

# CAS

## Self-Assessment Guide

### Alcohol, Tobacco, and Other Drug Programs

June 2009

*For the purpose of this document, the term “alcohol, tobacco, and other drug use or abuse” includes: (1) the illegal use of alcohol, tobacco, prescription medications, and other drugs, and (2) the high-risk use and/or abuse of alcohol, tobacco, prescription medications, over-the-counter medications, and nutritional supplements.*

#### Part 1. MISSION

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

Criterion Measures		Rating
1.1	ATODP develops, disseminates, and regularly reviews its mission.	ND
1.2	ATODP implements its mission.	ND
1.3	The mission statement is consistent with that of the host institution.	ND
1.4	The mission statement is consistent with professional standards.	ND
1.5	ATODP incorporates learning and development outcome domains in the mission statement.	ND
1.6	ATODP mission acknowledges and mitigates inherent risks to the total community of alcohol, tobacco, and other drug use.	ND
1.7	ATODP mission includes developing, disseminating, interpreting, and supporting the enforcement of campus regulations that are consistent with institutional policies, and local, state/provincial, and federal law.	ND
1.8	ATODP mission promotes a safe and healthy environment conducive to learning.	ND
1.9	ATODP mission defines policies and practices for prevention, education, training, intervention, evaluation, referral, and treatment.	ND
1.10	ATODP mission creates shared ownership by involving all entities of the campus community.	ND
1.11	ATODP mission addresses the need to protect the legal rights of students.	ND

#### Part 1: Mission Overview Questions

A. What is the program mission?

The Office of Student Affairs does not maintain an independent mission for our alcohol and other drugs program since it is couched within the Office of Student Affairs. We do maintain a list of learning outcomes highlighted in the assessment report attached and link our learning outcomes to the mission of our department which is as follows:

##### Our Mission

The Department of Student Affairs supports the mission of Stephen F. Austin State University with the development of programs and services geared toward enhancing student learning, involvement, retention and civic responsibility.

SFA Student Affairs Purpose Statement

The Office of Student Affairs at Stephen F. Austin State University exists to support the mission of the university in a unique way by offering a menu of programs and services designed to encourage students to meet and exceed their potential. To accomplish this the Office of Student Affairs offers advice, support and educational instruction to boost our students skills including critical thinking, effective communication, acting ethically, civic engagement, and becoming co-creators of knowledge with a respect for our diversity of culture and abilities.

For our Alcohol programs the university has commissioned the Alcohol Prevention and Harm Reduction Committee better known as the A-Team. This committee's mission is:

The mission of the Alcohol Prevention and Harm Reduction Team is to use education, awareness and programming to help reduce high risk behavior in regards to the consumption of alcohol and to promote positive lifestyle choices.

B. How does the mission embrace student learning and development?

The mission of the A-Team embraces student learning and development by encouraging student wellness and practical decision making. It is our assumption that a student who makes responsible choices in terms of alcohol and other drugs are more likely to make responsible choices in their education and life.

C. In what ways does the program mission complement the mission of the institution?

Stephen F. Austin State University Mission:

Stephen F. Austin State University is a comprehensive institution dedicated to excellence in teaching, research, scholarship, creative work, and service. Through the personal attention of our faculty and staff, we engage our students in a learner-centered environment and offer opportunities to prepare for the challenges of living in the global community.

The work of our alcohol and other drug program is to assist students in being able to access the opportunities offered by the university mission. Students who consume alcohol and other drugs at high rates are more likely to leave school, perform poorly in the classroom and have low levels of self-esteem. By helping to eliminate many of these risk factors our AOD program helps to contribute to the learner centered atmosphere SFA strives to maintain.

**Part 2. Program**

<b>ND</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NR</b>
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

<b>Criterion Measures</b>		<b>Rating</b>
2.1	ATODP promotes student learning and development outcomes that are purposeful and holistic	3
2.2	ATODP promotes outcomes which prepare students for:	
	2.2.1 satisfying and productive lifestyles	2
	2.2.2 work	ND
	2.2.3 civic participation.	ND
2.3	ATODP provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked. List student learning and developmental outcomes in space provided.	
	2.3.1 knowledge acquisition, integration, construction, and application	3
	2.3.2 cognitive complexity	3
	2.3.3 intrapersonal development	3
	2.3.4 interpersonal competence	2
	2.3.5 humanitarianism and civic engagement	2
	2.3.6 practical competence	2
2.4	ATODP articulates how it contributes to or supports student learning and development domains not specifically assessed.	ND
2.5	ATODP explores possibilities for collaboration with faculty members and other colleagues	3
2.6	ATODP is:	
	2.6.1 integrated into the life of the institution	2
	2.6.2 intentional and coherent	2
	2.6.3 guided by theories and knowledge of learning and development	ND
	2.6.4 reflective of developmental and demographic profiles of the student population	ND
	2.6.5 responsive to needs of individuals, diverse and special populations, and relevant constituencies.	2
2.7	The ATODP involves multiple constituents to reduce heavy and high risk use of alcohol, tobacco, prescription medication, and other drugs.	

2.8	The ATODP includes:	
	2.8.1 environmental management strategies	ND
	2.8.2 strategies to enforce institutional policies	ND
	2.8.3 bi-annual review	ND
	2.8.4 community collaboration	2
	2.8.5 training and education	2
	2.8.6 assistance and referral	ND
	2.8.7 student leaders	2
2.9	ATODP staff serve as positive role models for ethical and healthy behaviors.	3
2.10	The ATODP provides education and training for students and student organization on policies and law and prevention, intervention, and treatment resources.	1
2.11	The ATODP provides access to support services for students with alcohol or other drug-related concerns.	ND

## Part 2. Program Overview Questions

### A. What are the primary elements of the program?

The Alcohol Prevention and Harm Reduction Team is a programming and education committee committed to educating students through information and programming. The team is charged to be an influence on campus culture and students making better informed choices and is not a policy enforcing entity. Programs sponsored by this program include shattered dreams, AlcoholEDU education, national college alcohol awareness month, 21<sup>st</sup> Birthday card program, and designing alcohol harm reduction training sessions.

### B. What evidence exists that confirms the contributions of the program to student learning and development?

See attached AlcoholEDU executive summary. An assessment performed by the Office of Student Affairs following the Shattered Dreams program found that 65.91% of respondents said that Shattered Dreams affected their decisions to drink responsibly. 65.90% said they were going to take more protective measures when it comes to drinking and driving and 64.58% said it would result in their increased usage of the safe ride program Driving Jacks.

In addition, a report from the City of Nacogdoches Police Department reported in 2008-2009 drinking and driving incidents involving students dropped 45%.

### C. What evidence is available to confirm achievement of program goals?

Currently little evidence is available based on our assessments. Future efforts will include adding questions to the Beyond the Classroom survey for Spring 2010 and a follow-up survey for AlcoholEDU.

### Part 3. Leadership

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

Criterion Measures		Rating
3.1	ATODP leaders:	
3.1.1	articulate a vision and mission for the program	2
3.1.2	set goals and objectives based on the needs of the population and desired student learning and development outcomes	2
3.1.3	advocate for the program	3
3.1.4	promote campus environments that provide meaningful opportunities for student learning, development, and integration	2
3.1.5	identify and find means to address individual, organizational, or environmental conditions that foster or inhibit mission achievement	2
3.1.6	advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels	2
3.1.7	initiate collaborative interactions with stakeholders who have legitimate concerns and interests in the functional area	1
3.1.8	apply effective practices to educational and administrative processes	2
3.1.9	prescribe and model ethical behavior	3
3.1.10	communicate effectively	3
3.1.11	manage financial resources, including planning, allocation, monitoring, and analysis	3
3.1.12	incorporate sustainability practices in the management and design of programs, services, and facilities	ND
3.1.13	manage human resource processes including, recruitment, selection, development, supervision, performance planning, and evaluation	ND
3.1.14	empower professional, support, and student staff to accept leadership opportunities	2
3.1.15	encourage and support scholarly contribution to the profession	2
3.1.16	integrate appropriate technologies into programs and services	ND
3.1.17	know federal, state/provincial, and local laws relevant to the programs and services	ND
3.1.18	ensure that staff members understand their responsibilities about laws and offer appropriate training	ND
3.1.19	develop and continuously improve programs and services in response to the changing needs of students and other populations and the evolving institutional priorities	2
3.1.20	recognize environmental conditions that may negatively influence the safety of staff and students and propose interventions that mitigate such conditions.	2

### Part 3. Leadership Overview Questions

A. In what ways are program leaders qualified for their roles?

The members of the Alcohol Harm Reduction and Prevention Team were selected for both their expertise and connection to student alcohol consumption. The chair of the team is Nicole Preston. She is a Licensed Professional Counselor in our counseling department and is a substance abuse specialist. Her masters in counseling is from Southern Illinois University – Carbondale where she worked at Franklin/Williamson Human Services as a Substance Abuse Counselor Intern. She has worked with Alcohol and Drug education programs for over 10 years in East Texas. The committee also consists of professionals who work with campus wellness, judicial affairs and Greek life. Together the committee has over 50 years of programming and alcohol education experience. However, it needs to be stressed that we currently have no staff where AOD programs consist of more than 20% of their work load. There is no professional staff assigned to AOD programs.

B. In what ways are program leaders positioned and empowered to accomplish the program mission?

The A-Team was commissioned in the Fall of 2008 and is endorsed by the Dean of Student Affairs office. The group is designed to help educate students on the dangers of high risk drinking and carries the authority of policy revision suggestions. While the program does not have the power of changing policy their suggestions carry considerable weight.

C. How are program leaders accountable for their performance?

The committee is by appointment and the appointment can be revoked due to lack of performance.

D. What leadership practices best describe program leaders?

The program is designed to provide an opportunity for grassroots programs aimed at education. Members of the committee were not only selected for their connection to substance abuse prevention but also for their ability to connect with student groups and other important community partners. The expectation is this organization needs to be collaborative. Since there is not a campus wide mandate for these programs this places an extra emphasis on their ability to build and maintain good relationships.

#### Part 4. Human Resources

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

Criterion Measures		Rating
4.1	ATODP is staffed adequately with personnel qualified to accomplish the mission and goals.	1
4.2	Procedures are in place for staff selection, training, and evaluation.	1
4.3	Expectations for supervision are set.	2
4.4	ATODP provides professional development opportunities to improve the professional competence, leadership ability, and skills of all staff members.	1
4.5	Professional staff members hold earned graduate or professional degrees in fields relevant to the positions held or possess an appropriate combination of educational credentials and related work experience.	3
4.6	The ATODP prevention specialist must hold a minimum of a bachelor's degree in a related field and have relevant training and experience.	3
4.7	Interns are qualified by enrollment in an appropriate field of study and by relevant experience.	ND
4.8	Interns are trained and supervised by professional staff holding credentials and related work experience appropriate for supervision.	ND
4.9	Student employees and volunteers:	
	4.9.1 are carefully selected, trained, supervised, and evaluated	ND
	4.9.2 are educated on how and when to refer those in need of additional assistance to a qualified staff member	ND
	4.9.3 have access to a supervisor for assistance in making judgments	ND
	4.9.4 have clear and precise job descriptions, pre-service training, and continuing staff development	ND
4.10	Employees and volunteers receive specific training on institutional policies and privacy laws regarding access to student records and other sensitive institutional information.	ND
4.11	ATODP:	
	4.11.1 has adequate technical and support staff to accomplish the mission	ND
	4.11.2 has adequate technical and support staff who are qualified to perform the job functions	ND
	4.11.2 requires professional and support staff to be knowledgeable about ethical and legal uses of technology	ND
	4.11.3 has training and resources to support performance of assigned professional and support staff responsibilities	ND
4.12	ATODP staff members receive training on policies and procedures related to the use of technology to store or access student records and institutional data.	ND
4.13	ATODP:	
	4.13.1 ensures that personnel are trained in emergency procedures, crisis response, and prevention efforts	ND
	4.13.2 ensures that prevention efforts address identification of threatening conduct	ND

	or behavior of students, faculty members, staff, and others	
4.13.3	has a system or procedures for responding to threatening situations, including but not limited to reporting to appropriate campus officials.	ND
4.14	Salary levels and benefits are commensurate with those of comparable positions within the institution, similar institutions, and geographic area.	ND
4.15	Position descriptions for all staff members are maintained.	ND
4.16	Hiring and promotion practices are fair, inclusive, proactive, and non-discriminatory.	ND
4.17	Regular performance planning and evaluation of staff members are conducted.	ND
4.18	ATODP provides access to continuing and advanced education and professional development opportunities,	ND

**Part 4. Human Resources Overview Questions**

A. What is the strategic plan for staffing the program?

This program is staffed by a committee structure. The plan is to add students to the committee structure in the future to help drive student interests in AOD programming.

B. In what ways are staff members' qualifications examined and their performance judged?

The Office of Student Affairs maintains a continuing relationship with this committee and while there has not been a formal evaluation process developed the organization is subject to the assessment program for the office of student affairs.

## Part 5. Ethics

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

Criterion Measures		Rating
5.1	ATODP has a statement of ethical practice that is published and reviewed periodically.	ND
5.2	ATODP staff members adhere to the principles of ethical behavior.	ND
5.3	New staff members are oriented to the statement of ethical practice.	ND
5.4	Privacy and confidentiality are maintained with respect to all communications and records to the extent protected under the law and statement of ethical practice.	4
5.5	Information contained in students' education records is never disclosed without written consent, except as allowed by law and institutional policy.	4
5.6	Information judged to be of an emergency nature is disclosed to appropriate authorities when an individual's safety or that of others is involved.	ND
5.7	ATODP staff members:	
5.7.1	comply with the institution's human subjects research and other policies addressing confidentiality of research data concerning individuals	4
5.7.2	avoid personal conflicts of interest or appearance thereof in transactions with students and others	4
5.7.3	ensure the fair, objective, and impartial treatment of all persons with whom they interact	4
5.7.4	ensure that funds are managed in accordance with established institutional accounting procedures and fiscal policies.	4
5.8	ATODP promotional information is accurate and free of deception.	4
5.9	ATODP staff members:	
5.9.1	perform assigned duties within the limits of training, expertise, and competence, and when limits are exceeded make referrals to persons possessing appropriate qualifications	4
5.9.2	confront and otherwise hold accountable others who exhibit unethical behavior	ND
5.9.3	practice ethical behavior in the use of technology.	4

### Part 5. Ethics Overview Questions

A. What ethical principles, standards, statements, or codes guide the program and its staff members?

The Office of Student Affairs ascribes to the ethical standards of the American College Personnel Association (ACPA, College Student Educators International) as stated in the Statement of Ethical Principles and Standards [<http://www.myacpa.org/ethics/statement.cfm>]. In addition the members who are licensed professional counselors follow the ethical guidelines of Texas Board of Examiners of Professional Counselors (Licensed Professional Counselors) [[http://www.dshs.state.tx.us/counselor/lpc\\_ethics.shtm](http://www.dshs.state.tx.us/counselor/lpc_ethics.shtm)], American Counseling Association (ACA) which includes Texas Counseling Association (TCA)

B. What is the program's strategy for managing student and staff member confidentiality and privacy issues?

The committee has little contact with student's private information however all information collected via surveys or for use in the 21<sup>st</sup> Birthday Card program is stored in a secure office and the information is

utilized for the purpose for which it is intended. All data collected by Outside the Classroom, our AlcoholEDU provider is stored on a secure server and is password protected. Only two staff members have full access to the AlcoholEDU database and they are Michael Preston, Director of Student Affairs and Rich Barnhart, Information Technology Specialist and database maintenance operator.

C. How are ethical dilemmas and conflicts of interest managed?

In the rare event of a conflict they are managed by the Dean of Student Affairs office.

D. In what ways are staff members informed and supervised regarding ethical conduct?

As members of the committee if this issue should arise they we would be guided by the recommendation of our human resources department.

## Part 6. Legal Responsibilities

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

Criterion Measures		Rating
6.1	ATODP staff members:	
6.1.1	are knowledgeable about and responsive to laws and regulations relevant to their respective responsibilities.	4
6.1.2	inform users and officials of legal obligations and limitations associated with implementing the program.	ND
6.2	ATODP has written policies on all relevant operations, transactions, or tasks that have legal implications.	ND
6.3	ATODP staff members:	
6.3.1	do not participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive campus environment	4
6.3.2	use reasonable and informed practices to limit the liability exposure of the institution and its personnel	4
6.3.3	are informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and are referred to external sources if coverage is not provided by the institution.	4
6.4	Legal advice is available to program staff members as needed to carry out assigned responsibilities.	4
6.5	ATODP staff members and students are informed in a systematic fashion about extraordinary or changing legal obligations and potential liabilities.	4

### Part 6. Legal Responsibilities Overview Questions

A. What are the crucial legal issues faced by the program?

The committee is open to the general liabilities that the university is subject to in terms of supporting programming and educating students. Their main effort is to be understanding of the unique nature of communicating responsible alcohol consumption expectations to a population who is generally under the age of 21.

B. How are staff members instructed, advised, or assisted with legal concerns?

The committee is comprised of university employees and is supported by the university counsel's office which carries the weight of the attorney general's office of the state of Texas.

## Part 7. Equity and Access

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

Criterion Measures		Rating
7.1	ATODP provides services on a fair, equitable, and non-discriminatory basis.	4
7.2	The educational and work environment is free from discrimination on the basis of age, cultural heritage, disability, ethnicity, gender identify and expression, nationality, political affiliation, race, religious affiliation, sex, sexual orientation, economic / marital / social / veteran status, and any other bases included in local, state/provincial, or federal laws.	4
7.3	ATODP:	
	7.3.1 provides remedies for imbalances in student participation and staffing patterns	ND
	7.3.2 ensures physical and program access for persons with disabilities	4
	7.3.3 is responsive to the needs of all those served when establishing hours of operation and developing methods of delivery.	2
7.4	Services are available and accessible to distance learner students or arrangements have been made for students to have access to appropriate services in their geographical region.	2

### Part 7. Equity and Access Overview Questions

A. How does the program ensure non-discriminatory, fair, and equitable treatment to all constituents?

The programs and services offered by the committee and by Outside of the Classroom are designed for student participation regardless of age, race, sex or disability.

B. What policies and/or practices are in place to address imbalances in participation among selected categories of students and imbalances in staffing patterns among selected categories of program staff members?

In terms of AlcoholEDU the program is administered on an implied mandate. Each student regardless of age, sex, ability or race is required to complete the program before the first semester of their freshman year. The AlcoholEDU program is compliant with all screen reading technologies and all materials are captioned for students with hearing complications.

**Part 8. Diversity**

<b>ND</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NR</b>
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

<b>Criterion Measures</b>		<b>Rating</b>
8.1	ATODP:	
8.1.1	nurtures environments that are welcoming to and bring together persons of diverse backgrounds	3
8.1.2	promotes an environment characterized by open communication that deepens understanding of identity, culture, and heritage	ND
8.1.3	promotes respect for commonalities and differences in historical and cultural contexts	3
8.1.4	addresses characteristics and needs of diverse populations when establishing and implementing policies and procedures.	ND

**Part 8. Diversity Overview Questions**

A. In what ways does the program nurture diversity?

The program is not designed to nurture diversity but instead moves forward with an understanding that alcohol affects all students regardless age, race, culture or sex.

B. How does the program serve the needs of diverse populations?

The program is designed to address drinking issues for every type of student. The AlcoholEDU program is designed to address students of different cultures and backgrounds by offering educational components that are sensitive to amount of alcohol consumed and social group.

## Part 9. Organization and Management

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

Criterion Measures		Rating
9.1	ATODP is structured purposely.	3
9.2	ATODP is managed effectively.	4
9.3	Written policies, procedures, performance expectations, workflow graphics, and clearly stated delivery expectations are in place.	ND
9.4	Websites are monitored to ensure currency, accuracy, appropriate references, and accessibility.	2
9.5	ATODP uses:	
	9.5.1 comprehensive and accurate information for decisions and responds to changing conditions	2
	9.5.2 clear sources and channels of authority	3
	9.5.3 procedures for decision-making and conflict resolution	3
	9.5.4 systems of accountability and evaluation	2
	9.5.5 processes for recognition and award.	3
9.6	ATODP aligns policies and procedures with those of the institution and provides channels for regular review.	2
9.7	The leader of ATODP is positioned in the organizational structure to permit interaction with appropriate institutional entities to cultivate support.	3
9.8	ATODP collaborates in policy development:	ND
	9.8.1 to maintain consistency with federal, state/provincial, and local laws	ND
	9.8.2 that defines healthy educational, social and living environments	ND
	9.8.3 of legal jurisdictions and demographics definitions	ND
	9.8.4 that defines legal and prohibited activities on and off campus	ND
	9.8.5 that specifies consequences of poor choices among students	ND
	9.8.6 in the establishment of protocols and procedures	ND

### Part 9. Organization and Management Overview Questions

A. What are the institutional organization structures that define, enable, or restrain the program?

The A-team serves as a committee under the direction of the Dean of Student Affairs and in coordination with the Director of Student Affairs. This allows for a proper list of checks and balances for the committee. Our relationship with Outside the Classroom is developed and maintained by the office of student affairs. However, this does not imply that there is a strategic direction for this program. AOD at SFA is ad-hoc at best.

B. What protocols or processes are in place to ensure effective management of the program?

The program mission and charge is managed by the chair of the committee and the Dean of Student Affairs office. The financial support for the program is managed by the Office of Student Affairs. This system allows for a proper utilization of resources under the policies and procedures set by SFA. However there is not a strategic plan for the future allocation of resources to AOD programs from a university level. Most

activity is completed on the departmental level.

## Part 10. Campus and External Relations

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

Criterion Measures		Rating
10.1	ATODP reaches out to relevant individuals, campus offices, and external agencies to:	
10.1.1	establish, maintain, and promote effective relations	3
10.1.2	disseminate information about its own and other related programs and services	2
10.1.3	coordinate and collaborate, where appropriate, in offering programs and services to meet the needs of students and promote achievement of student learning and development outcomes.	2
10.2	ATODP has:	
10.2.1	procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations	ND
10.2.2	systems and procedures for disseminating timely and accurate information to students and other members of the campus community during emergency situations	ND
10.2.3	procedures and guidelines consistent with institutional policy for communicating with the media.	ND
10.3	ATODP gathers and disseminates information to the campus community on alcohol, tobacco, and other drug problems, risk reduction strategies, resources, or related topics.	2
10.4	ATODP maintains effective working relationship with various campus offices and community groups and agencies to provide a healthy environment in which the use or abuse of alcohol and use of other drugs does not interfere with the learning, performance, or social aspects.	2
10.5	ATODP works with campus and community resources to encourage staff members to utilize appropriate screening protocols.	ND

### Part 10. Campus and External Relations Overview Questions

A. With which relevant individuals, campus offices, and external agencies must the program maintain effective relations?

In order to maintain its effectiveness the A-Team maintains relationships with the Office for Student Rights and Responsibilities, Campus Recreation, Student Affairs, and Athletics. They also have a relationship with our academic department for Health Education. The department needs to continue its effort to cultivate relationships with Housing and University Police. Despite a standing invitation these groups have not agreed to participate. Finally the committee has an effective relationship with two major student organizations, Driving Jacks and the Student Government Association.

The A-team maintains membership as a member of the key leader community committee with Nacogdoches Safe and Drug Free.

AlcoholEDU is sponsored by the Office of Student Affairs and is supported by Orientation, the Dean of Student Affairs and the Office of Students Rights and Responsibilities.

B. What evidence confirms effective relationships with program constituents?

Since the program is contingent on collaborative relationships virtually all programs are as a result of maintaining effective relationships. Our collaborations are as follows:

AlcoholEDU – Orientation offered time to promote the event and our collected database information is shared with the Office of Students Rights and Responsibilities. There the director can confirm if a student completed the program and we utilize this information in alcohol violation hearings. A number of faculty in health education use the data produced for the study in their classrooms to educate students with real time information on SFA students.

Shattered Dreams – The A-Team worked with over 17 campus organizations, 8 campus departments and 6 community agencies to produce this one day event on the dangers of drunk driving. Members of the theatre department were tapped in the dramatic production including makeup and costuming while student volunteers were actors. Overall the event utilized over 100 volunteers.

21<sup>st</sup> Birthday Cards – This event is a collaboration of the Office of Student Affairs, Student Government Association and Driving Jacks. The Office of the University President also offered their support by having our president pose for the photo and approves a birthday message on the card from his office.

**Part 11. Financial Resources**

<b>ND</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NR</b>
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

<b>Criterion Measures</b>		<b>Rating</b>
11.1	ATODP has adequate funding to accomplish its mission and goals.	ND
11.2	ATODP demonstrates fiscal responsibility and cost-effectiveness consistent with institutional protocols.	3
11.3	An analysis of expenditures, external and internal resources, and impact on the campus community is completed before:	
	11.3.1 establishing funding priorities	2
	11.3.2 making significant changes.	2

**Part 11. Financial Resources Overview Questions**

A. What is the funding strategy for the program?

The program is funded by student service fees and is completed through an application process to a committee made up of Student Government Association members and SFA staff including the vice president for financial affairs. Each spring the committee must make a presentation on the programs effectiveness and future plans for allocation of resources.

B. What evidence exists to confirm fiscal responsibility and cost-effectiveness?

The budget for this program is modest with a majority of the funding going toward maintaining our relationship with AlcoholEDU. The remaining funding is allocated toward programming and promotion of AlcoholEDU. We currently maintain a budget of \$35,000 with an AlcoholEDU contract price of \$25,500.

## Part 12. Technology

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

Criterion Measures		Rating
12.1	ATODP has adequate technology to support its mission and goals.	3
12.2	Use of technology in the ATODP complies with institutional policies and procedures and legal requirements.	3
12.3	ATODP addresses security and back up of data.	3
12.4	ATODP chooses technology that facilitates student learning and development and reflects current best pedagogical practices.	3
12.5	Technology as well as workstations and computer labs are accessible to all students, including persons with disabilities.	ND
12.6	ATODP provides access to:	
	12.6.1 technology policies that are clear, easy to understand, and available to all students	ND
	12.6.2 instruction or training on how to use the technology	3
	12.6.3 information on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks.	ND
12.7	Student violations of technology are addressed in student disciplinary procedures.	ND
12.8	A referral support system is available for students who experience negative emotional or psychological consequences from the use of technology.	ND

### Part 12. Technology Overview Questions

A. How is technology inventoried, maintained, and updated?

The AOD program does not maintain any technology resources directly. However, it does utilize a number of technological resources in order to accomplish its goals. This includes work with Instructional Technology and web development to give students secure access to AlcoholEDU online. Updates and inventory is maintained by these departments.

B. What evidence exists to confirm that technology is available for all who are served by the program?

The ITS department and web development is compliant with all access needs of students. This includes maintaining web content that is accessible for screen readers. Outside the Classroom is also compliant with all aspects of the Americans with Disabilities act including having captioned material for their online program.

**Part 13. Facilities and Equipment**

<b>ND</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NR</b>
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

<b>Criterion Measures</b>		<b>Rating</b>
13.1	ATODP has adequate facilities and equipment to support its mission and goals.	ND
13.2	ATODP facilities and equipment:	
13.2.1	are evaluated regularly	ND
13.2.2	are in compliance with relevant legal and institutional requirements that ensure access, health, safety, and security of students and other users	ND
13.2.3	provide for security of records to ensure confidentiality of sensitive information	ND
13.3	ATODP staff members:	
13.3.1	have the ability to adequately secure their work	ND
13.3.2	have work space that is well-equipped, adequate in size, and designed to support their work and responsibilities	ND
13.3.3	have access to private space for counseling	ND
13.3.4	are trained in safety and emergency procedures for securing and vacating the facilities.	ND
13.4	The location and layout is sensitive to the special needs of persons with disabilities.	ND
13.5	Expenses related to regular maintenance and life cycle costs are taken into account if capital equipment is acquired.	ND

**Part 13. Facilities and Equipment Overview Questions**

A. How are facilities and equipment inventoried and maintained?

This is a committee structure therefore does not have a permanent space.

B. What evidence exists to confirm that access, health, safety, and security of facilities and equipment are available for all who are served by the program?

All space that the team meets in meets all requirements for safety and accessibility and certification is maintained by the university.

## Part 14. Assessment and Evaluation

ND	1	2	3	4	NR
Not Done	Not Met	Minimally Met	Well Met	Fully Met	Not Rated

Criterion Measures		Rating
14.1	ATODP has systematic plans and processes to meet internal and external accountability expectations regarding the program as well as student learning and development outcomes.	2
14.2	ATODP conducts regular assessment and evaluations.	2
14.3	ATODP employs both qualitative and quantitative methodologies to:	
	14.3.1 determine achievement of mission and goals	2
	14.3.2 determine achievement of student learning and development outcomes	2
	14.3.3 ensure comprehensiveness.	2
14.4	Data are collected from students and other relevant constituencies.	2
14.5	ATODP evaluates regularly how well it complements and enhances the institution's stated mission and educational effectiveness.	2
14.6	Results of program evaluations are used to:	
	14.6.1 revise and improve the program	2
	14.6.2 identify needs and interests in shaping direction	2
	14.6.3 recognize professional staff performance.	2
14.7	ATODP systematically assesses the following:	
	14.7.1 attitudes, beliefs and behaviors regarding alcohol, tobacco, and other drug use, abuse, and dependency	3
	14.7.2 consequences of alcohol, tobacco, or other drug use upon social skills; academic and work performance; property damage; policy violation; health, counseling, and disciplinary caseloads; and other indications of problems	2
	14.7.3 perceptions of campus alcohol, tobacco, and other drug use norms	2
	14.7.4 features of the environment that abet high-risk alcohol use, tobacco, and other drug use enforcement of campus policy and community law	1
	14.7.5 availability of alcohol-free social and recreational options on campus and in the surrounding community	4
14.8	ATODP exchanges general and non-confidential assessment results of mutual application and benefit with other campus entities.	2

### Part 14. Assessment and Evaluation Overview Questions

A. What is the comprehensive assessment strategy for the program?

The program assesses each program utilizing the Student Affairs learning outcomes. These nine outcomes are:

Communication  
Citizenship  
Cultural Competence  
Ethics and Values  
Leadership  
Life Skills  
Self-Knowledge  
Scholarship  
Wellness

This assessment strategy includes a multi assessment approach including surveys, qualitative data and AlcoholEDU statistics. This information is compiled in an annual report delivered each summer. The program follows the assessment calendar maintained by the Dean of Student Affairs.

B. How are tangible, measurable outcomes determined to ensure program achievement of mission and goals?

The Office of Student Affairs uses the data collected via AlcoholEDU, along with campus survey data to determine campus education and information needs. This results in a program which is targeted to the resources available. Since the university does not maintain a full time AOD staff or office this allows for the limited resources and staff to focus on the most pressing issues for students.

C. How are student learning and development outcomes determined to ensure their level of achievement?

We base our learning outcomes on the nine learning outcomes maintained by the Dean of Student Affairs office. We then align these outcomes with the AlcoholEDU program. The A-Team is in need of developing learning outcomes which meet the needs of SFA students and pick-up where AlcoholEDU left off.

# CAS

## Work Form A

### Assessment, Ratings, and Significant Items

**INSTRUCTIONS:**

**Step One:** This work form should be completed following a review of the individual ratings of the team members. Examine the ratings of each criterion statement by the team members, and record the following in the form below:

- **Discrepancies:** Item number(s) for which there is a substantial rating discrepancy (two or more ratings apart). These items will need to be discussed further by team members.
- **Strengths:** Item numbers(s) for which all participants have given a rating of 4, indicating agreement that the criterion is Fully Met.
- **Needed Improvements:** Item numbers for which all participants have given a rating of 1, indicating agreement that the criterion is Not Met.

Items not listed in one of these categories represent consensus among the raters that practice in that area is satisfactory, having been rated Minimally Met or Well Met. Items rated NR because of lack of evidence to support a rating should be listed in Needed Improvements.

**Step Two** (below): List the items needing follow-up action for improvement and indicate what requires attention. The team or coordinator should consider including any criterion measure rated as being not met by any reviewer, as well as those with significant discrepancies that are not resolved by team discussion.

Note: It should be noted this evaluation is based on a review of a standing committee and the implementation of our AlcoholEDU program. There is not a focused AOD program at SFA and this will result in few “need improvements” statements and an overwhelming number of “Not Done” ratings.

Part Number	Part	Discrepancies	Strengths	Needed Improvements
1	Mission			
2	Program			2.10
3	Leadership			3.7.1
4	Human Resources			4.1, 4.2, 4.4
5	Ethics		5.4, 5.5, 5.7.1, 5.7.2, 5.7.3, 5.7.4, 5.8, 5.9.1, 5.9.3	
6	Legal Responsibilities		6.1, 6.3.1, 6.3.2, 6.3.3, 6.4, 6.5	
7	Equity and Access		7.1, 7.2, 7.3.2	
8	Diversity			

<b>9</b>	<b>Organization and Management</b>			
<b>10</b>	<b>Campus and External Relations</b>			
<b>11</b>	<b>Financial Resources</b>			
<b>12</b>	<b>Technology</b>			
<b>13</b>	<b>Facilities and Equipment</b>			
<b>14</b>	<b>Assessment and Evaluation</b>			14.7.4

**Step Two: List item number(s) for each Part determined to merit follow-up, and describe the practice weaknesses that require attention.**

<b>1.</b>
<b>2.</b>
2.10 - The ATODP provides education and training for students and student organization on policies and law and prevention, intervention, and treatment resources. / This is covered in basic training but not to an extent as needed.
<b>3.</b>
3.7.1 - initiate collaborative interactions with stakeholders who have legitimate concerns and interests in the functional area / Must be promoted from higher ranked university officials.
<b>4.</b>
4.1 - ATODP is staffed adequately with personnel qualified to accomplish the mission and goals. / The committee formed is ad hoc and not tailored specifically for this program.
4.2 - Procedures are in place for staff selection, training, and evaluation./ No done
4.4 - ATODP provides professional development opportunities to improve the professional competence, leadership ability, and skills of all staff members / No training opportunities are currently offered.
<b>5.</b>
<b>6.</b>
<b>7.</b>
<b>8.</b>
<b>9.</b>
<b>10.</b>
<b>11.</b>
<b>12.</b>
<b>13.</b>
<b>14.</b>
14.7.4 - features of the environment that abet high-risk alcohol use, tobacco, and other drug use enforcement of campus policy and community law / We currently have a weak city, campus connection on this issue.

# CAS

## Work Form B

### Follow-Up Actions

**INSTRUCTIONS:**

The purpose of this work form is to begin the planning for action to be taken on practices judged to merit follow-up (Work Form A, Step Two). In the chart below, as *Step Three*, transfer short descriptions of the practices requiring follow-up and detail these items using the table format provided.

***Step Three: Describe the current practice that requires change and actions to initiate the change***

The ATODP provides education and training for students and student organizations on policies and law and prevention, intervention, and treatment resources.	Design and promotion of an alcohol and other drugs guide and website for students to get FAQs answered.	A-Team	December 1, 2010
	Development and inclusion of AOD information into student organization training.	Michael Preston	September 1, 2010
	Inclusion of AOD information in the student handbook.	Michael Preston	May 1, 2011
	Coordinate an effort with students rights and responsibilities to communicate closer with students.	A-Team	September 1, 2010
	Develop student focus groups to learn how to better communicate with students.	A-Team	December 1, 2010
Features of the environment that abet high-risk alcohol use, tobacco, and other drug use enforcement of campus policy and community law.	Do a review of enforcement statistics and form a blue ribbon panel of professionals to make university suggestions of how to increase enforcement while respecting our educational mission.	A-Team	December 1, 2010
Initiate collaborative interactions with stakeholders who have legitimate concerns and interests in the functional area.	Meet and develop a relationship with UPD and housing to ensure a representative is present at the meetings.	A-Team	December 1, 2010
ATODP provides professional development opportunities to improve the professional competence, leadership ability, and skills of all staff members.	Investigate Webinars and other web based education and training opportunities for the members of the A-team and interested partners.	A-Team	September 1, 2010



# CAS

## Work Form C

### Summary Action Plan

#### **Step Four:**

This form concludes the self-assessment process and calls for action to be taken as a consequence of study results. Write a brief action plan statement in the spaces below for each Part in which action is required. (Note: If using the electronic/CD version, text boxes will expand with typing.)

#### **Part 1: Mission**

#### **Part 2: Program**

The ATODP provides education and training for students and student organizations on policies and law and prevention, intervention, and treatment resources.

This outcome has not been addressed with students with the exception of a punitive announcement at each orientation on drug use. In order to bring the program into compliance there needs to be an emphasis on educating students of the dangers and consequences of high risk drinking and drug use. This will be addressed with a new AOD program focusing on high risk drinking called Brief Motivational Interviewing. We hope this will bring to attention not only the physical limitations of alcohol abuse but the campus and legal issues as well. We are also working on adding content to AlcoholEDU which will bring these issues into the education of our students within the confines of AlcoholEDU.

#### **Part 3: Leadership**

Initiate collaborative interactions with stakeholders who have legitimate concerns and interests in the functional area.

This has not been a priority of two major stakeholders. So getting them to the table is a challenge.

#### **Part 4: Human Resources**

ATODP provides professional development opportunities to improve the professional competence, leadership ability, and skills of all staff members.

Outside of the chair of the committee this outcome has not been developed. However this will be limited due to cost and budget restrictions.

ATODP is staffed adequately with personnel qualified to accomplish the mission and goals- Again this is limited due to stakeholders and budget

Procedures are in place for staff selection, training, and evaluation—Based on invitation from the chair-no official procedure in place.

#### **Part 5: Ethics**

#### **Part 6: Legal Responsibilities**

**Part 7: Equity and Access**

**Part 8: Diversity**

**Part 9: Organization and Management**

**Part 10: Campus and External Relations**

**Part 11: Financial Resources**

**Part 12: Technology**

**Part 13: Facilities and Equipment**

**Part 14: Assessment and Evaluation**

Features of the environment that abet high-risk alcohol use, tobacco, and other drug use enforcement of campus policy and community law.

Currently there is not a calculated campus effort to educate students of these consequences. In order to meet this standard we would have to add alcohol and other drugs. This would be problematic however important considering the time and resources allotted