

## Assessment of Non-Academic Outcomes (Fall 2003 and Spring 2004)

Please provide the information below about how your unit assesses the extent to which it meets its expected outcomes. If you need assistance, please contact Dr. Virginia Wheelless at 565-2085 or on Groupwise email. This information is due in the Planning Office no later than February 2, 2004 and will be updated annually.

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**Unit: INSTITUTE FOR STUDIES IN ADDICTIONS**

**Date: January 20, 2004**

**Person Completing the Information: James Quinn, Ph.D.**

**Email : jquinn@unt.edu**

**Head of the Unit: James Quinn, Ph.D**

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### **I. Mission: Provide the mission of the unit and a statement about how it relates to the university's mission.**

#### **Mission Statement of *The Institute for Studies in Addictions:***

The Institute links the UNT-Department of Rehabilitation, Social Work and Addictions faculty to colleagues, agencies, and community groups throughout North Texas that are concerned with understanding addiction, substance abuse, and associated behaviors. The Institute facilitates the collaboration of scholars and practitioners for research concerning substance abuse and addiction, its prevention and treatment. It also offers state-of-the-art training to community groups and practitioners on the biological, psychological, sociological, and spiritual aspects of addiction and substance abuse.

**Note:** The Institute is closely associated with, but separate from the UNT-Department of Rehabilitation, Social Work and Addictions (DRSWA) Addictions Program. The Institute facilitates extramural research and service contracts, community education and continuing education programs. The DRSWA Addictions Program administers the Minor in addictions for undergraduates at UNT's Denton and System Center campuses.

The Institute contributes mainly to the University's Goal of becoming a first class research facility. Secondly, the Institute helps to link the University to a variety of agencies in the metroplex through its public education and continuing education efforts.

### **II. Previous Evaluations of the Unit: Provide a description of the evaluations/assessments conducted in your unit over the last 5 years and changes that have been made based on the results of these assessments.**

The only formal, external assessment of the Institute was its Sunset review completed on February 15, 2002. That committee interviewed the faculty and staff who had worked with the Institute on various projects and the administrators to whom the Institute is accountable. The committee's findings were almost entirely positive with recommendations for increased resources that would permit the Institute to better exploit funding opportunities, increase its

visibility on and beyond the campus and develop more and stronger linkages with University faculty and various agencies. No resources were forthcoming but steps have been taken to increase the institute's visibility. Without resources of its own, the Institute competes with the instructional and service obligations of DRSWA faculty. A somewhat more restricted view of the institute's mission was conceptualized as a result of that report in order to minimize those conflicts. In particular, the interdisciplinary emphasis was dropped in favor of a narrower focus that is described in the current mission statement. This step was taken to avoid time and other resource conflicts for faculty associated with the Institute.

**III. Statement of Expected Outcomes: Provide a brief list of the expected outcomes for your unit for 2002-03 or 2003-04 as of this date. Each outcome listed must be capable of being measured by the means noted in IV below. Please number the outcomes (1 to x). After each outcome, describe how the outcome supports student learning and student development.**

1. Continue efforts to obtain NIH funding for at least one of the two research proposals now in review.

This outcome is only indirectly related to student learning and student development; as faculty research and service experience increases so also does the repertoire of knowledge and skills they bring to the classroom. Whenever possible, research and service projects are designed to employ appropriately qualified students.

2. Explore new avenues for funding in unique areas of addictions, such as the role of spirituality in predicting and facilitating recovery.

This outcome is only indirectly related to student learning and student development; as faculty research and service experience increases so also does the repertoire of knowledge and skills they bring to the classroom. Whenever possible, research and service projects are designed to employ appropriately qualified students.

3. Explore the Institute's potential for conference and training grants from state and federal sources.

This outcome is only indirectly related to student learning and student development but students would be encouraged to attend and otherwise participate in any conferences or trainings offered by the Institute when such attendance or participation was appropriate.

4. Increase cooperation with the UNT-DRSWA Neurotherapy Laboratory in order to obtain funds for further evaluation of this promising treatment modality.

The neurotherapy lab is a crucial site for the training of graduate students in Rehabilitation, psychology and counselor education. By increasing its funding and research activities, the experience of the students currently serving their practicums will be broadened and it is hoped that more students, and/or their theses/dissertation research, can be supported with new funds as well.

5. Establish a continuing education program for professionals concerned with addictions and related issues.

The Institute's activities reflect directly upon the associated Addictions Minor which trains students to work in the same agencies that would be served by the proposed CEU program. Many of the same full-time and adjunct faculty that train students will be involved in the CEU program. This visibility is expected to make our students more attractive to prospective employers while increasing contacts between instructional faculty and agency representatives which will be reflected in the curriculum of the addictions minor courses.

**IV. Measuring Expected Outcomes: Describe how the unit measures how the outcomes have been achieved and provide a list of methods and/or tools with the following information: Name of assessment method or tool; If the method/tool is copyrighted, provide the name of the company who "owns" the tool; Frequency of use.**

The primary goal of the Institute is to attract extramural research funding. This goal is best assessed by examination of the number of proposals it has facilitated and the amount of funding obtained. In the last five years the Institute has facilitated 6 proposals; three (3) are currently under review, two (2) were funded and have been completed and one (1) was not funded due to contingencies within a cooperating agency. Complete data on the five year period preceding this one are not available. However, extramural funding for institute grants between 1994 and 1998 totaled \$287,201 while that for the 1999-2003 period came to 513,570, an increase of \$226,369. Proposals are listed in appendix A.

Trainings for the UNT police and TDCJ-Parole divisions were evaluated by participants met the in-service training requirements of those agencies or the licensing agencies to which their employees are answerable. Review of those evaluations indicated few suggestions for changes and reflected very well upon the instructors' teaching ability and the presentation's content. Educational presentations not used for in-service credits were not evaluated by participants.

The shift to profit-seeking classes, as opposed to the community service offerings that have characterized Institute trainings thus far will be gauged by 1) the number so classes offered, 2) the number of students attending those classes and 3) the number of agencies sending staff to these trainings.

Secondarily, participants are asked to complete evaluations of each training. Thus far, all such ratings have been very high, averaging very good to excellent (6-7) on a seven point Likert scale. It is expected that these rankings will drop somewhat as fees are charged but "above average" rankings will be required for all instructors and excellence remains the primary goals of all training efforts.

**Name of assessment method or tool;** Teaching evaluations

**If the method/tool is copyrighted, provide the name of the company who "owns" the tool;** To-date each training has been evaluated with a customized form created by the Institute.

**Frequency of use.** As Needed; research goals are evaluated annually, teaching quality is examined after each set of evaluations are obtained.

**V. Use of Assessment Results: Describe how the results of the assessments described in IV above are shared with staff in the unit?**

CEU training evaluations are discussed with the director shortly after each training.

Critical reviews of research and service proposals are conducted whenever peer reviews are received from grantors. Teaching/workshop evaluations are conducted whenever licensure or certification is involved with critical thought being given to any weaknesses identified

**How are the results used to improve the unit?**

Rejected proposals are reviewed for appropriateness and when feasible, resubmitted. In some cases, potential partners in other agencies have proved unsuitable and efforts had to be abandoned.

Thus far, no criticisms of training worthy of note have been recorded.

**How do the assessment results help improve student learning? Enhance student development? Meet the university's vision?**

The dialogue between Institute activities and the curriculum offered students is addressed above under item III. The Institute's research goals are largely guided by, and wholly in keeping with, the University's efforts to obtain federal funding. Its CEU program expands the University's Community and Regional Service goals while enhancing its visibility and reputation throughout the region.

**VI. Changes Made Based on Assessment Results: Describe how the unit has changed (or why it has not changed) based on the results of the assessment of outcomes.**

Success with grants from the Texas Higher Education Coordinating Board in 2000-2002, along with the shifts in national funding priorities, encouraged the Institute to focus on obtaining NIH funding as illustrated in the two proposals filed in 2003.

The high ratings given by police, housing employees, and parole officers provide the basis for expanding from a "service teaching" base in 200/2001 to the extramurally funded program of continuing education that is now under development.

Under this new approach, the number of attendees becomes the basis of income and must be monitored to assure that services are offered at cost levels that are appropriate to the target populations.

All trainings that result in credits towards certification or licensure are evaluated by participants at the time of the training. These evaluations are closely monitored by the Director and associated faculty to improve the relevance and quality of presentations and workshops.

To-date, all institute-affiliated trainings have been conducted by Full time or adjunct DRSWA faculty. Evaluations of presentations sometimes highlight possible changes in style or content that translate directly to the classroom.

**Signature of Person Completing the Form:**

\_\_\_\_\_ Date \_\_\_\_\_

**Signature of Unit Head after Reviewing the Form:**

\_\_\_\_\_ Date \_\_\_\_\_

## **APPENDIX A: GRANT AND CONTRACT PROPOSALS, 1999-2003**

### **2003**

National Institute on Alcoholism and Alcohol Abuse/National Institutes of Health  
Brief Intervention with Alcohol-Abusing CPS Adults

Total costs for 2 years - \$605,750

PI Jim Quinn

Current Status: Resubmitted 2004, Pending

National Institute on Alcoholism and Alcohol Abuse/National Institutes of Health  
School-Based Intervention - Alcohol Abuse and HIV/AIDS

Total costs for 2 years - \$1,214,587

PI Celia Williamson

Current Status: Resubmitted 2004, Pending

National Institute on Alcoholism and Alcohol Abuse/National Institutes of Health  
Brief Intervention for Alcohol-Abusing HIV/AIDS Victims

Total costs for 2 years - \$650,250

PI Jim Quinn

Current Status: Resubmitted 2004, Pending

### **2001**

Texas Higher Education Coordinating Board

A Texas Middle School Youth Smoking Prevention and Cessation Program.

Total costs 9-01 thru 8/03 \$157,497

PI: Celia Williamson

Current Status: Completed

### **2000**

Texas Higher Education Coordinating Board

A Texas Middle School Youth Smoking Prevention and Cessation Program.

Total costs 3/00 thru 8/01 \$355,573

PI Celia Williamson

Current Status: Completed

### **1999**

Denton County Substance Abuse Commission

Setting Strategic Planning Priorities

Total costs \$500

PIs: Tom Evenson and Linda Holloway

Current Status: Completed

## **APPENDIX B: TRAININGS AND WORKSHOPS, 1999-2003**

Audience/Agency: UNT Police Department & Housing Office (some local Parole Officers also attended)

Title: Drugs, Crime and the Brain and Drugs of Abuse.

Session Length: 8 hour schools

Session Dates: March 30 and April 6, 2001

Number of attendees: 30

Funding: \$0

Audience/Agency: UNT Challenge

Title: Drugs of abuse

Session Length: 2.5 Hour Presentations

Session Dates: March 8, 2001 (Students); March 6 & 14, 2001 (Faculty & Staff)

Funding: \$0

Agency/Audience: TDCJ-Parole Division,

Title: *Drugs, Crime and the Brain,*

Session length: 4 hours

Session Date: October 19, 2000

Funding: \$0