2025 to drive the improvement cycle. The AS coordinator communicated with major advisors to emphasize the importance of students meeting course prerequisites for success in higher-level courses. Instructors perused the SAMHSA website and updated course material with current research. In AC 2024-2025, the Addiction Studies coordinator and instructors participated in professional development opportunities to address the ever-changing social and cultural landscape of the addiction field. The newly learned skills and strategies were introduced to students and colleagues to spread knowledge and create a ripple effect.

In AC 2024-2025, the target was not met, a 7% decrease from AC 2023-2024. During the assessment cycle, 29 students were enrolled in AS 4450. All enrolled students completed the Post-Test assignment, and six students scored less than 75%. Statistically, 79% (N = 29, M = 85%) of the students received a grade of 75% or higher.

This data is taken from Addiction Studies majors and minors, as well as Psychology majors. A variable to consider is that not all students included in the statistics may



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have taken all the courses listed in the curriculum map.

### **Decision:**

In AC 2024-2025, the target was not met.

Based on the analysis of the AC 2024-2025 results, the faculty will implement the following changes in AC 2025-2026 to drive the improvement cycle.

The Addiction Studies degree program will incorporate the National Addiction Studies Accreditation Commission (NASAC) curriculum guidelines, as accreditation was awarded in 2024. The Psychology Department will continue to use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022)

The Addiction Studies coordinator will incorporate Standards 2, 4, and 6 of the NASAC curriculum, which require training for students in the knowledge, theory, and skills related to the core functions of substance-related and addictive disorders counseling. Additional materials will be included to assess students' understanding of Treatment Planning, Case Management (including discharge planning and referrals), Crisis Intervention, and Report and Record-Keeping. Addiction Studies 2450 will include instructions on completing four of the 12 Core Functions of the Addiction Counselor. The benchmark for Measure 2.2 will be updated to 75% of students will earn 75% or higher on the assignment.

Addiction Studies majors, including those double majoring in Addiction Studies and Psychology, will be included in AC 2025-2026.

These changes will enhance the students' understanding of the 12 Core Functions of the Addiction Counselor, thereby advancing the improvement cycle.

### **SLO 3. Ethical and Social Responsibility.**

Students will apply ethical standards to psychological science and practices, adopting values that foster community building. This outcome aligns with the third outcome of the APA Guidelines for the Undergraduate Psychology Major version 3.0, 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 3010 – Addiction Counseling Skills, and AS/PSYC 4510- Ethics in Psychology

### **Measure 3.1. (Direct; Knowledge)**

Every spring semester, students in AS 3010 Addiction Counseling Skills will complete an assignment to identify their biases, reflect on their origins, and describe how they plan to overcome them. The benchmark for this SLO has



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been adjusted to at least 75% of students will earn a grade of 75% or higher on this paper.

**Finding:** Target was met.

### **Analysis:**

In AC 2023-2024, the target was not met.

Based on the analysis of the AC 2023-2024 results, the faculty implemented the following changes in AC 2024-2025 to drive the improvement cycle. As noted in the previous AC, the Addiction Studies Coordinator and the Chair of the Department of Psychology and Addiction Studies discussed benchmarks. Psychology and Addiction Studies majors must earn a “C” in all major courses to pass the class for graduation. The benchmark for this Addiction Studies class has been adjusted from 85% of students earning a grade of 80% or higher to 75% of students earning a grade of 75% or higher on this paper.

The department head collaborated with the English Department to develop an ENGL 1010 class that addresses the APA writing style for addiction studies and psychology majors. The course steward implemented additional resources and guidelines highlighting the main goals of APA format, such as enhancing clarity, accuracy, and writing credibility. Examples of papers were added to improve the quality and readability of students' papers. The AS coordinator communicated with the course steward of Psyc 2430 (required experimental writing course) to implement new components and structures to enhance students' writing.

In AC 2024-2025, the target was met. During the assessment cycle, 45 students were enrolled in AS 3010. Three enrolled students did not complete the assignment, and four students scored less than 80%. Statistically, 90% (N = 42, M = 80%) of the students received a minimum grade of 75% or higher. Additional points deductions were due to factors other than content. Students lost points on the exercise for factors other than the content itself.

As a result of these changes, the students' ability to write effectively in APA style significantly improved, and coursework helped them apply ethical standards to psychological science and practices, while also encouraging the adoption of values that foster community building, thereby advancing the improvement cycle.

### **Decision:**

In AC 2024-2025, the target was met.

Based on the analysis of the AC 2024-2025 results, the faculty will implement the following changes in AC 2025-2026 to drive the improvement cycle.

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The Psychology Department will continue to use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022). The Addiction Studies degree program will incorporate the National Addiction Studies Accreditation Commission (NASAC) curriculum guidelines, as accreditation was awarded in 2024. In addition to biases, students will explore their ability to set boundaries and their expectations of themselves and clients. The course steward will continue to provide direct instructions to students to address challenges faced in APA writing. An example writing paper, along with clear and concise explanations of APA style rules and guidelines, will be added as an additional resource for students. Standard 2 of the NASAC curriculum will be included to enhance students' learning in the area of legal, ethical, and professional growth issues. Only Addiction Studies majors, including those double majoring in Addiction Studies and Psychology, will be included in AC 2025-2026.

These changes will encourage self-reflection to challenge personal obstacles. They will enhance students' ability to write effectively in APA style, promote the adoption of values that foster community building, and thereby advance the improvement cycle.

### **Measure 3.2. (Direct; Knowledge)**

Addiction Studies majors in AS/PSYC 4510 Ethics in Psychology will analyze a case study concerning an ethical dilemma. At least 85% of students will receive a grade of 80% or higher.

**Finding:** Target was met.

### **Analysis:**

The target was met in AC 2023-2024.

In AC 2023-2024, 100% (N = 2, M = 100%) of the students received a letter grade of 80% or higher. Faculty implemented the following changes in AC 2024-2025 to drive the improvement cycle. The course steward continued to focus on collaborative learning tasks by enhancing the discussion boards with a more open-ended format. Instructors will present students with ethical dilemmas to process in class in open discussions. These changes enhanced the students' ability to apply ethical standards to psychological science and practice, and adopt values that foster community building, thereby advancing the improvement cycle.

In AC 2024-2025, the target was met. During the assessment cycle, 14 students majoring in addiction studies were enrolled in AS/PSYC 4510. All enrolled students completed the assignment, and two students scored less than 80%. Statistically, 86% (N = 14) of the students received a grade of 80% or higher.

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These changes directly impacted on the student's ability to draft a paper analyzing a case study concerning an ethical dilemma.

### **Decision:**

In AC 2024-2025, the target was met.

Based on the analysis of the AC 2024-2025 results, faculty will implement the following changes in AC 2025-2026 to drive the improvement cycle.

The Addiction Studies degree program will incorporate the National Addiction Studies Accreditation Commission (NASAC) curriculum guidelines, as accreditation was awarded in 2024. Additional material will be incorporated to enhance students' understanding of legal, ethical, and professional growth issues in the field of addiction studies. The course steward will continue focusing on collaborative learning tasks by enhancing discussion boards with a more open-ended format. Instructors will present students with ethical dilemmas to process in class in open discussions. Addiction Studies majors, including those double majoring in Addiction Studies and Psychology, will be included in AC 2025-2026.

These changes will enhance the student's ability to apply ethical standards to addiction counseling and adopt values that foster community building, thereby advancing the improvement cycle.

### **Measure 3.3. (Indirect; Knowledge)**

Addiction Studies majors in AS/PSYC 4510, Ethics in Psychology, will complete the National Institutes of Health's Protecting Human Research Participants training course. At least 90% of students are expected to complete the training survey and submit their certificates.

**Finding:** Target was met.

### **Analysis:**

The target was met in AC 2023-2024.

In AS/PSYC 4510, 94% (N = 18) of the students completed the training. Based on the analysis of the AC 2023-2024-results, faculty implemented the following changes in AC 2024-2025 to drive the improvement cycle. The course steward implemented the National Institute of Health Protecting Human Research Participants training as a course requirement. Students were required to complete the survey as part of the course to fulfill the education requirement.

In AC 2024-2025, the target was met. During the assessment cycle, 14 addiction studies majors were enrolled in AS/PSYC 4510. All enrolled students completed the

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assignment.

### **Decision:**

In AC 2024-2025, the target was met.

Based on the analysis of the AC 2024-2025 results, faculty will implement the following changes in AC 2025-2026 to drive the improvement cycle.

The Addiction Studies degree program will incorporate the National Addiction Studies Accreditation Commission (NASAC) curriculum guidelines, as accreditation was awarded in 2024. Standard 2 of the NASAC curriculum requires skill training in legal, ethical, and professional growth issues for students majoring in Addiction Studies. The course steward will continue to implement the National Institutes of Health's Protecting Human Research Participants training as a course requirement. Only Addiction Studies majors, including those double majoring in Addiction Studies and Psychology, will be included in AC 2025-2026.

These actions will enhance the student's ability to apply ethical standards Addiction counseling and adopting values that foster community building advance the improvement cycle.

### **SLO 4. Communication.**

Students will write using field-appropriate writing style (i.e., APA style) and communicate psychological research orally. This aligns with the fourth outcome of the *APA Guidelines for the Undergraduate Psychology Major version 3.0*.

Course Map: Tied to course syllabus objectives: PSYC 2430 – Introduction to Experimental Methods; AS 3020 – Group Counseling Skills

### **Measure 4.1. (Direct; Skills)**

Addiction Studies majors in PSYC 2430: Introduction to Experimental Methods will draft a research paper, with the entire grade based on the use of appropriate APA style. The benchmark for this SLO has been adjusted to at least 75% of students will earn a grade of 75% or higher on this paper.

**Finding:** Target was met.

### **Analysis:**

In AC 2023-2024, the target was not met.

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Based on the analysis of the AC 2023-2024 results, the faculty implemented the following changes in AC 2024-2025 to drive the improvement cycle. The department head communicated with the English Department regarding the implementation of an ENGL1010 class that teaches APA writing to students majoring in addiction studies and psychology. The AS coordinator met with the course steward of Psyc 2430 to implement the latest changes to enhance students' accuracy in writing and address nuances of APA in undergraduate writing. Graduate students were made available to assist students with writing assignments.

In AC 2024-2025, the target was met. During the assessment cycle, four Addictions Studies majors were enrolled in PSYC 2430. Statistically, 75% (N = 4) of the students received a minimum grade of 75% or higher.

These changes enhanced the students' ability to write effectively in APA style, facilitating the application of ethical standards to psychological science and practices, thereby advancing the improvement cycle.

### **Decision:**

In AC 2024-2025, the target was met.

Based on the analysis of the AC 2024-2025 results, the faculty will implement the following changes in AC 2025-2026 to drive the improvement cycle.

The Addiction Studies degree program will incorporate the National Addiction Studies Accreditation Commission (NASAC) curriculum guidelines, as accreditation was awarded in 2024. The Psychology Department will continue to use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022). Graduate students will continue to be available to assist with writing assignments. Only Addiction Studies majors, including those double majoring in Addiction Studies and Psychology, will be included in AC 2025-2026.

These changes will enhance the student's ability to write effectively in APA style and facilitate the application of ethical standards in psychological science and practice, thereby advancing the improvement cycle.

### **Measure 4.2. (Direct; Knowledge and Skills)**

Students in PSYC 2430, Introduction to Experimental Methods, will present their research paper orally as part of Measure 4.1. The benchmark for this SLO has been adjusted to at least 75% of students will earn a grade of 75% or higher on this paper.

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**Finding:** Target was met.

**Analysis:**

In AC 2023-2024, the target was not met.

Based on the analysis of the AC 2023-2024 results, the faculty implemented the following changes in AC 2024-2025 to drive the improvement cycle. The course steward provided examples of oral presentations to help students understand what is expected of them. Additional resources on presentation format were added, and instructors emphasized the importance of completing all assignments. The point total of the presentation was increased to highlight the importance of the assignment.

As a result of these changes in AC 2024-2025, the target was met, with 100% of students earning a grade of at least 75%. During the assessment cycle, four Addictions Studies majors were enrolled in PSYC 2430. Statistically, 100% (N= 4) of the students received a minimum grade of 75% or higher.

These changes directly impacted on the student's ability to write using a field-appropriate writing style (e.g., APA style) and communicate psychological research orally.

**Decision:**

In AC 2024-2025, the target was met.

Based on the analysis of the AC 2024-2025 results, the faculty will implement the following changes in AC 2025-2026 to drive the improvement cycle.

The Addiction Studies degree program will incorporate the National Addiction Studies Accreditation Commission (NASAC) curriculum guidelines, as accreditation was awarded in 2024. The Psychology Department will continue to use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022). Standard 7 of the NASAC curriculum will be incorporated to enhance student skill development and training in interpersonal skills. The course steward will continue to follow the changes made for AC 2024-2025. Addiction Studies majors, including those double majoring in Addiction Studies and Psychology, will be included in AC 2025-2026. Graduate students will be available to assist with writing assignments and presentation skills.

Oral presentations will enhance students' verbal and non-verbal communication skills, help students articulate their ideas clearly, and aid in improving public speaking. These changes will also improve the students' presentation completion rates and final grades on the assignment, thereby advancing the improvement cycle. These changes will provide a better indicator of performance for all addiction studies students.

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### Measure 4.3. (Direct; Knowledge and Skills)

Students in AS 3020 Group Counseling Skills will draft a research paper. Half of the grade is based on the use of appropriate APA style, and the other half is based on the content's relevance to material from the field of Addiction. At least 85% of students will receive a grade of 80% or higher.

**Finding:** Target was not met.

#### **Analysis:**

In AC 2023-2024, the target was met.

Based on the analysis of the AC 2023-2024 results, the faculty implemented the following changes to drive the improvement cycle in AC 2024-2025. In AC 2024-2025, the course steward implemented the new APA Guidelines 3.0 for Undergraduate Psychology majors to promote effective learning and incorporate current trends. The course steward shared the Guidelines 3.0 handouts with the faculty to incorporate into their course materials. Students were encouraged to complete the assignment and to request assistance from the instructor when needed.

In AC 2024-2025, the target was not met. Forty students were enrolled in AS 3020 during the AC. Nine students were in face-to-face classes and 31 in the online class. Seven students did not complete the assignment; therefore, N=33. Statistically, 79% (n=26) of the students received a minimum grade of 80% or higher. The average grade was 86%. When assessing the face-to-face students and online students who completed the assignment separately, the face-to-face students met the benchmark at 100% (i.e., 100% of students earned a grade of at least 80%). Seventy-one percent (71%) of online students earned a grade of 80% or better. Despite these changes in AC 2024-2025, the target was not met.

#### **Decision:**

In AC 2024-2025, the target was not met. The statistics suggest that online students are less likely to complete assignments and more likely to score lower than their face-to-face counterparts.

Based on the analysis of the AC 2024-2025 results, the faculty will implement the following changes in AC 2025-2026 to drive the improvement cycle.

The Addiction Studies degree program will incorporate the National Addiction Studies Accreditation Commission (NASAC) curriculum guidelines as accreditation was awarded in 2024. The Psychology Department will continue to use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022). Addiction Studies 3010



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and 3020 provide instruction in addiction counseling skills and group counseling skills, respectively. Students in AS 3020 will participate in role-play exercises that demonstrate their use of micro-skills. The benchmark for Measure 2.2 will be updated to 75% of students will earn 75% or higher on the assignment. Addiction Studies majors, including those double majoring in Addiction Studies and Psychology, will be included in AC 2025-2026.

These changes will provide students with experiential learning opportunities to develop interpersonal skills, thereby advancing the improvement cycle.

### **SLO 5. Professional Development.**

Students can apply psychological content and skills to career goals and exhibit preparedness and meaningful professional direction for life after graduation. This aligns with the fifth outcome of the APA Guidelines for the Undergraduate Psychology Major, version 3.0.

Course Map: Tied to course syllabus objectives: AS 2050 - Family Dynamics

### **Measure 5.1. (Direct; Knowledge)**

Students in AS 2050: Family Dynamics in Psychology will write a reflection essay, for which the entire grade is based on the use of appropriate APA style. At least 85% of students will receive a grade of 80% or higher.

**Finding:** Target was met.

### **Analysis:**

In AC 2023-2024, the target was met.

Based on the analysis of the AC 2023-2024 results, the faculty implemented the following changes in AC 2024-2025 to drive the improvement cycle. Given that direct instruction is a vital mitigating factor in student writing performance in APA, the course steward incorporated writing instruction in grammar, mechanics, style, and references. Students were instructed on the importance of completing all assignments as required in the syllabus.

In AC 2024-2025, the target was met. During the assessment cycle, 60 students were enrolled in AS 2050. Statistically, 88% (N = 53) of the students received a grade of 80% or higher.

### **Decision:**

In AC 2024-2025, the target was met.

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Based on the analysis of the AC 2024-2025 results, the faculty will implement the following changes in AC 2025-2026 to drive the improvement cycle.

The Addiction Studies degree program will incorporate the National Addiction Studies Accreditation Commission (NASAC) curriculum guidelines, as accreditation was awarded in 2024. The Psychology Department will continue to use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022). Standard 5 of the NASAC curriculum will be incorporated to enhance student understanding of treatment modalities and levels of care. SLO 5 will be updated to reflect the title "Professional Development and Treatment Modalities." Measure 5.1 (Direct; Knowledge) will assess students' understanding of treatment modalities used in individual and group therapy settings. The course steward will include additional material on current trends in family and aspects of treatment modalities. The benchmark for Measure 5.1 will be updated to reflect 75% of students will earn 75% or higher on the assignment. Addiction Studies majors, including those double majoring in Addiction Studies and Psychology, will be included in AC 2025-2026.

These changes will enhance students' understanding and utilization of treatment modalities in addiction counseling, thereby advancing the improvement cycle.

### **Comprehensive Summary of Key Evidence of Improvements Based on the Analysis of the Results:**

- The AS course stewards reviewed assignments at the beginning of the term to ensure that corrections had been made from the previous course implementation (i.e., using students' questions and concerns regarding assignments to clarify instructions and requirements for the upcoming sessions).
- The Department of Psychology and Addiction Studies Department Chair collaborated with the English Department to request an entry-level English class focusing on APA writing/documentation for students in a science-based major, and a class was executed.
- The AS course stewards, and faculty encouraged completion of all required work.
- The instructors utilized the Department of Psychology and Addiction Studies computer lab for classes and assignments.
- The Addiction Studies Coordinator and course stewards evaluated the comprehensive exam to ensure that it captures current and relevant information being taught in the Addiction Studies courses.
- Instructors encouraged and demonstrated to students how to gain optimal

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knowledge through their coursework by reading course materials, taking thorough notes, completing study guides (when given), and asking questions for clarification.

- The instructors provided information on reputable resources and how to find them.
- Instructors aided students in giving presentations (e.g., video examples, help managing stress, and effective use of the library).
- Graduate students were engaged to assist students in coursework.
- Major advisors encouraged students to meet with them and engage in open, honest communication.
- Instructors challenged students in class with scenarios and dilemmas that encourage critical thinking and higher-level consciousness.
- Instructors encouraged students to participate in extracurricular activities hosted by the Department of Psychology and Addiction Studies and other departments to enhance their learning.

### Plan of Action for Moving Forward:

- The Addiction Studies degree program will incorporate the National Addiction Studies Accreditation Commission (NASAC) curriculum guidelines. There are seven standards that are required of undergraduate degrees in Addiction Studies. Accreditation was awarded in Fall 2024.
- AC 2025-2026 will include the SLO, measure, benchmark, and assignment changes that are listed in the “Decision” sections of each SLO in this AC.
- The course steward will emphasize to instructors of AS1010 and AS 4450, respectively, the importance of the Pre- and Post-Test assignments, to explain the importance of completing the assessment to students.
- Course stewards will consider and discuss, with the head of the Department of Psychology and Addiction Studies and the Addiction Studies Coordinator, ideas for higher completion rates of assignments.
- Course stewards will review items that are frequently missed on exams and review the concepts to aid in comprehension.
- Only Addiction Studies majors, including those double majoring in Addiction Studies and Psychology or a related field, will be included in AC 2025-2026.

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- Course stewards will review the grading rubric and consider allowing students to submit a draft paper for feedback before submitting the final paper or to resubmit a final paper graded and corrected by the lecturer.
- Course stewards will continue focusing on collaborative learning tasks by enhancing discussion boards with a more open-ended format.
- Instructors will present students with concepts to process in class in open discussions to promote critical thinking and public communication.
- Instructors will utilize the announcement and messaging tools in Moodle to remind online students of upcoming assignments.
- The major coordinator will collaborate with the department head to assess current AC benchmarks.
- The AS course stewards will assess, update, and add assignments to ensure compliance with the latest research-driven information and techniques.
- The AS course stewards and faculty will continue to provide experiential learning exercises for students, allowing them to gain hands-on experience and promote reflection on their learning.
- The AS course stewards, and faculty will continue to encourage collaborative learning by utilizing interactive discussion boards.
- New courses will be added to the major as electives to deepen the student's knowledge of addiction.

Program faculty examined the evidence and results of data analysis from the 2024-2025 academic year and will take steps to continue improving student learning in the 2025-2026 academic year.

In summary, the goal of the Department of Psychology and Addiction Studies undergraduate program is to systematically and comprehensively maximize effectiveness. The department has strived to ensure the measures in place were reliable and valid by utilizing this assessment report to make continuous improvements. The program fostered a culture of inclusiveness among both full-time and adjunct faculty, ensuring consistent communication and goal-driven educational practices. The program explored and developed additional courses relevant to Addiction Studies to provide a more robust academic program. Based on the current state of local, national, and global topics, bias and systemic injustices were an integral part of the learning process.

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### References

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