



Annual Assessment Report for Academic Programs

The University Assessment Team advocates for the enhancement of student learning through purposeful, meaningful, and feasible student-outcomes assessment practices. The Assessment Team seeks to collaborate with programs, departments, and units to ensure that effective assessment of student learning occurs across the University. To assist in meeting this goal, the Team requests that you complete this Annual Assessment Report form to document student learning in your program. A PDF version of this completed form will be posted to the Academic Affairs Assessment website. Please note that this Annual Assessment Report form should only be completed after you have an Assessment Plan for Academic Programs forms on file with the University Assessment Team. The plan is completed once and only updated when revisions have been made to components of the plan.

1. Degree Level and Program Name: BS Addiction Studies

2. College/School: College of Liberal Arts & Education

3. Assessment Overview - Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment).

The BS Addiction Studies program has four student learning outcomes, with two or three outcomes assessed each year. Faculty assess student learning outcomes using direct measures from embedded assignments (e.g. exams, quizzes, and projects using rubrics).

4. Student Learning Outcomes -Which student learning outcome(s) from the assessment plan filed with the University Assessment Team is/are being reported on in this report? Include the corresponding benchmark(s) for each outcome.

1. Student Learning Outcome #1: Addiction studies majors will demonstrate knowledge of practice theory/recovery models and interventions used in substance use interventions. The benchmark for success is to have all Addiction Studies majors earn a rubric equivalent score of a C or better on the research project in ADS 1000 and successfully complete the 30 credit hours of the ADS major with a 2.0 cumulative GPA or better.

2. Student Learning Outcome #2: Addiction studies majors will demonstrate knowledge and skills in assessment procedures used in substance use interventions. The benchmark for success is to have all Addiction Studies majors earn a rubric equivalent score of a C or better on the research project in ADS 2410 and successfully complete the 30 credit hours of the ADS major with a 2.0 cumulative GPA or better.

3. Student Learning Outcome #3: Addiction studies majors will demonstrate knowledge related to family systems and family-focused addiction treatment interventions. The benchmark for success is to have all Addiction Studies majors earn a rubric equivalent score of a C or better on the research project in ADS 4360 and successfully complete the 30 credit hours of the ADS major with a 2.0 cumulative GPA or better.

4. Student Learning Outcome #4: Addiction studies majors will demonstrate knowledge and skills related to cultural competence in addiction treatment. The benchmark for success is to have all Addiction Studies majors earn a rubric equivalent score of a C or better on the research project in ADS 4500 and successfully complete the 30 credit hours of the ADS major with a 2.0 cumulative GPA or better.

5. Institutional Outcomes - For which institutional outcome(s) do the reported student learning outcome(s) align?

x	I. Jesuit & Mercy Values
x	II. Diversity & Cultural Awareness
x	III. Critical Thinking & Problem Solving

x	IV. Communication
x	V. Professionalism
x	VI. Lifelong Learning

6. Assessment Period: Select the academic year for which you are reporting results (i.e. when data were collected):

2021-2022

7. Results, Planned Actions, and/or Actions Taken -Briefly summarize the assessment results, how they relate to benchmark(s), and how you are using them to enhance student learning and improve program quality.

(5/7) of the ADS 4950 students earned a rubric equivalent score of C or better on the research project, which is below the 100% benchmark, but those 2 students who didn't earn C or better never attended the class.

(9/10) of the ADS 1000 students earned a rubric equivalent score of C or better on the research project, which is below the 100% benchmark, but one student who didn't earn C or better never attended the class.

(9/10) of the ADS 4170 students earned a rubric equivalent score of C or better on the research project, which is below the 100% benchmark. In response to one student failing in this class, encouragement was provided to the student to seek additional support (e.g. psychological or mental health support in this case). Considering the student's situation, he was suggested to withdraw from the course, but he willingly wanted to stay in the course in spite of knowing that he was struggling.