**Hazelden Betty Ford Graduate School
Institutional Effectiveness Report**

June 2024

Prepared by: J. Moore
Butler Center for Research

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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 2024. For Summer 2024, the total number of applications (including for the online program) decreased (N = 34) from Winter 2024, with 65% being admitted to the program. Twenty-two new students enrolled in the master's programs during Summer 2024; no students enrolled in the integrated certificate or prevention certificate programming and 7 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) HBF's name/rep, and 3) HBFGS's name/rep.

Key Educational Process II: Admissions
When comparing the admission process for Summer 2024 to Winter 2024, ratings were within control limits for the majority of measures from Winter 2024. Ratings increased for all measures with the greatest rate increases for "Financial Aid awards were announced in a timely manner," "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 office" for Summer 2024 from Winter 2024.

Key Educational Process III: Assessment and Educational Planning
For Summer 2024, educational plans being completed within two weeks of admission for the hybrid program remained at 100% from Winter 2024. Also for Summer 2024, educational plans completed within seven weeks of admission for the online degree program remained at 100% from Winter 2024. The Student Assistance Program continues to be utilized each year, with 10 students using the service for 2024YTD.

Key Educational Process IV: Educational Operations
For Summer 2024, the ratio of full-time students to full-time teaching faculty increased from Winter 2024. The percent of courses taught by doctoral faculty decreased slightly to 81% in Summer 2024 (from 82% in Winter 2024). Satisfaction ratings for student services offered decreased slightly for Winter 2024 from Fall 2023. The total number of graduates decreased from 68 in 2022 to 44 in 2023. The majority (*n* = 204) are master's students, while the remaining students are enrolled in customized programming (*n* = 34). Of the 238 students enrolled in 2023, 42.4% were full-time (57.6% were part-time). In Winter 2024, 7.1% of total students took a leave of absence (versus 8.1% in Fall 2023) and 7.1% of total students withdrew (versus 7.1% in Fall 2023).

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 2024. For Summer 2024, the total number of applications (including for the online program) decreased (N = 34) from Winter 2024, with 65% being admitted to the program. Twenty-two new students enrolled in the master's programs during Summer 2024; no students enrolled in the integrated certificate or prevention certificate programming and 7 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) HBF's name/rep, and 3) HBFGS's name/rep.
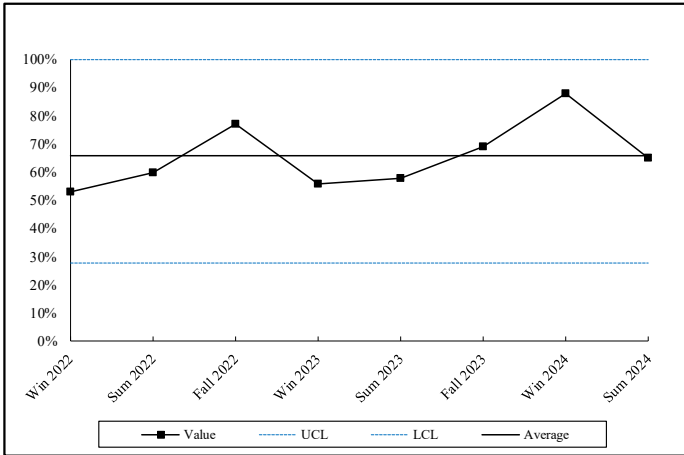
Recruitment and Administrative Effectiveness
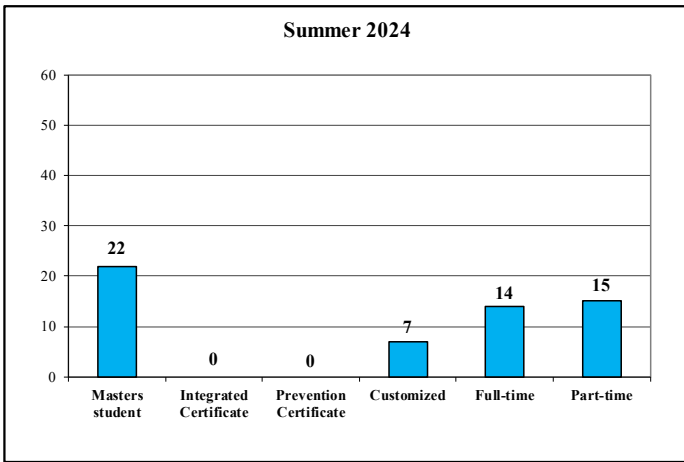
I.1. Applications Table

Results for the semesters of:	Sum Sem 2022	Fall Sem 2022	Win Sem 2023	Sum Sem 2023	Fall Sem 2023	Win Sem 2024	Sum Sem 2024
Num of Inquiries per semester	815	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Applications submitted	27	39	45	19	54	40	34
Applicants discontinuing application process before accepted	5	4	14	4	13	2	7
Funding	0	0	0	0	2	2	0
Location	0	0	0	0	0	0	0
Prior debts	0	0	0	0	0	0	1
Immigration issue	0	0	0	0	0	0	0
Time/intensity of program	0	0	0	0	0	0	0
Chose another program	2	1	2	0	1	0	3
Deferred to another semester	0	0	2	0	2	0	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	3	3	10	4	8	0	3
Accepted students electing not to come to HBFGSAS	3	8	5	4	2	2	5
Funding	0	0	0	0	0	1	0
Location	0	0	0	0	0	0	0
Prior debts	0	0	0	0	0	0	1
Immigration issue	0	0	0	0	0	0	0
Time/intensity of program	0	0	0	0	0	0	0
Chose another program	1	0	0	0	0	0	1
Deferred to another semester	0	5	4	2	2	0	0
Personal reasons	2	3	1	2	0	1	3
Applicants not appropriate for admissions	1	0	1	0	2	1	3
Academic criteria not met	1	0	1	0	2	1	3
Professionally inappropriate	0	0	0	0	0	0	0
Total # of Non-Admissions	9	12	20	8	17	5	15
Total # of Admissions	16	30	25	11	37	35	22
Percent of Applicants Admitted	60%	77%	56%	58%	69%	88%	65%

Measures of Recruitment Results

I.2. Conversion rate.
(Percent of Applicants Admitted)

I.3. New students enrolled.

Summer 2024

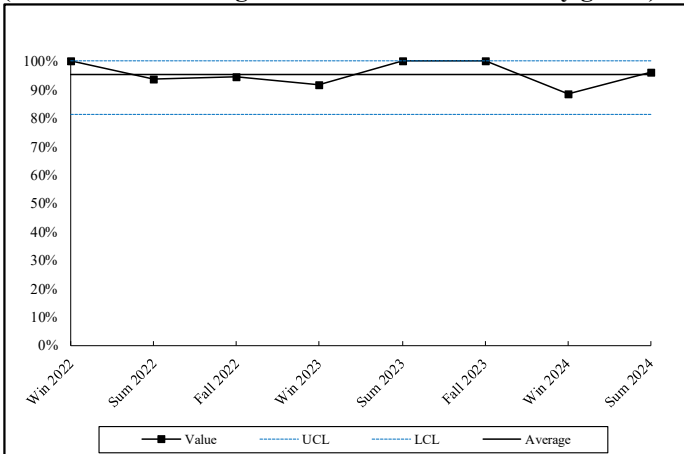| Masters student	Integrated Certificate	Prevention Certificate	Customized	Full-time	Part-time
22	0	0	7	14	15

Student Evaluation of Effectiveness

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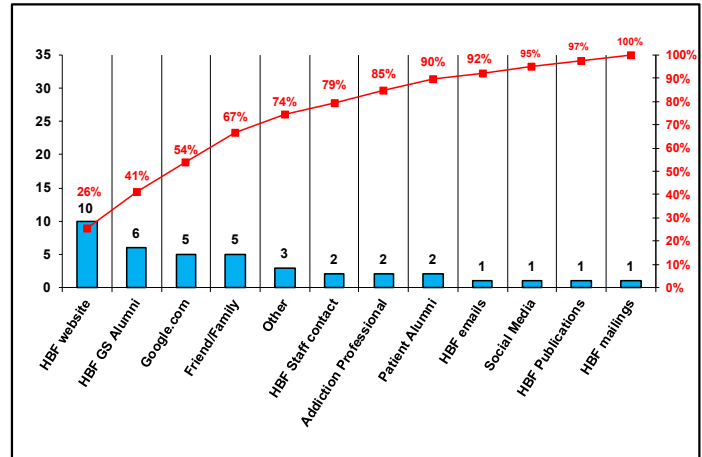**(% of Students rating this as "Excellent" or "Very good")**

Note: Only Online data for Sum and Fall 2022.

## I.5. Did Graduate School staff respond to your inquiries in a timely manner. (% of "Yes" responses)
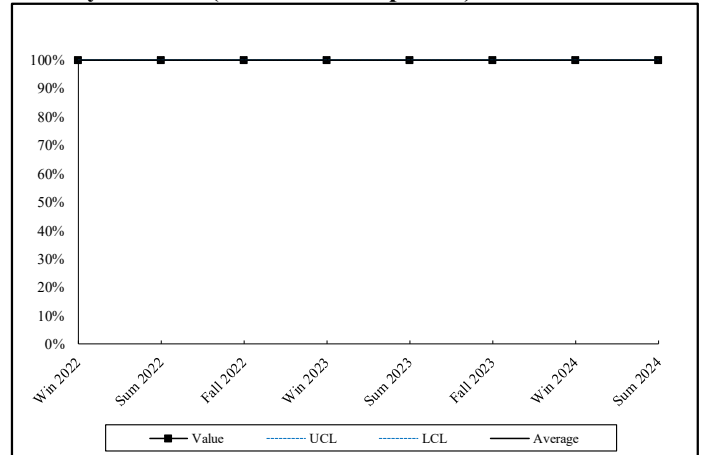
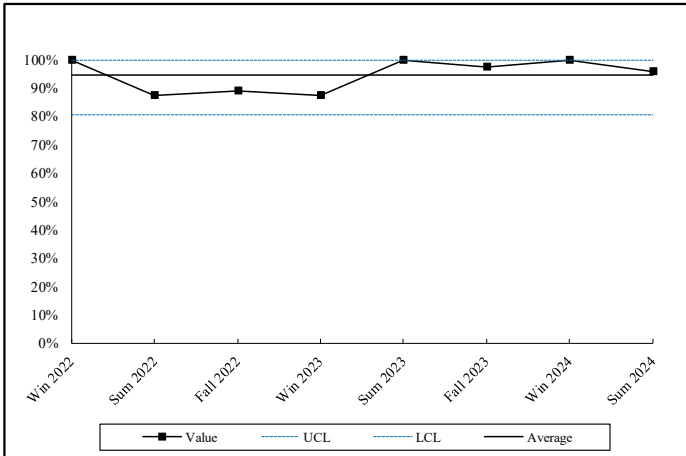*Note: Only Online data for Sum and Fall 2022.*

I.6. How did you learn about the Hazelden Betty Ford Graduate School. Summer 2024

I.7. What were the top three most appealing aspects of the Hazelden Betty Ford Graduate School. Summer 2024

Proprietary & Confidential Hazelden Betty Ford Information
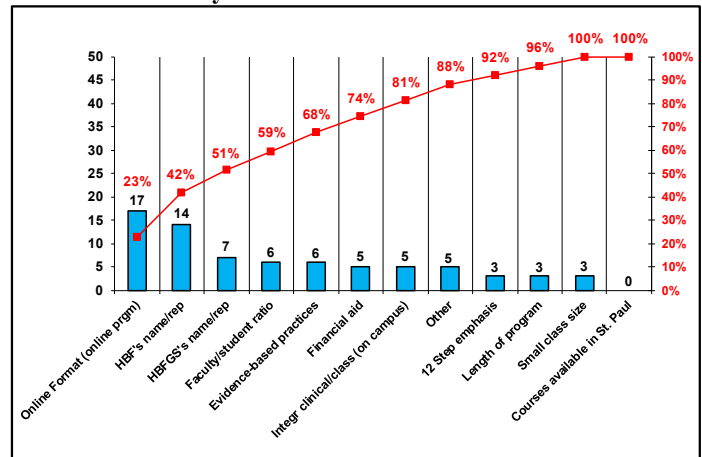
I.8. How would you rate your overall experience with the pre-admission process. (% of Students rating this as "Excellent" or "Very good")

Note: Only Online data for 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
- Introduction to Technologies
- Readiness to Begin Studies
- 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 2024 to Winter 2024, ratings were within control limits for the majority of measures from Winter 2024. Ratings increased for all measures with the greatest rate increases for "Financial Aid awards were announced in a timely manner," "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 office" for Summer 2024 from Winter 2024.

**Student Evaluation of Orientation**

II.1. Introduction to technologies used in online education such as Populi, Office 365 and Zoom. (Online Program) (% of Students rating this as "Excellent" or "Very good")
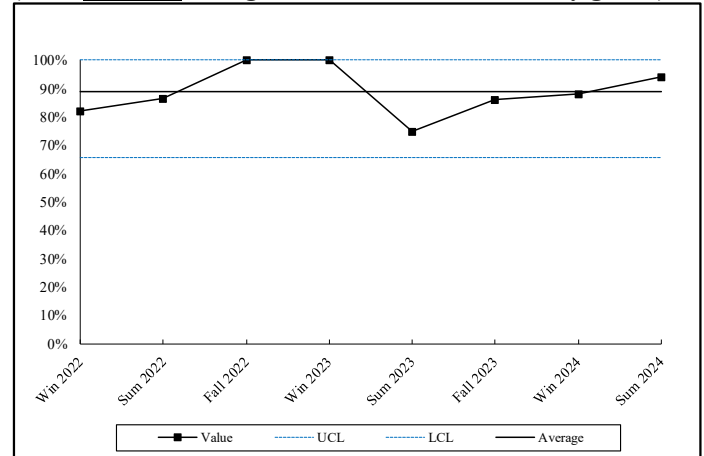
II.2. Online orientation has prepared me to be a successful student in the Master of Arts in Counseling, Specialty: Addiction Counseling Program Online Program. (% of Students rating this as "Excellent" or "Very good")
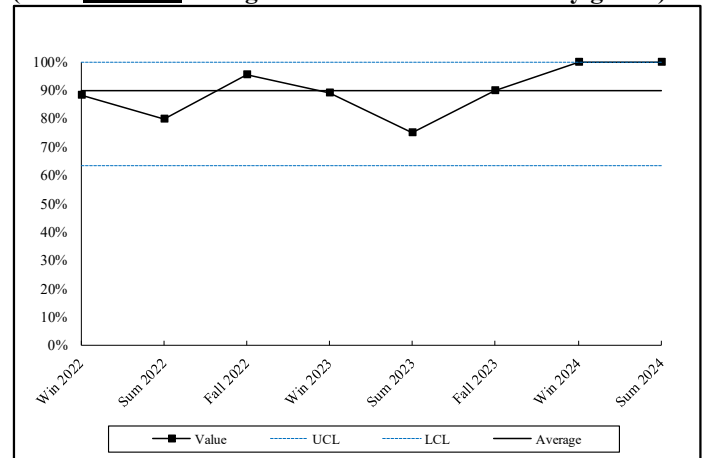

II.3. On-campus orientation has prepared me to be a successful student in the Master of Arts in Counseling, Specialty: Addiction Counseling Program Hybrid Program. (% of Students rating this as "Excellent" or "Very good")
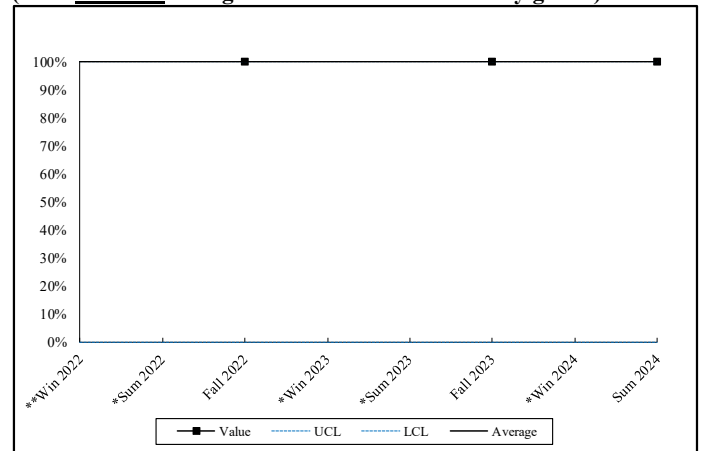

*Participated in the following fall orientation
**"n" too small as there was only one student response

II.4. Overall, how would you rate orientation.
(Online & Hybrid Programs)
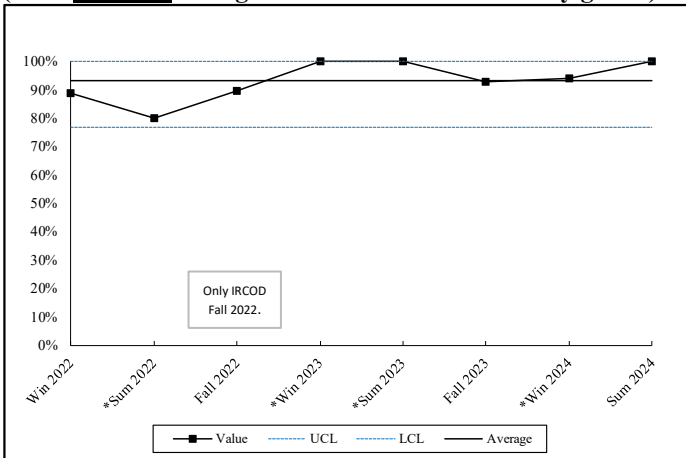**(% of Students rating this as "Excellent" or "Very good")**
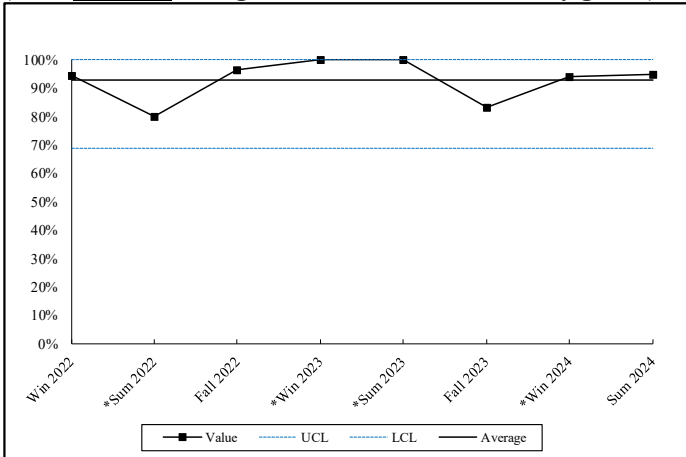
Online program data only for Sum 2022, Win 2023, Sum 2023, and Win 2024

II.7. Tuition payment procedures are clear.
(Online & Hybrid Programs)
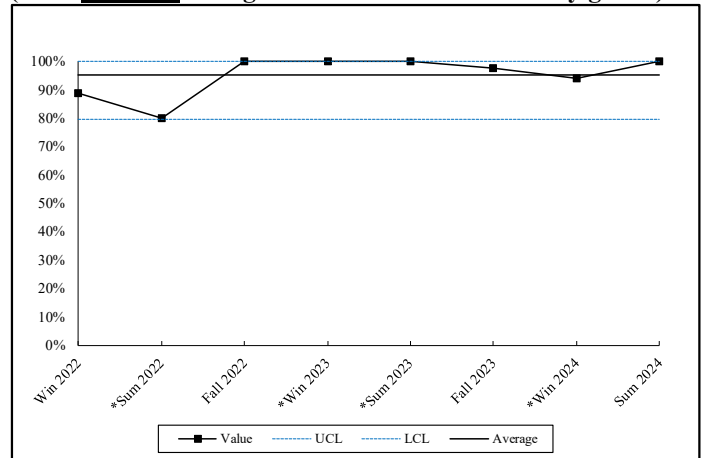**(% of Students rating this as "Excellent" or "Very good")**
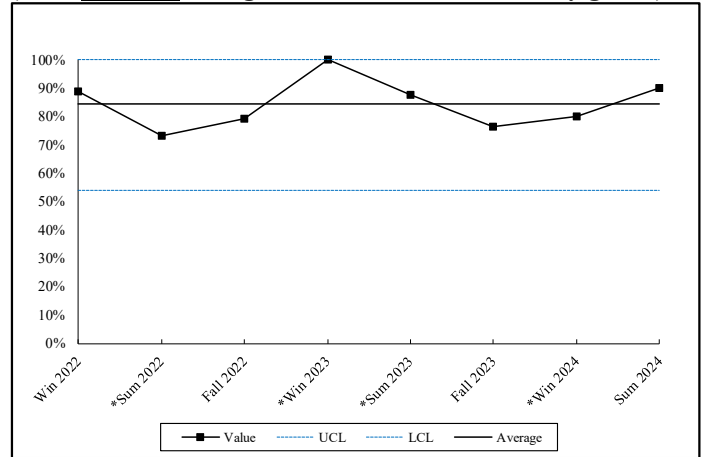
Online program data only for Sum 2022, Win 2023, Sum 2023, and Win 2024

II.5. Registration procedures are clear.
(Online & Hybrid Programs)
(% of Students rating this as "Excellent" or "Very good")
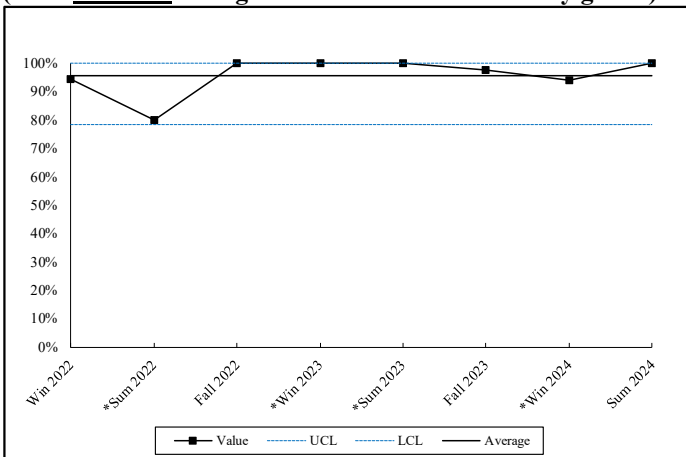

Only IRCOD Fall 2022.

Online program data only for Sum 2022, Win 2023, Sum 2023, and Win 2024

II.8. Student Services Staff answered my questions in a timely manner. (Online & Hybrid Programs)
(% of Students rating this as "Excellent" or "Very good")

Online program data only for Sum 2022, Win 2023, Sum 2023, and Win 2024

II.6. How would you rate the quality of services you received during the registration process.
(Online & Hybrid Programs)
(% of Students rating this as "Excellent" or "Very good")

Online program data only for Sum 2022, Win 2023, Sum 2023, and Win 2024

II.9. Student Services Staff were helpful.
(Online & Hybrid Programs)
(% of Students rating this as "Excellent" or "Very good")

Online program data only for Sum 2022, Win 2023, Sum 2023, and Win 2024

II.10. Financial Aid awards were announced in a timely manner. (Online & Hybrid Programs)
(% of Students rating this as "Excellent" or "Very good")

Online program data only for Sum 2022, Win 2023, Sum 2023, and Win 2024

II.11. Did Financial Aid information you received help you make informed decisions about funding your enrollment. (Online & Hybrid Programs)
(% of "Yes" responses)
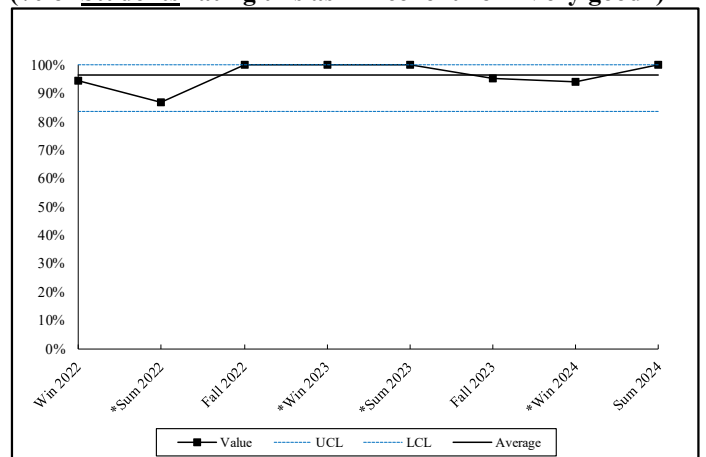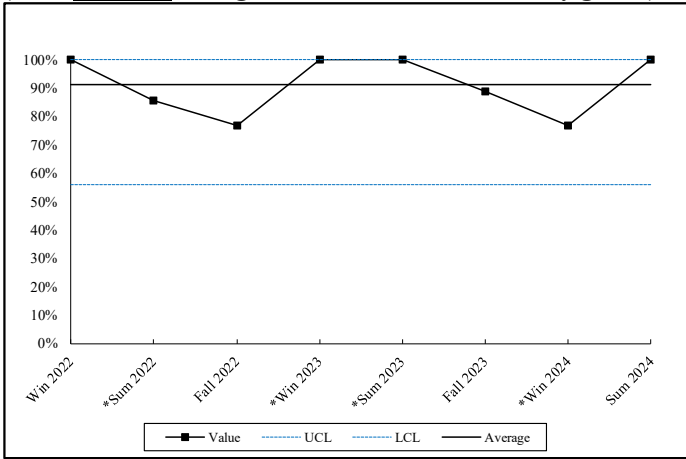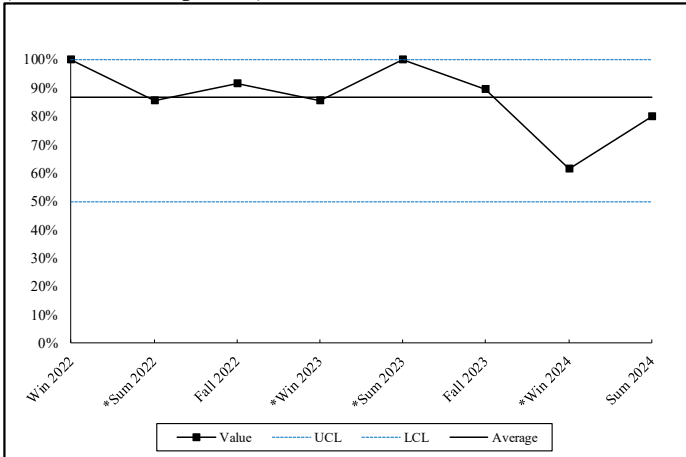

Online program data only for Sum 2022, Win 2023, Sum 2023, and Win 2024

II.12. How would you rate the quality of service you received from the financial aid award office. (Online & Hybrid Programs)
(% of Students rating this as "Excellent" or "Very good")
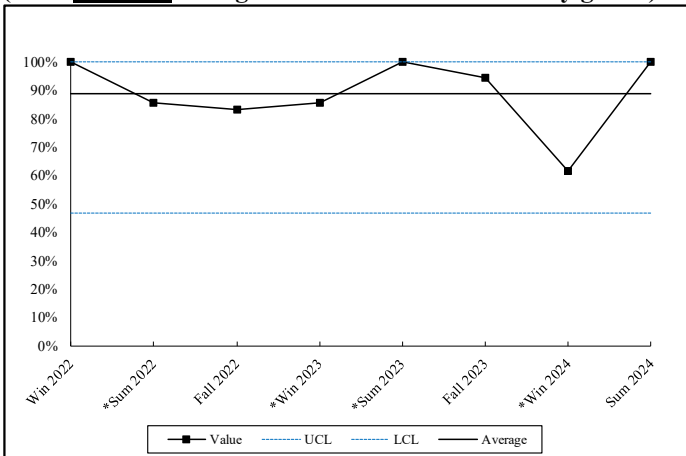
Online program data only for Sum 2022, Win 2023, Sum 2023, and Win 2024

Proprietary & Confidential Hazelden Betty Ford Information

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 2024, educational plans being completed within two weeks of admission for the hybrid program remained at 100% from Winter 2024. Also for Summer 2024, educational plans completed within seven weeks of admission for the online degree program remained at 100% from Winter 2024. The Student Assistance Program continues to be utilized each year, with 10 students using the service for 2024YTD.

III.1. Percent of educational plans completed: Hybrid degree program (within 2 weeks of start date).
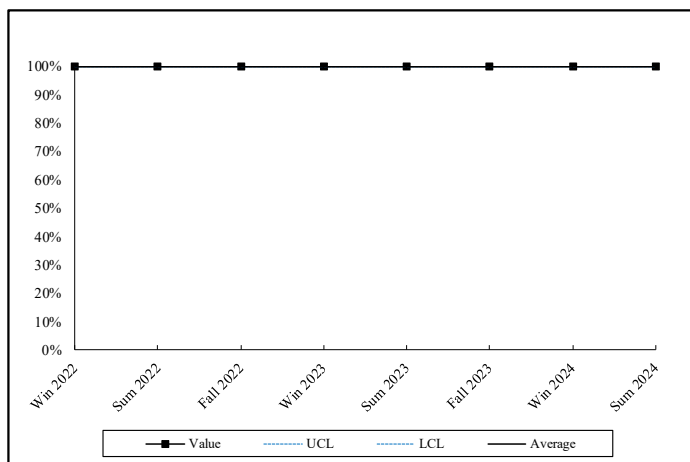
III.2. Percent of educational plans completed: Online degree program (within 7 weeks of start date).
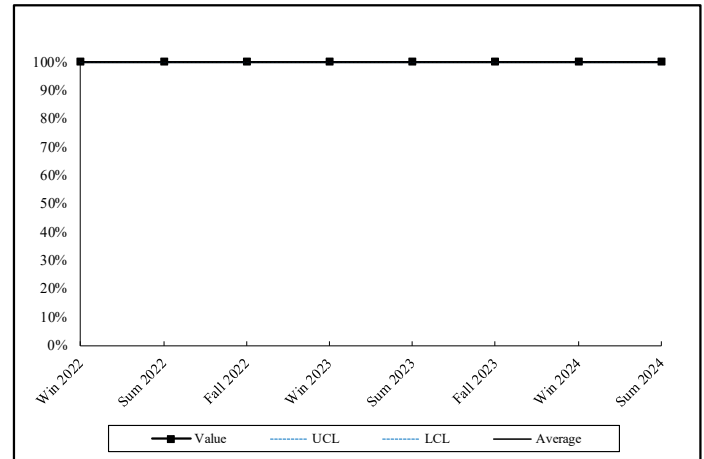
III.3. Percent of reasonable accommodations identified among new students.
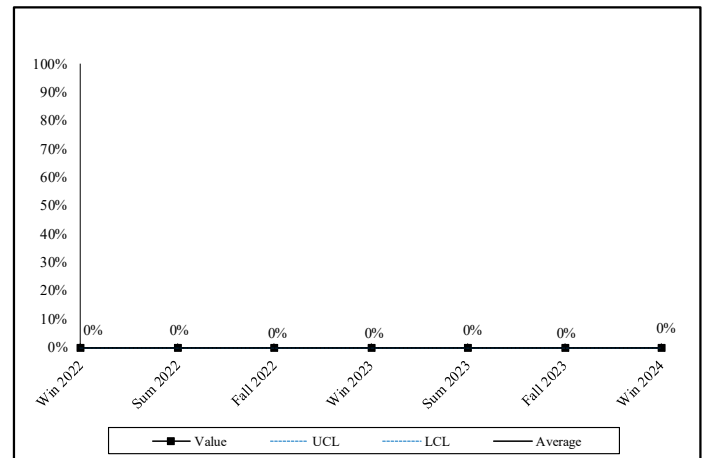
III.4. Student Assistance Program (SAP). (# of Students who've used the SAP)

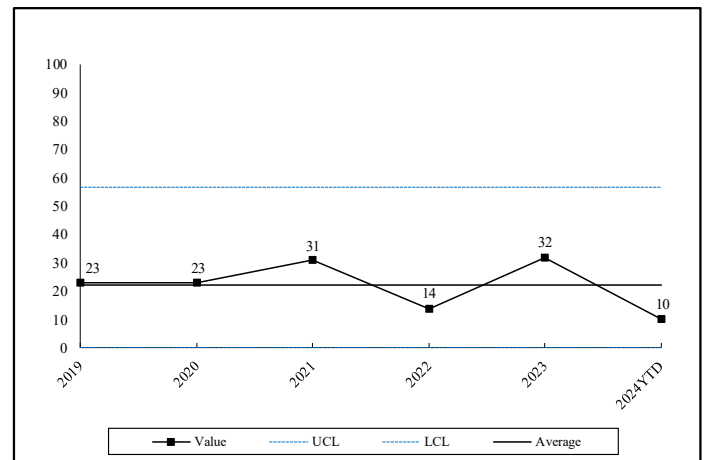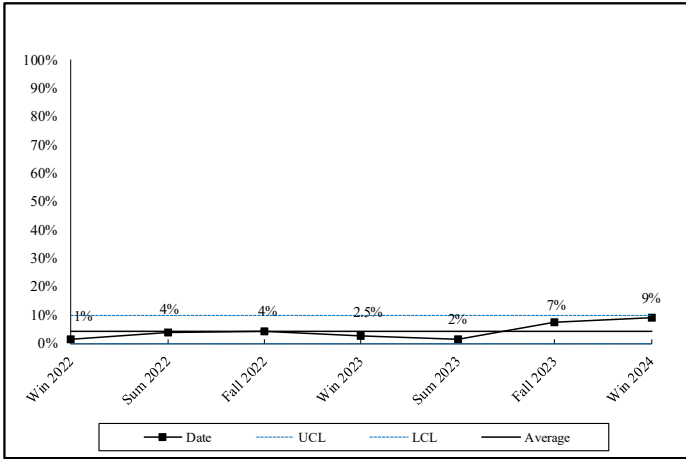## III.5. Percent of New Early Alerts.
(Percent of Students)

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 2024, the ratio of full-time students to full-time teaching faculty increased from Winter 2024. The percent of courses taught by doctoral faculty decreased slightly to 81% in Summer 2024 (from 82% in Winter 2024). Satisfaction ratings for student services offered decreased slightly for Winter 2024 from Fall 2023. The total number of graduates decreased from 68 in 2022 to 44 in 2023. The majority ($n = 204$) are master's students, while the remaining students are enrolled in customized programming ($n = 34$). Of the 238 students enrolled in 2023, 42.4% were full-time (57.6% were part-time). In Winter 2024, 7.1% of total students took a leave of absence (versus 8.1% in Fall 2023) and 7.1% of total students withdrew (versus 7.1% in Fall 2023).

Method 4: Measuring Teaching Effectiveness

Promoting Teaching Effectiveness

IV.1. Full-time students to full-time teaching faculty. Student to faculty ratio (per semester).
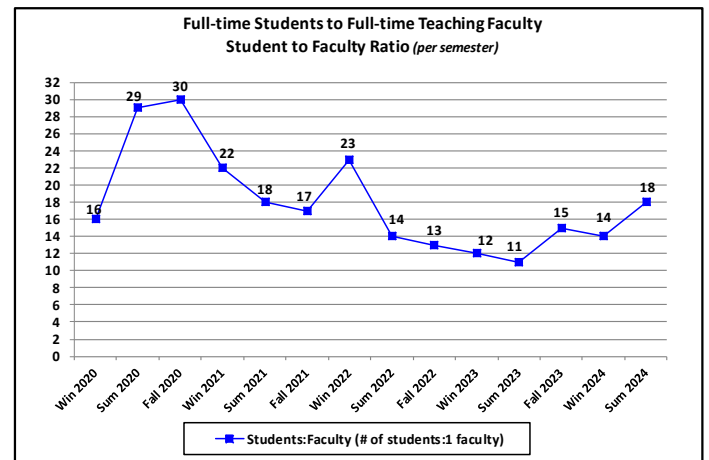
IV.2. Full-time students to full-time teaching faculty. Student to faculty ratio (annual).
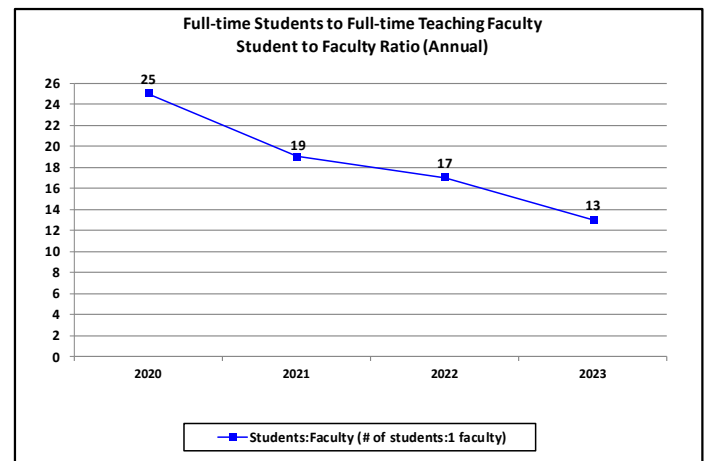
IV.3. All teaching faculty (research, core, adjunct) to all students full- and part-time (per semester).
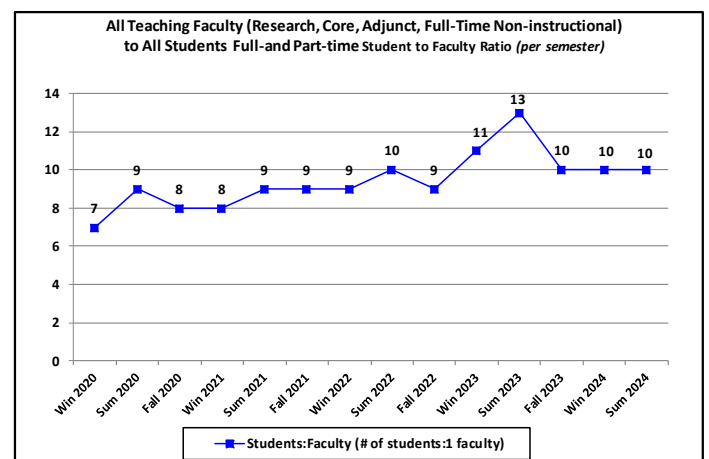
IV.4. All teaching faculty (research, core, adjunct, full-time non-instructional) to all students full- and part-time (annual).

All Teaching Faculty (Research, Core, Adjunct, Full-time Non-instructional) to All Students Full-and Part-time Student to Faculty Ratio *(Annual)*

Year	Students:Faculty
2020	8
2021	9
2022	9
2023	11

Students:Faculty (# of students:1 faculty)

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

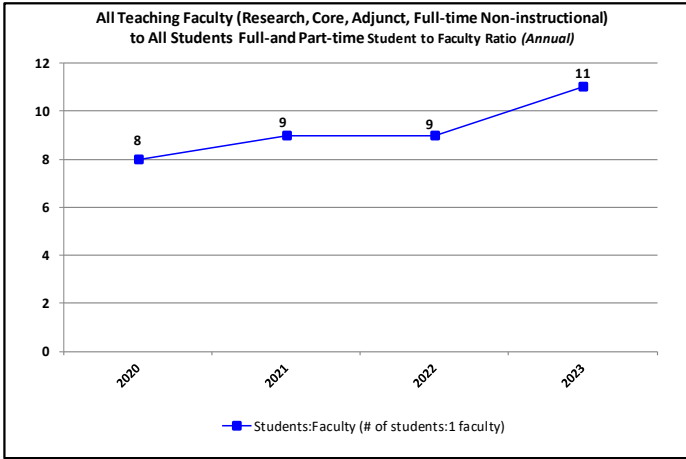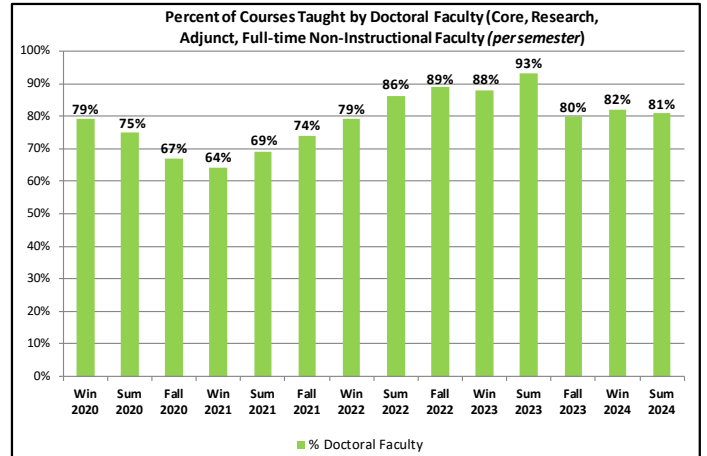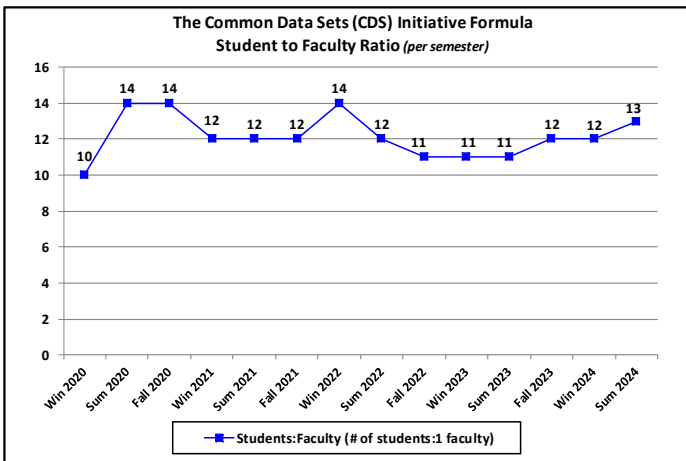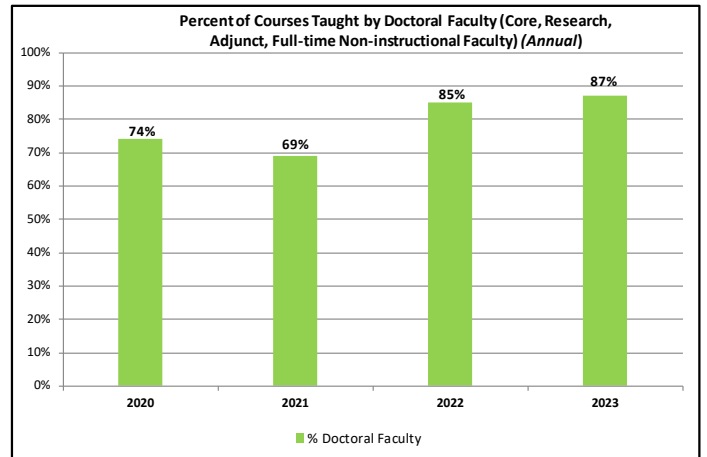**The Common Data Sets (CDS) Initiative Formula** Student to Faculty Ratio *(per semester)*

Semester	Students:Faculty
Win 2020	10
Sum 2020	14
Fall 2020	14
Win 2021	12
Sum 2021	12
Fall 2021	12
Win 2022	14
Sum 2022	12
Fall 2022	11
Win 2023	11
Sum 2023	11
Fall 2023	12
Win 2024	12
Sum 2024	13

Students:Faculty (# of students:1 faculty)

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

The Common Data Sets (CDS) Initiative Formula Student to Faculty Ratio (Annual)

Year	Students:Faculty
2020	13
2021	12
2022	12
2023	11

Students:Faculty (# of students:1 faculty)

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

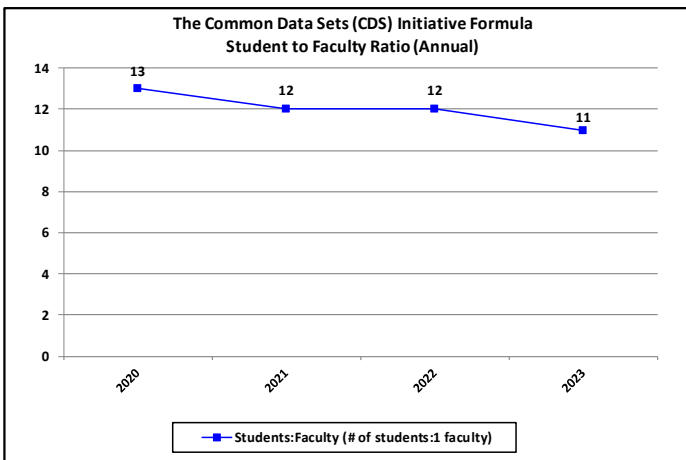**Percent of Courses Taught by Doctoral Faculty (Core, Research, Adjunct, Full-time Non-Instructional Faculty** *(per semester)*

Semester	% Doctoral Faculty
Win 2020	79%
Sum 2020	75%
Fall 2020	67%
Win 2021	64%
Sum 2021	69%
Fall 2021	74%
Win 2022	79%
Sum 2022	86%
Fall 2022	89%
Win 2023	88%
Sum 2023	93%
Fall 2023	80%
Win 2024	82%
Sum 2024	81%

% Doctoral Faculty

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

Percent of Courses Taught by Doctoral Faculty (Core, Research, Adjunct, Full-time Non-instructional Faculty) *(Annual)*

Year	% Doctoral Faculty
2020	74%
2021	69%
2022	85%
2023	87%

% Doctoral Faculty

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

Percent of Courses Taught by Adjunct and Full-time Non-Instructional Faculty *(per semester)*

Semester	% Adjunct/Full-time Non-instructional Faculty
Win 2020	54%
Sum 2020	78%
Fall 2020	77%
Win 2021	61%
Sum 2021	54%
Fall 2021	49%
Win 2022	47%
Sum 2022	41%
Fall 2022	53%
Win 2023	43%
Sum 2023	21%
Fall 2023	51%
Win 2024	39%
Sum 2024	47%

% Adjunct/Full-time Non-instructional Faculty

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

Percent of Courses Taught by Adjunct and Full-time Non-Instructional Faculty)
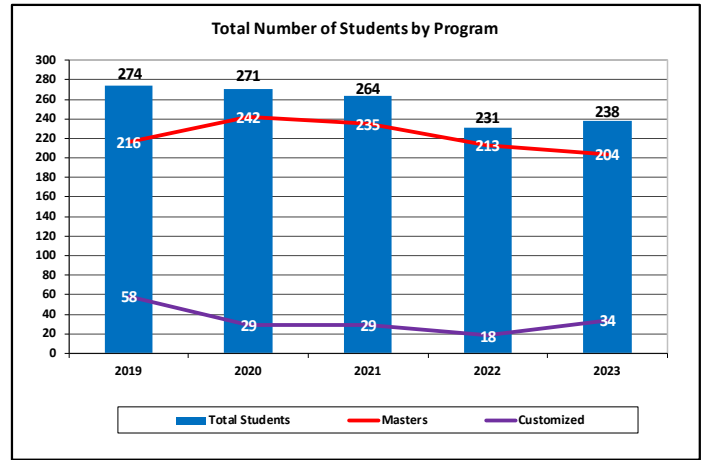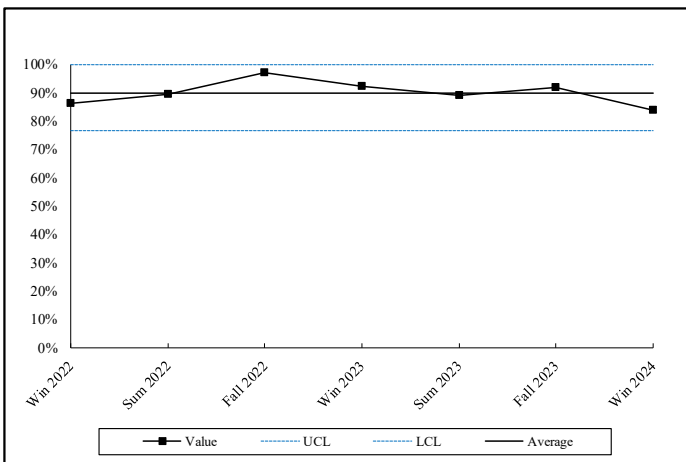*(Annual)*

Year	%
2020	70%
2021	55%
2022	47%
2023	38%

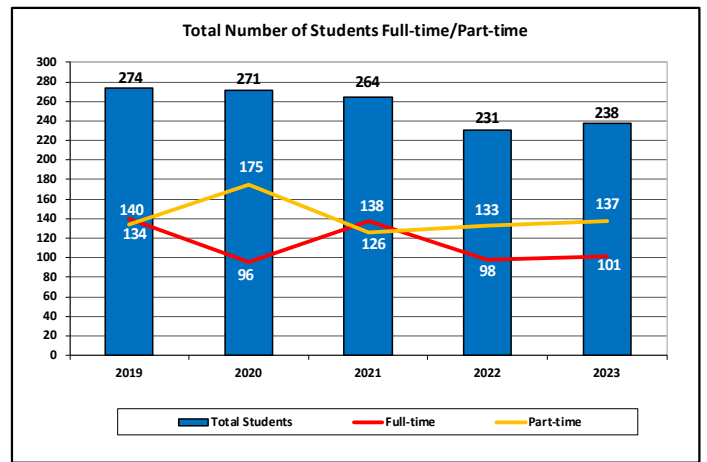■ % Adjunct/Full-time Non-instructional Faculty

Method 6: Measuring Student Services

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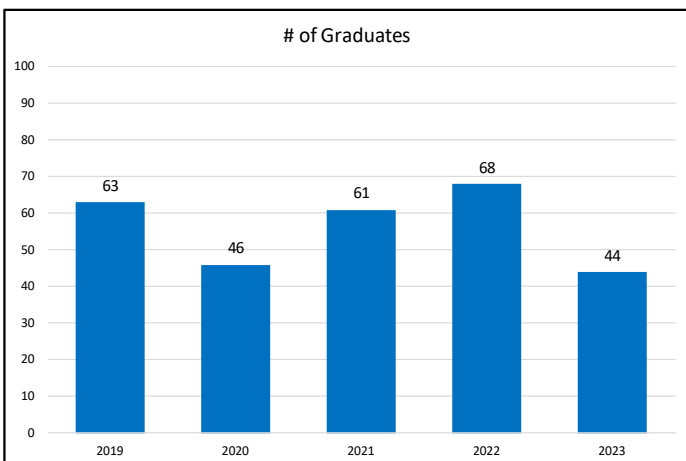**(% of students rating "Excellent" or "Very good")**

(Chart with values across Win 2022, Sum 2022, Fall 2022, Win 2023, Sum 2023, Fall 2023, Win 2024)

Legend: ■ Value ---- UCL ---- LCL —— Average

Graduation Rates

IV.12. Graduation numbers.

# of Graduates

Year	#
2019	63
2020	46
2021	61
2022	68
2023	44

IV.13. Number of students by program.

Total Number of Students by Program

Year	Total Students	Masters	Customized
2019	274	216	58
2020	271	242	29
2021	264	235	29
2022	231	213	18
2023	238	204	34

Legend: ■ Total Students —— Masters —— Customized

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

Total Number of Students Full-time/Part-time

Year	Total Students	Full-time	Part-time
2019	274	134	140
2020	271	96	175
2021	264	138	126
2022	231	98	133
2023	238	101	137

Legend: ■ Total Students —— Full-time —— Part-time

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

% of Total Degree Students Taking a Leave of Absence

Period	%
Win 2022	2.5%
Sum 2022	13.1%
Fall 2022	6.3%
Win 2023	13.0%
Sum 2023	14.5%
Fall 2023	8.1%
Win 2024	7.1%

(Please note: Historical data is available.)

IV.16. Percent of total degree students withdrawing.

% of Total Degree Students Withdrawing

Term	%
Win 2022	4.3%
Sum 2022	5.1%
Fall 2022	6.3%
Win 2023	3.0%
Sum 2023	3.2%
Fall 2023	2.0%
Win 2024	7.1%
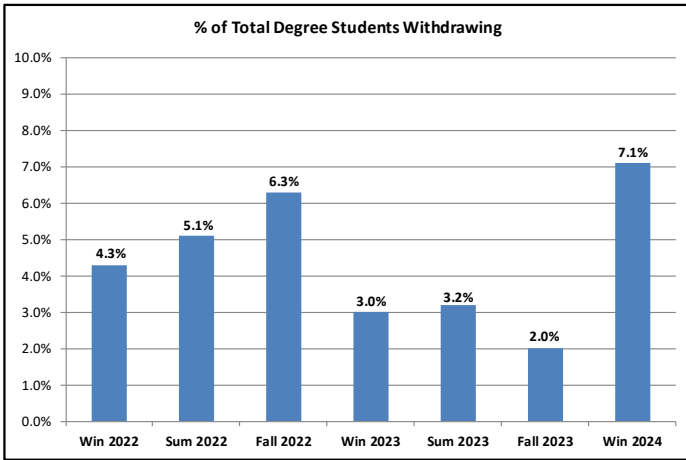
(Please note: Historical data is available.)

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?*