



**Hazelden Betty Ford Graduate School of Addiction Studies
Academic Assessment Report
Integrated Recovery for Co-Occurring Disorders Program**

June 2021

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Butler Center for Research*

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INTRODUCTION

The Academic Assessment Report for the Master's in Addiction Counseling IR-COD Program provides data and information to routinely identify enduring strengths and pinpoint opportunities for improvement. Educational processes measured in this report include:

- Key Educational Process IV: Educational Operations—Student assessment data related to the Master's Applied Project, individual counseling skills, group facilitation skills, professional disposition, field supervisor evaluations, specific course assignments, and factual knowledge gained are provided in this section.
- Key Educational Process V: Post-Graduation Performance—Data related to graduation rates, withdrawals, and leaves of absence are provided here. Employment, licensing exam pass rates, and other indirect measures of learning are also displayed in this section.

Data and information related to the following Graduate School's Key Education Processes can be found in the Institutional Effectiveness Report:

- Key Educational Process I: Preadmissions Process
- Key Educational Process II: Admissions
- Key Educational Process III: Educational Planning

While comprehensive, the Academic Assessment Report Master's in Addiction Counseling IR-COD Program is not exhaustive and additional information addressing school performance is found in the Academic Assessment Report for Master's in Addiction Counseling Advanced Practice Program, the Institutional Effectiveness Report, the school's strategic plan, and the Metrics Score Card. The Academic Assessment Reports, Institutional Effectiveness Report, strategic plan, and Metrics Score Card are routinely examined by internal and external constituents of the organization such as students and school alumni, community representatives, faculty members, academic leaders, and members of the Board of governors.

Please note: COVID-19 is an unprecedented pandemic and has become a disruption to colleges and universities across the country. This has affected the data for some of the charts in this report.

RESULTS SUMMARY

Key Educational Process I: Preadmissions Process

Please see the Institutional Effectiveness Report.

Key Educational Process II: Admissions

Please see the Institutional Effectiveness Report.

Key Educational Process III: Assessment and Educational Planning

Please see the Institutional Effectiveness Report.

Key Educational Process IV: Educational Operations

MAP Chapter scores remained stable or increased for Winter 2021 with the exception of CF-810 (Evidence-Based) which showed a notable decrease. Global Learning Outcomes scores increased for Winter 2021 from Fall 2020. The Total Written Summary score for Winter 2021 increased from Fall 2020. Student ratings of “Quality and usefulness of on-site supervision” and “Overall evaluation of the placement site” were high and increased for Winter 2021 from Fall 2020. End of Semester Evaluations (SEQs) scores increased for Winter 2021 from Fall 2020.

Key Educational Process V: Post-Graduation Performance

The total number of students in the IRCOD program increased from 145 in 2019 to 161 in 2020. Slightly more students were enrolled part-time in 2020. The total number of graduates in the IRCOD program decreased from 40 in 2019 to 25 in 2020. In Winter 2021, 7.6% of total IRCOD program students took a leave of absence compared to 13.7% in Fall 2020. Surveys of employers of new 2019 graduates 6-months after program completion overall show high ratings of satisfaction. Both six-month and 12-month student satisfaction follow-up data are presented on a yearly basis. Surveys of 2019 graduates 12-months after graduation generally show high ratings of satisfaction in all areas measured.

Key Educational Process IV: **Educational Operations**

Educational Operations is based on clearly defined processes that provide a broad spectrum of assessment data. These processes include carefully planned learning opportunities through a network of required course and learning outcomes necessary for success. These measures provide academic assessment data for faculty analysis regarding teaching effectiveness, curriculum performance, student learning trends and opportunities for academic improvement.

Measurement

We use data during the educational process from the following areas.

Capstone Experience

- **Capstone Scores for the Masters Applied Project**
 - MAP Chapters
 - MAP Final Summary Report
 - Global Learning Outcomes (GLO)
 - Writing Skills
 - Total Written Summary
 - Oral Defense

Measuring Clinical Competence

- Counseling Skills Scale (CSS)
- Group Facilitation Skills
- Professional Disposition Competency Assessment - Revised
- Field Supervisor Evaluations
 - Competency 2: Practicum, Internship 1, Internship 2
 - Competency 4: Practicum, Internship 1, Internship 2
 - Competency 5: Practicum, Internship 1, Internship 2
- Student Ratings of the quality and usefulness of practicum/internship site supervision
- Student Ratings of overall evaluation of placement site

Measuring In-Process Learning

- Specific Course Assignments
 - CF-508: interrelationships between work, mental health, relationships, and other life roles and factors from a case study
 - CF-508: career development narrative for an individual over the age of 30
 - CPC-701: paper comparing and contrasting three ethics codes, including the ACA Code of Ethics and the NAADAC Code of Ethics

Pre- and Post-Program Testing

- Factual Knowledge Pre- and Post-Tests

Measuring Teaching Effectiveness

- Student Perception of Effectiveness
 - End of Semester Evaluation Questionnaire
- Promoting Teaching Effectiveness
 - Full-time students to full-time faculty ratio
 - All teaching faculty to all students (FT/PT)
 - The Common Data Sets (CDS) formula
 - Percent of courses taught by doctoral faculty
 - Percent of courses taught by adjunct and full-time non-instructional faculty
 - CACREP Core Faculty

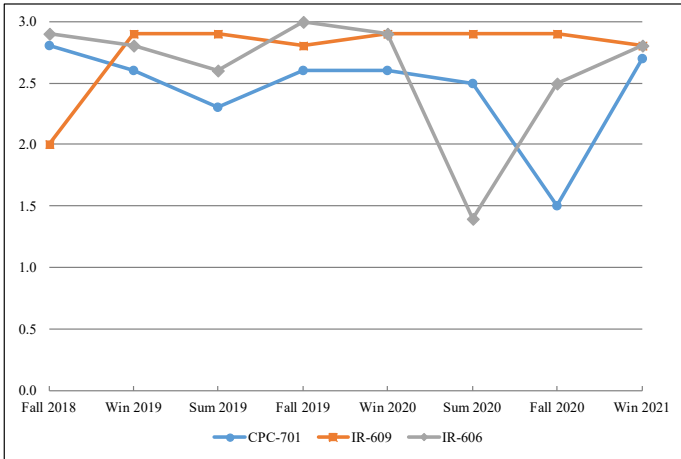
Important Findings

MAP Chapter scores remained stable or increased for Winter 2021 with the exception of CF-810 (Evidence-Based) which showed a notable decrease. Global Learning Outcomes scores increased for Winter 2021 from Fall 2020. The Total Written Summary score for Winter 2021 increased from Fall 2020. Student ratings of “Quality and usefulness of on-site supervision” and “Overall evaluation of the placement site” were high and increased for Winter 2021 from Fall 2020. End of Semester Evaluations (SEQs) scores increased for Winter 2021 from Fall 2020.

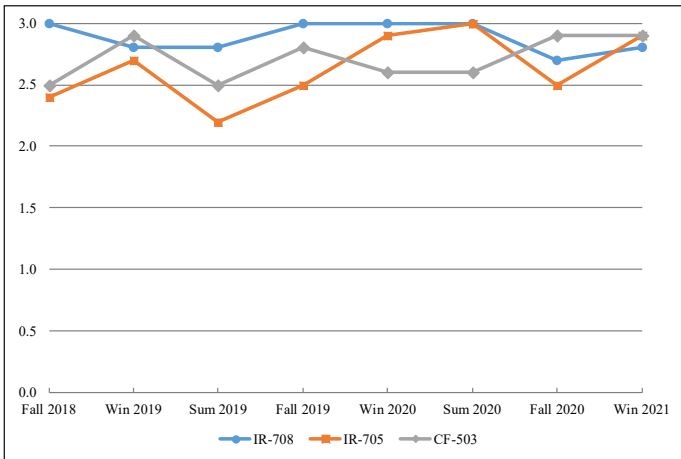
Capstone Experience

MAP Chapters

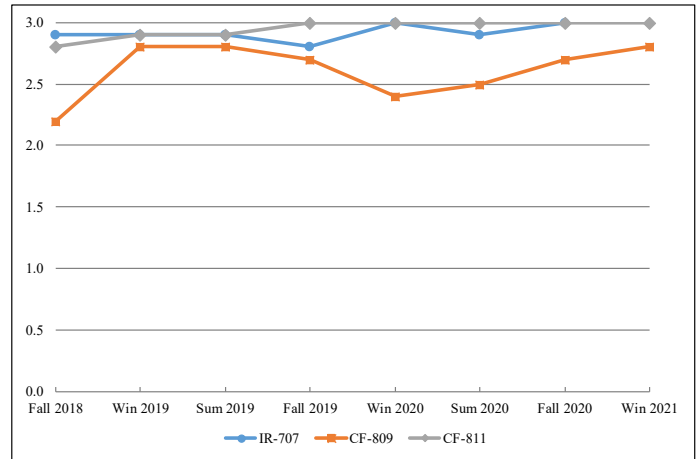
IV.1. Ethics (CPC-701), Diagnosis (IR-609), Theory (IR-606) (Average Rubric Score – 3 pts possible)



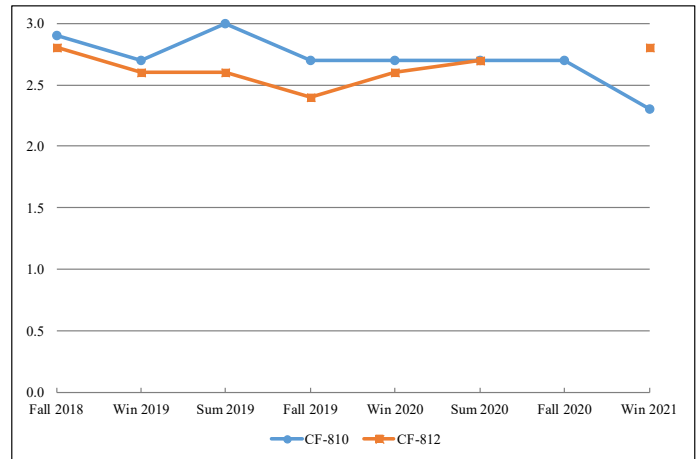
IV.2. Group (IR-708), Multicultural (IR-705), Research (CF-503). (Average Rubric Score – 3 pts possible)



IV.3. Family (IR-707), Advanced Assessment and Diagnosis (CF-809), Treatment Planning (CF-811). (Average Rubric Score – 3 pts possible)

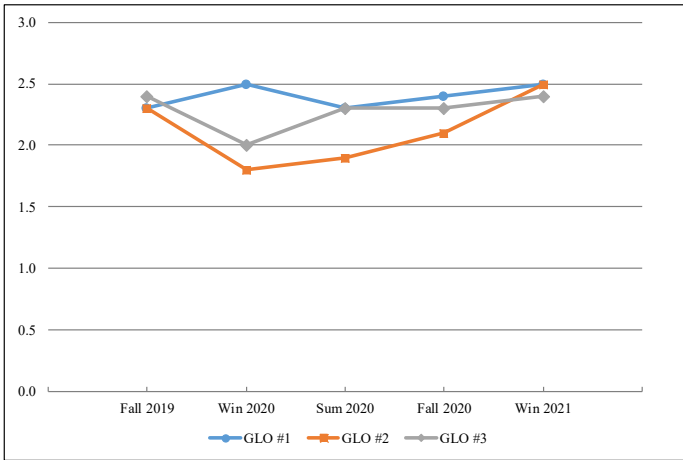


IV.4. Evidence-Based (CF-810), Evaluation Methodologies (CF-812) (Average Rubric Score – 3 pts possible)

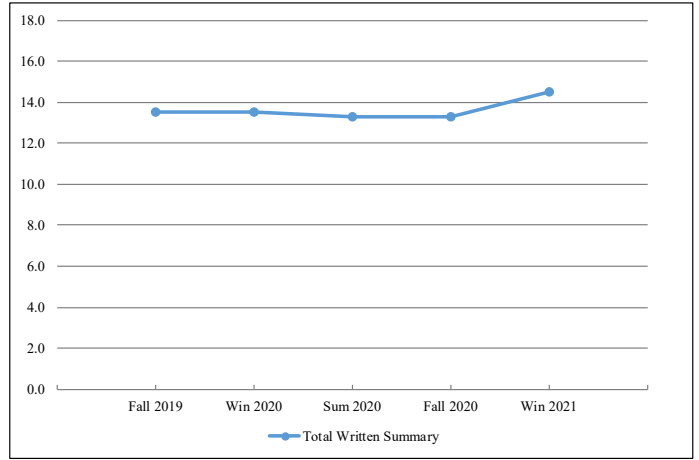


MAP Final Summary Report

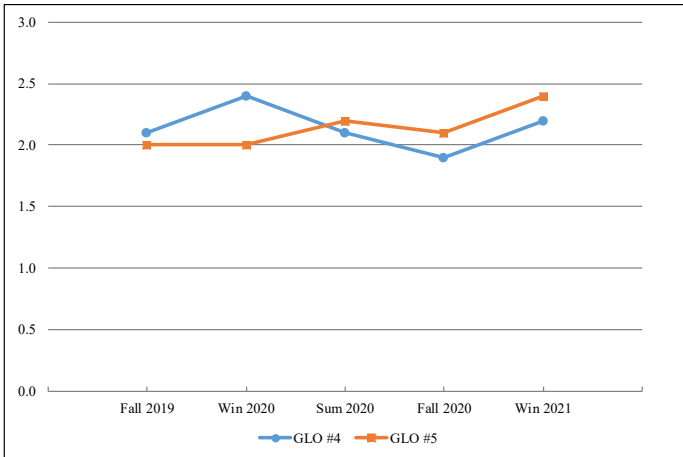
**IV.5. GLO #1, GLO #2, GLO #3
(Average Rubric Score – 3 pts possible)**



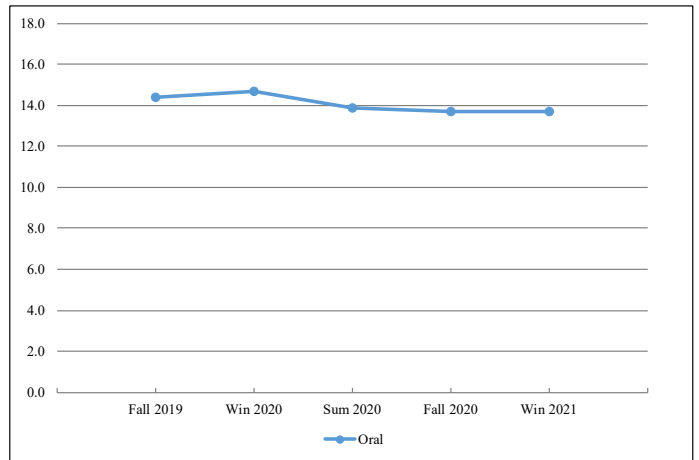
**IV.8. Total Written Summary Score
(Average Rubric Score – 18 pts possible)**



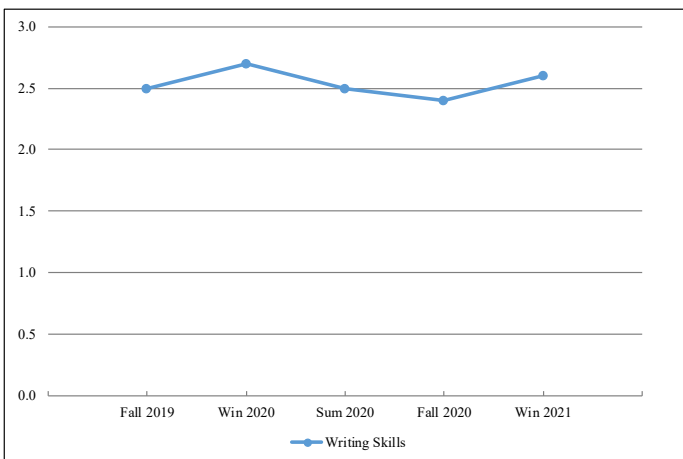
**IV.6. GLO #4, GLO #5
(Average Rubric Score – 3 pts possible)**



IV.9. Oral Score (Average Rubric Score – 18 pts possible)



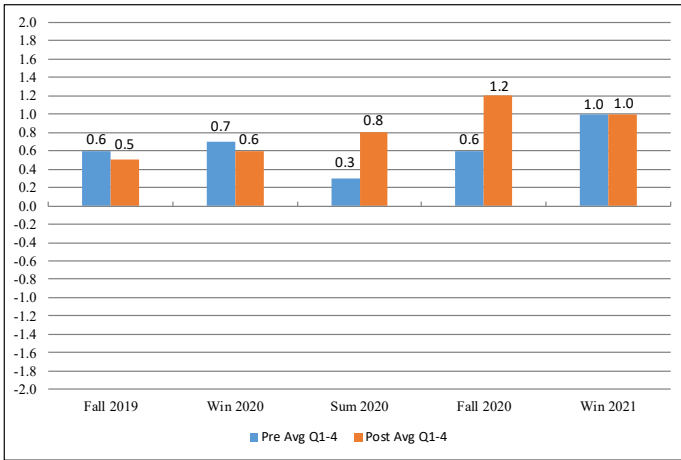
**IV.7. Writing Skills Score
(Average Rubric Score – 3 pts possible)**



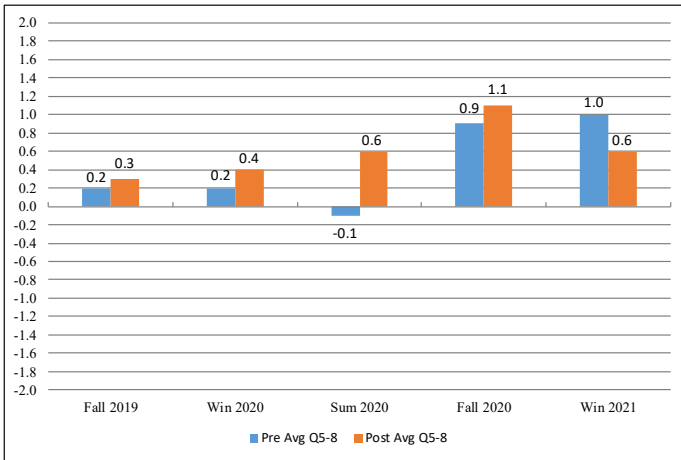
Measuring Clinical Competence

Clinical Skills Scale

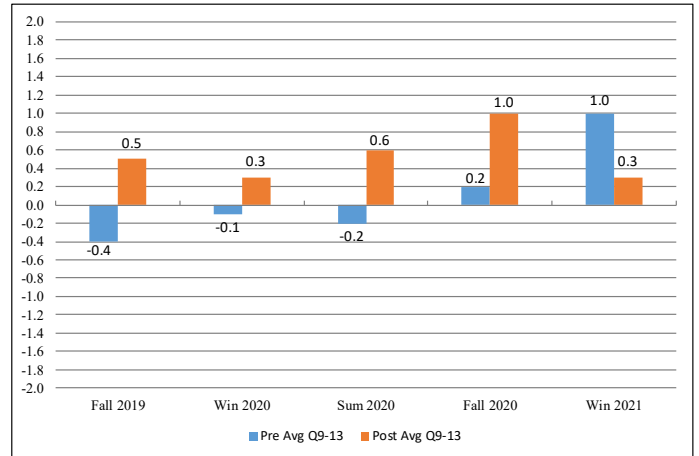
IV.10. CSS Pre-Test (IR-606)/Post-Test (Internship 2). Shows Interest and Appreciation: Average of Q1 – Q4. (Average Rubric Score – -2 to 2 pts scale)



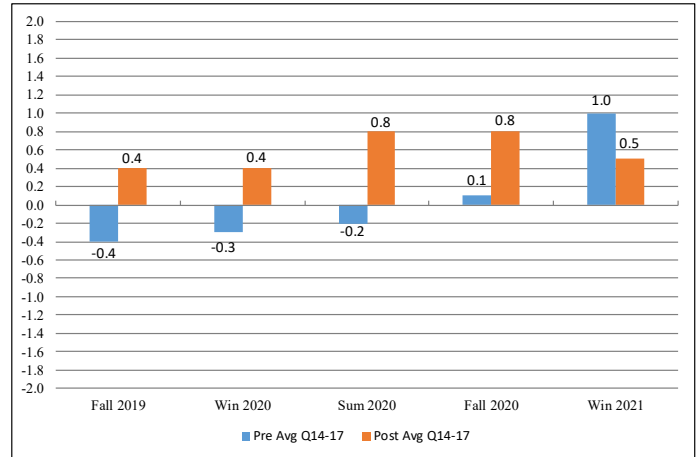
IV.11. CSS Pre-Test (IR-606)/Post-Test (Internship 2). Encourages Exploration: Average of Q5 – Q8. (Average Rubric Score – -2 to 2 pts scale)



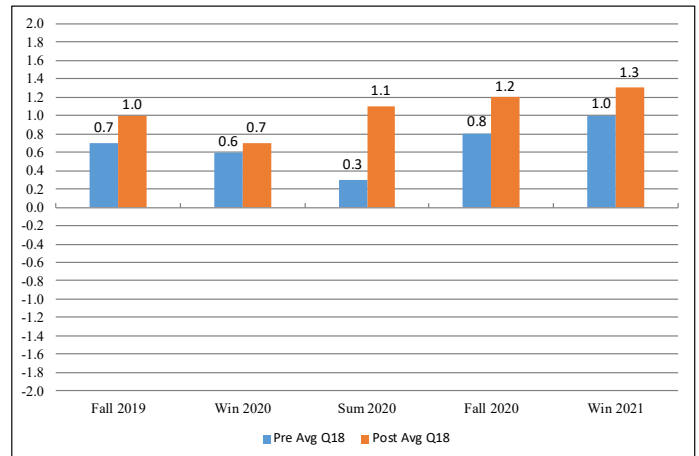
IV.12. CSS Pre-Test (IR-606)/Post-Test (Internship 2). Deepens the Session: Average of Q9 – Q13. (Average Rubric Score – -2 to 2 pts scale)



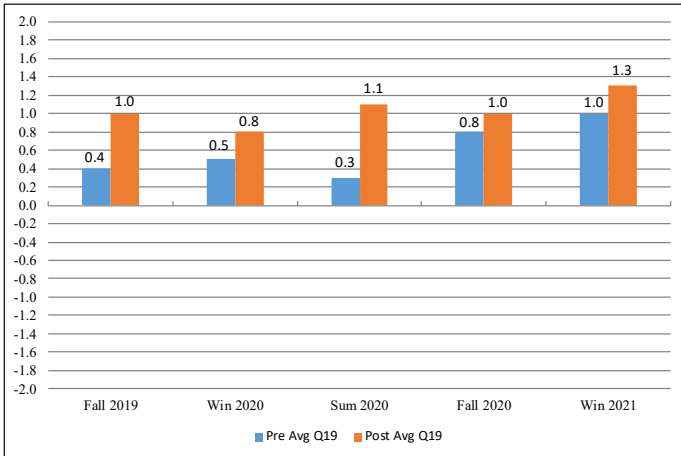
IV.13. CSS Pre-Test (IR-606)/Post-Test (Internship 2). Encourages Change: Average of Q14- Q17. (Average Rubric Score – -2 to 2 pts scale)



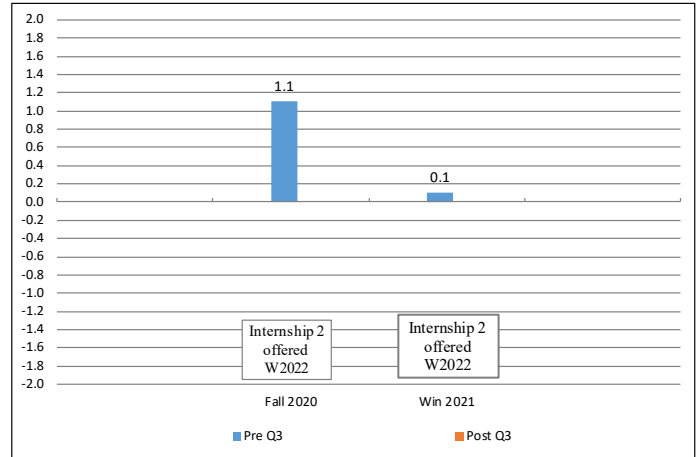
IV.14. CSS Pre-Test (IR-606)/Post-Test (Internship 2). Develops Therapeutic Relationship: Average of Q18. (Average Rubric Score – -2 to 2 pts scale)



**IV.15. CSS Pre-Test (IR-606)/Post-Test (Internship 2).
Manages the Session: Average of Q19.
(Average Rubric Score – -2 to 2 pts scale)**

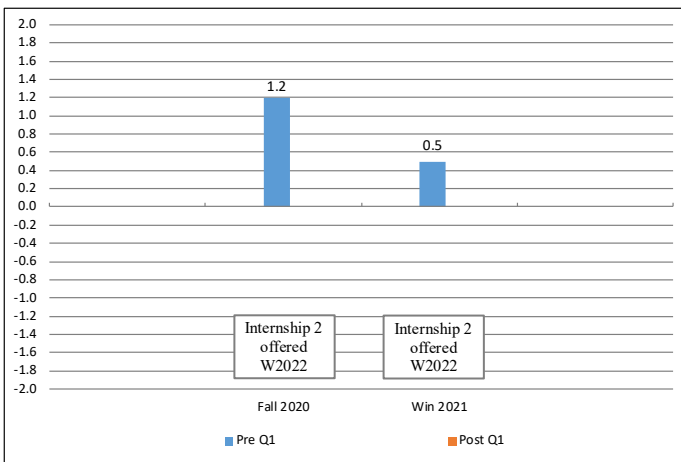


**IV.18. Group Facilitation Pre-Test (IR-708)/Post-Test
Internship 2). Q3. (Average Rubric Score – -2 to 2 pts scale)**

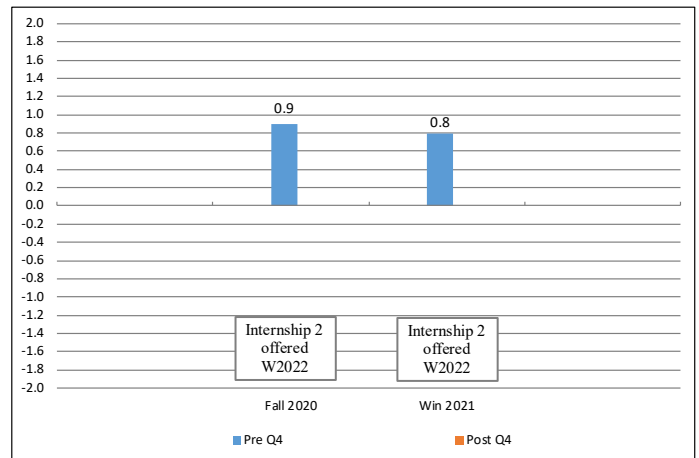


Group Facilitation Skills

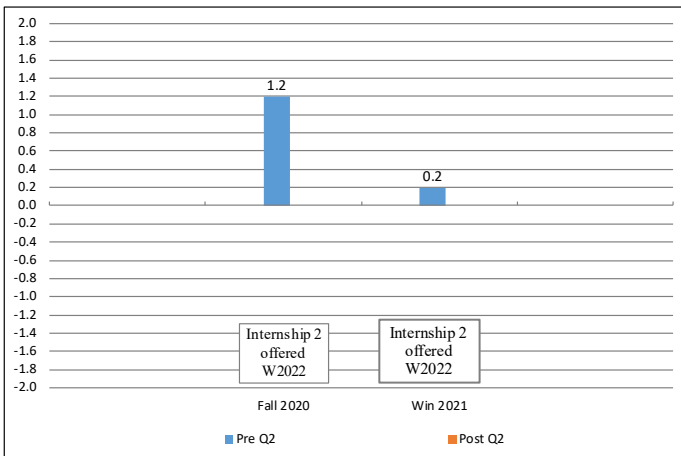
**IV.16. Group Facilitation Pre-Test (IR-708)/Post-Test
Internship 2). Q1. (Average Rubric Score – -2 to 2 pts scale)**



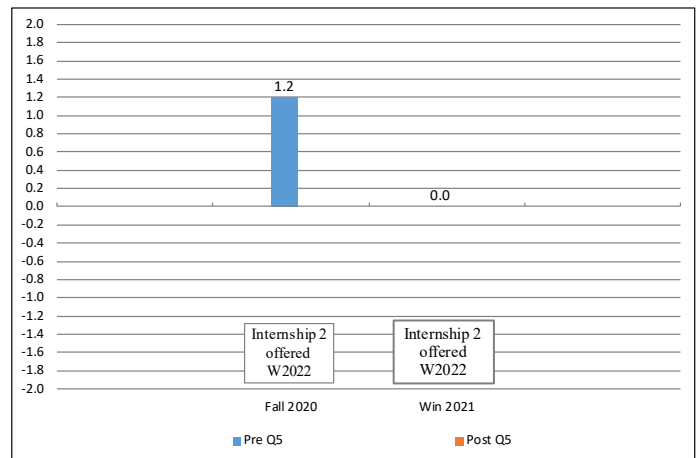
**IV.19. Group Facilitation Pre-Test (IR-708)/Post-Test
(Internship 2). Q4. (Average Rubric Score – -2 to 2 pts scale)**



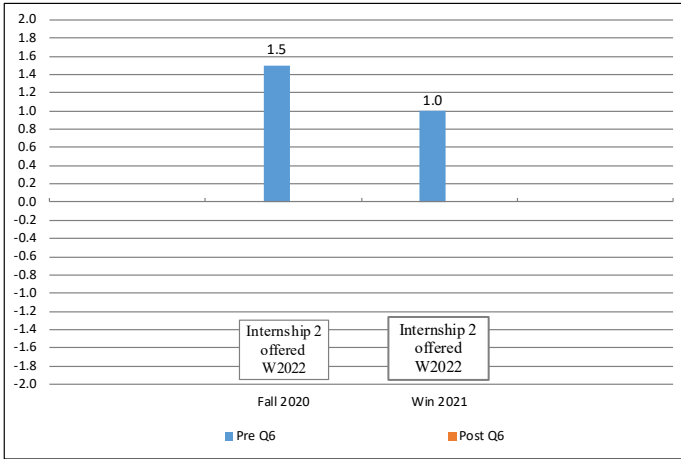
**IV.17. Group Facilitation Pre-Test (IR-708)/Post-Test
Internship 2). Q2. (Average Rubric Score – -2 to 2 pts scale)**



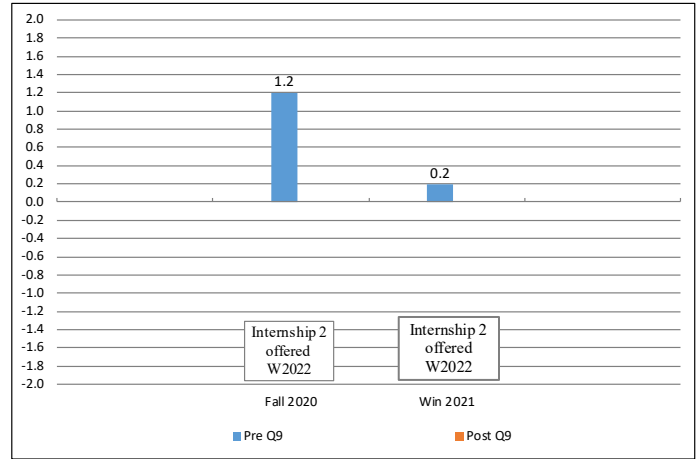
**IV.20. Group Facilitation Pre-Test (IR-708)/Post-Test
(Internship 2). Q5. (Average Rubric Score – -2 to 2 pts scale)**



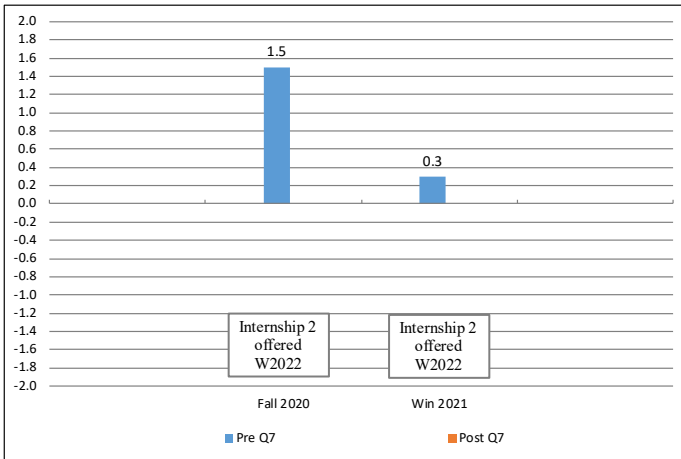
IV.21. Group Facilitation Pre-Test (IR-708)/Post-Test (Internship 2). Q6. (Average Rubric Score – -2 to 2 pts scale)



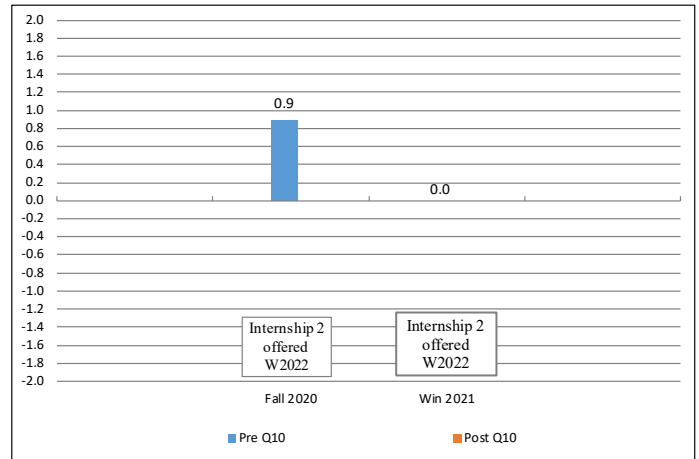
IV.24. Group Facilitation Pre-Test (IR-708)/Post-Test (Internship 2). Q9. (Average Rubric Score – -2 to 2 pts scale)



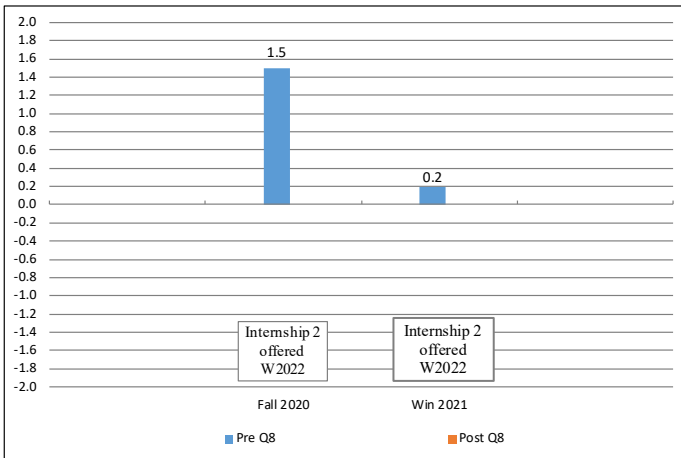
IV.22. Group Facilitation Pre-Test (IR-708)/Post-Test (Internship 2). Q7. (Average Rubric Score – -2 to 2 pts scale)



IV.25. Group Facilitation Pre-Test (IR-708)/Post-Test (Internship 2). Q10. (Average Rubric Score – -2 to 2 pts scale)

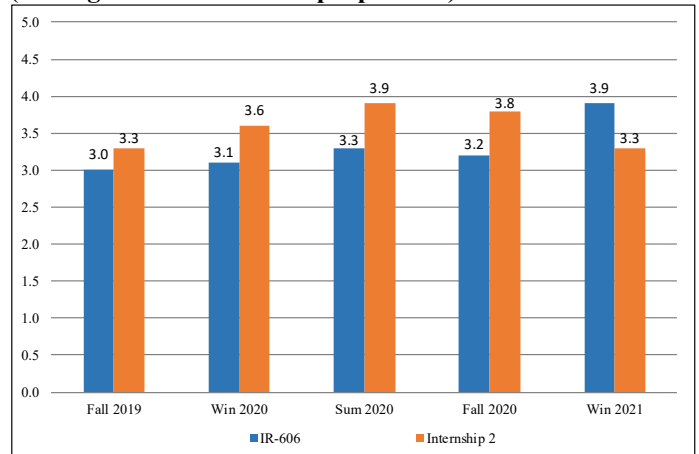


IV.23. Group Facilitation Pre-Test (IR-708)/Post-Test (Internship 2). Q8. (Average Rubric Score – -2 to 2 pts scale)

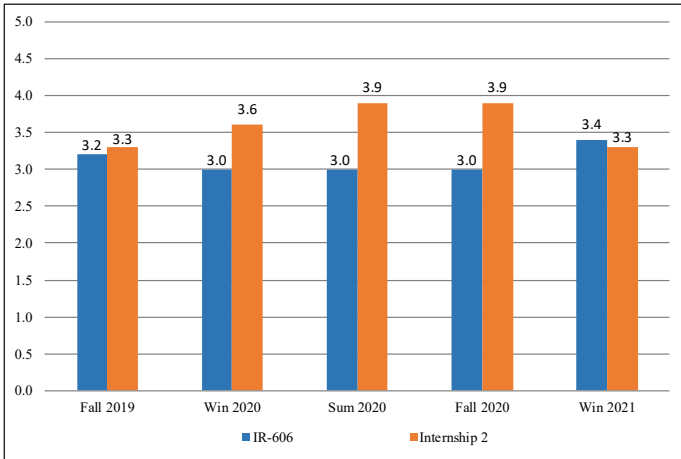


Professional Disposition Competence Assessment-Revised (PDCA-R)

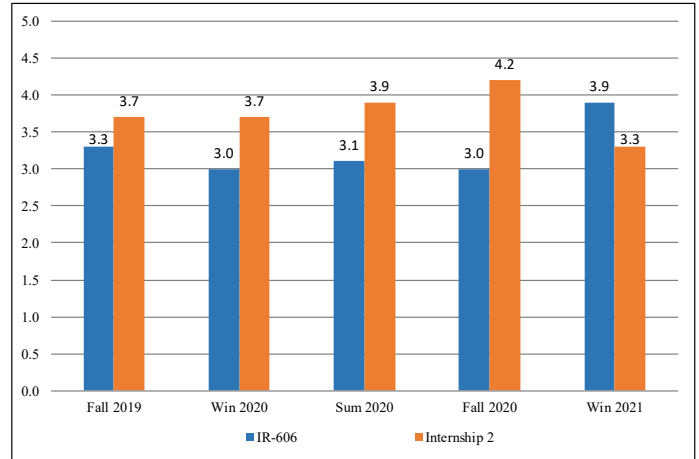
IV.26. Conscientiousness. 1st PDCA-R (IR-606) and 4th PDCA-R (Internship 2). (Average Rubric Score – 5 pts possible)



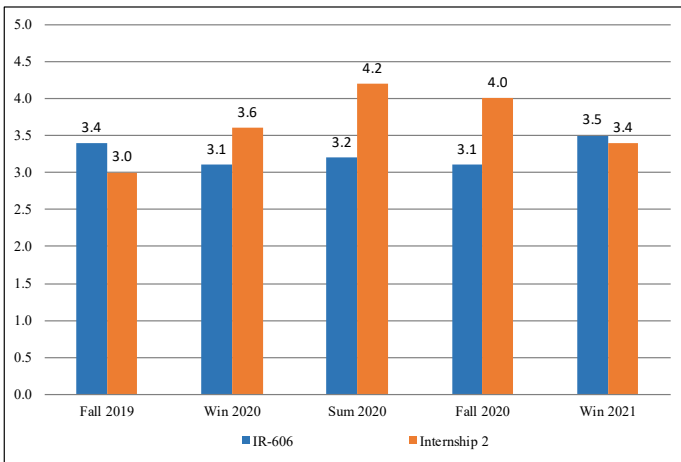
IV.27. Emotional Stability. 1st PDCA-R (IR-606) and 4th PDCA-R (Internship 2). (Average Rubric Score – 5 pts possible)



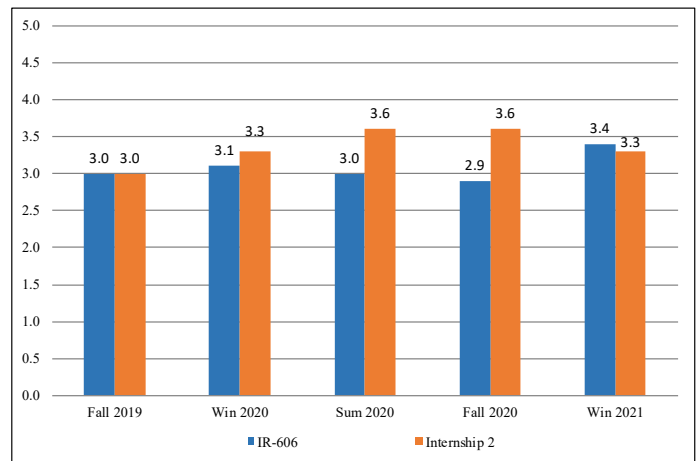
IV.30. Cooperativeness. 1st PDCA-R (IR-606) and 4th PDCA-R (Internship 2). (Average Rubric Score – 5 pts possible)



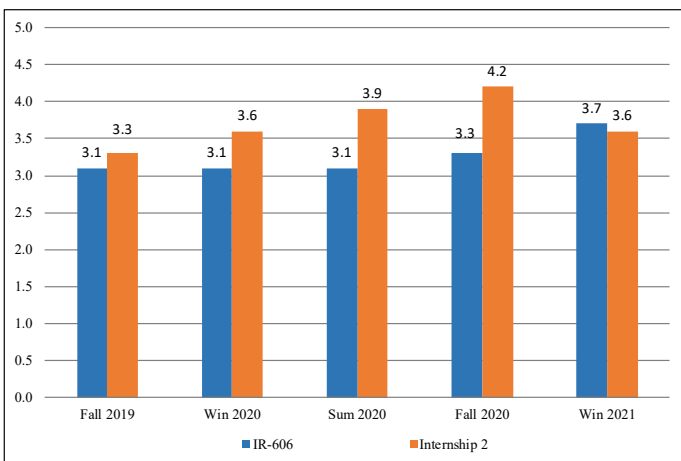
IV.28. Self-Awareness. 1st PDCA-R (IR-606) and 4th PDCA-R (Internship 2). (Average Rubric Score – 5 pts possible)



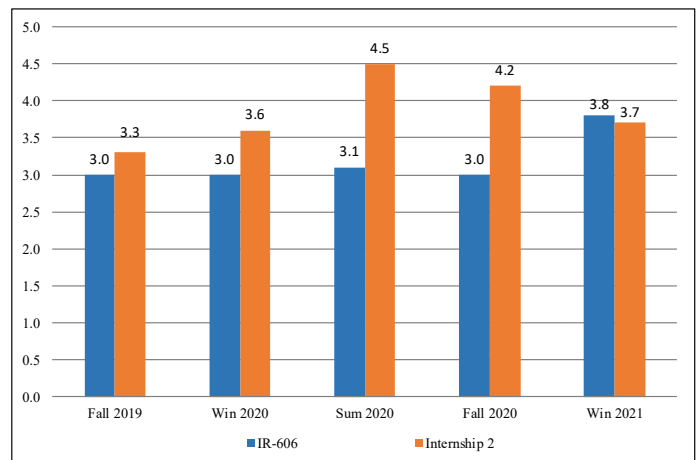
IV.31. Coping and Self-Care. 1st PDCA-R (IR-606) and 4th PDCA-R (Internship 2). (Average Rubric Score – 5 pts possible)



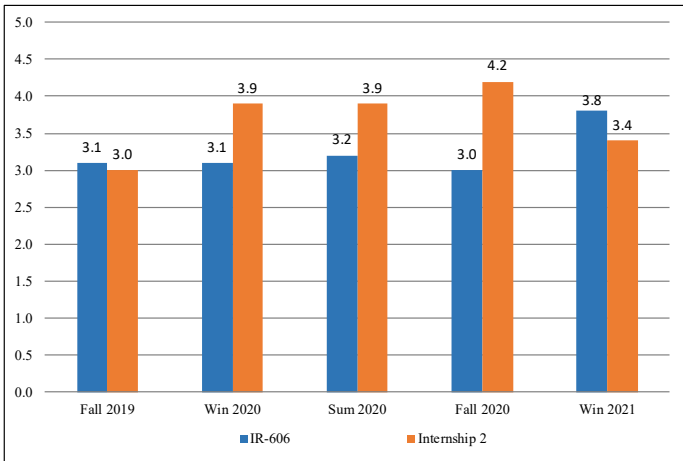
IV.29. Interpersonal Skills. 1st PDCA-R (IR-606) and 4th PDCA-R (Internship 2). (Average Rubric Score – 5 pts possible)



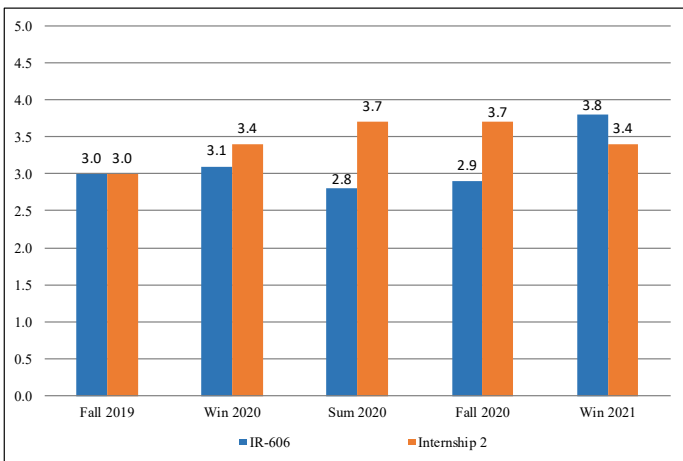
IV.32. Honesty. 1st PDCA-R (IR-606) and 4th PDCA-R (Internship 2). (Average Rubric Score – 5 pts possible)



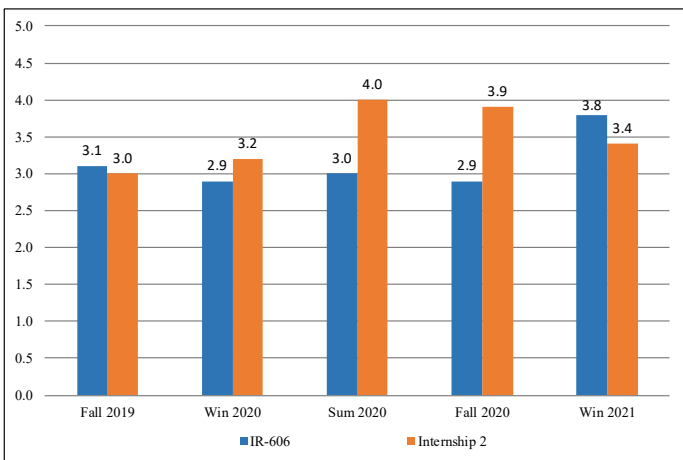
IV.33. Openness. 1st PDCA-R (IR-606) and 4th PDCA-R (Internship 2). (Average Rubric Score – 5 pts possible)



IV.34. Cultural Sensitivity. 1st PDCA-R (IR-606) and 4th PDCA-R (Internship 2). (Average Rubric Score – 5 pts possible)



IV.35. Ethical Behavior. 1st PDCA-R (IR-606) and 4th PDCA-R (Internship 2). (Average Rubric Score – 5 pts possible)



Field Supervisor Evaluations

The following charts present the average scores at the Practicum, Internship 1, and Internship 2 data points for:

- Competency 2: Analyze, integrate, synthesize, and practice assessment, diagnosis, and treatment planning
- Competency 4: Analyze, integrate, synthesize, and practice ethical principles in clinical practice
- Competency 5: Analyze, integrate, synthesize, and practice multiculturalism in clinical practice

IV.36. Competency 2 (A-D). Field Supervisor Final (Practicum, Internship 1, Internship 2) (Average Rubric Score – 4 pts possible)

Practicum data beginning Summer 2021.
 Internship 1 data beginning Fall 2021.
 Internship 2 data beginning Winter 2022.

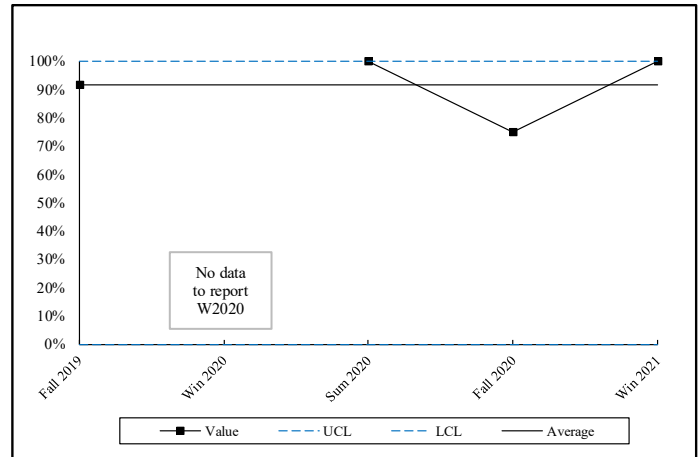
IV.37. Competency 2 (E-F), Field Supervisor Final (Practicum, Internship 1, Internship 2) (Average Rubric Score – 4 pts possible)

Practicum data beginning Summer 2021.
 Internship 1 data beginning Fall 2021.
 Internship 2 data beginning Winter 2022.

IV.38. Competency 4 (A-D). Field Supervisor Final (Practicum, Internship 1, Internship 2) (Average Rubric Score – 4 pts possible)

Practicum data beginning Summer 2021.
 Internship 1 data beginning Fall 2021.
 Internship 2 data beginning Winter 2022.

IV.41. Overall evaluation of the placement site. (% of Students rating this as “Excellent” or “Above Average”)



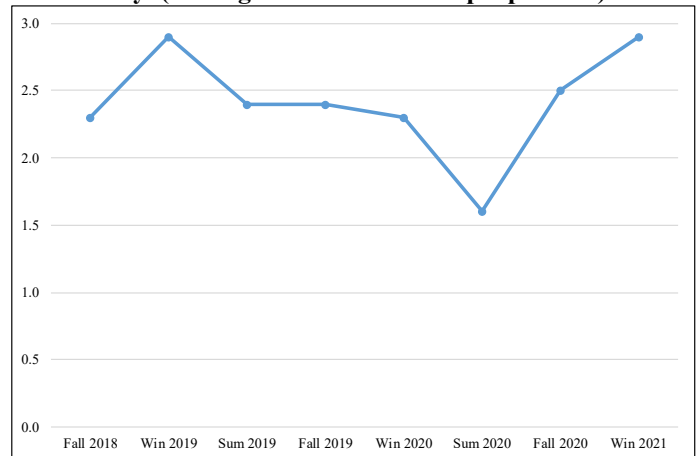
IV.39. Competency 5 (A-D). Field Supervisor Final (Practicum, Internship 1, Internship 2) (Average Rubric Score – 4 pts possible)

Practicum data beginning Summer 2021.
 Internship 1 data beginning Fall 2021.
 Internship 2 data beginning Winter 2022.

Measuring In-Process Learning

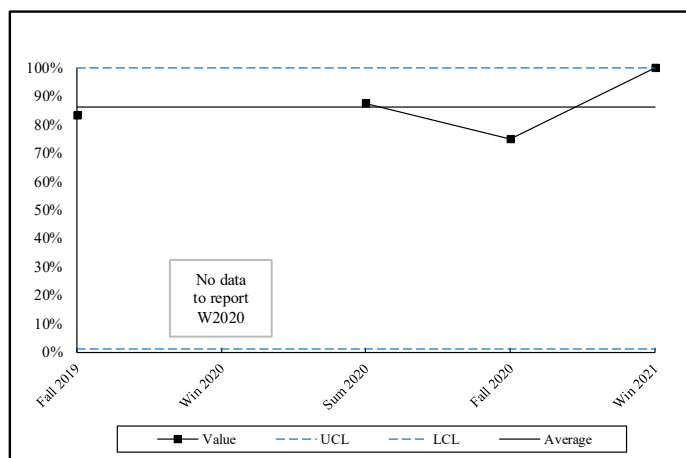
Specific Course Assignments

IV.42. CF-508: interrelationships between work, mental health, relationships, and other life roles and factors from a case study. (Average Rubric Score – 3 pts possible)

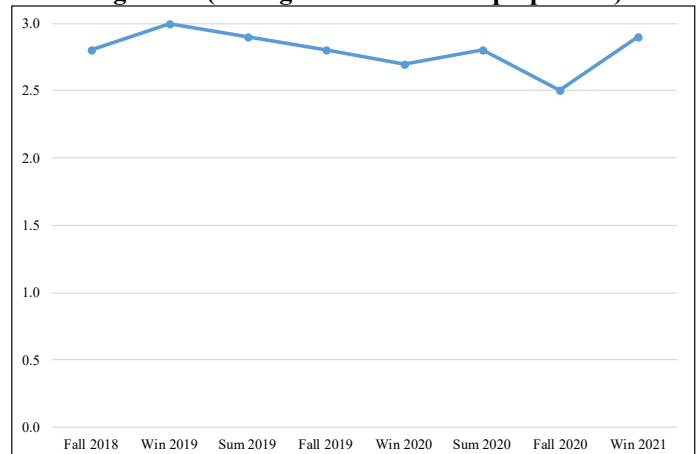


Student-Reported Data

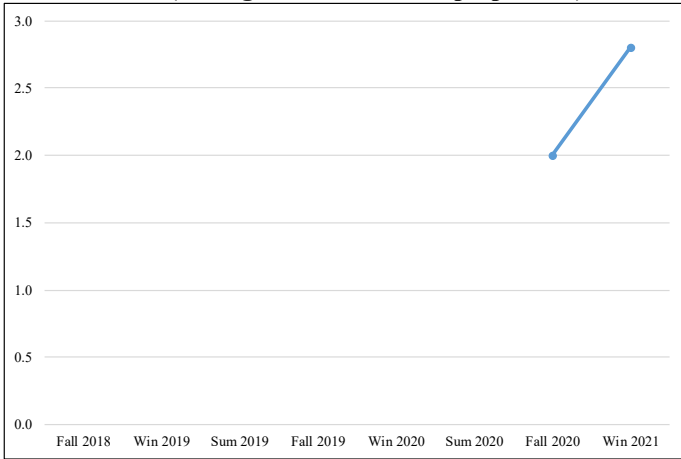
IV.40. Quality and usefulness of on-site supervision. (% of students rating “Excellent” or “Above Average”)



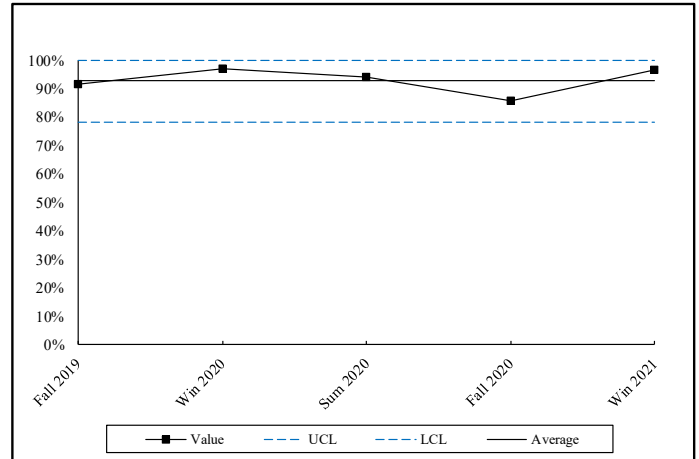
IV.43. CF-508: career development narrative for an individual over the age of 30. (Average Rubric Score – 3 pts possible)



IV.44. CF-701: paper comparing and contrasting three ethics codes, including the ACA Code of Ethics and the NAADAC Code of Ethics. (Average Rubric Score – 3 pts possible)

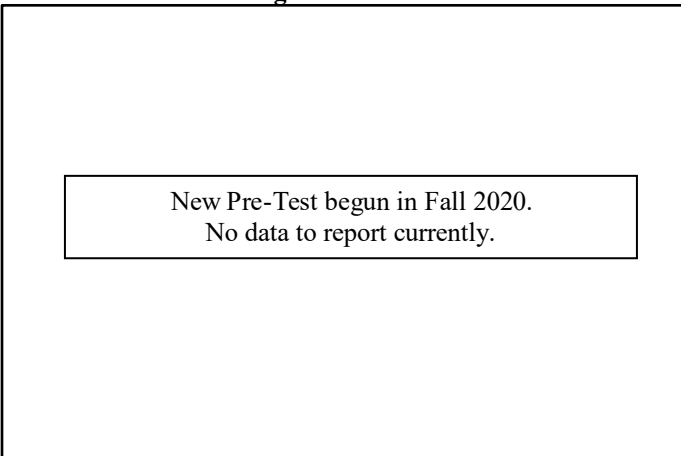


IV.47. New learning acquired (% of students rating “Excellent” or “Very good”)

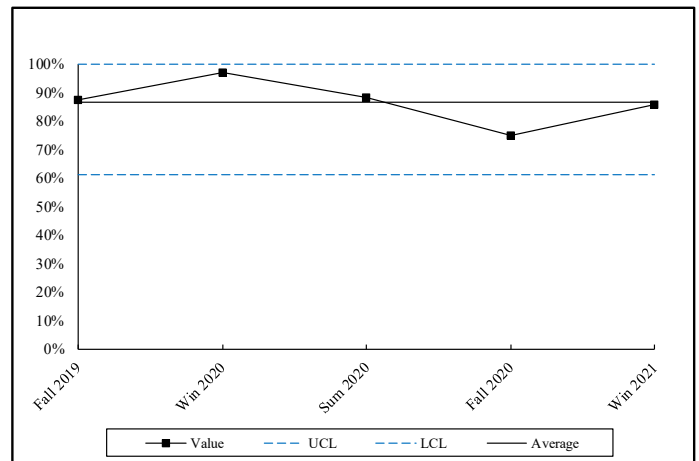


Factual Knowledge Pre- and Post-Tests

IV.45. Factual Knowledge. Pre-and Post-Test Results



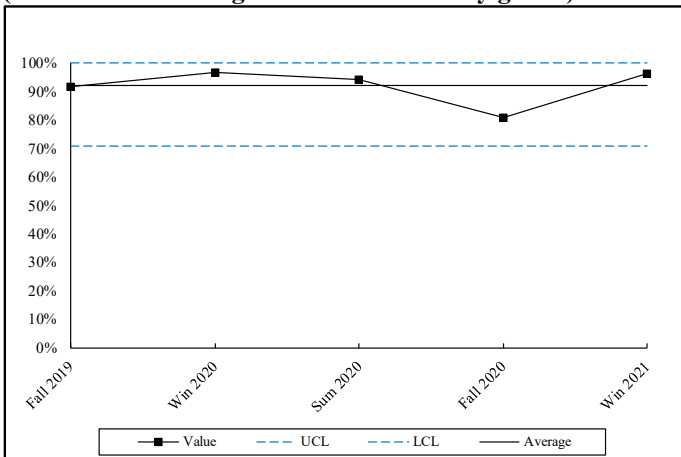
IV.48. New clinical skills acquired (% of students rating “Excellent” or “Very good”)



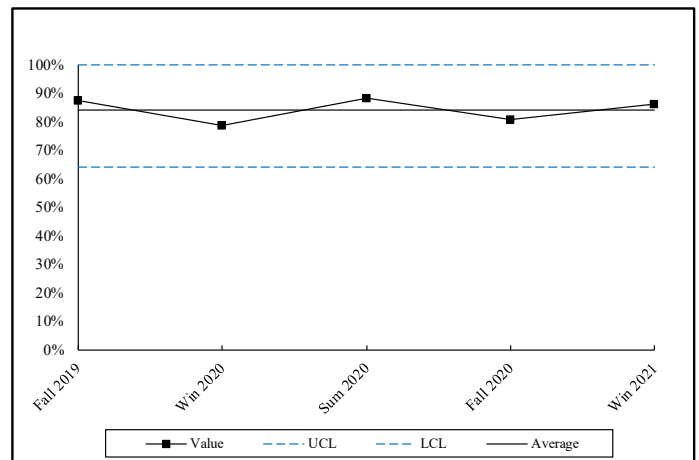
Measuring Teaching Effectiveness

End of Semester Evaluation Questionnaire (SEQ)

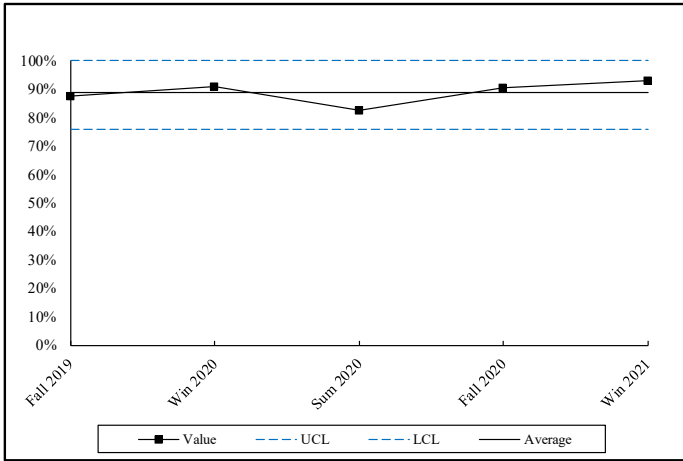
IV.46. Scope and depth of course content (% of students rating “Excellent” or “Very good”)



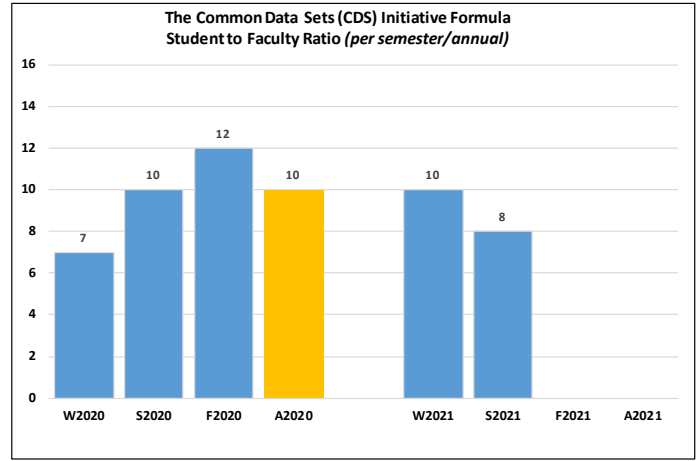
IV.49. Text and reading materials (% of students rating “Excellent” or “Very good”)



IV.50. Academic challenge of program.
 (% of students rating “Excellent” or “Very good”)

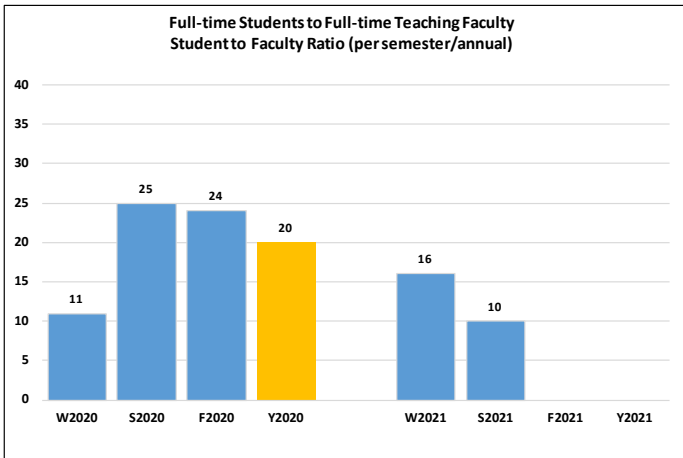


IV.53. The Common Data Sets (CDS) formula.
 Student to faculty ratio (per semester/annual).

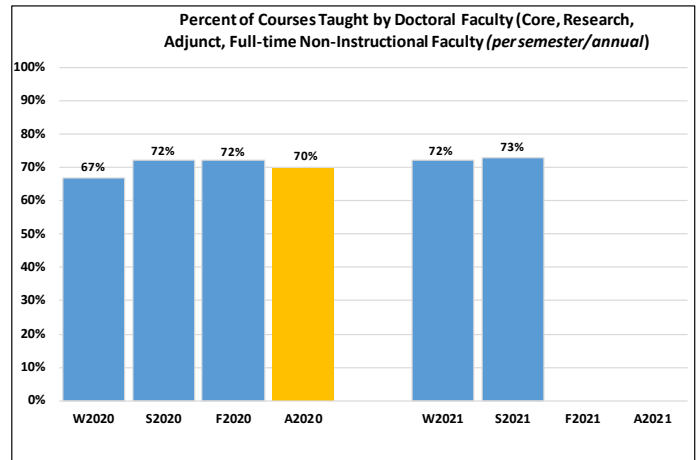


Promoting Teaching Effectiveness

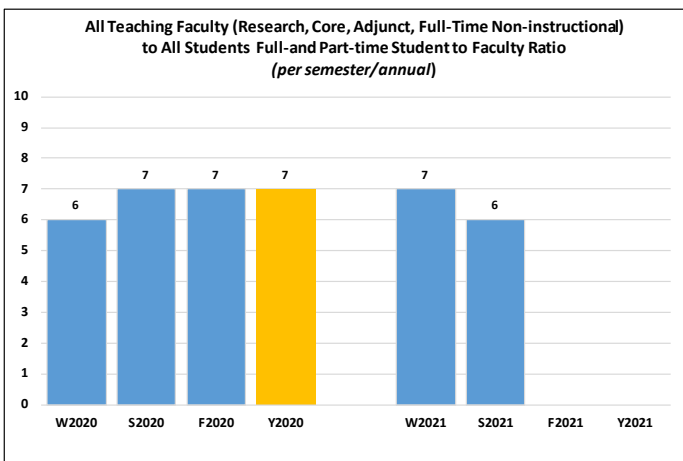
IV.51. Full-time students to full-time teaching faculty.
 Student to faculty ratio (per semester/annual).



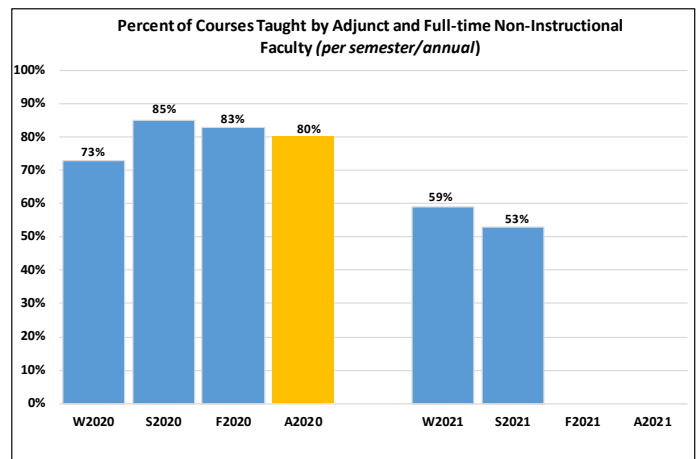
IV.54. Percent of courses taught by doctoral faculty (core, research, adjunct and full-time non-instructional faculty)
 (per semester/annual).



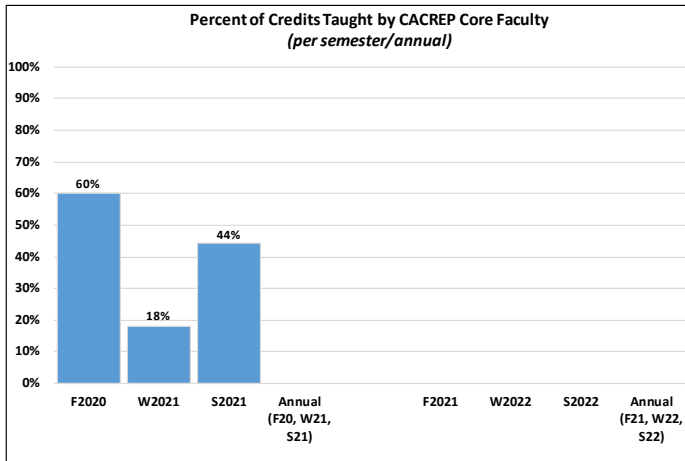
IV.52. All teaching faculty (research, core, adjunct) to all students full- and part-time
 (per semester/annual).



IV.55. Percent of courses taught by adjunct and full-time non-instructional faculty
 (per semester).



IV.56. CACREP Core Faculty--% of credits taught by core faculty (per semester/annual).



Key Educational Process V: Post-Graduation Performance

The transition from the Graduate School is an extension of continuous learning beyond the confines of traditional course work and is assessed through indirect measures of learning. Program Evaluation data provides an opportunity for a self-correcting feedback loop for faculty to continuously improve academic performance and learning outcomes.

Graduation Rates

- Number of Students by Program
- Number of Full-time/Part-time Students
- Graduation Numbers
- Percent of total students taking a leave of absence.
- Percent of total students withdrawing.

Indirect Measures of Student Learning

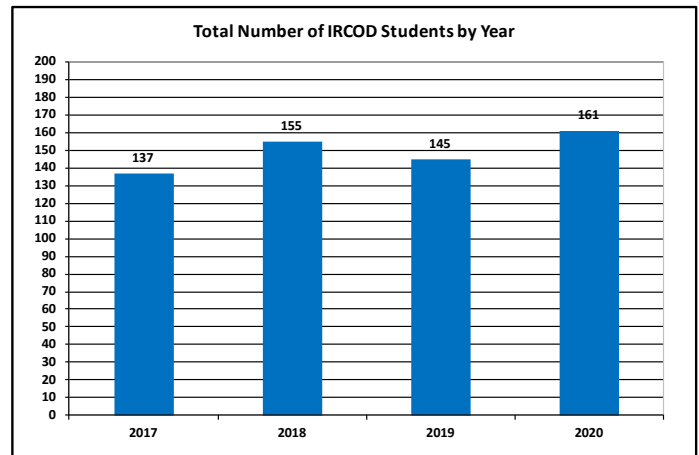
- Surveys of employers of new graduate 6 months following program completion:
 - Case Management
 - Individual Counseling
 - Treatment Planning
 - Group Counseling
 - Continuing Care
 - Would you hire other Hazelden Graduates?
- Surveys of Graduate 6 and 12 months after Graduation:
 - Employment Status
 - Satisfaction of Education
 - Ability to Perform Job
 - Satisfaction with Addressing Cultural Diversity
 - Satisfaction Using Technology
 - Satisfaction of Leadership Preparation
 - Seeking Licensure/Certification
 - Passing Licensure/Certification Exam
 - Attaining Licensure/Certification

Important Findings

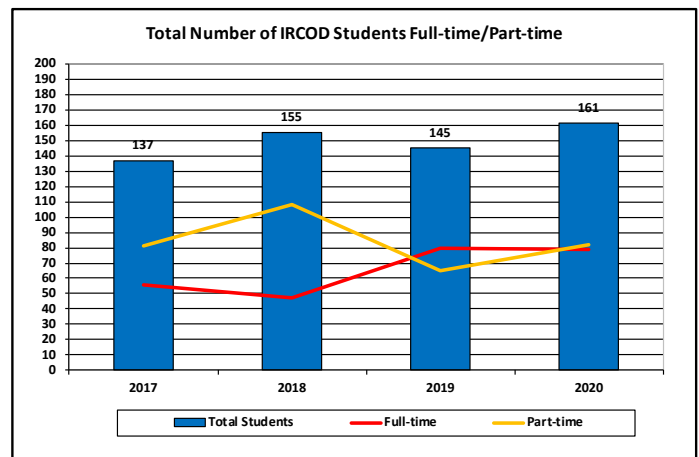
The total number of students in the IRCOD program increased from 145 in 2019 to 161 in 2020. Slightly more students were enrolled part-time in 2020. The total number of graduates in the IRCOD program decreased from 40 in 2019 to 25 in 2020. In Winter 2021, 7.6% of total IRCOD program students took a leave of absence compared to 13.7% in Fall 2020. Surveys of employers of new 2019 graduates 6-months after program completion overall show high ratings of satisfaction. Both six-month and 12-month student satisfaction follow-up data are presented on a yearly basis. Surveys of 2019 graduates 12-months after graduation generally show high ratings of satisfaction in all areas measured.

Graduation Rates

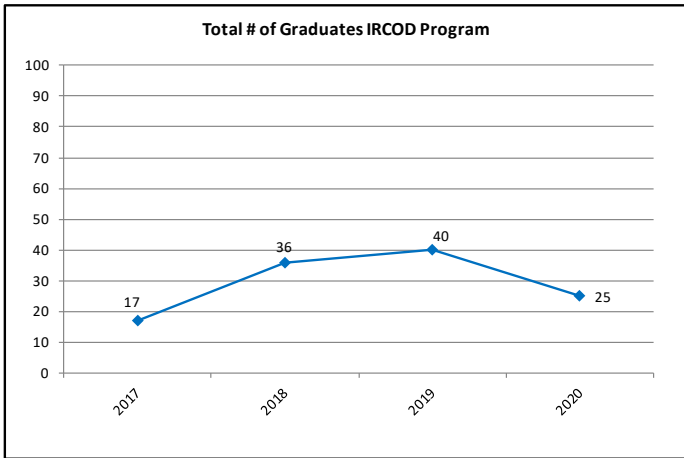
V.57. Total Number of students by IRCOD program.



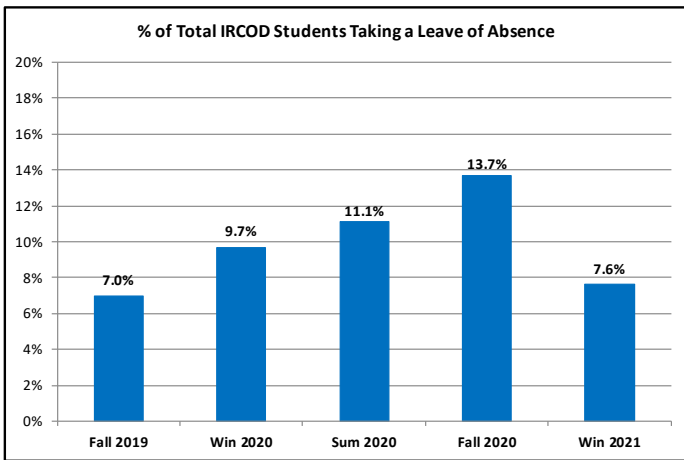
V.58. Number of students, full-time/part-time.



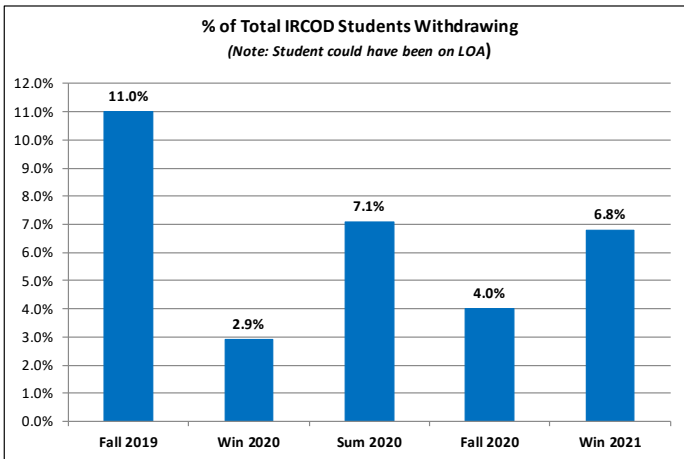
V.59. Graduation numbers (Masters/Certificate).



V.60. Percent of total students taking a leave of absence.



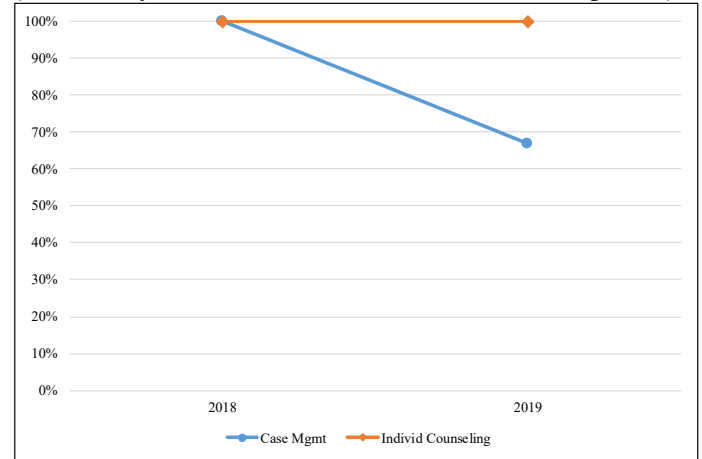
V.61. Percent of total students withdrawing.



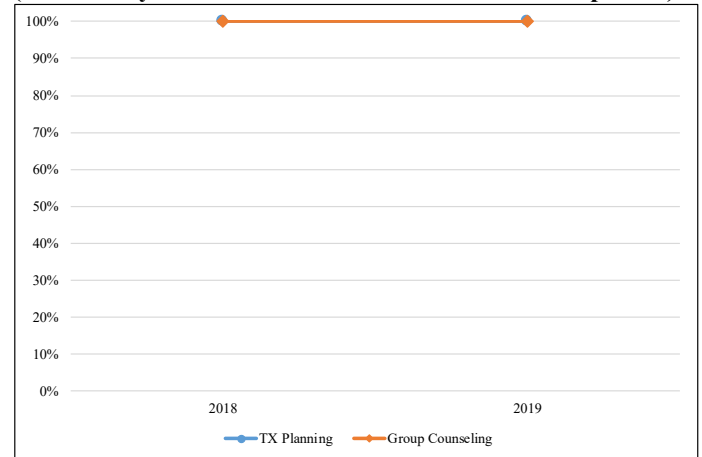
Indirect Measures of Student Learning

Surveys of Employers of New Graduates Six-Months after Program Completion (Class of 2018: n = 4) (Class of 2019: n = 3)

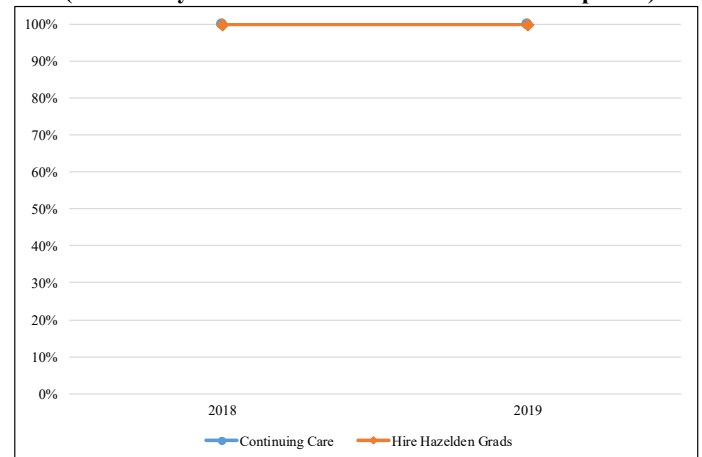
V.62. Case management; Individual counseling. (% of "Very satisfied" or "Somewhat satisfied" responses)



V.63. Treatment planning; Group counseling. (% of "Very satisfied" or "Somewhat satisfied" responses)

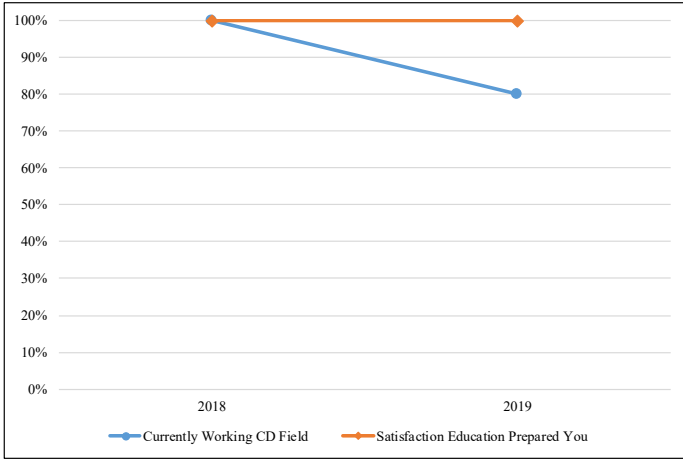


V.64. Continuing care; Would you hire other Hazelden graduates. (% of "Very satisfied" or "Somewhat satisfied" Responses)

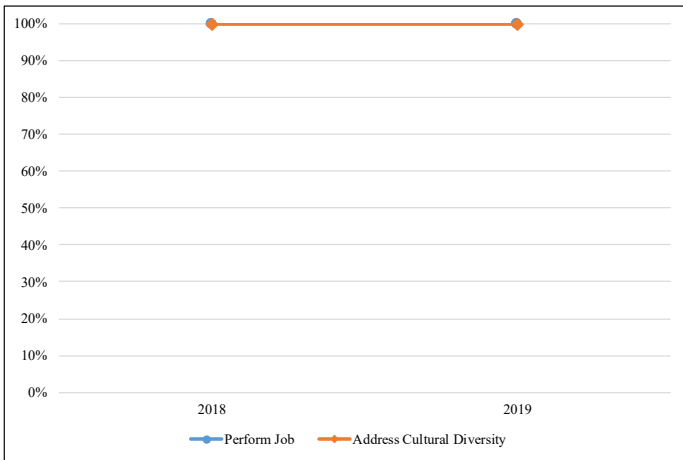


**Surveys of Graduates Six-Months after Graduation
(Class 2018: n = 16) (Class of 2019: n = 24)**

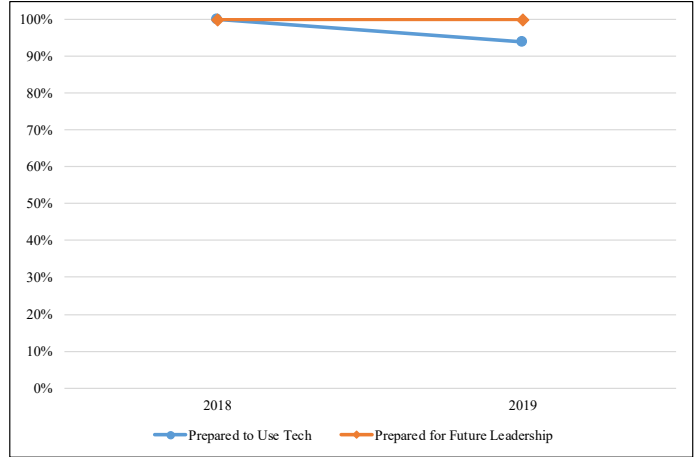
V.65. Are you currently working in the CD field; What is your level of satisfaction with how well your education prepared you.
(% of “Yes” responses of those interested)



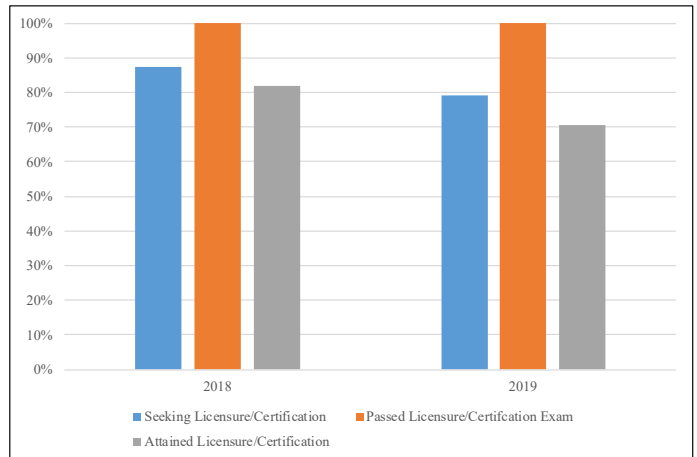
V.66. How well are you able to perform your job; To what extent are you satisfied that your education prepared you to address cultural diversity.
(% “Excellent” or “Very good” responses)



V.67. To what extent are you satisfied that your education prepared you to use of technology in your job; To what extent are you satisfied that your education prepared you for future leadership in the behavioral health field.
(% “Very satisfied” or “Somewhat satisfied” responses)

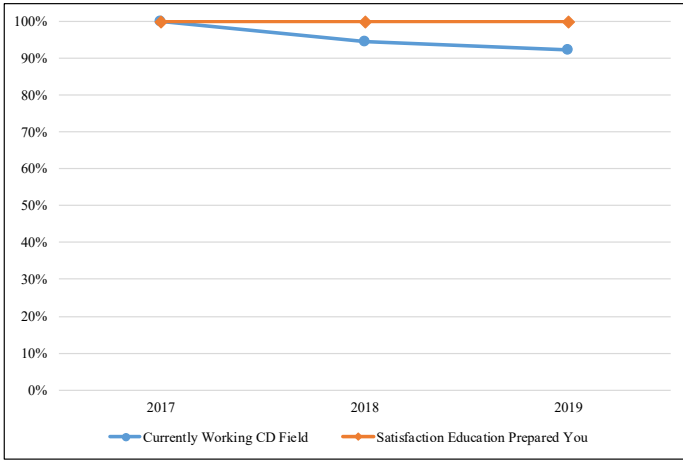


V.68. Proportion of alumni seeking licensure and/or certification; Proportion of alumni that passed licensure/certification exam the first time; Proportion of alumni that have attained licensure and/or certification.

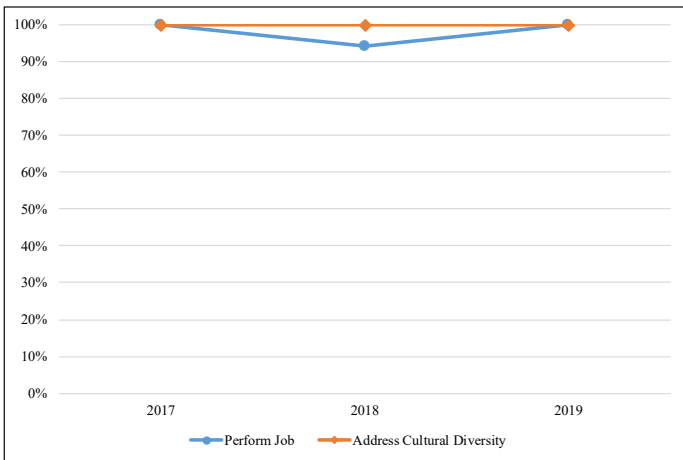


Twelve-Month Follow-up Program Evaluation
 (Class of 2017: n = 7) (Class of 2018: n = 19
 (Class of 2019: n = 16)

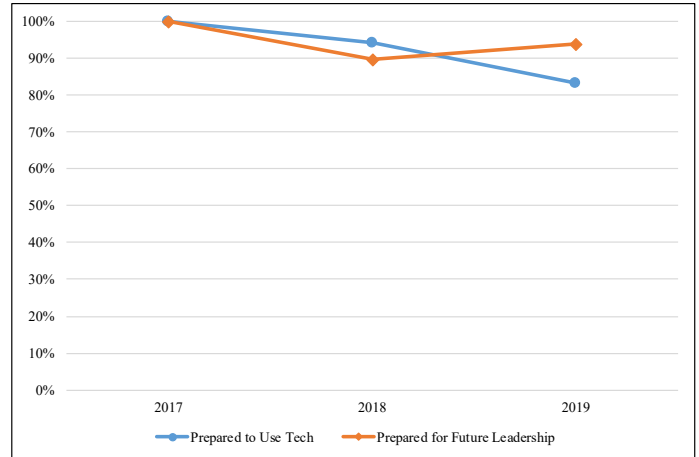
V.69. Currently working in the CD field; Level of satisfaction with how well your education prepared you.
 (% of “Yes” responses of those interested)



V.70. How well are you able to perform your job; To what extent are you satisfied that your education prepared you to address cultural diversity.
 (% “Excellent” or “Very good” responses)



V.71. To what extent are you satisfied that your education prepared you to use of technology in your job; To what extent are you satisfied that your education prepared you for future leadership in the behavioral health field.
 (% “Very satisfied” or “Somewhat satisfied” responses)



V.72. Proportion of alumni seeking licensure and/or certification; Proportion of alumni that passed licensure/certification exam the first time; Proportion of alumni that have attained licensure and/or certification.

