

PET FORM
Planning and Evaluation Tracking
(2010-2011 Assessment Period)

Division of: Behavioral Studies

Person Responsible for this Division: Jerry Moller/Deborah Harding, PhD

Department of: Substance Abuse Counseling

Person Responsible for this Form: Robert E. Banks, PhD

Purpose Statement (With Last Updated Date): To increase each student's potential to contribute to a complex global environment (Last Reviewed: Fall 2011).

Goal Statement #1: 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 Council 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 (AC Strategic Plan through 2015: Strategy 1.1).

Outcome/Objective Statement

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

By the end of the 2010-2011 school year, recruiting efforts at the local, state, national and international levels will result in a 10 to 20% increase over current levels of student participation in the Amarillo College Substance Abuse Program (AC Strategic Plan through 2015: Task 1.1.1.5.2).

- Results (Provide Numbers and Percentages for Quantitative Data)
 - o **2009-2010 Data:** 37 students were recruited for the DAAC.AAS program and 2 for the DAAC.CERT track.
 - o **2010-2011 Data:** 31 students were recruited for the DAAC.AAS program and 4 for the DAAC.CERT track.
- Analysis
 - o Provide Previous Data/Result Analysis:
 - Numbers in the program as of summer, 2010 included a 16% decrease in students from the previous year for the DAAC.AAS track, and a 100% increase in students in the DAAC certification track from the previous year).
 - **The benchmark for the DAAC.AAS track was not met, while the benchmark for the DAAC.CERT track was met.**
- Improvements
 - o List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results: The brochure was developed and distributed to students on both West and Washington Street campuses. The website was developed and is currently operational. Students were invited personally and attended the local substance abuse conferences, however, due to budget cuts, the director was unable to attend the Texas Conference on Alcoholism and Substance Abuse. The director did attend 2 other conferences, including one out of state conference. The director presented at 3 conferences, including the international substance abuse conference held in Colorado.

- **Evaluate Why Improvements Were Successful/Were Not Successful:** While recruiting efforts were successful in increasing numbers in the certification program, it was determined that the substance abuse program at Amarillo College be discontinued as of May, 2012. The decision to discontinue the program is largely based on the Amarillo College **STRATEGIC PLAN, Goal 1.2, Goal 3.1 and Goal 4.1.**, in that the community demand for substance abuse counselors is lacking. The lack of treatment centers and substance abuse counseling centers in Amarillo, along with budget cuts at the federal and state levels have resulted in a lack of career opportunities for students. As well, current budget limitations suggest that, in connecting program planning with budgeting, the substance abuse counseling program is not a viable use of financial resources. As such, further recruiting developments will not be needed.
 - **Provide the Budget Information Needed to Make Past Improvements (Cost/Details):** For 2010-2011, approximately \$700.00 was spent in travel and meals. The director's participation in these conferences as a presenter allowed tuitions to be waived.
 - **Recommendations/Actions for 2011-2012**
 - **Person Responsible** (Who will complete the action?): Dr. Bob Banks
 - **Action Plan:** Due to the fact that the program will be discontinued in May of 2012, no further efforts will be made to recruit new students. All efforts for the final year of the program, in 2011-2012 will go towards making sure that all students who want to complete their certification and/or degree requirements by the time the program is closed will have the opportunity to do so.
 - **Expected Time Frame Needed to Implement Action Plan** (Please provide specific deadline date): August 2011 to August, 2012.
 - **Budget Information Needed for Future Action (Cost/Details):** The director received the MEAD AWARD this past year, and will be using his stipend monies to attend conferences this year. No other budget will be required for conferences and recruiting efforts at this time.
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Goal Statement #2: Work needs to be done in directing all qualified students in preparing their case studies for mock oral exams in the fall of 2010, in order to increase numbers of students participating. Continue to use exercises, assignments and practice events that were created in 2009-2010 that led to successful student outcomes this year in passage rates on the LCDC examination. Re-measure success in the upcoming oral exams for the 2010-2011 year.

Outcome/Objective Statement

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method): By the end of the 2010-2011 school year, efforts to direct and prepare all qualified student in the Amarillo College Substance Abuse Program will result in all students passing their oral examinations the FIRST time they take it.

- **Results (Provide Numbers and Percentages for Quantitative Data)**
 - **2009-2010 Data:** Numbers = 2 out of 2 and Percentage = 100%. While both students taking the oral exam this year passed it, one had to take it twice and the other took it 3 times before passing it.
 - **2010-2011 Data:** Numbers = 4 out of 4 and Percentage = 100% :
- **Analysis**
 - **Provide Previous Data/Result Analysis: (Include if benchmark was met and how results relate to outcome statement):** 100% of the four students who qualified to take their oral exams passed the exam. One of the four students had previously taken the exam twice, but passed it on the third attempt. Three of the 4 students (75%) passed the exam on the first attempt. While the benchmark of 100% pass rate on the first attempt was not achieved, a 75% success rate was noted.

- **Improvements**

- List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results: Mock oral exams were included in directing students who were qualified to take their oral examinations.
- Evaluate Why Improvements Were Successful/Were Not Successful: Student success rate on the first attempt went from 0% to 75%, by using the mock oral exam format.
- Provide the Budget Information Needed to Make Past Improvements (Cost/Details): No budget increase was needed for this improvement.

- **Recommendations/Actions for 2011-2012**

- Person Responsible (Who will complete the action?): Dr. Bob Banks
- Action Plan: NO FURTHER DATA WILL BE COLLECTED DUE TO THE FACT THAT THE TEXAS LEGISLATURE ELIMINATED THE NEED FOR ORAL EXAMS in REQUIRING LICENSURE.
- Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date): This goal has been eliminated, so no time frame is needed.
- Budget Information Needed for Future Action (Cost/Details): None needed.

Goal Statement #3: Increase students' ability to pass LCDC licensure exam, by increasing their knowledge and skill set related to pharmacology.

Outcome/Objective Statement

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

1. Since all courses in this program are related to drug addiction and drug interactions, we expected 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 were assessed for this fall semester.
2. It is expected that 80% of all students taking both the pre and post-test for the PHARMACOLOGY 1304 course will show a 30% to 40% improvement in their post test scores related to knowledge items similar to those found on the LCDC exam.

Supplemental Outcome Information

For the Fall of 2010, 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.

- **Results (Provide Numbers and Percentages for Quantitative Data)**

- **2009-2010 Data:** Data was collected and analyzed in the Fall, 2009 Pharmacology of Addiction 1304, utilizing a pre and post-test format that included 10 questions reflective of material found on the LCDC exam related to pharmacology. 14 students completed the pre and post-test.
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 item 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. 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.

- **2010-2011 Data:** A strong correlation was noted between the number of hours in the program and the number of knowledge related items correct on both the pre and post exam, as expected ($r = .291$, $p > .001$). On the rest of the items, related to the pre-test and post-test items, there was a statistically significant improvement from the pre to the post test on 3 of the 10 items, including items 3, 4, and 7. On items 1 and 2, all students got the items correct on the pre as well as the post test. While the numbers in the remaining items were in the correct direction, they did not reach significance. This was largely due to the fact that over 65% of the students got these items correct both the first time and the second time. This finding was highly correlated to the number of hours they have spent in the program, showing significant learning across the program curriculum.
- Analysis
 - **Provide Previous Data/Result Analysis:** The use of the question related to student hours was helpful in determining the meaning of the results. Students with more program hours performed better than those with fewer hours related to the knowledge based items on the assessment. As well, the time between the pre and post-test was longer, leading to a more accurate assessment of learning from the beginning to the end of the course.
(Include if benchmark was met and how results relate to outcome statement): The benchmark of 30 to 40% improvement was not made. This was largely due to the fact that numbers were small, and several of the items were correct on both the pre- and post- tests. Success over this year on the actual LCDC exam of students from the Amarillo College Substance Abuse Counseling program stands at 100%. All students are passing the exam, suggesting that the curriculum has been effective in helping them pass the licensure exam.
- Improvements
 - List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results:
 - Due to the small N for this class, and based on the results of the previous year data, this measure was given again in the FALL, 2010 1304 Pharmacology course. A question was added asking how many DAAC course hours the student has had prior to this class. Because students enter the program at varying times, it was helpful to know if there was 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 expected 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 were assessed for this fall semester.
 - Last year, the pre-test was done after several course weeks had lapsed. The data collected in the 2010 fall semester, was administered in the first week of class, and the post-test collected at the end, in order to more accurately reflect the full body of student learning over the semester. The extended time between the pre- and post- tests allowed the post- test to reflect the full semester's learning.

- o Evaluate Why Improvements Were Successful/Were Not Successful: As stated above, success over this year on the actual LCDC exam of students from the Amarillo College Substance Abuse Counseling program stands at 100%. All students are passing the exam, suggesting that the curriculum has been effective in helping them pass the licensure exam. As well, all students who graduated from the program with an AAS degree, made the decision to continue their education towards a bachelor's degree. One student has been accepted in a master's degree program, based on his counseling skill and knowledge attained at the Amarillo College Substance Abuse Counseling Program. The decision to admit this student directly from the AC program into a master's degree program in counseling reflects on the quality of our program here at Amarillo College.
 - o Provide the Budget Information Needed to Make Past Improvements (Cost/Details): Copying costs for the assessment were minimal, and no other monies were required to make this improvement.
 - Recommendations/Actions for 2011-2012
 - o Person Responsible (Who will complete the action?): Dr. Bob Banks
 - o Action Plan: Due to the discontinuation of the Substance Abuse Counseling program here at Amarillo College, no further actions will be required. Every attempt is being made to guarantee that all students who began the program will have the opportunity to complete their certification and/or graduation requirements.
 - o Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date): No further time will be required past May of 2012.
 - o Budget Information Needed for Future Action (Cost/Details): Budget for this program will be discontinued in August of 2012.
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Goal Statement #4: 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.

Outcome/Objective Statement

(Be sure to include audience, behavior, conditions, degree/benchmark, and evaluation method):

For the Fall of 2010, 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 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.

- Results (Provide Numbers and Percentages for Quantitative Data)
 - o **2009-2010 Data:** 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, $p = .002$ 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.

- o **2010-2011 Data:** 18 students took the pre-test this year, while only 12 took the post-test. Calculations are based on n=12. All 3 items related to competency and effectiveness were statistically significant, at the .007, .004 and .000 levels (item 11 t = -6.966, item 12 t = 3.317 and item 13 t = -2.803.). Students reported feeling more able to pass the LCDC exam, more able to recognize drug interactions in their clients, and more effective and competent in recognizing drug effects on clients behavior in the post-test. Results from the previous year were replicated suggesting that students clearly feel they have gained knowledge and abilities related to pharmacological interactions, and passing the LCDC exam as a result of having taken this class. As well, significant correlations were seen at the $r=.729, p=.007$; $r=.760, p=.004$; and $r=.856, p=.000$, for these three items between the number of hours in the program and their experience of effectiveness, competence and preparedness.
 - Analysis
 - o Provide Previous Data/Result Analysis
(Include if benchmark was met and how results relate to outcome statement): The benchmark for this outcome was met with students showing a significantly higher rating of themselves on all 3 items from the pre-test to the post-test.
 - Improvements
 - o List any Improvements Made in the **2010-2011** (Last Academic) Year Based on the **2009-2010** PET Results: This class will not be taught again, as the program is being discontinued. No further improvements will be instituted.
 - o Evaluate Why Improvements Were Successful/Were Not Successful: The inclusion of the program hour question was helpful in determining the meaning of the results. Program hours were positively correlated with feelings of competence and preparedness. The higher numbers and the replication of previous data suggest the results are valid.
 - o Provide the Budget Information Needed to Make Past Improvements (Cost/Details): Outside of minimal copying costs for this assessment, no other budget costs were incurred.
 - Recommendations/Actions for **2011-2012**
 - o Person Responsible (Who will complete the action?): Dr. Robert E. Banks
 - o Action Plan: This course will not be taught again, so no further actions will be taken.
 - o Expected Time Frame Needed to Implement Action Plan (Please provide specific deadline date): No time is needed.
 - o Budget Information Needed for Future Action (Cost/Details): No further costs will be incurred.
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