



Planning and Evaluation Tracking

College Year: Results for 2009-2010 Action Plan for 2010-2011

Division of: Behavioral Studies

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Purpose Statement: To increase each student's potential to contribute to a complex global environment.

Goal Statements	Objectives/Outcomes (including assessment tools and standards)	Results	Use of Results (including improvements and revisions)
<p>1. Assure that students complete the program requirements for Substance Abuse Counseling.</p>	<p>1a. After communicating with DAAC students, 100% of students who qualify for a certificate of completion will apply for graduation as measured by graduation reporting data for year 2008-2009. (5/07/08)</p> <p>1b. After communicating with DAAC students, 100% of students who qualify for a AAS degree will apply for graduation as measured by graduation reporting data in 2008-2009.</p> <p>1c. Work to increase visibility of the program in community in order to increase program enrollment and viability, and to enhance students ability to work</p>	<p>1a. In Fall of 2008, 3 students completed the program with the DAAC certification. 100% of these went on to graduate with their AAS degree. Results also show that in the Spring of 2009, there were no students who completed the DAAC certification. However, there was 1 student who graduated with their AAS degree.</p> <p>1b. Achieved in that 100% of students who qualified for AAS degree did graduate.</p> <p>1c. Numbers in the program as of summer, 2010 included increases to 31 students in the DAAC.AAS track and four students in the DAAC.CERT</p>	<p>1. <u>Analysis</u> – While the goal was reached, it should be noted that this is an output not a measurable outcome. It does have significance in terms of assessing program value. Having said that, while numbers of completers in both programs went down, numbers enrolling in the program were up in 2009-2010 from 2008-2010, where six students completed certificates and 4 of those graduated. As such, program continuance depends upon increased student recruitment.</p> <p>1b. This outcome is poorly formed and will be discontinued in the 2009-2010 pet form outcome assessment.</p> <p>1c. Analysis and Actions: Increase in program visibility was achieved</p>

	<p>and internship in the community.</p> <p>.</p>	<p>track. As well, currently, numbers for the Fall, 2010-Spring 2011 program are up considerably.</p> <p>The Director was active in presentations including one international conference at Colorado Springs, a statewide workshop on steroid use, and local workshops on ethics. Director also participated as Vice President of the ACADA board. The program website was not updated as planned. However, a brochure was created and printed for recruitment purposes.</p>	<p>with increased participation by the director of the SA program on the ACADA board, and presentations at the international, statewide and local levels.</p> <p>The new Brochure for potential students to recruit to the program will be distributed on campus and in the community.</p> <p><u>Action Plan</u> –For 2010-2011, efforts will continue to be made to increase and actively recruit students to the Substance Abuse program. One method will involve the program directors’ continued participation with previous students now working at the Amarillo Counsel on Alcoholism and Drug Abuse and other agencies, in creating a referral system for potential students. The director will also continue to present at local, statewide, national and international participation in substance abuse workshops, and work to actively recruit workshop participants into the program at these events. The revisions and updates on the program website will be done during the fall of 2010 and Spring of 2011. Data on increased participation in the Substance Abuse Program will be collected over the next year and analyzed at that time.</p>
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<p>2c. Enhance and increase students' sense of competency and preparedness related to passing the LCDC Licensure exam, and in effectively treating addicted clients related to pharmacological issues, once they have passed the licensure exam.</p>	<p>knowledge and basic skills in pharmacological issues as they relate to diagnosing and treating addicted clients. These questions reflect the types of questions that will be given on the LCDC licensure examination. At the end of the course, the same 10 questions will be embedded in a final assessment. A paired samples t-test will assess whether students skills and knowledge base have significantly improved over the semester. It is predicted that students will significantly improve on the post test related to their pharmacological knowledge and skill level.</p> <p>2c. For the Fall of 2009, students in the DAAC 1304 Pharmacology of Addiction course will complete a pre-test in the first three weeks of the course that include 3 embedded questions asking students to rate their current attitudes regarding their own competence and preparedness. The first question will ask students to rate their sense of preparedness to pass the LCDC Licensure exam on a 5 point likert scale. Similarly, the second question will ask them to rate how prepared they feel to identify classes drugs and their effects on clients behavior, while the third question will ask them to rate how prepared they feel to</p>	<p>found on the LCDC exam related to pharmacology. 14 students completed the pre and post test.</p> <p>Results: Two items showed a statistically significant improvement from the pre test to the post test, including an item on the action of caffeine ($t=-2.67, p=.019$), and a second on blackouts ($t=-2.11, p=.05$). Two other items were nearing significance and in the correct direction of a mean increase from the pre test to the post test, including an items on state dependent learning ($t = -1.47, p =.16$), and a second on marijuana use ($t=-1.47, p=.16$). One item, asking about benzo-based tranquilizers, showed NO CHANGE in the pre to post test, with 65% of students getting the item correct both times. Two items showed no significant change, but 86% of students got the items correct the first time, including one item on control of cold medicine and a second on the effects of anabolic steroids, and 93% got these correct on the post test. Finally, two other items showed no significant change between pre and post test scores. The difference on these items was that the pre and post test means were extremely LOW.</p>	<p>class, data will be collected again in the FALL, 2010 1304 Pharmacology course. Generally, A question will be added asking how many DAAC course hours the student has had prior to this class. Because students enter the program at varying times, it would be helpful to know if there is a correlation between the hours in the program and students overall success in these pharmacological questions. Since all courses in this program are related to drug addiction and drug interactions, we would expect that students with more DAAC hours would have better success in this class than students with few or no hours, just beginning their program. Correlations between scores on the pre and post exams and number of DAAC hours will be assessed for this upcoming Fall semester.</p> <p>2. Last year, the pre test was done after several course weeks had lapsed. The data collected in the 2010 fall semester, needs to be administered in the first week of class.</p> <p>Action plan: Due to the small</p>
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	<p>recognize certain types of drug interactions, as they relate to clients behaviors. Students will then answer the same 3 embedded questions at the end of the course on a post test. A paired sample t-test will be used to assess students' attitudes as they relate to passing the licensure and to assessing pharmacological issues related to client treatment. It is predicted that students will have a significant more positive (higher) rating of themselves on all three questions following completion of the course.</p>	<p>One item was a question on anti-smoking efforts, while the second was on nicotine effects. In these cases, pre test means were .21 for the anti-smoking question on the pre test, and .36 for the post test. For the nicotine question, the pre test mean was .14 and the post-test mean was .21.</p> <p>2c. There were three questions that were analyzed related to the student's sense of competency and effectiveness in 1) passing the LCDC exam; 2) recognizing drug interactions in clients; and 3) recognizing classes of drugs and their effects on clients behaviors. All three of these items showed a significant increase in means at the .03 level for items 1, .002 level for item 2 and .018 level for item 3. Clearly, students feel they have gained knowledge and abilities related to pharmacological interactions, and passing the LCDC exam as a result of having taken this class.</p>	<p>numbers in this program, more data needs to be collected. Depending upon results of the Fall, 2010 Pharmacology of Addiction class data, changes in course structure may be made to improve students knowledge base and skills that will be tested on the LCDC examination. Students expressed a sense of preparedness and competency in their ability to treat addicted clients. However, both practice exams and in class case studies related specifically to dual diagnosis and pharmacological issues may be used to increase student preparedness and efficacy related to this topic.</p>
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<p>3. To enhance students feelings of preparedness and competency in being able to recognize AND demonstrate the therapeutic traits of an LCDC counselor.</p>	<p>3. In the Fall of 2010, a retrospective assessment tool will be given to the students in the DAAC 1317 Basic Counseling Skills and DAAC 2354 Group Psychotherapy courses. At the end of the course, students will be asked to rate themselves at the beginning of the courses and at the end of the courses in terms of their ability to demonstrate the therapeutic traits of a counselor. A paired t test will be used to examine whether students have seen improvement in five of the most important therapeutic traits from beginning to the end of these courses.</p>	<p>3. Data will be collected at the end of the Fall of 2010 semester from students in the Basic Counseling Skills DAAC 1317 course, and the Dynamics of Group Counseling DAAC 2354 course.</p>	<p>3. Results will be analyzed in the Spring of 2011, and recommendations in use of results will be made at that time for improvements or changes to the counseling courses in the Substance Abuse (DAAC) program.</p>
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