



Hazelden Betty Ford Graduate School of Addiction Studies Institutional Effectiveness Report

June 2023

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INTRODUCTION

The Institutional Effectiveness Report provides administrative data and information to routinely identify enduring strengths and opportunities for improvement. Reported data represent all degree offerings including full and part time students as well as residential and online learners. The report is organized along the Graduate School's Key Educational Processes:

- Key Educational Process I: Preadmissions Process—This section includes information on the numbers of applications, accepted students, and students enrolled in addition to student survey data assessing satisfaction with the preadmissions process.
- Key Educational Process II: Admissions—Data related to student satisfaction with orientation, registration, and student services during the admissions process are displayed in this section.
- Key Educational Process III: Educational Planning—This section provides data on the number of educational plans completed on time, accommodations made, referrals to the Student Assistance Program, and numbers identified via the Early Alert system.
- Key Educational Process IV: Educational Operations—Administrative data related to faculty/student ratios, the percentage of courses taught by FT and doctoral faculty, and satisfaction with Student Support Services are provided in this section. (Student assessment data are provided in the Academic Assessment Report.) Data related to graduation rates, full and part-time mix, leaves of absence, and withdrawals are also provided in this section.
- Key Educational Process V: Post-Graduation Performance—Employment, licensing exam pass rates, and other indirect measures of learning are displayed in the separate Academic Assessment Report.

While comprehensive, the Institutional Effectiveness Report is not exhaustive and additional information addressing school performance is found in the Academic Assessment Reports, the school's strategic plan, and the Metrics Score Card. The Institutional Effectiveness Report, Academic Assessment 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. For example, the pandemic has hampered the ability to complete educational plans within the designated timeframes (Charts III.1 and III.2).

RESULTS SUMMARY

Key Educational Process I: Preadmissions Process

The majority of preadmission processes remained stable and well within control limits for Summer 2023. For Summer 2023, the total number of applications (including for the online program) decreased ($N = 19$) from Winter 2023, with 58% being admitted to the program. Thirteen new students enrolled in the master's programs during Summer 2023; no students enrolled in the integrated certificate programming and 4 students enrolled in customized programming. New students rated the following as the top three most appealing aspects of the Graduate School: 1) Online format/online program,, 2) Length of program, and 3) Evidence-based practices.

Key Educational Process II: Admissions

When comparing the admission process for Summer 2023 to Winter 2023, ratings were within control limits and were stable or for the majority of measures from Winter 2023. Ratings increased for "Did Financial Aid information you received help you make informed decisions about funding your enrollment" and "How would you rate the quality of service you received from the financial aid award office." Ratings decreased for "Introduction to technologies used in online education," "Online orientation has prepared me to be a successful student in the Master of Arts in addiction Counseling: Integrated Recovery for Co-Occurring Disorders program" and "Tuition payment procedures are clear" for Summer 2023 from Winter 2023.

Key Educational Process III: Assessment and Educational Planning

For Summer 2023, educational plans being completed within two weeks of admission for the on-campus programs remained at 100% from Winter 2023. Also for Summer 2023, educational plans completed within six weeks of admission for the online degree program remained at 100% from Winter 2023. **Prior to W2018, educational plan completion for students enrolled in the online degree was measured by the percent done within five weeks of start date; beginning W2018, they are now being measured by the percent done within six weeks of start date.** The Student Assistance Program continues to be utilized each year, with 9 students using the service in 2023.

Key Educational Process IV: Educational Operations

For Summer 2023, the ratio of full-time students to full-time teaching faculty decreased slightly from Winter 2023. The percent of courses taught by doctoral faculty increased to 93% in Summer 2023 (from 88% in Winter 2023). Satisfaction ratings for student services offered decreased for Winter 2023 from Fall 2022. The total number of graduates increased from 61 in 2021 to 68 in 2022. The majority ($n = 213$) are master's students, while the remaining students are enrolled in customized programming ($n = 18$). Of the 231 students enrolled in 2022, 42.4% were full-time (57.6% were part-time). In Winter 2023, 13.0% of total students took a leave of absence (versus 6.3% in Fall 2022) and 3.0% of total students withdrew (versus 6.3% in Fall 2022).

Key Educational Process I: Preadmissions Process

The educational process begins when a person first makes contact. How quickly and well we respond can make a difference. Preadmission is a collection of services that prepares and selects prospective students for school entry. Measures have been developed to inform faculty and administrators of actual performance to guide process improvement.

Measurement

We use both staff-collected data at the point of initial phone calls, and survey results from students. Results are highlighted in the following charts:

Recruitment and Administrative Effectiveness

- Applications Table

Measures of Recruitment Results

- Percent of Applications Admitted (conversion)
- New Students Enrolled

Student Evaluation of Effectiveness

- Offered information to help make enrollment decision?
- Did staff respond to your inquiries in a timely manner?
- How you first heard about the school?
- Most appealing aspects?
- Overall experience with the pre-admission process.

Important Findings

The majority of preadmission processes remained stable and well within control limits for Summer 2023. For Summer 2023, the total number of applications (including for the online program) decreased (N = 19) from Winter 2023, with 58% being admitted to the program. Thirteen new students enrolled in the master's programs during Summer 2023; no students enrolled in the integrated certificate programming and 4 students enrolled in customized programming. New students rated the following as the top three most appealing aspects of the Graduate School: 1) Online format/online program,, 2) Length of program, and 3) Evidence-based practices.

Recruitment and Administrative Effectiveness

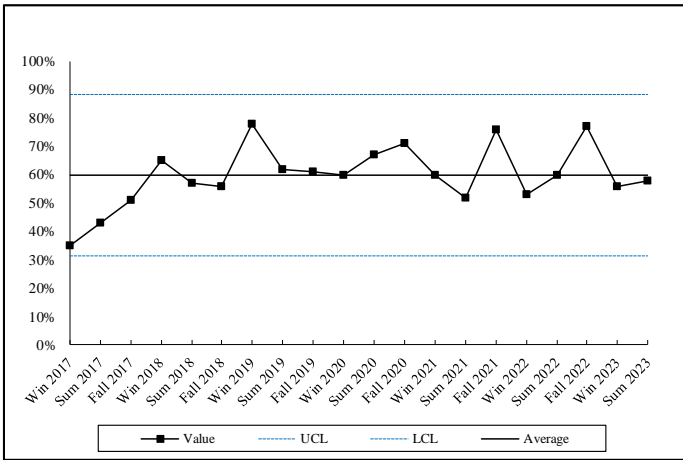
I.1. Applications Table

Results for the semesters of:	Sum Sem 2021	Fall Sem 2021	Win Sem 2022	Sum Sem 2022	Fall Sem 2022	Win Sem 2023	Sum Sem 2023
Num of Inquiries per semester	902	862	663	815	Not Available	Not Available	Not Available
Applications submitted	27	50	32	27	39	45	19
Applicants discontinuing application process before accepted	2	13	9	5	4	14	4
Funding	0	3	0	0	0	0	0
Location	0	0	0	0	0	0	0
Prior debts	0	0	0	0	0	0	0
Immigration issue	0	1	0	0	0	0	0
Time/intensity of program	0	0	0	0	0	0	0
Chose another program	1	5	0	2	1	2	0
Deferred to another semester	0	0	0	0	0	2	0
Missed admission date	0	0	0	0	0	0	0
Inappropriate due to background checks	0	0	0	0	0	0	0
Personal reasons	1	4	9	3	3	10	4
Accepted students electing not to come to HBGASAS	9	6	4	3	8	5	4
Funding	0	0	0	0	0	0	0
Location	0	0	0	0	0	0	0
Prior debts	0	0	0	0	0	0	0
Immigration issue	0	0	0	0	0	0	0
Time/intensity of program	0	0	0	0	0	0	0
Chose another program	1	3	0	1	0	0	0
Deferred to another semester	0	0	1	0	5	4	2
Personal reasons	8	3	3	2	3	1	2
Applicants not appropriate for admissions	2	1	1	1	0	1	0
Academic criteria not met	2	1	1	1	0	1	0
Professionally inappropriate	0	0	0	0	0	0	0
Total # of Non-Admissions	13	20	14	9	12	20	8
Total # of Admissions	14	38	17	16	30	25	11
Percent of Applicants Admitted	52%	76%	53%	60%	77%	56%	58%

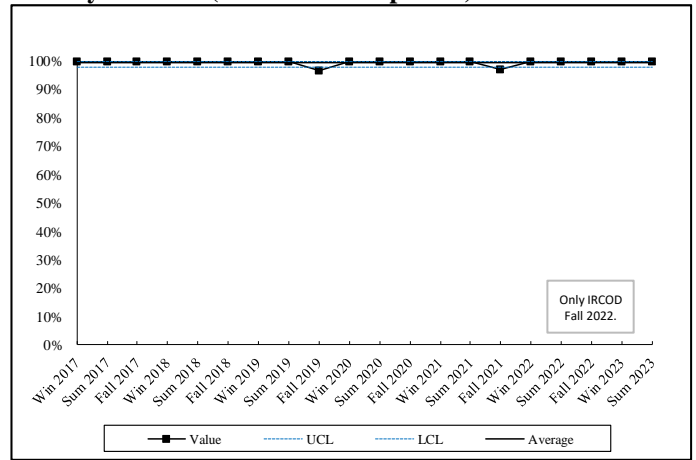
Measures of Recruitment Results

I.2. Conversion rate.

(Percent of Applicants Admitted)

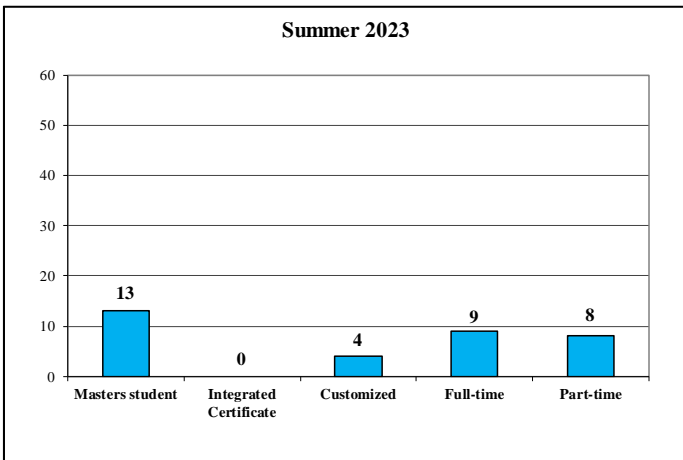


I.5. Did Graduate School staff respond to your inquiries in a timely manner. (% of “Yes” responses)

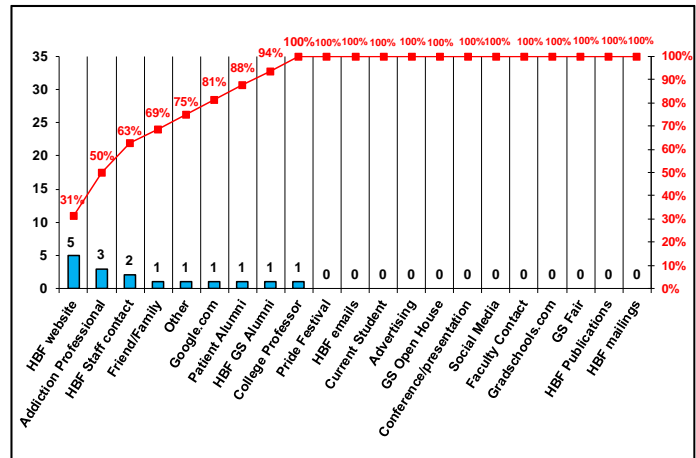


Note: IRCOD data only for Winter and Summer terms beginning Sum 2022.

I.3. New students enrolled.



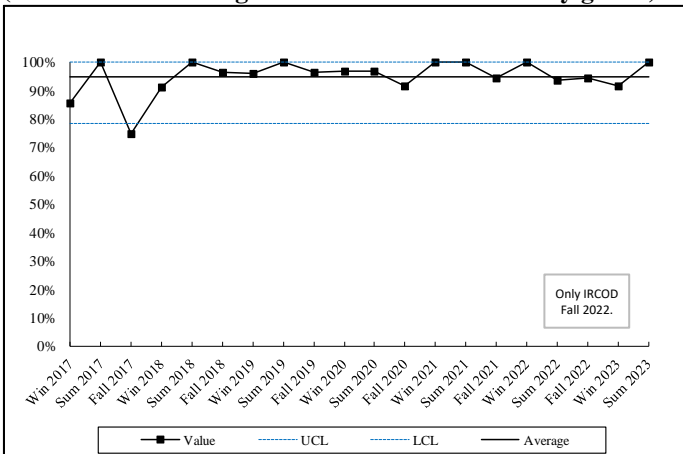
I.6. How did you learn about the Hazelden Betty Ford Graduate School of Addiction Studies. Summer 2023



Note: IRCOD data only for Winter and Summer terms beginning Sum 2022.

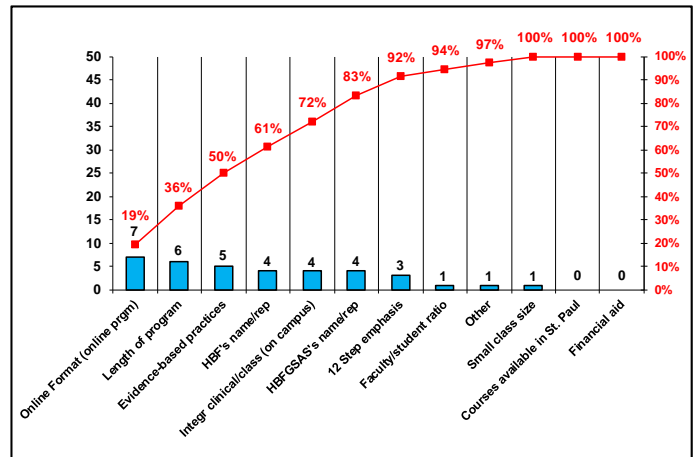
Student Evaluation of Effectiveness

I.4. Graduate School staff offered you information to help you make decisions about your enrollment. (% of Students rating this as “Excellent” or “Very good”)



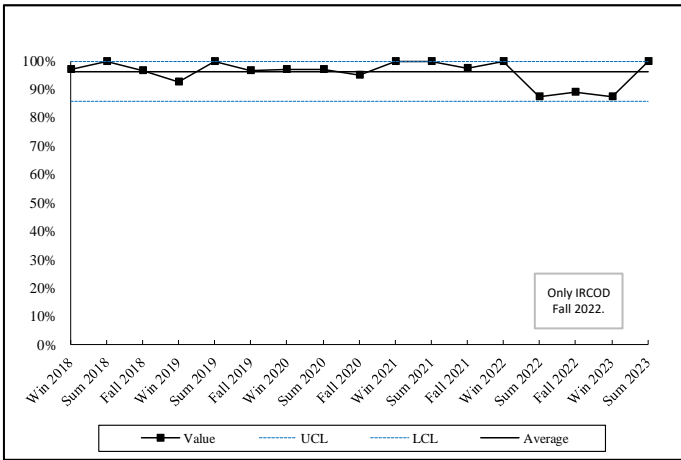
Note: IRCOD data only for Winter and Summer terms beginning Sum 2022.

I.7. What were the top three most appealing aspects of the Hazelden Betty Ford Graduate School of Addiction Studies. Summer 2023



Note: IRCOD data only for Winter and Summer terms beginning Sum 2022.

I.8. How would you rate your overall experience with the pre-admission process. (% of Students rating this as “Excellent” or “Very good”)



Note: IRCOD data only for Winter and Summer terms beginning Sum 2022.

Key Educational Process II: Admissions

When the student arrives, they need to know how the school operates and understand key expectations for both academic and non-academic performance. Admission processes are designed to facilitate student adaptation to a newly acquired learning environment.

Measurement

We use survey results from students during the admission and orientation process for this section.

Student Evaluation of Orientation

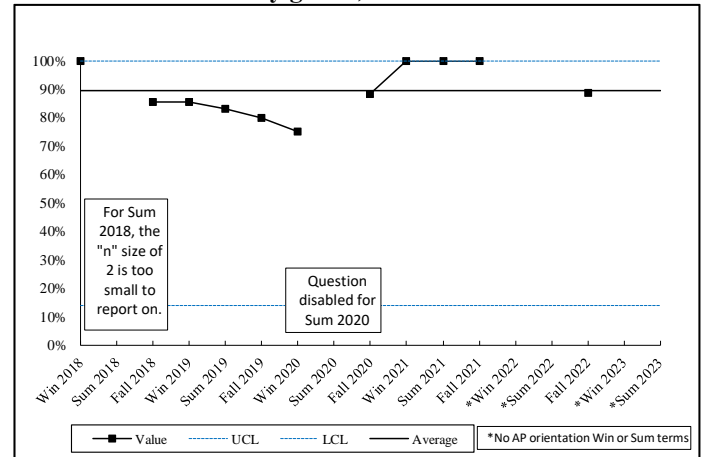
- Student Code of Conduct
- Introduction to Technologies
- Readiness to Begin Studies
- APA Workshop
- Overall Rating of Orientation
- Registration Procedures
- Quality of Services for Registration Process
- Tuition Payment Procedures
- Timeliness of Student Services Staff Response
- Helpfulness of Student Services Staff
- Financial Aid Awards Announced in a Timely Manner
- Did financial aid information help you make an informed enrollment decision?
- Quality of Financial Aid Award Office Services

Important Findings

When comparing the admission process for Summer 2023 to Winter 2023, ratings were within control limits and were stable or for the majority of measures from Winter 2023. Ratings increased for “Did Financial Aid information you received help you make informed decisions about funding your enrollment” and “How would you rate the quality of service you received from the financial aid award office.” Ratings decreased for “Introduction to technologies used in online education,” “Online orientation has prepared me to be a successful student in the Master of Arts in addiction Counseling: Integrated Recovery for Co-Occurring Disorders program” and “Tuition payment procedures are clear” for Summer 2023 from Winter 2023.

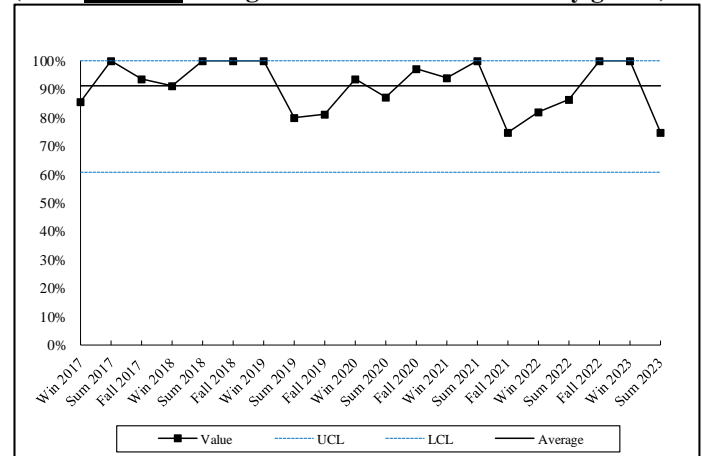
Student Evaluation of Orientation

II.1. Student Code of Conduct. (% of Students rating this as “Excellent” or “Very good”)



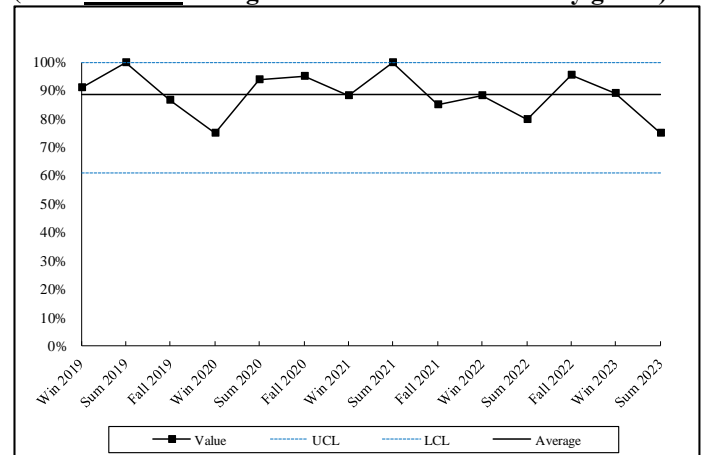
Note: AP data will only be reported for Fall terms beginning with Fall 2022.

II.2. Introduction to technologies used in online education such as video presentation, WebEx, and VoiceThread. (% of Students rating this as “Excellent” or “Very good”)



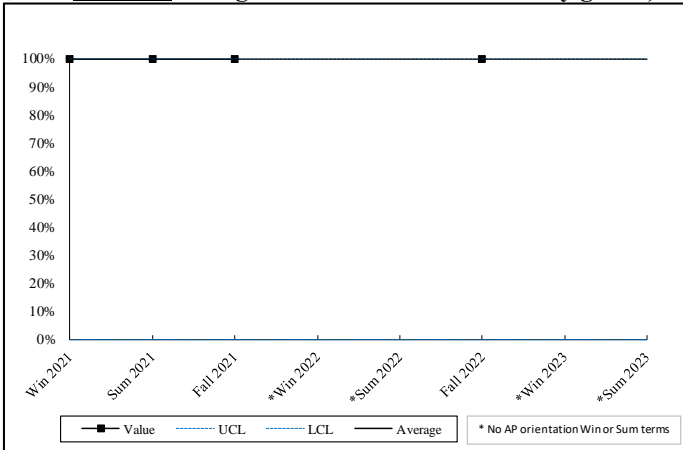
Note: IRCOD data only for Winter and Summer terms beginning Summer 2022.

II.3. Online orientation has prepared me to be a successful student in the Master of Arts in Addiction Counseling: Integrated Recovery for Co-Occurring Disorders program. (% of Students rating this as “Excellent” or “Very good”)



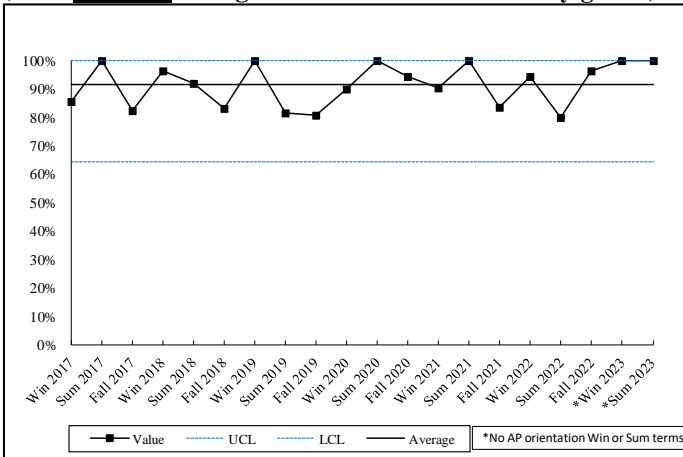
(Please note: New question beginning Winter 2019.)

II.4. On-campus orientation has prepared me to be a successful student in the Master of Arts in Addiction Counseling Program.
 (% of Students rating this as “Excellent” or “Very good”)



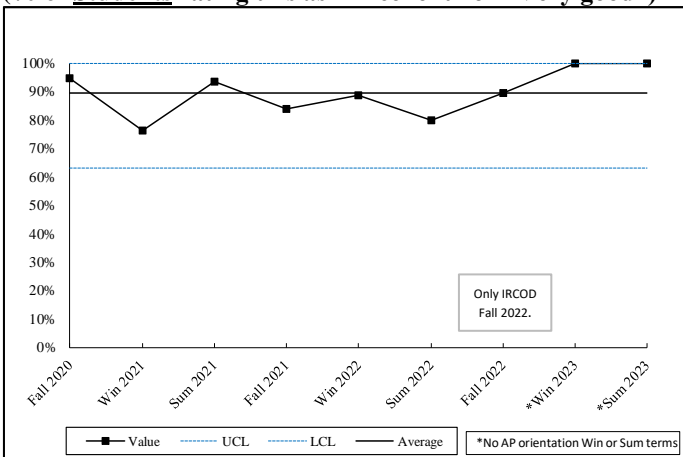
Note: IRCOD data only for Winter and Summer terms beginning Sum 2022.

II.5. Overall, how would you rate orientation.
 (% of Students rating this as “Excellent” or “Very good”)



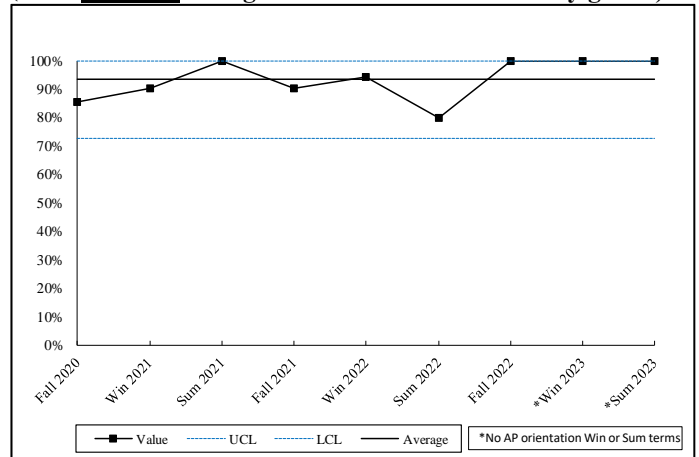
Note: IRCOD data only for Winter and Summer terms beginning Sum 2022.

II.6. Registration procedures are clear.
 (% of Students rating this as “Excellent” or “Very good”)



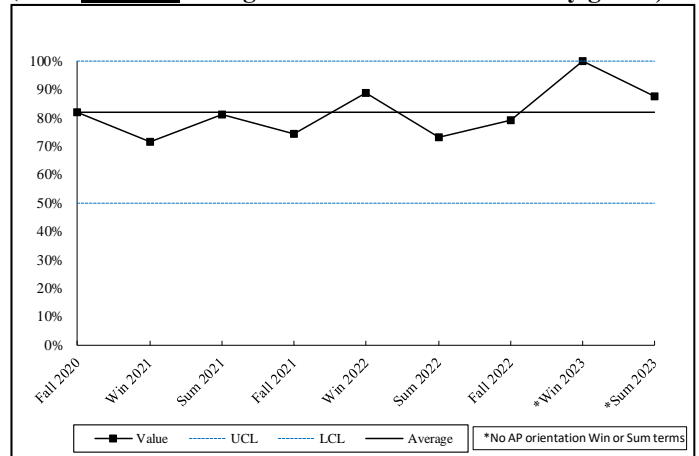
Note: IRCOD data only for Winter and Summer terms beginning Sum 2022.

II.7. How would you rate the quality of services you received during the registration process.
 (% of Students rating this as “Excellent” or “Very good”)



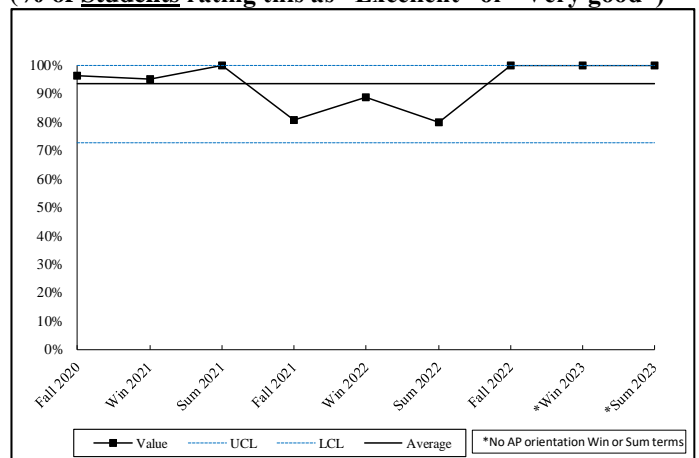
Note: IRCOD data only for Winter and Summer terms beginning Sum 2022.

II.8. Tuition payment procedures are clear.
 (% of Students rating this as “Excellent” or “Very good”)



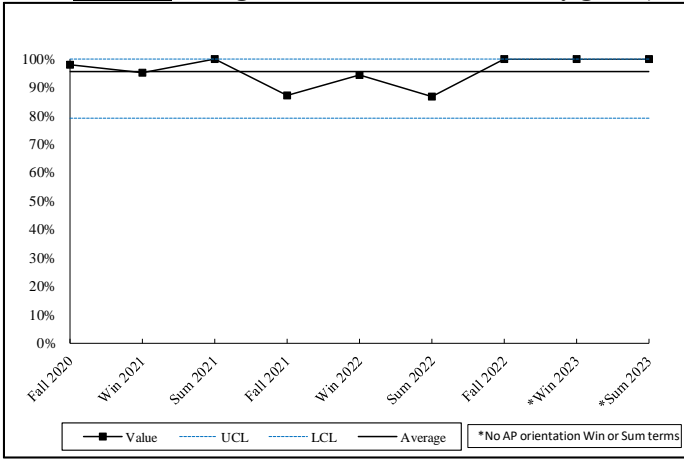
Note: IRCOD data only for Winter and Summer terms beginning Sum 2022.

II.9. Student Services Staff answered my questions in a timely manner.
 (% of Students rating this as “Excellent” or “Very good”)



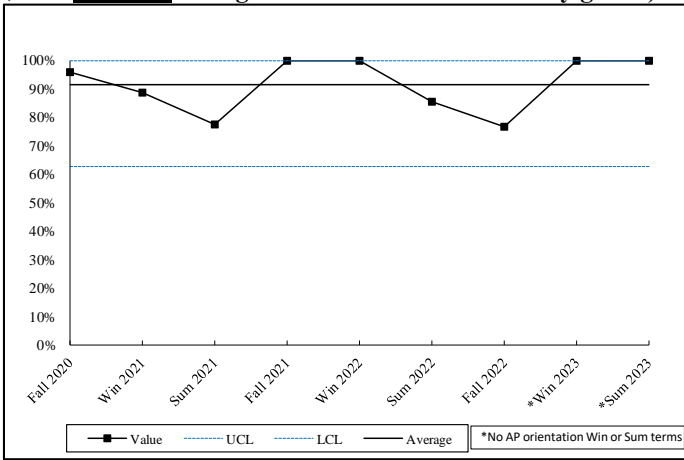
Note: IRCOD data only for Winter and Summer terms beginning Sum 2022.

II.10. Student Services Staff were helpful.
 (% of Students rating this as “Excellent” or “Very good”)



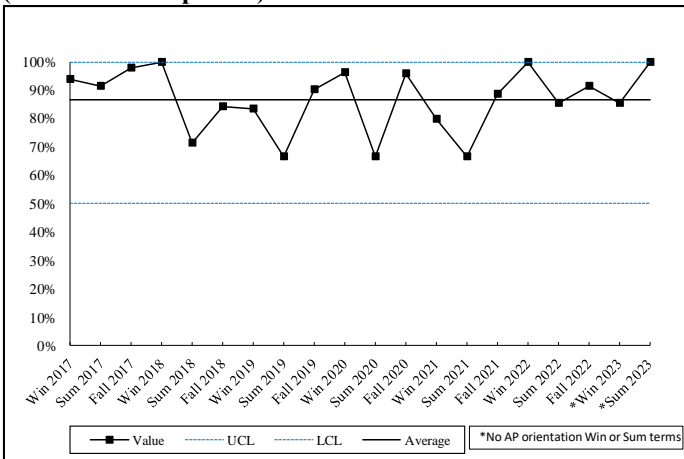
Note: IRCOD data only for Winter and Summer terms beginning Sum 2022.

II.11. Financial Aid awards were announced in a timely manner.
 (% of Students rating this as “Excellent” or “Very good”)



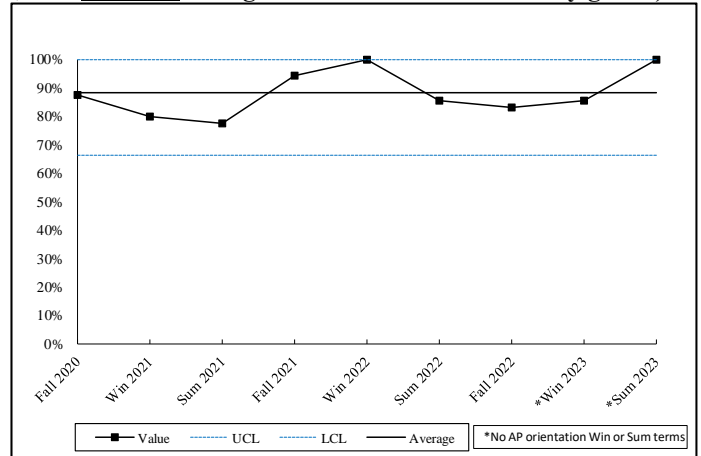
Note: IRCOD data only for Winter and Summer terms beginning Sum 2022.

II.12. Did Financial Aid information you received help you make informed decisions about funding your enrollment.
 (% of “Yes” responses)



Note: IRCOD data only for Winter and Summer terms beginning Sum 2022.

II.13. How would you rate the quality of service you received from the financial aid award office.
 (% of Students rating this as “Excellent” or “Very good”)



Note: IRCOD data only for Winter and Summer terms beginning Sum 2022.

Key Educational Process III: Assessment and Educational Planning

Students need to know program specific requirements and expectations in addition to identification of individual learning needs, academic accommodations, career aspirations and preferences. This process involves a student/faculty partnership to design a blue print for an effective educational experience.

Measurement

We use staff-collected data during the learning assessment process for this section.

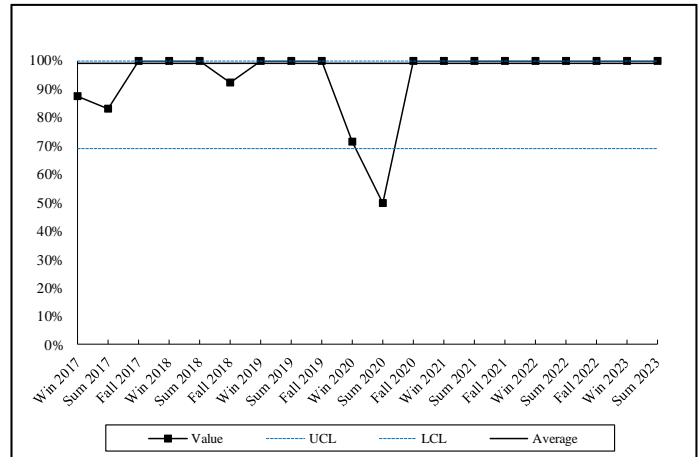
Educational Learning Plan

- Educational Plans Completed
- Reasonable Accommodations Identified Among New Students
- Student Assistance Program
- New Early Alerts

Important Findings

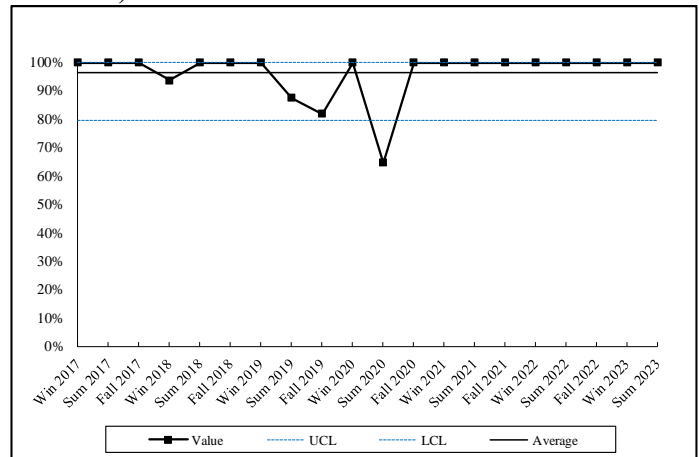
For Summer 2023, educational plans being completed within two weeks of admission for the on-campus programs remained at 100% from Winter 2023. Also for Summer 2023, educational plans completed within six weeks of admission for the online degree program remained at 100% from Winter 2023. **Prior to W2018, educational plan completion for students enrolled in the online degree was measured by the percent done within five weeks of start date; beginning W2018, they are now being measured by the percent done within six weeks of start date.** The Student Assistance Program continues to be utilized each year, with 9 students using the service in 2023.

III.1. Percent of educational plans completed: on-campus programs (within two weeks of start date).



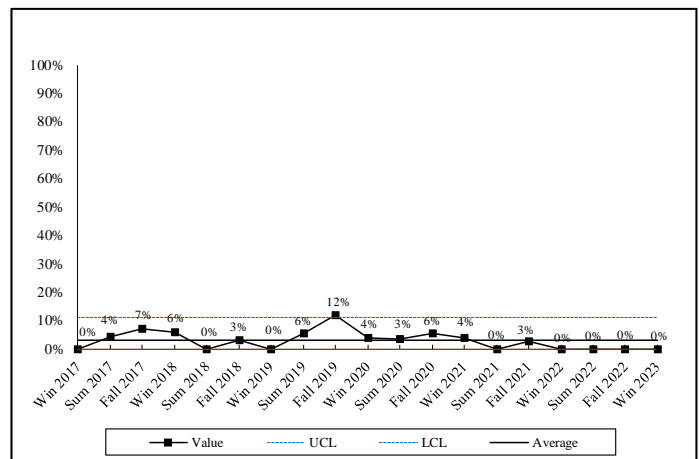
(Please note: Beginning Win 2017, data collection process changed.)

III.2. Percent of educational plans completed: online degree program. (Prior to W2018, done within five weeks of start date; beginning W2018, done within six weeks of start date).

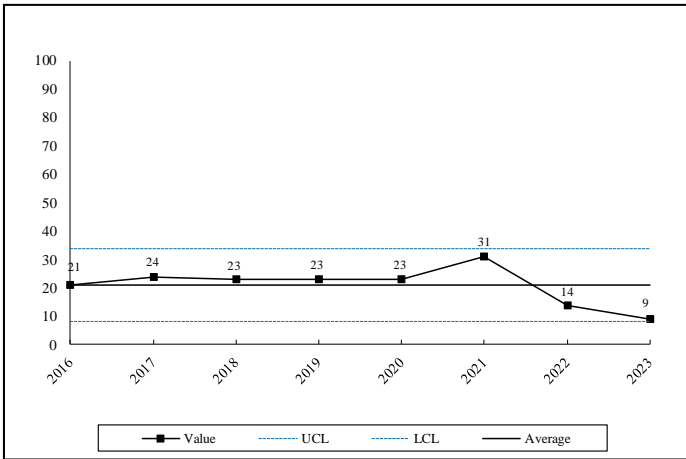


(Please note: Beginning Win 2017, data collection process changed.)

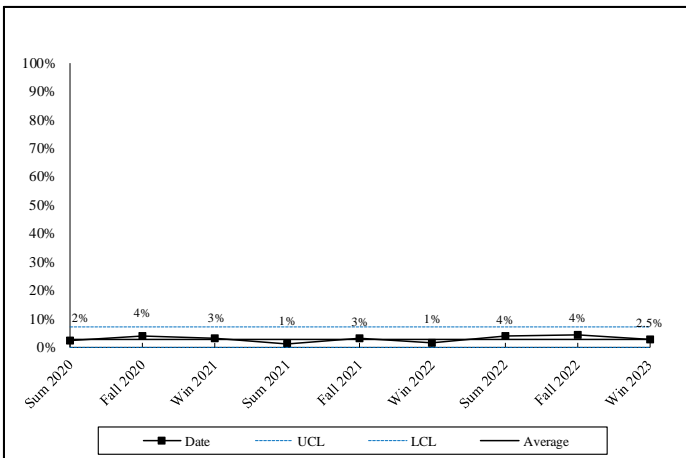
III.3. Percent of reasonable accommodations identified among new students.



**III.4. Student Assistance Program (SAP).
 (# of Students who've used the SAP)**



**III.5. Percent of New Early Alerts.
 (Percent of Students)**



Key Educational Process IV: Educational Operations

Educational Operations is based on 8 clearly defined methods 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. Student assessment data are displayed in the separate Academic Assessment Report. Data related to Methods 4 (Measuring Teaching Effectiveness) and 6 (Measuring Student Services), are provided here. Data related to graduation rates, full and part-time mix, leaves of absence, and withdrawals are also provided in this section.

Student assessment data are displayed in the separate Academic Assessment Report.

Measurement

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

Method 4: Measuring Teaching Effectiveness

- Promoting Teaching Effectiveness
 - Full-time Student to Full-time Teaching Faculty
 - All Teaching Faculty (Adjunct, Core, Research)
 - The Common Data Sets (CDS) Formula

Method 6: Measuring Student Services

- Student services offered were sufficient in supporting the achievement of my academic goals during this semester

Graduation Rates

- Graduation Numbers
- Number of Students by Program
- Number of Full-time/Part-time Students
- Percentage of Students Leaving the Program
- Reasons for Leaving Program

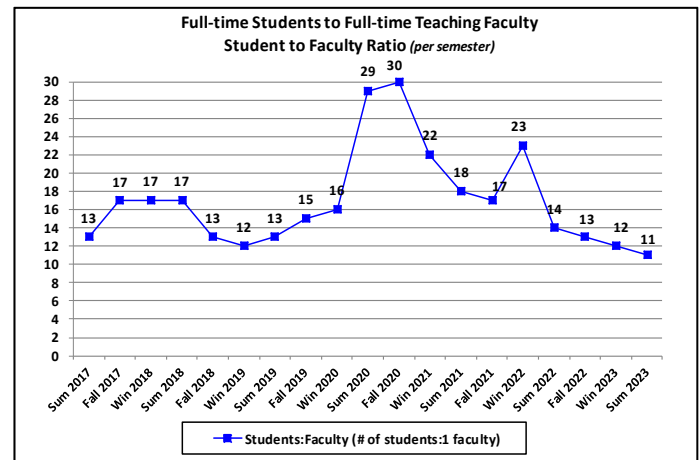
Important Findings

For Summer 2023, the ratio of full-time students to full-time teaching faculty decreased slightly from Winter 2023. The percent of courses taught by doctoral faculty increased to 93% in Summer 2023 (from 88% in Winter 2023). Satisfaction ratings for student services offered decreased for Winter 2023 from Fall 2022. The total number of graduates increased from 61 in 2021 to 68 in 2022. The majority ($n = 213$) are master's students, while the remaining students are enrolled in customized programming ($n = 18$). Of the 231 students enrolled in 2022, 42.4% were full-time (57.6% were part-time). In Winter 2023, 13.0% of total students took a leave of absence (versus 6.3% in Fall 2022) and 3.0% of total students withdrew (versus 6.3% in Fall 2022).

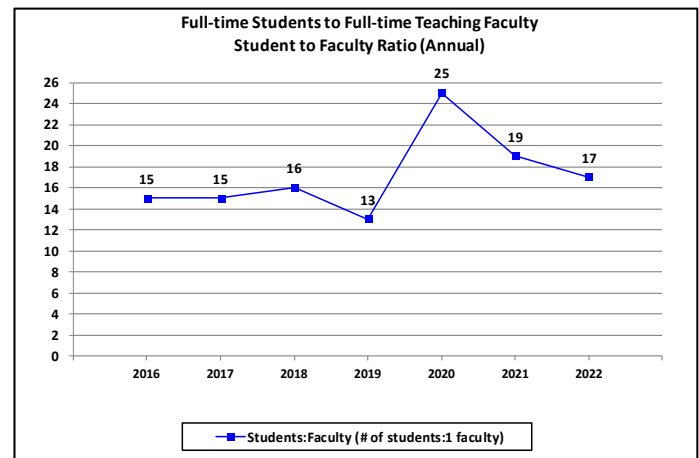
Method 4: Measuring Teaching Effectiveness

Promoting Teaching Effectiveness

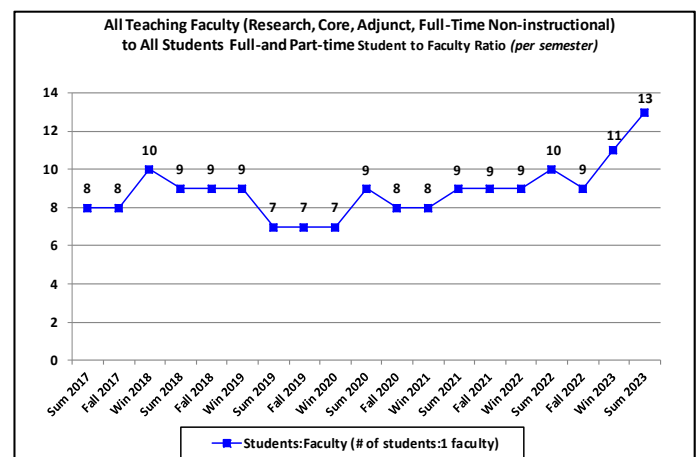
IV.1. Full-time students to full-time teaching faculty. Student to faculty ratio (per semester).



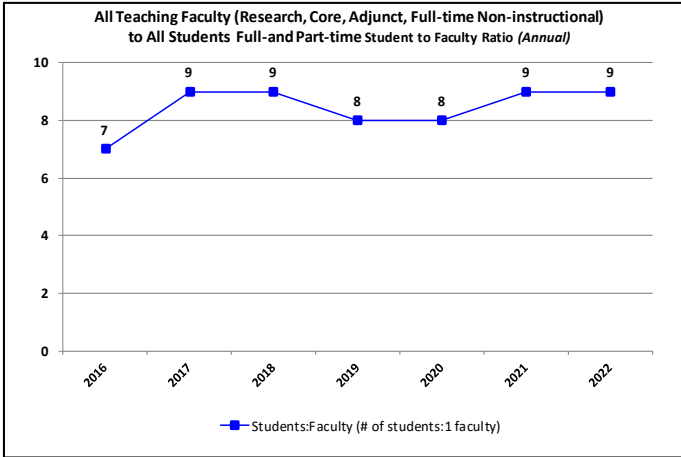
IV.2. Full-time students to full-time teaching faculty. Student to faculty ratio (annual).



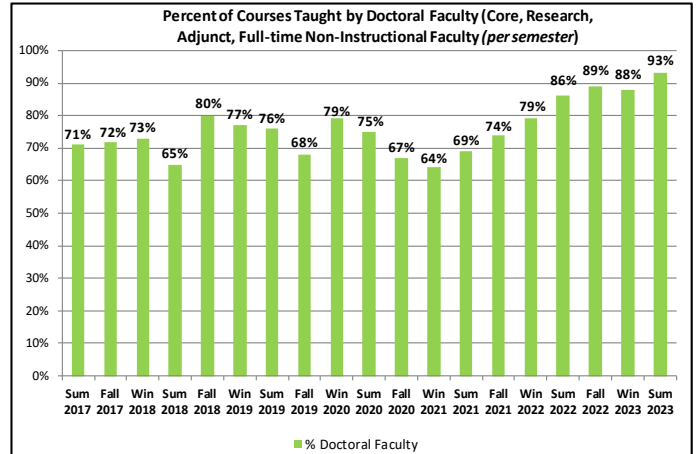
IV.3. All teaching faculty (research, core, adjunct) to all students full- and part-time (per semester).



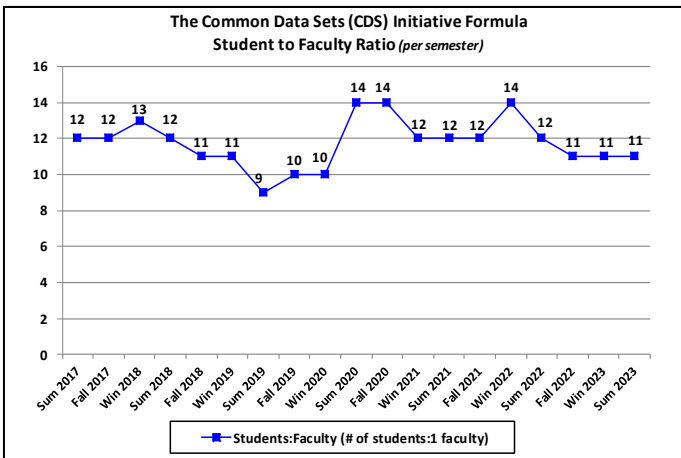
IV.4. All teaching faculty (research, core, adjunct, full-time non-instructional) to all students full- and part-time (annual).



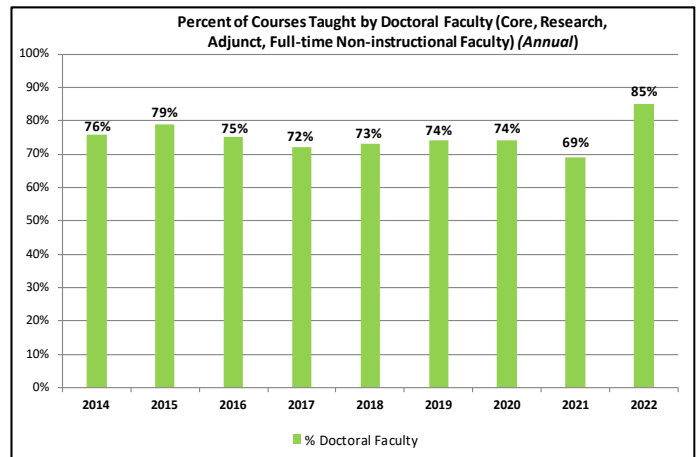
IV.7. Percent of courses taught by doctoral faculty (core, research, adjunct and full-time non-instructional faculty) (per semester).



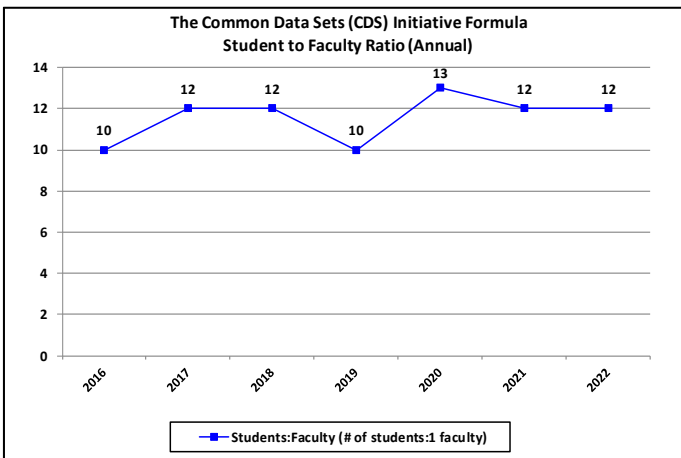
IV.5. The Common Data Sets (CDS) formula. Student to faculty ratio (per semester).



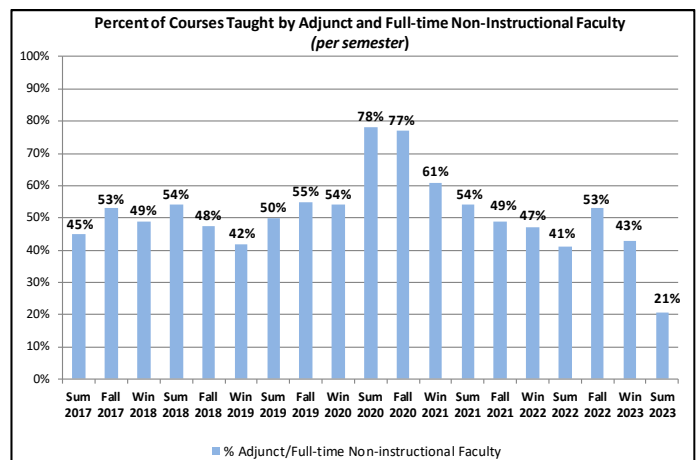
IV.8. Percent of courses taught by doctoral faculty (core, research, adjunct and full-time non-instructional faculty) (annual).



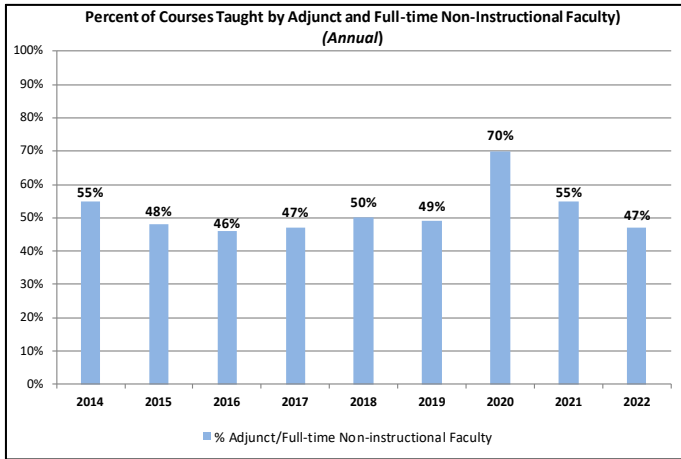
IV.6. The Common Data Sets (CDS) formula. Student to faculty ratio (annual).



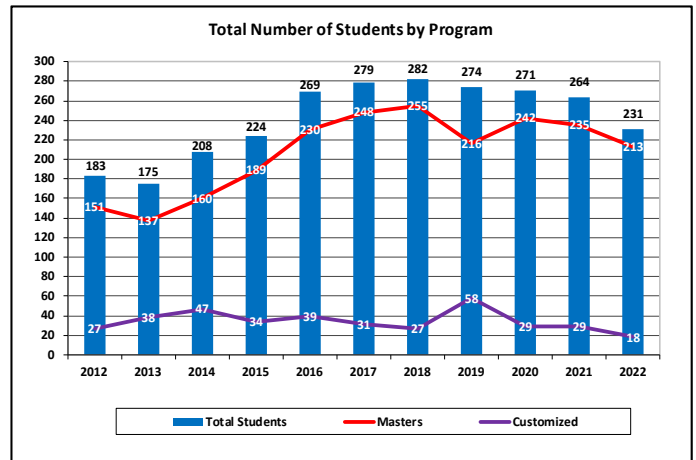
IV.9. Percent of courses taught by adjunct and full-time non-instructional faculty (per semester).



IV.10. Percent of courses taught by adjunct and full-time non-instructional faculty (annual).

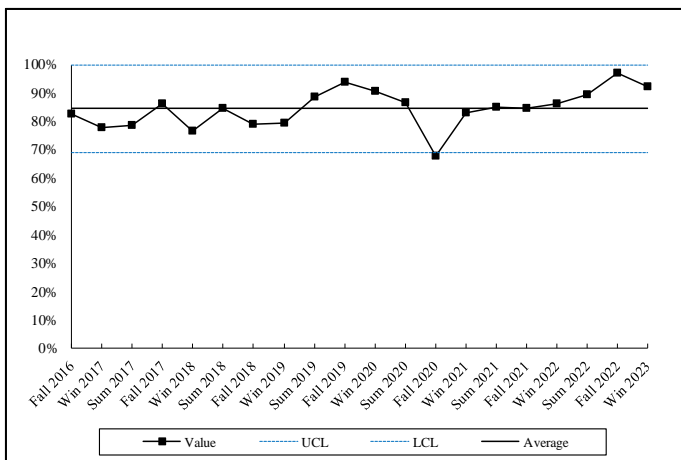


IV.13. Number of students by program.

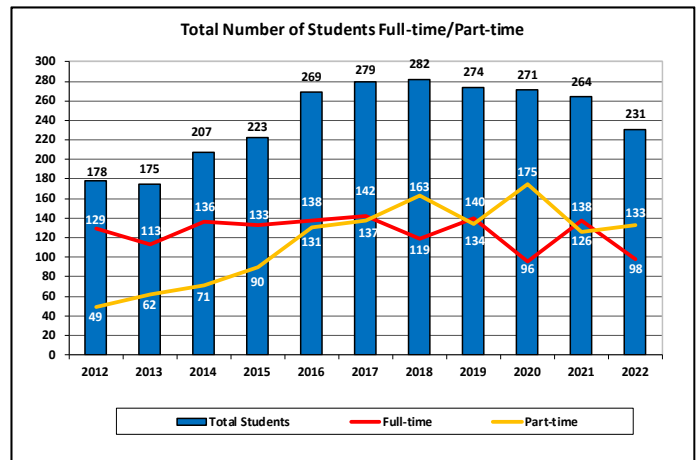


Method 6: Measuring Student Services

IV.11. Student services offered were sufficient in supporting the achievement of my academic goals. (% of students rating "Excellent" or "Very good")

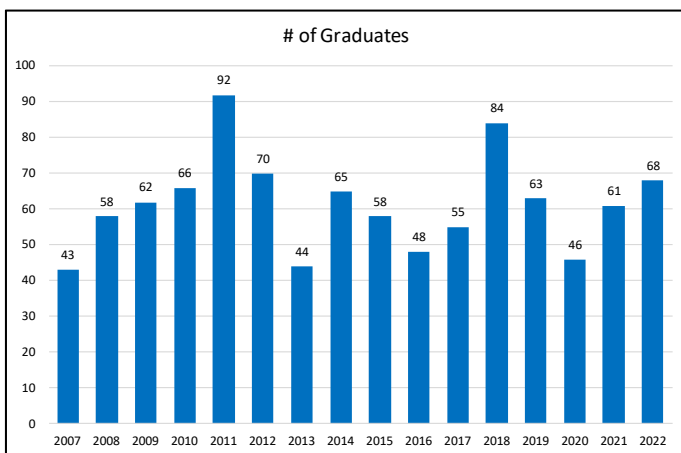


IV.14. Number of students, full-time/part-time.

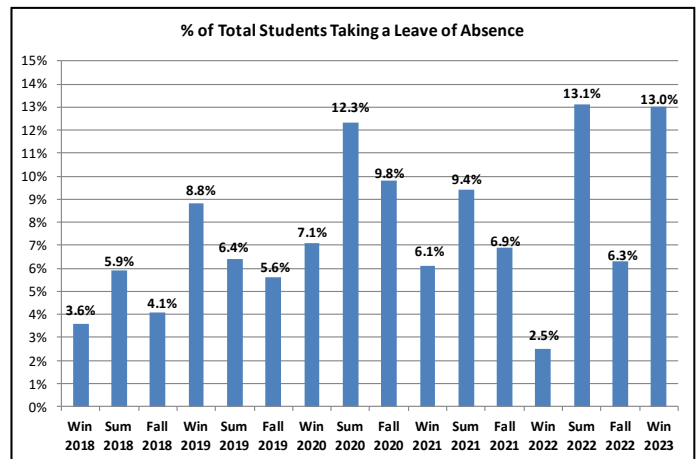


Graduation Rates

IV.12. Graduation numbers.

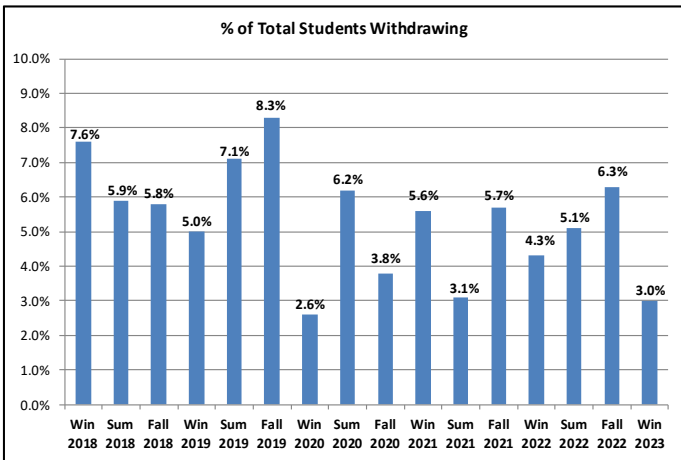


IV.15. Percent of total students taking a leave of absence.



(Please note: Historical data is available. Beginning Fall 2016, LOA and Withdrawal data has been separated out.)

IV.16. Percent of total students withdrawing.



(Please note: Historical data is available. Beginning Fall 2016, LOA and Withdrawal data has been separated out.)

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 provide an opportunity for a self-correcting feedback loop for faculty to continuously improve academic performance and learning outcomes.

Please see the Academic Assessment Report for the following measures of post-graduation performance:

- *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*

- *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?*