

Addiction Studies (BS) (395)

Division: Gallaspy College of Education and Human Development

Department: Psychology

Prepared by: Shannon S. Gresham

Date: 05/20/2026

Approved by: Dr. Neeru Deep

Date: 05/27/2026

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 College of Education and Human Development (GCEHD) is committed to working collaboratively to acquire, create, and disseminate knowledge to NSU students through transformational, high-impact experiential learning practices, research, and service. Through the Schools of Education and Kinesiology and Departments of Military Science, Psychology and Addiction Studies, and Social Work, the College produces knowledgeable, inspired, and innovative graduates ready for lifelong learning who contribute to the communities in which they reside and professions they serve. Additionally, the GCEHD is dedicated to 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 to assist children and their families related to learning and development.

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 encourages and supports research and scholarship by faculty and students, with opportunities for practicum and externship training. These activities encourage professionalism and prepare students for graduate education and immediate service in the 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 addiction studies. This outcome aligns with the first outcome of the APA Guidelines for the Undergraduate Psychology Major version 3.0 (2022); the South-Southwest Addiction Technology Transfer Center; the Substance Abuse Mental Health Services Administration; the International Certification & Reciprocity Consortium; the National Association for Addiction Professionals; and the National Addiction Studies Accreditation Commission (NASAC). The major courses that will measure SLO 1 are Introduction to Addiction Studies and Co-Occurring Disorders.

Course Map: Tied to course syllabus objectives:

AS 1010 – Introduction to Addiction Disorders
AS 4450 – Co-Occurring Disorders

Measure 1.1. (Direct; Knowledge)

At the beginning of every semester, students enrolled in AS 1010 Introduction to Addiction Disorders will be administered the Department of Psychology and Addiction Studies' comprehensive addiction knowledge exam. Students enrolled in AS 4450 – Co-Occurring Disorders will be administered the same comprehensive exam at the end of the course. At least 70% of students will demonstrate a basic understanding of Addiction Studies concepts by earning a grade of 70% or higher on the AS 4450 exam.

Finding: Target was not met.

Analysis:

In AC 2024-2025, the target was met.

It is important to note that this data is used to compare the knowledge gained across the progression of classes from AS 1010 to AS 4450. Based on the analysis of the AC 2024-2025 results, the faculty implemented the following changes in AC 2025-2026 to drive the improvement cycle.

The Addiction Studies degree program incorporated the National Addiction Studies Accreditation Commission (NASAC) curriculum guidelines, as accreditation was awarded in 2024. The course steward met with instructors at the beginning of the term to emphasize the importance of the Addiction Studies comprehensive exam and the requirement that students in AS 1010 and AS 4450 complete it. The instructors posted reminders on the course platforms, making information easily accessible to students. Students in AS 1010 took the comprehensive exam at the beginning of their studies, and those in AS 4450 took it near the end of the curriculum. The students' exam scores in these courses were compared to assess the knowledge gained through the degree plan. Addiction Studies majors, including those double-majoring in Addiction Studies and Psychology, were included in AC 2025-2026.

In AC 2025-2026, the target was not met. The AS 1010 data reflects that 25% of the students earned a grade of 70% or higher. The AS 4450 data reflects that 55.6% of the students earned a grade of 70% or higher. It is important to remember that AS1010 students take the exam at the onset of their study of addiction. The average percentage grade for this subset of addiction students is 53.5%. The average percentage grade for the AS 4450 subset is 57.11%.

Decision:

In AC 2025-2026, the target was not met.

Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in AC 2026-2027 to drive the improvement cycle.

- a. The Addiction Studies degree program will follow the National Addiction Studies Accreditation Commission (NASAC) curriculum guidelines, as accreditation was awarded in 2024.
- b. The Psychology and Addiction Studies Department will use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022).
- c. The AS Team will have quarterly meetings to share research and findings to enhance the Addiction Studies courses.
- d. The AS Course Stewards will incorporate additional theoretical and application approaches to enhance students' knowledge in the field of addiction.
- e. To help students develop higher-order thinking skills (i.e., thinking in abstract and conceptual terms), the AS course stewards will implement activities in the AS courses to encourage students to think critically.
- f. The course steward will meet with faculty before the start of the term to discuss students' areas of deficit and ways to enhance learning in all AS courses.
- g. The average percentage grade will be shared as part of the data set. Students in AS 4450 will be encouraged and made aware of the exam's importance.
- h. The instructors will post reminders on the course platforms, making information easily accessible to students. Incentive points will be awarded for completing the exams to increase students' interest and engagement.
- i. Updated information regarding the current trends and research in addiction will be added to the course content to increase students' knowledge.

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 1010 Introduction to Addiction Disorders will study the history and development of the field of addiction prevention and treatment in accordance with the National Addiction Studies Accreditation Commission (NASAC) curriculum guidelines. Student knowledge for this measure will be assessed through a quiz on the history and development of addiction prevention and treatment. At least 75% of students will earn 75% or higher.

Finding: The target was not met.

Analysis:

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

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

The Addiction Studies degree program incorporated the National Addiction Studies Accreditation Commission (NASAC) curriculum guidelines, as accreditation was awarded in 2024. The Addiction Studies coordinator incorporated NASAC Standard 1 into the curriculum, which requires Addiction Studies majors to study the history and development of addiction prevention and treatment. Addiction Studies 1010 was updated to 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 were included in the course curriculum. The AS major coordinator and the AS 1010 course steward decided that a quiz would be sufficient to record knowledge gained for NASAC Standard 1. The benchmark for Measure 1.2 was updated to 75% of students will earn 75% or higher. Addiction Studies majors, including those double-majoring in Addiction Studies and Psychology, were included in AC 2025-2026.

In AC 2025-2026, the target was not met. The data reflect that 33.3% of students earned 75% or higher. The average grade percentage for this subset is 40.5%.

Decision:

In AC 2025-2026, the target was not met.

Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in AC 2026-2027 to drive the improvement cycle.

- a. The Addiction Studies degree program will follow the National Addiction Studies Accreditation Commission (NASAC) curriculum guidelines, as accreditation was awarded in 2024.
- b. The Psychology and Addiction Studies Department will use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022).
- c. The course steward for AS 1010 will update the current textbook to cover a wider variety of addiction-related topics.
- d. The AS Coordinator will meet with faculty at the beginning of the term to develop a plan to increase opportunities to integrate concrete life events, providing connections between new concepts and those already known.
- e. The instructors will post reminders on the course platforms, making information easily accessible to students. Increasing point values for assignments will be discussed as an incentive for students to complete them.

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 addiction counseling. This outcome aligns with the South-Southwest Addiction Technology Transfer Center's second outcome: Substance Abuse Mental Health Services.

Administration; International Certification & Reciprocity Consortium; National Association for Addiction Professionals; and Standards 2, 4, and 6 of the NASAC curriculum.

Course Map: Tied to course syllabus objectives:

AS 2430 – Screening and Assessment

AS 2450 – Case Management

Measure 2.1. (Direct; Knowledge)

Every semester, Addiction Studies students in AS 2430 Screening and Assessment will complete an assignment to enhance their understanding of Screening, Intake, Orientation, and Assessment, the first four components of the 12 Core Functions of the Addiction Counselor. Students will complete a four-part assignment to demonstrate their understanding of the core functions, including record-keeping. 75% of students will earn 75% or higher on the assignment.

Finding: Target was not met.

Analysis:

In AC 2024-2025, the target was met.

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

The Addiction Studies degree program incorporated the National Addiction Studies Accreditation Commission (NASAC) curriculum guidelines, as accreditation was awarded in 2024. The Psychology Department continued to use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022). The Addiction Studies coordinator incorporated Standards 2, 4, and 6 of the NASAC curriculum, including training for students in the knowledge, theory, and skills necessary for the core functions of substance-related and addictive disorders counseling. Additional learning materials were incorporated to enhance students' understanding of Screening, Intake, Orientation, and Assessment. The instructors provided students with instructions on completing the first four competencies of the 12 Core Functions of the Addiction Counselor. Students completed a four-part assignment to demonstrate their understanding of the core functions, including record-keeping. The benchmark for Measure 2.1 was updated to 75% of students earning 75% or higher on the assignment. Addiction Studies majors, including those double-majoring in Addiction Studies and Psychology, were included in AC 2025-2026.

In AC 2025-2026, the target was not met. The data reflect that 62.5% of students earned 75% or higher. Two students did not complete the assignment. The average grade percentage for this subset was 71.3%.

Decision:

In AC 2025-2026, the target was not met.

Based on the analysis of the AC 2025-2026 results, faculty will implement the following changes in AC 2026-2027 to drive the improvement cycle.

- a. The course steward will meet with faculty before the start of the term to discuss students' areas of deficit and ways to enhance learning.
- b. The course stewards will include additional resources to keep students abreast of current trends in addiction related to the Core Function of Addiction Counseling.
- c. TiLT (Transparency in Learning and Teaching), a high-impact teaching practice, will be implemented in courses to help students gain a clearer understanding of assignment instructions.
- d. The Addiction Studies degree program will follow the National Addiction Studies Accreditation Commission (NASAC) curriculum guidelines, as accreditation was awarded in 2024.
- e. The Psychology and Addiction Studies Department will use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022).
- f. The instructors will post reminders on the course platforms, making information easily accessible to students. Increasing point values for assignments will be discussed as an incentive to complete them.
- g. A discussion forum will be developed on Moodle for students to pose questions concerning their assignments.

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)

Every semester, Addiction Studies students in AS 2450 Case Management will complete an assignment to enhance their understanding of Treatment Planning, Case Management, Crisis Intervention, and Report and Record-Keeping, which includes the next four components of the 12 Core Functions of Addiction Counselor. Students will complete a four-part assignment to demonstrate their understanding of the core functions, including record keeping. 75% of students will earn 75% or higher on the assignment.

Finding: The target was met.

Analysis:

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

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

The Addiction Studies degree program incorporated the National Addiction Studies Accreditation Commission (NASAC) curriculum guidelines, as accreditation was awarded in 2024. The Psychology Department continued to use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022). The Addiction Studies coordinator incorporated Standards 2, 4, and 6 of the NASAC curriculum, which required training for students in the knowledge, theory, and skills related to the core functions of counseling for substance-related and addictive disorders. Additional materials were 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 included instructions on completing four of the 12 Core Functions of the Addiction Counselor. The benchmark for Measure 2.2 was 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, were included in AC 2025-2026.

In AC 2025-2026, the target was met. The data reflect that 78.6% of students earned 75% or higher. One student did not complete the assignment. The average grade percentage for this subset is 79%.

Decision:

In AC 2025-2026, the target was met.

Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in AC 2026-2027 to drive the improvement cycle.

- a. The course stewards will include additional resources to keep students abreast of current trends in addiction related to the Core Function of Addiction Counseling.
- b. The Addiction Studies degree program will follow the National Addiction Studies Accreditation Commission (NASAC) curriculum guidelines, as accreditation was awarded in 2024.
- c. TiLT (Transparency in Learning and Teaching), a high-impact teaching practice, will be implemented in courses to help students gain a clearer understanding of assignment instructions.
- d. The Psychology and Addiction Studies Department will use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022).
- e. The instructors will post reminders on the course platforms, making information easily accessible to students. Increasing point values for assignments will be discussed as an incentive to complete them.

- f. A discussion forum will be developed on Moodle for students to pose questions concerning their assignments.
- g. Students will be reminded to reach out with questions concerning their assignments.

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; National Association for Addiction Professionals; and Standard 2 of the NASAC curriculum (included to enhance students' learning in the area of legal, ethical, and professional growth issues).

Course Map: Tied to course syllabus objectives:

AS 3010 – Addiction Counseling Skills
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. Students will also explore their ability to set boundaries and their expectations of themselves and clients. 75% of students will earn a grade of 75% or higher on this paper.

Finding: Target was met.

Analysis:

In AC 2024-2025, the target was met.

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

The Psychology and Addiction Studies Department continued to use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022). The Addiction Studies degree program incorporated the National Addiction Studies Accreditation Commission (NASAC)

curriculum guidelines, as accreditation was awarded in 2024. In addition to biases, students explored their ability to set boundaries and their expectations of themselves and clients. The course steward continued 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, was added as an additional resource for students. Standard 2 of the NASAC curriculum was included to enhance students' learning in legal, ethical, and professional growth issues. Only Addiction Studies majors, including those double-majoring in Addiction Studies and Psychology, were included in AC 2025-2026.

In AC 2025-2026, the target was met. The data reflect that 90.0% of students earned 75% or higher. The average grade percentage for this subset is 90%.

Decision:

In AC 2025-2026, the target was met.

Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in AC 2026-2027 to drive the improvement cycle.

- a. Since direct instruction appears to be the common denominator in improving students' writing, the course stewards will meet with the AS Team to develop a continuous intervention plan to provide early instruction to struggling students.
- b. Current APA guidelines and sample writing examples will be updated in the course Moodle shell.
- c. The Addiction Studies degree program will follow the National Addiction Studies Accreditation Commission (NASAC) curriculum guidelines, as accreditation was awarded in 2024.
- d. The Psychology and Addiction Studies Department will use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022).
- e. The instructors will post reminders on the course platforms, making information easily accessible to students.

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 involving an ethical dilemma. At least 85% of students will receive a grade of 80% or higher.

Finding: Target was not met.

Analysis:

In AC 2024-2025, the target was met.

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

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

In AC 2025-2026, the target was not met. During the assessment cycle, ten students majoring in addiction studies were enrolled in AS/PSYC 4510. Eight enrolled students completed the assignment. Statistically, 80% (N = 10) of the students received a grade of 80% or higher.

Decision:

In AC 2025-2026, the target was not met.

Based on the analysis of the AC 2025-2026 results, faculty will implement the following changes in AC 2026-2027 to drive the improvement cycle.

- a. The AS course stewards will implement activities to enhance students' critical thinking skills.
- b. The Addiction Studies degree program course stewards will meet with instructors at the beginning of the term to emphasize the importance of completing assignments for their grades.
- c. The instructors will continue to post reminders on the course platforms, making information easily accessible to students.
- d. Students will be reminded to reach out with questions concerning their assignments.

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:

In AC 2024-2025, the target was met.

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

The Addiction Studies degree program incorporated 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 continued to require the National Institutes of Health's Protecting Human Research Participants training. Only Addiction Studies majors, including those double majoring in Addiction Studies and Psychology, were included in AC 2025-2026.

In AC 2025-2026, the target was met. During the assessment cycle, ten students majoring in addiction studies were enrolled in AS/PSYC 4510. Statistically, 100% (N = 10) of the students completed the training and submitted their certificates.

Decision:

In AC 2025-2026, the target was met.

Based on the analysis of the AC 2025-2026 results, faculty will implement the following changes in AC 2026-2027 to drive the improvement cycle.

- a. The course steward will meet with faculty at the beginning of the term to discuss the importance of implementing the National Institutes of Health's Protecting Human Research Participants training.
- b. To increase participation, students will be reminded to reach out with questions concerning their assignments, and the instructors will continue to post reminders on the course platforms, making information easily accessible to students.
- c. The Addiction Studies degree program will follow the National Addiction Studies Accreditation Commission (NASAC) curriculum guidelines, as accreditation was awarded in 2024.
- d. The Psychology and Addiction Studies Department will use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022).

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

SLO 4. Communication.

Students will write a research paper in a field-appropriate style (e.g., APA style) and present psychological research orally. This research aligns with the fourth outcome of the *APA Guidelines for the Undergraduate Psychology Major version 3.0*. Presenting the research findings orally aligns with NASAC Standard 7: Interpersonal Communications.

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. 75% of students will earn a grade of 75% or higher on this paper.

Finding: Target was not met.

Analysis:

In AC 2024-2025, the target was met.

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

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

In AC 2025-2026, the target was not met. During the assessment cycle, six students majoring in addiction studies were enrolled in PSYC 2430, and four earned 75% or higher. Statistically, 66.7% of the students received a grade of 75% or higher.

Decision:

In AC 2025-2026, the target was not met.

Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in AC 2026-2027 to drive the improvement cycle.

- a. The course steward and faculty will also include additional reading material germane to the dynamics of oral communication, along with educating students on ways to develop and organize an effective oral presentation through critical analysis of their research topics. These changes will improve the student's ability to write in a field-appropriate style (i.e., APA style) and to communicate a psychological research topic orally.
- b. Graduate students will be available to tutor students with writing assignments to drive the improvement cycle.
- c. The Psychology and Addiction Studies Department will use "APA Guidelines for the Undergraduate Psychology Major Version 3.0" (2022).
- d. The instructors will continue to post reminders on the course platforms, making information easily accessible to students.
- e. Students will be reminded to reach out with questions concerning their assignments.

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. 75% of students will earn a grade of 75% or higher on this paper.

Finding: Target was met.

Analysis:

In AC 2024-2025, the target was met.

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

The Addiction Studies degree program incorporated the National Addiction Studies Accreditation Commission (NASAC) curriculum guidelines, as accreditation was awarded in 2024. The Psychology Department continued to use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022). Standard 7 of the NASAC curriculum was incorporated to enhance student skill development and training in interpersonal skills. The

course steward continued to follow the changes made for AC 2024-2025. Addiction Studies majors, including those double-majoring in Addiction Studies and Psychology, were included in AC 2025-2026. Graduate students were available to assist with writing assignments and presentation skills.

In AC 2025-2026, the target was met. During the assessment cycle, six students majoring in addiction studies were enrolled in PSYC 2430, and six earned 100% on the presentation. Statistically, 100% of the students received a grade of 75% or higher.

Decision:

In AC 2025-2026, the target was met.

Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in AC 2026-2027 to drive the improvement cycle.

- a. The course stewards and faculty will include additional reading material on the dynamics of oral communication to educate students on how to develop and organize an effective oral presentation through critical analysis.
- b. Graduate students in the Department of Psychology and Addiction will be available to tutor students with oral presentations.
- c. The Addiction Studies degree program will follow the National Addiction Studies Accreditation Commission (NASAC) curriculum guidelines, as accreditation was awarded in 2024.
- d. The Psychology and Addiction Studies Department will use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022).
- e. The instructors will continue to post reminders on the course platforms, making information easily accessible to students.

Oral presentations will enhance students' verbal and nonverbal communication skills, help them articulate their ideas clearly, and improve 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 performance indicator for all addiction studies students.

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 relevance of the content to material from the field of Addiction. 75% of students will earn a grade of 75% or higher on this paper.

Finding: Target was not met.

Analysis:

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

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

The Addiction Studies degree program incorporated the National Addiction Studies Accreditation Commission (NASAC) curriculum guidelines, as accreditation was awarded in 2024. The Psychology Department continued to use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022). Addiction Studies 3010 and 3020 provide instruction in addiction counseling skills and group counseling skills, respectively. The benchmark for Measure 4.3 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.

In AC 2025-2026, the target was not met. During the assessment cycle, seven students majoring in addiction studies were enrolled in AS3020, and five earned 75% or higher. Statistically, 71.4% of the students received a grade of 75% or higher.

Decision:

In AC 2025-2026, the target was not met.

Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in AC 2026-2027 to drive the improvement cycle.

- a. The course stewards will include additional resources in the area of APA mechanics to enhance student understanding of the rules of consistent, clear writing.
- b. Graduate students will be available to tutor students with writing assignments.
- c. The Addiction Studies degree program will continue to follow the National Addiction Studies Accreditation Commission (NASAC) curriculum guidelines, as accreditation was awarded in 2024.
- d. The Psychology and Addiction Studies Department will use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022).
- e. The Addiction Studies degree program course stewards will meet with instructors at the beginning of the term to emphasize the importance of completing assignments.

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.

SLO 5. Professional Development and Treatment Modalities.

Students can apply psychological content and skills to their career goals and demonstrate preparedness and a 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 3010 – Addiction Counseling Skills

Measure 5.1. (Direct; Knowledge)

Students in AS 3010 – Addiction Counseling Skills will draft a research paper to demonstrate understanding of treatment modalities used in individual and group therapy settings. 75% of students will earn 75% or higher on the assignment.

Finding: Target was met.

Analysis:

In AC 2024-2025, the target was met.

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

The Addiction Studies degree program incorporated the National Addiction Studies Accreditation Commission (NASAC) curriculum guidelines, as accreditation was awarded in 2024. The Psychology and Addiction Studies Department continued to use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022). Standard 5 of the NASAC curriculum was 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 systems and various 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.

In AC 2025-2026, the target was met. The data reflect that 90.0% of students earned 75% or higher. The average grade percentage for this subset is 90%.

Decision:

In AC 2025-2026, the target was met.

Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in AC 2026-2027 to drive the improvement cycle.

- a. The AS Coordinator will meet with the AS Team to develop strategies to enhance students' ability to challenge their own thoughts, ideas, and assumptions.
- b. The Addiction Studies degree program will follow the National Addiction Studies Accreditation Commission (NASAC) curriculum guidelines, as accreditation was awarded in 2024.
- c. The Psychology and Addiction Studies Department will use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022).
- d. Graduate students will continue to be available to assist with writing assignments.
- e. The Addiction Studies degree program course stewards will meet with instructors at the beginning of the term to emphasize the importance of completing assignments.
- f. The instructors will continue to post reminders on the course platforms, making information easily accessible to students.
- g. Students will be reminded to reach out with questions concerning their assignments.

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 Addiction Studies degree program incorporated the National Addiction Studies Accreditation Commission (NASAC) curriculum guidelines. There are seven standards required for undergraduate degrees in Addiction Studies. Accreditation was awarded in Fall 2024.
- AC 2025-2026 included the SLO, measure, benchmark, and assignment changes that are listed in the "Decision" sections of each SLO in this AC.
- The course steward emphasized to instructors of AS1010 and AS 4450, respectively, the importance of student completion of the comprehensive course exam assignments.
- Course stewards discussed, with the head of the Department of Psychology and Addiction Studies and the Addiction Studies Coordinator, strategies for higher completion rates of assignments.
- Course stewards reviewed items that are frequently missed on exams and reviewed the concepts to aid in comprehension.
- Only Addiction Studies majors, including those double-majoring in Addiction

Studies and Psychology were included in AC 2025-2026.

- Course stewards reviewed grading rubrics and discussed the idea of 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 continued focusing on collaborative learning tasks by enhancing discussion boards with a more open-ended format.
- Instructors presented students with concepts to process in class in open discussions to promote critical thinking and public communication.
- Instructors utilized the announcement and messaging tools in Moodle to remind online students of upcoming assignments.
- The major coordinator collaborated with the department head to assess current AC benchmarks.
- The AS course stewards assessed, updated, and added assignments to ensure compliance with the latest research-driven information and techniques.
- The AS course stewards and faculty continued 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 continued to encourage collaborative learning by utilizing interactive discussion boards.
- New courses were added to the major as electives to deepen the students' knowledge of addiction. AS 3030 – Introduction to Behavioral Addictions and AS 4010 – the Neurobiology of Addiction was added to the course selection.

Plan of Action for Moving Forward:

SLO 1:

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

- The AS Team will have quarterly meetings to share research and findings to enhance the Addiction Studies courses.
- The AS Course Stewards will incorporate additional theoretical and application approaches to enhance students' knowledge in the field of addiction.
- To help students develop higher-order thinking skills (i.e., thinking in abstract and conceptual terms), the AS course stewards will implement activities in the AS courses to encourage students to think critically.
- The course steward will meet with faculty before the start of the term to discuss students' areas of deficit and ways to enhance learning in all AS courses.
- The average percentage grade will be shared as part of the data set. Students in AS 4450 will be encouraged and made aware of the exam's importance.
- The instructors will post reminders on the course platforms, making information easily accessible to students. Incentive points will be awarded for completing the exams to increase students' interest and engagement.
- Updated information regarding the current trends and research in addiction will be added to the course content to increase students' knowledge.

SLO 2:

- The course steward will meet with faculty before the start of the term to discuss students' areas of deficit and ways to enhance learning.
- The Addiction Studies degree program will follow the National Addiction Studies Accreditation Commission (NASAC) curriculum guidelines, as accreditation was awarded in 2024.
- The course stewards will include additional resources to keep students abreast of current trends in addiction related to the Core Function of Addiction Counseling.
- The Addiction Studies degree program will follow the National Addiction Studies Accreditation Commission (NASAC) curriculum guidelines, as accreditation was awarded in 2024.
- TiLT (Transparency in Learning and Teaching), a high-impact teaching practice, will be implemented in courses to help students gain a clearer understanding of assignment instructions.
- The Psychology and Addiction Studies Department will use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022).
- The instructors will post reminders on the course platforms, making information easily accessible to students. Increasing point values for assignments will be discussed as an incentive to complete them.
- A discussion forum will be developed on Moodle for students to pose questions concerning their assignments.
- Students will be reminded to reach out with questions concerning their assignments.

SLO 3:

- Since direct instruction appears to be the common denominator in improving students' writing, the course stewards will meet with the AS Team to develop a continuous intervention plan to provide early instruction to struggling students.
- Current APA guidelines and sample writing examples will be updated in the course Moodle shell.
- The Addiction Studies degree program will follow the National Addiction Studies Accreditation Commission (NASAC) curriculum guidelines, as accreditation was awarded in 2024.
- The Psychology and Addiction Studies Department will use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022).
- The instructors will post reminders on the course platforms, making information easily accessible to students.
- The AS course stewards will implement activities to enhance students' critical thinking skills.
- The Addiction Studies degree program course stewards will meet with instructors at the beginning of the term to emphasize the importance of completing assignments for their grades.
- The instructors will continue to post reminders on the course platforms, making information easily accessible to students.
- Students will be reminded to reach out with questions concerning their assignments.

SLO 4:

- The course steward and faculty will also include additional reading material germane to the dynamics of oral communication, along with educating students on ways to develop and organize an effective oral presentation through critical analysis of their research topics. These changes will improve the student's ability to write in a field-appropriate style (i.e., APA style) and to communicate a psychological research topic orally.
- Graduate students will be available to tutor students with writing assignments to drive the improvement cycle.
- The Psychology and Addiction Studies Department will use "APA Guidelines for the Undergraduate Psychology Major Version 3.0" (2022).
- The instructors will continue to post reminders on the course platforms, making information easily accessible to students.
- Students will be reminded to reach out with questions concerning their assignments.

SLO 5:

- The AS Coordinator will meet with the AS Team to develop strategies to enhance students' ability to challenge their own thoughts, ideas, and assumptions.

- The Addiction Studies degree program will follow the National Addiction Studies Accreditation Commission (NASAC) curriculum guidelines, as accreditation was awarded in 2024.
- The Psychology and Addiction Studies Department will use APA Guidelines for the Undergraduate Psychology Major Version 3.0 (2022).
- Graduate students will continue to be available to assist with writing assignments.
- The Addiction Studies degree program course stewards will meet with instructors at the beginning of the term to emphasize the importance of completing assignments.
- The instructors will continue to post reminders on the course platforms, making information easily accessible to students.
- Students will be reminded to reach out with questions concerning their assignments.

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. In summary, the goal of the Department of Psychology and Addiction Studies undergraduate program is to maximize effectiveness in a systematic and comprehensive manner. The department strives to ensure that the measures in place are reliable and valid by using 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. Given the current state of local, national, and global issues, bias and systemic injustices were integral to the learning process.