



## Planning and Evaluation Tracking

College Year: 2009-2010

Division of: Behavioral Studies

Person Responsible: Jerry Moller/Deborah  
Harding

Department of: Substance Abuse Counseling

Person Responsible: Robert E. Banks, PHD

**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><b>1. Assure that students complete the program requirements for Substance Abuse Counseling</b></p>	<p><b>1. 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)</b></p> <p><b>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. (5/07/08)</b></p>	<p><b>1. 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.</b></p> <p><b>1b. Achieved in that 100% of students who qualified for AAS degree did graduate.</b></p>	<p><b>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, numbers in the program were down in 2008-2009 from 2007-2008, where six students completed certificates and 4 of those graduated, and another two students graduated from the program with AAS degrees, showing a 33% decrease. As such, program continuance depends upon increased student recruitment.</b></p> <p><b>1b. This outcome is poorly formed and will be discontinued in the 2009-2010 pet form outcome assessment.</b></p>

			<p><b><u>Action Plan</u></b> –For 2009-2010, efforts will be made to increase and actively recruit students to the Substance Abuse program. One method will involve the program directors’ active 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. A second recruitment method will involve having the director of the program participate in local, statewide, national and international participation in substance abuse workshops, and work to actively recruit workshop participants into the program at these events. A third strategy will involve revising and updating the program’s website in order to reflect active recruitment goals, and increase recruitment numbers. Data on increased participation in the Substance Abuse Program will be collected over the next year and analyzed at that time.</p>
<p><b>2. Prepare students to pass the LCDC licensure exam</b></p>	<p><b>2. At the completion of the capstone course, DAAC 2267 – Practicum II in the 2008-2009 school year, 50% of the students who complete the course, will participate in a mock oral case study exam, juried by a three member advisory committee panel. 100% of participants will</b></p>	<p><b>2. No data available at this time due to extenuating circumstances. Over this past year, the state of Texas legislature changed the rules, to drop oral examination. Recently, however, the state has revisited that decision, and has reinstated the oral</b></p>	<p><b>2. <u>Analysis</u></b> – No results to analyze.</p> <p><b><u>Action plan</u></b> –For 2009-2010, the substance abuse capstone courses will include exercises and assignments that will prepare students for the mock oral case study exam. A practice event may be included in the practicum II</p>

<p>2a. Increase students' ability to pass LCDC licensure exam, by increasing their knowledge and skill set related to pharmacology.</p> <p>2c. Enhance and increase students' sense of competency</p>	<p>pass this exam. Passing rate is 70% or above. (5/07/08)</p> <p>2a. 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 10 embedded questions testing their 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</p>	<p>examinations for LCDC licensure examinees. Based on this, for 2009-2010, all DAAC-2267 Practicum II students will participate in the mock oral case study exam. Outcome results will be assessed at that time to include last year's goal of a 100% pass rate for all participants.</p> <p>2a. Data to be collected and analyzed in the Fall of 2009.</p> <p>2c. Data to be collected and analyzed in the Fall of 2009.</p>	<p>curriculum.</p> <p>2a. <u>ANALYSIS</u>: Following data collection and analysis.</p> <p><u>Action plan</u>: Depending upon results, changes in course structure may be made to improve students knowledge base and skills that will be tested on the LCDC examination. Practice exams and in class case studies may be used to increase student preparedness and efficacy.</p>
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<p><b>and preparedness related to passing the LCDC Licensure exam, and in having the knowledge and skill sets that will allow them to effectively treat addicted clients related to pharmacological issues, once they have passed the licensure exam.</b></p>	<p><b>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 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.</b></p>		<p><b>2c. Following data collection and analysis, and depending upon results, changes in course structure may be made to improve students preparedness for taking the LCDC examination, and for recognizing classes of drugs and drug interactions, important in treating addicted clients.</b></p>
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