

Academic Assessment in Addiction Counselor Education

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About the Presenter

Roy Kammer is a faculty member in the Alcohol and Drug Studies Program at Minnesota State University, Mankato. Roy is an experienced addiction counselor educator and has served in various academic roles including faculty member, program coordinator, and dean. Roy is a Licensed Alcohol and Drug Counselor (LADC), Licensed Professional Counselor (LPC), Certified Prevention Professional Reciprocal (CPPR), and National Certified Counselor (NCC). He is a member of NAADAC, serves as the president of the International Coalition for Addiction Studies Education (INCASE) and is the chair of the Board of Commissioners for the National Addiction Studies Accreditation Commission (NASAC).

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About the Presentation

Students in addiction counselor education programs are preparing to do important work. Educators are entrusted with supporting students in their development as professionals and continually improving programs to meet the changing needs of the field. Thoughtful assessment of student learning and program evaluation are essential in this process. This presentation will provide an overview of common regulatory elements and basic concepts related to assessment of student learning and program evaluation. Participants will explore practical methods of assessment and evaluation that are meaningful and efficient. Participants will conceptualize opportunities for developing or improving the assessment and evaluation of their academic programs and determine methods for applying the data they collect.

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Learning Objectives

1. Participants will be able to identify common regulatory elements and basic concepts related to assessment of student learning and program evaluation.
2. Participants will be able to identify practical methods of assessment and evaluation that are meaningful and efficient.
3. Participants will conceptualize opportunities for developing or improving the assessment and evaluation of their academic programs and determine methods for applying the data they collect.

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Questions to Consider

1. How integrated is your assessment of student learning (institution-program-courses)?
2. How do you know that students are learning what is intended in courses? Upon program completion? What evidence do you have?
3. To what degree are you using data related to student learning?
4. How engaged are you in assessing student learning? How engaged are your colleagues in assessing student learning? How engaged is administration in assessing student learning?

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Regulatory Requirements

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Higher Learning Commission (HLC)

Criterion 4. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.B. The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

<https://www.hlcommission.org/Policies/criteria-and-core-components.html>

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Southern Association of Colleges and Schools Commission on College (SACSCOC)

SECTION 8: Student Achievement

Student learning and student success are at the core of the mission of all institutions of higher learning. Effective institutions focus on the design and improvement of educational experiences to enhance student learning and support student learning outcomes for its educational programs. To meet the goals of educational programs, an institution provides appropriate academic and student services to support student success.

1. The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. (Student achievement) [CR]
2. The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:
 - a. Student learning outcomes for each of its educational programs.
 - b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.
 - c. Academic and student services that support student success.

Southern Association of Colleges and Schools Commission on College (2017). The Principles of Accreditation: Foundations of Quality Enhancement.

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Middle States Commission on Higher Education (MSCHE)

Standard V - Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Criteria

An accredited institution possesses and demonstrates the following attributes or activities:

1. clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;

<https://www.msche.org/standards/>

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2. organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:
 - a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;
 - b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals;
 - c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders;

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3. consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:
 - a. assisting students in improving their learning;
 - b. improving pedagogy and curriculum;
 - c. reviewing and revising academic programs and support services;
 - d. planning, conducting, and supporting a range of professional development activities;
 - e. planning and budgeting for the provision of academic programs and services;
 - f. informing appropriate constituents about the institution and its programs;
 - g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates;
 - h. implementing other processes and procedures designed to improve educational programs and services;

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4. if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and
 5. periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.

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National Addiction Studies Accreditation Commission (NASAC)

Self-assessment Improves Programs

Self-assessment Improves Programs Each program seeking accreditation must complete a self-assessment evaluating the curriculum, the faculty credentials, and the outcomes of the program. The process of self-assessment for NASAC accreditation requires the program to be clear in its mission, create plans for reaching the mission, and demonstrate that the program meets national standards. Completing a systematic review of the curriculum, comparing it to the national standards, and assessing the program outcomes provides an opportunity for programs to reassess their mission on a regular basis, revise if necessary, update courses, assess priorities, and evaluate the effectiveness of the program in serving its purpose.

National Addiction Studies Accreditation Commission. NASAC Manual, 3rd Ed., p. 7.

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Council on the Accreditation of Counseling and Related Education Programs (CACREP)

SECTION 4: EVALUATION IN THE PROGRAM

Evaluation in the program includes opportunities for counselor education program faculty to comprehensively evaluate overall program effectiveness. Assessment of students' knowledge, skills, and professional dispositions is integral. Evaluation data will help program faculty reflect on aspects of the program that work well and those that need improvement and will inform programmatic and curricular decisions.

<https://www.cacrep.org/section-4-evaluation-in-the-program/>

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EVALUATION OF THE PROGRAM

- a. Counselor education programs have a documented, empirically based plan for systematically evaluating the program objectives, including student learning. For each of the types of data listed in 4.B, the plan outlines (1) the data that will be collected, (2) a procedure for how and when data will be collected, (3) a method for how data will be reviewed or analyzed, and (4) an explanation for how data will be used for curriculum and program improvement.
- b. The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.
- c. Counselor education program faculty provide evidence of the use of program evaluation data to inform program modifications.

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- d. Counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.
 - e. Counselor education program faculty must annually post on the program's website in an easily accessible location the following specific information for each entry-level specialty area and doctoral program: (1) the number of graduates for the past academic year, (2) pass rates on credentialing examinations, (3) completion rates, and (4) job placement rates.

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ASSESSMENT OF STUDENTS

- f. The counselor education program faculty systematically assesses each student's progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas and in each student's respective specialty area(s) (for doctoral programs, each of the five doctoral core areas), (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of data.
- g. The counselor education program faculty systematically assesses each student's professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data.
- h. The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal.

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EVALUATION OF FACULTY AND SUPERVISORS

- i. Written procedures for administering the process for student evaluations of faculty are available to the counselor education program faculty.
- j. Students have regular, systematic opportunities to formally evaluate counselor education program faculty.
- k. Students have regular, systematic opportunities to formally evaluate practicum and internship supervisors.

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2024 CACREP Standards: Draft 4, September 2022

INDIVIDUAL STUDENT ASSESSMENT

- c. Counselor education program faculty continuously and systematically assess how students individually demonstrate progress toward and mastery of the knowledge, skills, and professional dispositions as required for program graduates.
 - 1. The counselor education program faculty systematically assesses each student's progress throughout the program by examining student acquisition of both knowledge and skills. The assessment process includes the following:
 - a) key performance indicators in each of the eight foundational curricular areas and in each specialized practice area (for doctoral programs, each of the five doctoral curriculum areas),
 - b) minimum performance expectations for each of the key performance indicators,
 - c) measurement of each key performance indicator must be conducted (1) using multiple measures and (2) across multiple points in time, and
 - d) review or analysis of individual student data for the purpose of retention, remediation, and dismissal.
 - 2. The counselor education program faculty identify and systematically assess each student's professional dispositions throughout the program. The assessment process includes the following:
 - a) measurement of student professional dispositions over multiple points in time, and
 - b) review or analysis of individual student data for the purpose of retention, remediation, and dismissal.
 - 3. The counselor education program faculty systematically review each student's formative and summative fieldwork counseling performance and ability to integrate and apply knowledge as part of individual student assessment.
 - 4. The counselor education program has a systematic process in place for communicating feedback to students on individual assessments of progress and professional dispositions.

<https://www.cacrep.org/src-2023/>

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Draft Glossary Terms

Continuous and systematic: In a regular, ongoing, planned, and documented method.

Formative and summative evaluations: Formative evaluation examines the development of professional competencies with a focus on identifying strengths and deficiencies and corresponding learning interventions. Summative evaluation focuses on outcomes and is used to assess whether desired learning goals are achieved consistent with a professional standard.

Student Assessment: The systematic gathering of information for decision making about individuals, groups, programs, or processes. Assessment is the measurement of an individual student's level of attainment of knowledge, skills, and dispositions. Student assessment is distinct from program evaluation that includes aggregating the individual student data into the overall student assessment data used in the process of program evaluation.

Student learning: Measurable acquisition of knowledge or skills.

Systematic In a regular, planned, and comprehensive manner

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Program evaluation: The review and interpretation of information that has been gathered from and about individuals, programs, or processes that leads to decisions and future actions. Evaluation refers to the method and process of determining and judging overall program effectiveness using the assessment and other data that has been gathered to review the program and implement improvements based on the results.

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Alignment: Curriculum Mapping

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Questions

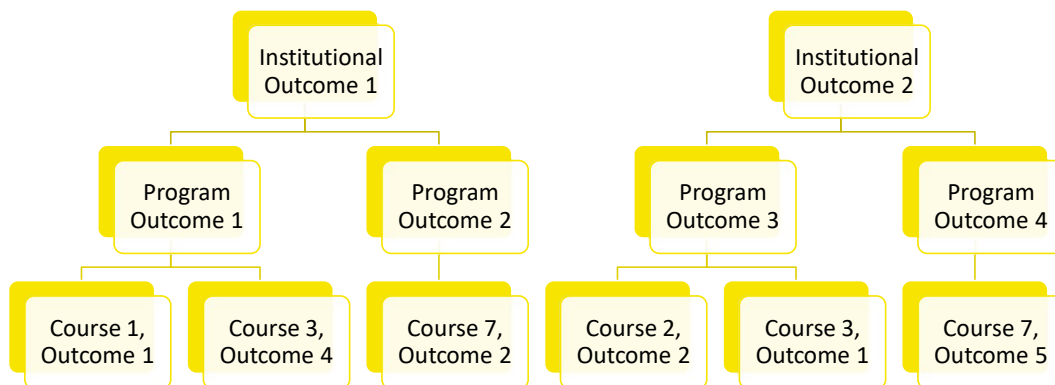
To what degree do institutional, program, and course outcomes align?

Have I completed a curriculum map?

How often is the curriculum map updated (e.g., each time an outcome is updated, during program review cycle, annually, etc.)?

Does my program have program level learning outcomes?

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Step 1: Review Institutional and Program Outcome Alignment

	Program Outcome 1: Students will...	Program Outcome 2: Students will...	>>>
Institutional Outcome 1: Students will...			
Institutional Outcome 2: Students will...			
Institutional Outcome 3: Students will...			
Institutional Outcome 4: Students will...			
Institutional Outcome 4: Students will...			
>>>			

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Step 2: Review Program and Course Outcome Alignment

	Course: ADS 1234 Outcome 1: Students will...	Course: ADS 1234 Outcome 2: Students will...	Course: ADS 1234 Outcome 3: Students will...	Course: ADS 1234 Outcome 1: Students will...	>>>
Prog. Out. 1: Students will...					
Prog. Out. 2: Students will...					
Prog. Out. 3: Students will...					
Prog. Out. 4: Students will...					
Prog. Out. 5: Students will...					
>>>					

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Considerations

Complete the program to course level outcome review one course at time. Involve as many course instructors as possible (core and adjunct).

Determine if/how you will include elective courses.

Identify if there is a relationship between outcomes and/or if there is the potential of a relationship. Consider evaluating the degree of the connection.

Use the opportunity to further evaluate each learning outcome (clearly stated, measurable, etc.)

Maintain notes.

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Step 3: Review and Discuss

Integrate worksheets into a master curriculum map.

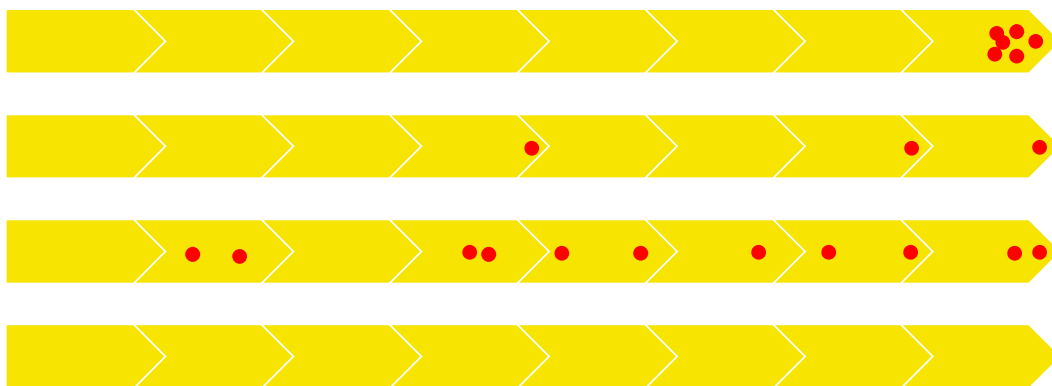
Discuss if there are high concentration of connections with certain outcomes, if there are missing outcomes, particularly at the program or course level (e.g., when a program level outcome has no course level outcomes connect or when a course level outcome does not appear to a program level outcome), etc.

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Continuous and Systematic Measures

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When do the majority of your program-level assessments of student learning occur?



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Opportunities

Intentional training of new faculty (core and adjunct faculty) regarding assessment plan.

Scheduling regular review of the assessment plan with a commitment to longevity of measures and implementation of new measures.

Visually plotting when all measures occur including type of measures.

Prioritizing discussion of assessment data on a regular basis.

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Direct and Indirect Measures

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Direct

Direct link between data and outcomes

Exams (direct link between questions and outcomes)

- Oral
- Standardized
- Certification/Licensure Exams

Pre and post tests

Evaluation of reflective learning activities

Demonstration/Simulation/Presentation with Observation

Evaluation of a product (e.g., mock assessment write up)

Evaluation of capstone projects (e.g., portfolios, synthesized case formulations)

Internship evaluations based on observation

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Indirect

Data are not directly linked to outcome

Graduation rates

Placement rates

Credentiailling rates

Employer satisfaction with graduates

Course Evaluations

Grades

Surveys

Self Assessment

Exit interviews

Focus groups

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Discussion

1. *Identify a partner or small group.*
2. *Discuss one direct measure and one indirect measure that is currently used in your program.*
3. *Discuss one direct measure and one indirect measure that is NOT currently used in your program that you might consider implementing.*

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Formative and Summative Assessment

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Formative and Summative Assessment

May be considered from a course or program perspective.

Formative Tasks: "in-process" and facilitates development.

Summative Tasks: evaluates the sum or culmination

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Course Examples

Formative	Summative
Completing a series of quizzes, which allow for multiple attempts on each one	Final examination
Writing multiples drafts (with feedback) of a theoretical orientation paper	Final draft of theoretical orientation paper
Multipoint rotation discussions with peers about concept of addiction as a disease	Research-based presentation on addiction as a disease

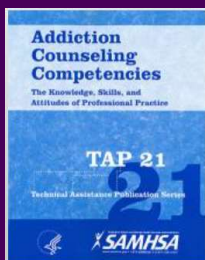
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Program Examples

Formative	Summative
Multipoint clinical skills evaluation by supervisors during internship(s)	Final internship evaluation at culmination of clinical experience
Multipoint clinical skills demonstration evaluation by instructors during skills course	Evaluation of clinical skills demonstration near program completion
Multipoint professional disposition evaluation at strategic points throughout program	Final evaluation of professional disposition during capstone experience
Writing chapters of a case conceptualization (with feedback) across multiple courses	Final case presentation to a panel
Writing chapters of a portfolio (with feedback) across multiple courses	Evaluation of complete portfolio project

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Activity



Center for Substance Abuse Treatment. Addiction Counseling Competencies: The Knowledge, Skills, and Attitudes of Professional Practice. Technical Assistance Publication (TAP) Series 21. HHS Publication No. (SMA) 15-4171. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2006.

1. Select a partner or form a small group.
2. Pretend that you are a group of faculty in an undergraduate addiction studies program. You decided to include a program level learning outcomes focused on Competency 14 from TAP 21.
3. Write a program level learning outcome.
4. What is an example of a formative assessment and a summative assessment you might include?

COMPETENCY 14:

Be familiar with medical and pharmacological resources in the treatment of substance use disorders.

KNOWLEDGE

- Current literature regarding medical and pharmacological interventions.
- Assets and liabilities of medical and pharmacological interventions.
- Health practitioners in the community who are knowledgeable about addiction and addiction treatment.
- The role that medical problems and complications can play in the intervention and treatment of addiction.

ATTITUDES

- Open and flexible with respect to the potential risks and benefits of pharmacotherapies to the treatment and recovery process.

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Using Assessment Data

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Who influences what student assessment data are collected for your program (e.g., completely faculty driven, institutional requirements, program accreditation guidelines)?

Who compiles and analyzes the data? What resources are allocated to facilitate the process?

What processes are in place to systematically review the data? How often are these processes updated?

How often are the data reviewed? Who is part of this process?

Who is assessment data shared with? How is it shared?

What processes are in place to ensure that the review of data leads to change (improvement)? How are these processes connected to budgeting and planning?

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Barriers

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- Good assessment practices take time (e.g., “I want to do it, but I don’t have the time.”)
 - Good assessment practices require resources (e.g., “I found the perfect tool, but it is really expensive.”)
 - Differing priorities (e.g., administration and faculty).
 - Assessment fatigue (e.g., multiple sources of accountability).
 - Engagement Issues (e.g., “Students are learning in my course(s) and that is all that matters to me.”)
 - Uncertainty about process (e.g., no formal training on academic assessment).
 - Institution/Program culture (e.g., “It’s really only important in the years immediately preceding an accreditation visit.”).
 - Faculty attrition (e.g., faculty turnover in assessment roles creates obstacles).

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Questions and Comments

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Contact Information

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