

CAS

Council for the Advancement of Standards in Higher Education

ALCOHOL and OTHER DRUG PROGRAM STANDARDS SELF-ASSESSMENT WORKSHEET

Student support services programs in higher education are dedicated to promoting learning, personal development, and retention for college students. Effective programs and services for students require practitioners who understand the foundations of higher education, the educational value of academic enhanced student affairs programs, and the standards of professional practice; can create and implement environments that are conducive to student learning and development; and are able to provide students with viable systems that encourage and enhance learning and personal development. To be effective, these programs must be well organized and professionally administered.

The CAS Standards and Guidelines describe the basic structure and other essential elements of effective programs. However, they are subject to interpretation within the context of institutional mission and policies and should not be interpreted rigidly. Creative approaches to student learning and development are encouraged.

The CAS Alcohol and Other Drug Program Standards—the **essential requirements for quality programs**—are presented in bold-faced type and use the auxiliary verbs "shall" and "must." Guidelines are the statements printed in smaller regular type that follow the standards. Though guidelines are highly desirable elements

that program leaders are encouraged to follow, they represent approaches connected with "good practice" and are not "requirements" that a program must meet to be in compliance with the standards. Guidelines explain, amplify, or interpret the meanings of the standards through examples and more detailed explanations. The auxiliary verbs "should" and "may" are used in guidelines. It is not uncommon practice for a self-assessment team to incorporate one or more of the CAS Guidelines into the review and rating process to strengthen and enhance a program beyond expected levels of practice.

For scoring purposes, an INA [Information Not Available] response for which documentation is not available should be scored as a 1; an Exemplary (EX) response should be scored as a 5. All other ratings should be scored as a number 1 through 5.

Recommended procedures and strategies for using the "criterion measure" rating scales for program evaluation purposes are described in detail in the introductory section of this *Guide*. Creation of a program action plan concludes the self-assessment process and, upon its completion, the worksheet can be used to guide the action plan's development.

CAS

COUNCIL FOR THE ADVANCEMENT OF STANDARDS IN HIGHER EDUCATION

CAS Alcohol and Other Drug Program Standards 1998 STANDARDS SELF-ASSESSMENT GUIDE

Rater: Gregory Snoddy

Date: May 27, 2004

Program Reviewed: Healthy Alternatives Program

Instructions:

The assessment criterion measures in this self-assessment worksheet are based directly on the **essential requirements are identified with bold print**. Recommended requirements are identified in regular print. Use the scale below to rate the program under study against the assessment criterion statements. Place ratings in the space to the right of each criterion statement. Use the *Information Not Available* (INA) response ONLY when documentation or other information is unavailable to support the observation. Use the *Exemplary* (EX) response ONLY when documentation indicates that the criterion was met in exceptional fashion. AODP is used in this SAG as a short hand reference to the alcohol and other drug programs.

Part 1: Healthy Alternatives Mission Statement

Through the daily integration of recreational and wellness oriented activities, educational programming and peer education, the Healthy Alternatives Program promotes the development of healthy habits, attitudes, lifestyles and decisions involving student's alcohol and drug use. While engaging students in campus life, the HAO Program helps to create, support and enhance an environment where students can make educated choices regarding their use of alcohol or drugs, or where they can intervene to help a friend with an alcohol related issue or situation.

1	2	3	4	5	I N A	EX
Not Met		Partially Met		Fully Met	Info. Not Available	Exemplary

Assessment Criteria:

Score

1.1	The AODP has a written mission statement that is consistent with the stated mission of the institution and the standards in this document	5
1.2	The AODP has a written set of educational goals that is consistent with the stated goals and purposes of the institution (<i>Mass. Coalition Assessment Instrument</i>)	5
1.3	The stated mission and goals are used to guide the implementation of program activities	4
1.4	Program goal statements are reviewed on a regular basis (<i>Annually</i>)	3
1.5	Program goal statements are disseminated on a regular basis (<i>Annually</i>)	2
1.6	Program goals and objectives are consistent with all CAS functional area standards presented within this document	3
1.7	The goals of AODP address institutional attempts to . . .	
1.7a	develop, disseminate, interpret, and enforce campus regulations that are consistent with institutional policies and local, state/provincial, and federal law	4
1.7b	promote healthy choices concerning the use of alcohol and other drugs, emphasizing the elimination of illegal, high-risk, and harmful use	5

1.7c	promote a climate in which abstention is acceptable	3
1.7d	promote a climate in which students learn to drink with minimal risk to self and others	4
1.7e	define AODP prevention, education, intervention, and treatment policies and practices	4
1.7f	protect relevant legal rights of students	4

Sum of Mission Ratings: 46/60

A. Cite CAS Guidelines to be assessed as program criterion measures for the self-study:

- develop, disseminate, interpret, and enforce campus regulations that are consistent with institutional policies and local, state/provincial, and federal law;
- promote healthy choices concerning the use of alcohol and other drugs, emphasizing the elimination of illegal use and the elimination or reduction of high-risk and harmful use;
- promote a climate in which abstention from the use of alcohol and other drugs is acceptable and promote a climate in which those who choose to drink alcohol learn to do so in a manner that minimizes risks of negative consequences to themselves or to others;
- define AODP prevention, education, intervention, and treatment policies and practices; and
- protect relevant legal rights of students.

B. Identify, summarize, and cross reference documentation that affects rating decisions:

1.2 & 1.4: Massachusetts Statewide College & University Coalition on Underage & Problem Drinking Assessment Instrument

1.5: Faculty & Staff e-mail update on the HAO Program dated 9/16/2003

1.7: HAO Activity Data

1.7a: Dissemination of WPI Campus Planner

1.7b: Posters showcasing Healthy Decision Making (Theta Chi, AGD/PSS, True Norms Series)

C. Identify and list discrepancies between assessment criteria and actual program practice:

1.4 & 1.5: Minimally met – Reviewed and disseminated (e-mail, Tech News) to the community only once per year.

1.6: Similar intent between CAS Standards & Massachusetts Statewide College & University Coalition on Underage & Problem Drinking. Mass. Coalition Assessment Instrument appears to be more explicit/pertinent.

1.7c: Lack of HAO focus/emphasis on substance free housing and intentionally supporting abstention.

D. Identify and list action plans proposed to bring program into compliance with standards:

1.4 & 1.5: Review goals annually; disseminate each semester to campus community via TechNews & e-mail to faculty, staff and students directing them to the HAO web page.

1.6: Complete Mass. Coalition Assessment Instrument annually for internal evaluation purposes.

1.7c: Encourage Healthy Alternatives House & develop joint programming efforts. Intentionally showcase students or data indicating abstinence is OK.

E. Identify and list recommended action plans proposed to enhance program quality:

1. Increase TIPS Peer Education Program focus.
2. Enhance Wellness Curriculum to incorporate TIPS Program Certification.
3. Strengthen Bacchus/Gamma Peer Education Program.
4. Focus on off-campus residents and their parties as part of our education & prevention efforts.
5. Work closely with RA's to facilitate education & prevention efforts.
6. Initiate marketing strategies to further encourage wise & safe choices and peers taking care of each other.

Part 2: General Healthy Alternatives Program Plan

The formal education of students is purposeful, holistic, and consists of the curriculum and the co-curriculum. The alcohol and other drugs program must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to special needs of individuals.

The AODP must promote learning and development in students by encouraging outcomes such as intellectual growth, ability to communicate effectively, realistic self-appraisal, enhanced self-esteem, clarification of values, appropriate career choices, leadership development, physical fitness, meaningful interpersonal relations, ability to work independently and collaboratively, social responsibility, satisfying and productive lifestyles, appreciation of aesthetic and cultural diversity, and achievement of personal goals.

At minimum, the AODP must include the components of (a) policy, (b) assessment, (c) information, (d) education and training, and (e) student assistance.

Policies must be developed to

- **maintain consistency with federal, state/provincial, and local laws;**
- **promote an educational environment free from the abuse of alcohol and use of illegal drugs;**
- **define geographic jurisdictions and demographic characteristics of populations that are to be governed;**
- **define individual behavior and group activity that are prohibited both on campus property and at off-campus events controlled by the institution;**
- **specify the potential consequences for using or possessing different amounts and/or categories of alcohol and other drugs;**
- **establish protocols and procedures for the involvement of campus law enforcement and other campus entities;**
- **establish protocols and procedures for referring individuals with alcohol or other drug problems to appropriate sources of assistance;**
- **define campus guidelines on the general marketing of alcoholic beverages; and**
- **define appropriate guidelines for any sanctioned use of alcohol.**

Institutional alcohol and other drugs programs should also be established for faculty and staff members whose behaviors often serve as models for students.

The AODP must assess systematically the following campus factors:

- **attitudes, beliefs, and behaviors regarding alcohol and other drug use, abuse, and dependency; and**
- **consequences of alcohol or other drug use or abuse on academic, work, or social performance; property damage; health, counseling, and disciplinary caseloads; and other indicators of problems.**

The AODP and other campus entities must exchange general and nonconfidential assessment results of mutual application and benefit.

The AODP should assess the norms, behaviors, and behavioral consequences of specific target groups identified as appropriate for campus programs.

The AODP must gather and disseminate information to students on alcohol and other drug problems, resources and related topics.

The AODP must develop and/or provide education and training programs for students.

Educational topics should include the legal, physiological, psychological, and social aspects and effects of alcohol and other drug use, abuse, and dependency; high-risk uses of alcohol; federal, state/provincial, and local laws; campus regulations; techniques and protocols for identifying and referring students with problems to appropriate campus entities; risk factors for at-risk students and groups, including adult children of alcoholics, recovering alcoholics, women, and victims of alcohol or other drug related sexual assaults; and the impact of alcohol and other drug use related to physiological and behavioral differences linked with gender.

The AODP should develop, provide, and/or advocate activities that model practical applications of prevention theories and research results, including such activities as alcohol-free tailgate events, comedy and night club events, theatrical presentations, and outdoor events.

The AODP should provide training for faculty and staff in identifying, counseling, and referring students with alcohol and other drug problems.

The AODP should use such strategies as peer education, co-sponsorships, competitions for alcohol-free programming, alcohol and other drug awareness weeks, and health fairs to broaden student participation and involvement of other members of the campus community in education and training efforts.

The ADOP should advocate incorporating alcohol and other drug information within relevant courses and curricula, and expanding campus library holdings.

The AODP must provide remedial support services for students with alcohol or drug related behavior problems.

Student involvement in an assistance program may be voluntary, upon self-initiation or referral, or mandatory, upon referral by judicial authorities or other entities.

Student assistance services should provide opportunities for students to explore the general risks of using and abusing alcohol and other drugs; to assess, in individual sessions, their personal attitudes, behaviors, and risks in using or abusing alcohol or other drugs; and to make decisions based on their individual situations.

Student assistance services should identify and maintain contacts with campus or community entities which offer effective treatment, education, and support to students, family members, and friends. Such services may include structured education and counseling sessions for individuals and groups; community service work; self-help groups such as Alcoholics Anonymous, Narcotics Anonymous, Alanon and adult children of alcoholics support groups; and detoxification and inpatient therapy.

Student assistance services should utilize resources from the campus and community to assist students by answering questions, sharing experiences, or accompanying them to self-help groups.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>INA</u>	<u>EX</u>
Not Met		Partially Met		Fully Met	Info. Not Available	Exemplary

Assessment Criteria:		Scale Score
2.1	The AODP is purposeful	4
2.2	The AODP is holistic, consisting of the curriculum and co-curriculum	4
2.3	The AODP is intentional in its . . .	
	2.3a implementation	4
	2.3b outcome objectives	4
2.4	The program is . . .	
	2.4a coherent in its approach	4
	2.4b based on relevant theoretical foundations that incorporate knowledge of learning and human development (<i>Prochaska</i>)	4
	2.4c reflective of developmental and demographic profiles of the students served	5
	2.4d responsive to the special needs of students being served	4
2.5	The program promotes student learning and development by encouraging . . .	
	2.5a intellectual development	4
	2.5b effective communication skills (<i>TIPS Training</i>)	4
	2.5c realistic self appraisal (<i>NASD</i>)	3
	2.5d enhanced self-esteem	3
	2.5e clarification of values	3
	2.5f appropriate career choices	N/A
	2.5g leadership development	3
	2.5h physical fitness (<i>Wellness, Recreation Focus</i>)	4
	2.5i the ability to relate meaningfully to others (<i>TIPS Training</i>)	4

2.5j	a capacity to work both independently and collaboratively	4
2.5k	the capacity to function in socially responsible ways	4
2.5l	a capacity to engage in a personally satisfying and productive style of living	3
2.5m	appreciation of cultural differences	N/A
2.5n	appreciation of aesthetic differences	N/A
2.5o	achievement of personal goals	3
2.6	The AODP components include . . .	
2.6a	policy	5
2.6b	assessment	5
2.6c	information	4
2.6d	education and training	4
2.6e	student assistance (<i>TIPS Trainers & other students—RA's & OL's</i>)	3
2.7	AODP Policies are in place designed to . . .	
2.7a	maintain consistency with federal, state/provincial, and local laws	5
2.7b	promote an environment free from abuse of alcohol and use of illegal drugs	5
2.7c	define geographic jurisdictions of governed populations	N/A
2.7d	define demographic characteristics of constituent populations	N/A
2.7e	define prohibited behavior and activities where controlled by the institution	5
2.7f	specify consequences for possession or use of alcohol and other drugs	5
2.7g	establish protocols and procedures for AODP involved campus entities	5
2.7h	establish protocols and procedures for referring individuals with alcohol or drug problems for assistance	5
2.7i	define campus guidelines on the general marketing of alcoholic beverages (<i>Coalition 8.6 & 8.7</i>)	3
2.7j	define appropriate guidelines for any sanctioned use of alcohol	5
2.8	The AODP has established systematic procedures to assess . . .	
2.8a	attitudes, beliefs, and behaviors regarding alcohol and other drug use, abuse, and dependency	5
2.8b	consequences of students' alcohol or other drug use or abuse on . . .	
2.8ba	academic performance (<i>CORE/THS Data from 1994 – present</i>)	3
2.8bb	work	3
2.8bc	social conduct	4
2.8bd	property damage	4
2.8be	health (<i>Behavioral Interviewing</i>)	4
2.8bf	counseling caseloads	4
2.8bg	disciplinary caseloads	4
2.9	The AODP and other campus entities exchange general and non-confidential assessment results of mutual application and benefit	4
2.10	The AODP gathers and disseminates information to students about alcohol and other drug problems, resources, and related topics	4
2.11	The AODP develops and/or provides education and training programs for students	4
2.12	The AODP provides remedial support services for students with	

A. Cite CAS Guidelines to be assessed as program criterion measures for the self-study:

- **The formal education of students is purposeful, holistic, and consists of the curriculum and the co-curriculum. The alcohol and other drugs program must be (a) intentional, (b) coherent, (c) based on theories and knowledge of learning and human development, (d) reflective of developmental and demographic profiles of the student population, and (e) responsive to special needs of individuals.**
- **The AODP must promote learning and development in students by encouraging outcomes such as intellectual growth, ability to communicate effectively, realistic self-appraisal, enhanced self-esteem, clarification of values, appropriate career choices, leadership development, physical fitness, meaningful interpersonal relations, ability to work independently and collaboratively, social responsibility, satisfying and productive lifestyles, appreciation of aesthetic and cultural diversity, and achievement of personal goals.**
- **At minimum, the AODP must include the components of (a) policy, (b) assessment, (c) information, (d) education and training, and (e) student assistance.**
- **Policies must be developed to:**
 - • maintain consistency with federal, state/provincial, and local laws;
 - • promote an educational environment free from the abuse of alcohol and use of illegal drugs;
 - • define geographic jurisdictions and demographic characteristics of populations that are to be governed;
 - • define individual behavior and group activity that are prohibited both on campus property and at off-campus events controlled by the institution;
 - • specify the potential consequences for using or possessing different amounts and/or categories of alcohol and other drugs;
 - • establish protocols and procedures for the involvement of campus law enforcement and other campus entities;
 - • establish protocols and procedures for referring individuals with alcohol or other drug problems to appropriate sources of assistance;
 - • define campus guidelines on the general marketing of alcoholic beverages; and
 - • define appropriate guidelines for any sanctioned use of alcohol.
- Institutional alcohol and other drugs programs should also be established for faculty and staff members whose behaviors often serve as models for students.
- **The AODP must assess systematically the following campus factors:**
 - • attitudes, beliefs, and behaviors regarding alcohol and other drug use, abuse, and dependency; and
 - • consequences of alcohol or other drug use or abuse on academic, work, or social performance; property damage; health, counseling, and disciplinary caseloads; and other indicators of problems.
- **The AODP and other campus entities must exchange general and nonconfidential assessment results of mutual application and benefit.**
- The AODP should assess the norms, behaviors, and behavioral consequences of specific target groups identified as appropriate for campus programs.
- **The AODP must gather and disseminate information to students on alcohol and other drug problems, resources and related topics.**
- **The AODP must develop and/or provide education and training programs for students.**
- Educational topics should include the legal, physiological, psychological, and social aspects and effects of alcohol and other drug use, abuse, and dependency; high-risk uses of alcohol; federal, state/provincial, and local laws; campus regulations; techniques and protocols for identifying and referring students with problems to appropriate campus entities; risk factors for at-risk students and groups, including adult children of alcoholics, recovering alcoholics, women, and victims of alcohol or other drug related sexual assaults; and the impact of alcohol and other drug use related to physiological and behavioral differences linked with gender.

- The AODP should develop, provide, and/or advocate activities that model practical applications of prevention theories and research results, including such activities as alcohol-free tailgate events, comedy and night club events, theatrical presentations, and outdoor events.
- The AODP should use such strategies as peer education, co-sponsorships, competitions for alcohol-free programming, alcohol and other drug awareness weeks, and health fairs to broaden student participation and involvement of other members of the campus community in education and training efforts.
- The AODP should advocate incorporating alcohol and other drug information within relevant courses and curricula, and expanding campus library holdings.
- **The AODP must provide remedial support services for students with alcohol or drug related behavior problems.**
- Student involvement in an assistance program may be voluntary, upon self-initiation or referral, or mandatory, upon referral by judicial authorities or other entities.
- Student assistance services should provide opportunities for students to explore the general risks of using and abusing alcohol and other drugs; to assess, in individual sessions, their personal attitudes, behaviors, and risks in using or abusing alcohol or other drugs; and to make decisions based on their individual situations.
- Student assistance services should identify and maintain contacts with campus or community entities which offer effective treatment, education, and support to students, family members, and friends. Such services may include structured education and counseling sessions for individuals and groups; community service work; self-help groups such as Alcoholics Anonymous, Narcotics Anonymous, Al-anon and adult children of alcoholics support groups; and detoxification and inpatient therapy.

B. Identify, summarize, and cross reference documentation that affects rating decisions:

The attached materials or identified programs provide documentation for this Guideline: HAO Activity Data; Massachusetts Statewide College & University Coalition on Underage & Problem Drinking Assessment Instrument; WPI Drug Free Schools Biennial Report; HAO Outcomes Model (Prochaska); Myth Reduction/Marketing Posters (Theta Chi, AGD/PSS, True Norms Series), An Evening with Chef Rich Cooking/Nutrition Series, Sports Nutrition Workshops (5), Campus Planner & Resource Guide (WPI Drug & Alcohol Policy), *TheHealthSurvey* Data, TIPS Training Programs, Wellness Syllabus, Alcohol 101 CD Presentations, Special Audience AOD Presentations & Support (IFC/Panhel Bid Night Food & Safety message, Student-Athlete & Coaches), IGSD student workshops & Faculty Advisor Training.

C. Identify and list discrepancies between assessment criteria and actual program practice:

2.5c: Self appraisal opportunities leading to student learning & development offered through National Alcohol Screening Day, as well as On-Line Screening via Health Center and SDCC Web Site.

2.5d: Self-esteem development through programming/education occur through highlighting positive data of peer alcohol usage.

2.5e: Clarification of values through programming/education occur only through passive efforts.

2.5g: Passive leadership development encouraged through interaction with student leaders.

2.5l: No intentional focus to encourage a personally satisfying & productive style of living.

2.5o: Minimal efforts to focus on achievement of personal goals. (Nutrition/Cooking/Dining Etiquette Program, Resume Workshop with CDC).

2.6e: Student assistance is not as extensive/broad as desired; currently occurs through TIPS Trainers and student employee(s).

2.7i: Non-written policy prohibiting commercial advertising of alcohol on-campus or at school sponsored events/publications.

2.8ba: No past effort to connect academic performance to alcohol or drug use; have ability to leverage data from *TheHealthSurvey* to relate academic success with alcohol consumption behavior.

2.8bb: No past effort to connect work performance to alcohol or drug use; have ability to leverage data from *TheHealthSurvey* to relate work performance with alcohol consumption behavior.

D. Identify and list action plans proposed to bring program into compliance with standards:

2.5c: Increase awareness of on-line self-assessment tools; encourage self-appraisal during NCAAW & NASD.

2.5d: Focus on positive norming messages associated with AOD usage that results in more positive self-esteem.

2.5e: Use data from *TheHealthSurvey* to help students clarify their values based on most student's behavior. Initiate smoking cessation program and link smoking behavior to alcohol consumption.

2.5g: Work to strengthen TIPS Trainers and Bacchus/Gamma Organizations, and work closely with IFC/Panhel and individual chapter presidents.

2.5l: Encourage recreational involvement as part of an overall effort to support a satisfying & productive style of living.

2.5o: Strengthen efforts to offer programs that support student goal attainment, whether experimental recreational programs, cooking & nutrition classes, smoking cessation programs, or student-athlete resume writing workshops.

2.6e: Continue to emphasize peer to peer education/training/influence (TIPS training) as a cornerstone of the HAO program.

2.7i: Encourage the development of a written policy outlining the commercial advertising of alcohol on-campus or at school sponsored events/publications.

2.8ba: Leverage data from *TheHealthSurvey* to relate academic success to alcohol consumption behavior.

2.8bb: Leverage data from *TheHealthSurvey* to relate work performance with alcohol consumption behavior, including how students anticipate their consumption habits will change after graduation.

E. Identify and list recommended action plans proposed to enhance program quality:

1. Provide training for faculty and staff in identifying, counseling, and referring students with alcohol and other drug problems.
2. Strengthen TIPS Training Program for all members of campus community.
3. Support and help facilitate IFC Plans to have all new members go through the TIPS Program to gain certification.
4. Strengthen overall recreation program to enhance student wellness and self-confidence self-esteem.
5. Work with Campus leadership to encourage the development of a written policy outlining the commercial advertising of alcohol on-campus or at school sponsored events/publications.
6. Work on external presentations & papers showcasing the WPI Model.
7. Continue to meet on an annual basis with the WPI Trustees to report on the HAO model & alcohol usage data.
8. Work with the Tobacco Free Massachusetts Coalition to initiate a smoking cessation campaign, particularly to highlight smoking & drinking interaction & behaviors.

Part 3: Healthy Alternatives Program Leadership

Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position and empower leaders within the administrative structure to accomplish stated missions. Leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal attributes, and other professional credentials. Institutions must determine expectations of accountability for leaders and fairly assess their performance.

Leaders of the alcohol and other drugs program must exercise authority over resources for which they are responsible to achieve their respective missions. Leaders must articulate a vision for their organization; set goals and objectives; prescribe and practice ethical behavior; recruit, select, supervise, and develop others in the organization; manage, plan, budget, and evaluate; communicate effectively; and marshal cooperative action from colleagues, employees, other institutional constituencies, and persons outside the organization. AODP leaders must address individual, organizational, or environmental conditions that inhibit goal achievement. Leaders must improve programs and services continuously in response to changing needs of students and institutional priorities.

1	2	3	4	5	I N A	EX
Not Met		Partially Met		Fully Met	Info. Not Available	Exemplary

Assessment Criteria:	Scale Score
3.1 An AODP leader has been appointed	5
3.2 The appointed leader is positioned appropriately within the administrative structure to accomplish program and service goals and objectives	5
3.3 Appointed leaders are selected on the basis of . . .	
3.3a formal education and training	5
3.3b relevant work experience	5
3.3c relevant personal attributes	5
3.3d relevant professional credentials	5
3.4 The institution has established its accountability expectations for the program leader	5
3.5 The institution fairly assesses the leader's performance	5
3.6 The leader exercises authority over resources for which he or she is responsible	5
3.7 The AODP leader . . .	
3.7a articulates a vision for the organization	5
3.7b sets appropriate goals and objectives	5
3.7c prescribes and practices ethical behavior	5
3.7d recruits and selects well qualified staff members for positions in the organization	4
3.7e supervises and otherwise promotes the development of staff members in the organization	4
3.7f manages everyday operations of the program	5
3.7g leads planning efforts for the program and service	5
3.7h plans and manages the program budget	5

3.7i	assures that program evaluation processes and procedures are in place and operational	4
3.7j	communicates effectively with program subordinates and superiors	5
3.7k	promotes cooperation and collaboration with professional colleagues, staff members, and other institutional constituencies	5
3.7l	promotes cooperation with persons outside the institution	5
3.8	The leader addresses individuals whose behavior inhibits program goal achievement	4
3.9	The leader addresses organizational conditions that inhibit program goal achievement	5
3.10	The leader addresses environmental conditions that inhibit program goal achievement	4
3.11	The leader improves program services continuously in response to changing needs of students and institutional priorities	5

Sum of Leadership Ratings: 120/125

A. Cite CAS Guidelines to be assessed as program criterion measures for the self-study:

Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position and empower leaders within the administrative structure to accomplish stated missions. Leaders at various levels must be selected on the basis of formal education and training, relevant work experience, personal attributes, and other professional credentials. Institutions must determine expectations of accountability for leaders and fairly assess their performance.

Leaders of the alcohol and other drugs program must exercise authority over resources for which they are responsible to achieve their respective missions. Leaders must articulate a vision for their organization; set goals and objectives; prescribe and practice ethical behavior; recruit, select, supervise, and develop others in the organization; manage, plan, budget, and evaluate; communicate effectively; and marshal cooperative action from colleagues, employees, other institutional constituencies, and persons outside the organization. AODP leaders must address individual, organizational, or environmental conditions that inhibit goal achievement. Leaders must improve programs and services continuously in response to changing needs of students and institutional priorities.

B. Identify, summarize, and cross reference documentation that affects rating decisions:

Massachusetts Statewide College & University Coalition on Underage & Problem Drinking Action Plan Assessment Instrument, particularly Strategy 2.1, 2.2, 2.3 & 2.4 addresses this Guideline.

C. Identify and list discrepancies between assessment criteria and actual program practice:

- 3.7d: Student employee numbers have been less than needed for optimal workload completion.
- 3.7e: Recently assumed supervision responsibility for Bowling Center Manager.
- 3.7i: Overall HAO Program assessment processes and procedures in place and operational; individual programmatic assessment process not developed and not implemented.
- 3.8: Current role precludes extensive interaction with students demonstrating poor choices or inappropriate behavior.
- 3.10: Need to facilitate a closer working relationship with Healthy Alternatives House.

D. Identify and list action plans proposed to bring program into compliance with standards:

- 3.7d: Recruit more student employees for the different aspects of the HAO program – recreation, AOD, bowling, etc.
- 3.7e: Facilitate supervision of Bowling Center Manager, and incorporate Manager into daily and long-term planning for the facility, and into the HAO Recreational/Prevention Program model.
- 3.7i: Review possibility of pre/post assessment instrument administration.
- 3.8: Continue to interact directly with any student, and/or faculty/staff/coach acting inappropriately or who may have been referred to HAO as part of a judicial sanction.
- 3.10: Foster closer relationship with staff and residents of Healthy Alternatives House and other residence halls.

E. Identify and list recommended action plans proposed to enhance program quality:

1. Recruit more student employees across the broad spectrum of HAO responsibilities.
2. Meet with RA staff to foster relationships that are beneficial to both parties.
3. Continue to interact with WPI Trustees about the HAO Program and associated efforts on AOD education & prevention, as well as the need for enhanced recreation facilities to further support the HAO Program model.

Part 4: Healthy Alternatives Program Organization and Management

The AODP must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional work flow graphics or organizational charts, and service delivery expectations. Evidence of effective management must include clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability systems, and recognition and reward processes. The AODP must provide channels within the organization for regular review of administrative policies and procedures.

The AODP director or coordinator must be placed within the institution’s organizational structures so as to be able to promote cooperative interaction with appropriate campus and community entities and to develop the support of high-level administrators.

The scope and structure of the AODP should be defined by the size, nature, complexity, and philosophy of the institution and by the services offered.

The alcohol and other drugs program should maintain an advisory board, comprised of knowledgeable members of the campus and community, for advice and support on policies and programs.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>I N A</u>	<u>EX</u>
Not Met		Partially Met		Fully Met	Info. Not Available	Exemplary

Assessment Criteria: **Scale Score**

4.1	The AODP is structured purposefully to achieve its stated goals	5
4.2	The AODP is managed effectively to achieve its stated goals	5
4.3	Policies and procedures are current and accessible	5
4.4	Accurate written performance expectations are in place for all employees' functional work assignments	5
4.5	An accurate organizational chart shows functional work responsibilities and reporting relationships within and beyond the program	4
4.6	Service delivery expectations are available to guide staff performance	5
4.7	The AODP organization exhibits effective management through inclusion of . . .	
4.7a	clear sources and channels of authority	5
4.7b	effective communication practices	5
4.7c	systematic decision-making procedures	5
4.7d	conflict resolution procedures	5
4.7e	responsiveness to changing institutional and environmental conditions	5
4.7f	appropriate and well monitored accountability systems	5
4.7g	appropriate staff recognition and reward processes	5
4.7h	channels for regular review of administrative policies and procedures	5
4.8	The AODP leader’s administrative placement is such that he/she is in a position to promote cooperative interaction with campus and community entities and high-level administrators	5

Sum of Organization and Management Ratings: 74/75

A. Cite CAS Guidelines to be assessed as program criterion measures for the self-study:

The AODP must be structured purposefully and managed effectively to achieve stated goals. Evidence of appropriate structure must include current and accessible policies and procedures, written performance expectations for all employees, functional work flow graphics or organizational charts, and service delivery expectations. Evidence of effective management must include clear sources and channels of authority, effective communication practices, decision-making and conflict resolution procedures, responsiveness to changing conditions, accountability systems, and recognition and reward processes. The AODP must provide channels within the organization for regular review of administrative policies and procedures.

The AODP director or coordinator must be placed within the institution's organizational structures so as to be able to promote cooperative interaction with appropriate campus and community entities and to develop the support of high-level administrators.

The scope and structure of the AODP should be defined by the size, nature, complexity, and philosophy of the institution and by the services offered.

The alcohol and other drugs program should maintain an advisory board, comprised of knowledgeable members of the campus and community, for advice and support on policies and programs.

B. Identify, summarize, and cross reference documentation that affects rating decisions:

Attached Position Description and available Performance Appraisal document defines the role of the HAO Director; HAO identified on the Student Affairs/PERA Organizational Chart. Program guidance and input available through the Faculty Committee on Advising and Student Life (CASL).

C. Identify and list discrepancies between assessment criteria and actual program practice:

4.5: Place the HAO web page on the PERA web site, and move the Bowling Center page from Campus Center to PERA.

D. Identify and list action plans proposed to bring program into compliance with standards:

None needed

E. Identify and list recommended action plans proposed to enhance program quality:

1. Arrange Organizational Chart change as noted above.

Part 5: Healthy Alternatives Human Resources Guidelines

The alcohol and other drugs program must be staffed adequately by individuals qualified to accomplish its mission and goals. The AODP must establish procedures for staff selection, training, and evaluation; set expectations for supervision; and provide appropriate professional development opportunities.

Professional staff members must hold an earned graduate degree in a field relevant to the position description or must possess an appropriate combination of education and experience.

Degree or credential seeking interns or others in training must be qualified by enrollment in an appropriate field of study and relevant experience. These individuals must be trained and supervised adequately by professional staff members.

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. When their knowledge and skills are not adequate for particular situations, they must refer students or others in need of assistance to qualified professionals.

The AODP must have secretarial and technical staff adequate to accomplish its mission. Such staff members must be technologically proficient and qualified to perform activities including reception duties, office equipment operation, records maintenance, and mail handling.

Appropriate salary levels and fringe benefits for all staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

The AODP must intentionally employ a diverse staff to reflect the diversity of the institution’s student population to ensure the existence of readily identifiable role models for students and to enrich the campus community.

Affirmative action must occur in hiring and promotion practices to ensure diverse staffing profiles as required by institutional policies and local, state/provincial, and federal law.

The AODP must have regular systems of staff selection and evaluation, and must provide continuing professional development opportunities for staff including in-service training programs and participation in professional conferences, workshops, and other continuing education activities.

The AODP should provide for training, including recognition and referral procedures, for faculty, professional, pre-professional, and paraprofessional staff members.

The AODP should be supervised by professional staff members who have earned a master's degree from an accredited institution in fields of study such as student services/development programs, psychology, social work, counseling, education, public health, or other appropriate health-related area, and who have relevant training and experience. Such training and experience should include primary prevention and intervention, treatment issues and strategies, and supervised work with older adolescents and adults of all ages.

1	2	3	4	5	I N A	EX
Not Met		Partially Met		Fully Met	Info. Not Available	Exemplary

Assessment Criteria:	Scale Score
5.1 The AODP is staffed adequately by individuals qualified to accomplish its mission and goals	5
5.2 The AODP has established procedures for . . .	
5.2a staff selection (Professional)	N/A
5.2b staff training	N/A
5.2c staff evaluation	4
5.3 The AODP has established and set expectations for staff supervision	N/A
5.4 The AODP provides appropriate professional staff development opportunities	5

5.5	Individual professional staff members hold either an earned graduate degree in a field relevant to the position held or possess an appropriate combination of education and experience	5
5.6	Interns and others in program sponsored training are qualified by enrollment in an appropriate field of study and relevant experience	N/A
5.7	Interns and others in training receive effective supervision from professional staff members	N/A
5.8	Student employees and volunteers are . . .	
5.8a	carefully selected	4
5.8b	trained and supervised by professional staff members	4
5.8c	evaluated in their work	3
5.9	When the knowledge and skills of student employees and volunteers are not adequate for particular situations, they refer students and others to qualified professional staff members for assistance	3
5.10	The AODP has secretarial and technical staff adequate to accomplish its mission	2
5.11	Staff members are technologically proficient to accomplish assigned tasks	5
5.12	Clerical staff members are qualified to perform . . .	
5.12a	reception duties	5
5.12b	office equipment operations	5
5.12c	records maintenance	5
5.12d	mail handling	5
5.13	Salary levels and fringe benefits for all staff members are commensurate with those for comparable positions in . . .	
5.13a	the institution	5
5.13b	in similar institutions	5
5.13c	in the local geographic area	5
5.14	The AODP employs staff members from diverse cultural, ethnic, and social backgrounds (<i>Student Staff</i>)	4
5.15	AODP hiring and promotion practices reflect affirmative action patterns as required to ensure diverse staffing profiles	N/A
5.16	The AODP has systematic processes for staff selection and evaluation	N/A
5.17	The AODP provides staff (student & Professional) with professional development opportunities including . . .	
5.17a	in-service training programs	4
5.17b	participation in professional conferences	4
5.17c	professional development workshops	4

Sum of Human Resources Ratings: 91/105

A. Cite CAS Guidelines to be assessed as program criterion measures for the self-study:

The alcohol and other drugs program must be staffed adequately by individuals qualified to accomplish its mission and goals. The AODP must establish procedures for staff selection, training, and evaluation; set expectations for supervision; and provide appropriate professional development opportunities.

Professional staff members must hold an earned graduate degree in a field relevant to the position description or must possess an appropriate combination of education and experience.

Degree or credential seeking interns or others in training must be qualified by enrollment in an appropriate field of study and relevant experience. These individuals must be trained and supervised adequately by professional staff members.

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. When their knowledge and skills are not adequate for particular situations, they must refer students or others in need of assistance to qualified professionals.

The AODP must have secretarial and technical staff adequate to accomplish its mission. Such staff members must be technologically proficient and qualified to perform activities including reception duties, office equipment operation, records maintenance, and mail handling.

Appropriate salary levels and fringe benefits for all staff members must be commensurate with those for comparable positions within the institution, in similar institutions, and in the relevant geographic area.

The AODP must intentionally employ a diverse staff to reflect the diversity of the institution's student population to ensure the existence of readily identifiable role models for students and to enrich the campus community.

Affirmative action must occur in hiring and promotion practices to ensure diverse staffing profiles as required by institutional policies and local, state/provincial, and federal law.

The AODP must have regular systems of staff selection and evaluation, and must provide continuing professional development opportunities for staff including in-service training programs and participation in professional conferences, workshops, and other continuing education activities.

The AODP should provide for training, including recognition and referral procedures, for faculty, professional, pre-professional, and paraprofessional staff members.

The AODP should be supervised by professional staff members who have earned a master's degree from an accredited institution in fields of study such as student services/development programs, psychology, social work, counseling, education, public health, or other appropriate health-related area, and who have relevant training and experience. Such training and experience should include primary prevention and intervention, treatment issues and strategies, and supervised work with older adolescents and adults of all ages.

B. Identify, summarize, and cross reference documentation that affects rating decisions:

Training opportunities for professional and student staff include Regional & National Bacchus/Gamma Conferences, National Social Norms Conference attendance, NCAA Betty Ford Professional in Residence Program, Mass. Department of Public Health Workshops and Worcester Consortium AOD Group meetings.

C. Identify and list discrepancies between assessment criteria and actual program practice:

5.8c: Student employees, primarily TIPS Trainers, are minimally evaluated.

5.9: Student employees have not been instructed as to campus/community support services, or how to refer as appropriate.

5.10: Loss of departmental staff support will likely be visible through less posters, flyers, creativity.

D. Identify and list action plans proposed to bring program into compliance with standards:

5.8c: Utilize Compliance Manager software to track TIPS Certification Test answers, allowing one to identify questions missed by students.

5.9: Facilitate greater training of TIPS Trainers that includes campus/community referral resources.

5.10: Initiate search for student employees to support the HAO functional areas.

E. Identify and list recommended action plans proposed to enhance program quality:

1. Develop a solid group of TIPS Trainers that can train on-campus and at other local campuses.
2. Arrange training for these trainers so they are ready to go in September.
3. Continue involvement with Bacchus/Gamma Peer Education Network, including Regional and National Conferences.
4. Enlist student employees to help support the overall HAO Program.

Part 6: Financial Resources for the Healthy Alternatives Program

The alcohol and other drugs program must have adequate funding to accomplish its mission and goals. Priorities, whether set periodically or as a result of extraordinary conditions, must be determined within the context of the stated mission, goals, and resources.

The institution should provide sufficient funding for the AODP so that staff members may spend the majority of their time on planning, programming, providing services, and evaluation rather than on seeking new or continuing funding sources.

1	2	3	4	5	I N A	EX
Not Met		Partially Met		Fully Met	Info. Not Available	Exemplary

Assessment Criteria:

Scale Score

6.1	Funding is adequate to carry out the program's mission and goals	5
6.2	Priorities are set within the context of the program's stated mission and goals	5
6.3	Priorities are set within the program's available fiscal resources	5

Sum of Financial Resources Ratings: 15/15

A. Cite CAS Guidelines to be assessed as program criterion measures for the self-study:

The alcohol and other drugs program must have adequate funding to accomplish its mission and goals. Priorities, whether set periodically or as a result of extraordinary conditions, must be determined within the context of the stated mission, goals, and resources.

The institution should provide sufficient funding for the AODP so that staff members may spend the majority of their time on planning, programming, providing services, and evaluation rather than on seeking new or continuing funding sources.

B. Identify, summarize, and cross reference documentation that affects rating decisions:

Annual budget focused on Education & Prevention; NCAA Choices Grant Award Letter

C. Identify and list discrepancies between assessment criteria and actual program practice:

None

D. Identify and list action plans proposed to bring program into compliance with standards:

None

E. Identify and list recommended action plans proposed to enhance program quality:

1. Continue Grant Writing as appropriate.
2. Continue enlisting student employees for overall HAO Program, particularly Federal Workstudy candidates.
3. With the addition of NCAA Choices Grant funds, support the continuation of special Physical Education classes (Yoga, Pilates, Cardio-Kick-n-Tone, etc.).

Part 7: Facilities, Technology, and Equipment for the Healthy Alternatives Program

The AODP must have adequate, suitably located facilities and equipment to support its mission and goals. Facilities, technology, and equipment must be in compliance with relevant federal, state/provincial, and local requirements to provide for access, health, and safety.

Facilities for the AODP should support a range of activities, including prevention, education, intervention, programming, and information. Office space should be physically separate from campus law enforcement and judicial units. Facilities and furnishings should accommodate securing confidential files. The AODP should be provided facilities that include a private waiting area and a location in which students, faculty, and staff might access and read information on alcohol and other drugs. The AODP should possess, or have access to, equipment and services such as audio-visual equipment and services, printing services, campus and community media resources, and computers.

1	2	3	4	5	I N A	EX
Not Met		Partially Met		Fully Met	Info. Not Available	Exemplary

Assessment Criteria:	Scale Score
7.1 The AODP has adequate facilities to support its mission and goals (<i>Rec. Facilities Lacking</i>)	2
7.2 The AODP has adequate technology to support its mission and goals	5
7.3 The AODP has adequate equipment to support its mission and goals (<i>Rec. Facilities Lacking</i>)	2
7.4 AODP facilities are suitably located to support its mission and goals	5
7.5 AODP technology is suitably located to support its mission and goals	5
7.6 AODP equipment is suitably located to support its mission and goals	5
7.7 The AODP facilities are in compliance with relevant federal, state/provincial, and/or local requirements to provide appropriate access, health, and safety	5
7.8 The AODP technology is in compliance with relevant federal, state/provincial and/or local requirements to provide appropriate access, health, and safety	5
7.9 The AODP equipment is in compliance with relevant federal, state/provincial and/or local requirements to provide appropriate access, health, and safety	5

Sum of Facilities, Technology, and Equipment Ratings: 39/45

A. Cite CAS Guidelines to be assessed as program criterion measures for the self-study:

The AODP must have adequate, suitably located facilities and equipment to support its mission and goals. Facilities, technology, and equipment must be in compliance with relevant federal, state/provincial, and local requirements to provide for access, health, and safety.

Facilities for the AODP should support a range of activities, including prevention, education, intervention, programming, and information. Office space should be physically separate from campus law enforcement and judicial units. Facilities and furnishings should accommodate securing confidential files. The AODP should be provided facilities that include a private waiting area and a location in which students, faculty, and staff might access and read information on alcohol and other drugs. The AODP should possess, or have access to, equipment and services such as audio-visual equipment and services, printing services, campus and community media resources, and computers.

B. Identify, summarize, and cross reference documentation that affects rating decisions:

Facility schedules demonstrate constant usage of all recreation and athletic facilities.

C. Identify and list discrepancies between assessment criteria and actual program practice:

7.1: Recreational facilities, as a major part of the HAO Prevention Program, are old and lacking adequate space to further support the program model.

D. Identify and list action plans proposed to bring program into compliance with standards:

7.1 & 7.3: Continue to support student push for new recreation facilities.

E. Identify and list recommended action plans proposed to enhance program quality:

Continue to leverage all usable space.

Part 8: Legal Responsibilities of the Healthy Alternatives Program

AODP staff members must be knowledgeable about and responsive to law and regulations that relate to their respective program or service. Sources for legal obligations and limitations include constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial, and local governments; and the institution through its policies.

Staff members must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. AODP staff members must be informed about institutional policies regarding personal liability and related insurance coverage options.

The institution must provide access to legal advice for AODP staff members as needed to carry out assigned responsibilities. The institution must inform staff and students, in a timely and systematic fashion, about extraordinary or changing legal obligations and potential liabilities.

1	2	3	4	5	I N A	EX
Not Met		Partially Met		Fully Met	Info. Not Available	Exemplary

Assessment Criteria:	Scale Score
8.1 AODP staff members are knowledgeable about and responsive to laws and regulations relevant to respective programs and services	4
8.2 Staff members exhibit practice that is reasonable and informed and that limits the liability exposure of the institution and its officers, employees, and agents	4
8.3 Staff members are informed about institutional policies regarding personal liability and related insurance coverage options	5
8.4 Staff members have access to legal advice as needed to implement assigned responsibilities	5
8.5 Staff members and students are informed in a timely and systematic fashion about extraordinary or changing legal obligations and potential liabilities	5

Sum of Legal Responsibilities Ratings: 23/25

A. Cite CAS Guidelines to be assessed as program criterion measures for the self-study:

AODP staff members must be knowledgeable about and responsive to law and regulations that relate to their respective program or service. Sources for legal obligations and limitations include constitutional, statutory, regulatory, and case law; mandatory laws and orders emanating from federal, state/provincial, and local governments; and the institution through its policies.

Staff members must use reasonable and informed practices to limit the liability exposure of the institution, its officers, employees, and agents. AODP staff members must be informed about institutional policies regarding personal liability and related insurance coverage options.

The institution must provide access to legal advice for AODP staff members as needed to carry out assigned responsibilities. The institution must inform staff and students, in a timely and systematic fashion, about extraordinary or changing legal obligations and potential liabilities.

B. Identify, summarize, and cross reference documentation that affects rating decisions:

United Educators Safety Dispatches about pertinent Safety and Liability Topics.

C. Identify and list discrepancies between assessment criteria and actual program practice:

8.1: Safety Dispatches rarely read completely due to time constraints.

8.2: A few clubs fail to follow-through on the completion of Liability Release Forms.

D. Identify and list action plans proposed to bring program into compliance with standards:

8.1: Intentionally spend more time reading/reviewing Safety Dispatches and other relevant material.

8.2: Create a system to assure that all participants complete Liability Release Forms and other paperwork.

E. Identify and list recommended action plans proposed to enhance program quality:

1. Create checklist for each club to assure required paperwork is submitted before club is permitted to function as part of the WPI Club Sports Program. Required forms include Hazing Form, Liability Release Form, Officer Up-Date, etc.

Part 9: Equal Opportunity, Access, and Affirmative Action for the HAO Program

AODP staff members must ensure that services and programs are provided on a fair and equitable basis. The program must be accessible. Hours of operation must be responsive to the needs of all students. The AODP must adhere to the spirit and intent of equal opportunity laws.

The AODP must not be discriminatory on the basis of age, color, disability, gender, national origin, race, religious creed, sexual orientation, and/or veteran status. Exceptions are appropriate only where provided by relevant law and institutional policy.

Consistent with its mission and goals, the AODP program must take affirmative action to remedy significant imbalances in student participation and staffing patterns.

Personnel policies shall not discriminate on the basis of race, sex, color, religion, age, national origin, and/or disability. In hiring and promotion policies, student services professionals must take affirmative action that strives to remedy significant staffing imbalance, particularly when resulting from past discriminatory practices. The AODP must seek to identify, prevent, and/or remedy other discriminatory practices.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>I N A</u>	<u>EX</u>
Not Met		Partially Met		Fully Met	Info. Not Available	Exemplary

Assessment Criteria:	Scale Score
9.1 Staff members exhibit behavior that ensures the provision of AODP services and programs on a fair and equitable basis	5
9.2 The AODP is accessible to all eligible constituents	5
9.3 AODP hours of operation are responsive to the needs of all students, including traditionally under-represented, evening, part-time, and commuter students	5
9.4 The AODP adheres to the spirit and intent of equal opportunity laws	5
9.5 The AODP does not discriminate in its personnel policies with regard to age, color, disability, gender, race, national origin, religious creed, sexual orientation, and/or veteran status	5
9.6 Exceptions to policy are made only as required by law or institutional policy	5
9.7 Affirmative action is taken to remedy significant imbalances in student participation and staffing patterns	5
9.8 The AODP identifies, prevents, and remedies discriminatory practices	5
Sum of Equal Opportunity, Access, and Affirmative Action Ratings: 40/40	

A. Cite CAS Guidelines to be assessed as program criterion measures for the self-study:

AODP staff members must ensure that services and programs are provided on a fair and equitable basis. The program must be accessible. Hours of operation must be responsive to the needs of all students. The AODP must adhere to the spirit and intent of equal opportunity laws.

The AODP must not be discriminatory on the basis of age, color, disability, gender, national origin, race, religious creed, sexual orientation, and/or veteran status. Exceptions are appropriate only where provided by relevant law and institutional policy.

Consistent with its mission and goals, the AODP program must take affirmative action to remedy significant imbalances in student participation and staffing patterns.

Personnel policies shall not discriminate on the basis of race, sex, color, religion, age, national origin, and/or disability. In hiring and promotion policies, student services professionals must take affirmative action that strives to remedy significant staffing imbalance, particularly when resulting from past discriminatory practices. The AODP must seek to identify, prevent, and/or remedy other discriminatory practices.

B. Identify, summarize, and cross reference documentation that affects rating decisions:

HAO Activity Data demonstrates the broad programming support offered to a diverse group of campus organizations. HAO staff (Professional & TIPS Trainers) willing to accommodate the needs of all students, including traditionally under-represented, evening, part-time, and commuter students

C. Identify and list discrepancies between assessment criteria and actual program practice:

None

D. Identify and list action plans proposed to bring program into compliance with standards:

None

E. Identify and list recommended action plans proposed to enhance program quality:

None

Part 10: Campus and Community Relations for the Healthy Alternatives Program

The alcohol and other drugs program must establish, maintain, and promote effective relations with relevant campus offices and external agencies.

The AODP, in order to promote a healthy environment in which the use or abuse of alcohol and other drugs does not interfere with the learning, performance, or social aspects of college life, should maintain good relations with various campus offices and community agencies. Campus offices include, where applicable, student affairs; student health services; counseling; law enforcement, safety, and judicial offices; residential life; athletics; student and other campus media; student activities offices and student organizations; academic departments; and personnel services. Community agencies include area treatment facilities; support groups; and relevant local, state/provincial, and federal agencies and authorities.

1	2	3	4	5	INA	EX
Not Met		Partially Met		Fully Met	Info. Not Available	Exemplary

Assessment Criteria: **Scale Score**

10.1	The AODP has established and maintained effective working relationships with campus offices whose operations are relevant to its mission and goals	4
10.2	The AODP promotes effective working relationships with campus offices whose operations are relevant to its mission and goals	5
10.3	The AODP has established and maintained effective working relationships with external agencies whose operations are relevant to its mission and goals	5
10.4	The AODP promotes effective working relationships with external agencies whose operations are relevant to its mission and goals	4

Sum of Campus and Community Relations Ratings: 18/20

A. Cite CAS Guidelines to be assessed as program criterion measures for the self-study:

The alcohol and other drugs program must establish, maintain, and promote effective relations with relevant campus offices and external agencies.

The AODP, in order to promote a healthy environment in which the use or abuse of alcohol and other drugs does not interfere with the learning, performance, or social aspects of college life, should maintain good relations with various campus offices and community agencies. Campus offices include, where applicable, student affairs; student health services; counseling; law enforcement, safety, and judicial offices; residential life; athletics; student and other campus media; student activities offices and student organizations; academic departments; and personnel services. Community agencies include area treatment facilities; support groups; and relevant local, state/provincial, and federal agencies and authorities.

B. Identify, summarize, and cross reference documentation that affects rating decisions:

10.1: HAO Activity Data Log; Attendance at Student Life weekly meetings

10.2: Joint programming efforts with Residential Services, Student Development & Counseling, Health Center and Athletics on AOD Education/Prevention. Support & facilitate year-round faculty & staff YOGA Program.

10.3: Massachusetts Statewide College & University Coalition on Underage & Problem Drinking Membership, Worcester Consortium AOD Working Group, Smoking Cessation Study Group, NCAA Relationships, Consortium Parents Brochure.

C. Identify and list discrepancies between assessment criteria and actual program practice:

10.1: Campus Police Workshop

10.4: Need to initiate relationship with Worcester City Alcohol Beverage Control (ABC) Board.

D. Identify and list action plans proposed to bring program into compliance with standards:

10.1: Initiate discussion with Campus Police on the implementation of a training workshop on alcohol related issues.

10.4: Initiate and develop a relationship with Worcester City Alcohol Beverage Control (ABC) Board.

E. Identify and list recommended action plans proposed to enhance program quality:

1. Create and implement a workshop for RA & OL Training in August.
2. Create and facilitate a workshop for Campus Police.
3. Mail out the Consortium Parents Brochure in July.

Part 11: Diversity within the Healthy Alternatives Program

Within the context of the institution's unique mission, multi-dimensional diversity enriches the community and enhances the collegiate experience for all; therefore, the AODP must nurture environments where similarities and differences among people are recognized and honored.

The AODP must promote cultural educational experiences that are characterized by open and continuous communication, that deepen understanding of one's own culture and heritage, and that respect and educate about similarities, differences, and histories of cultures.

The AODP must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>I N A</u>	<u>EX</u>
Not Met		Partially Met		Fully Met	Info. Not Available	Exemplary

Assessment Criteria:	Scale Score
11.1 The AODP nurtures environments where similarities and differences among people are recognized and honored	3
11.2 The AODP promotes cultural educational experiences that . . .	
11.2a are characterized by open and continuous communication	3
11.2b deepen understanding of a student's own culture and heritage	1
11.2c respect and educate about similarities among people	3
11.2d respect and educate about differences among people	3
11.2e respect and educate about the histories of various cultures	N/A
11.3 The AODP, when establishing and implementing policies and procedures, addresses unique characteristics and needs of the diverse population it serves	4
Sum of Diversity Ratings: 17/30	

A. Cite CAS Guidelines to be assessed as program criterion measures for the self-study:

Within the context of the institution's unique mission, multi-dimensional diversity enriches the community and enhances the collegiate experience for all; therefore, the AODP must nurture environments where similarities and differences among people are recognized and honored.

The AODP must promote cultural educational experiences that are characterized by open and continuous communication, that deepen understanding of one's own culture and heritage, and that respect and educate about similarities, differences, and histories of cultures.

The AODP must address the characteristics and needs of a diverse population when establishing and implementing policies and procedures.

B. Identify, summarize, and cross reference documentation that affects rating decisions:

11.1: HAO Activity Data, featuring International AOD Series, Support for different campus groups, etc.

11.2: IGSD student workshops for international project sites.

C. Identify and list discrepancies between assessment criteria and actual program practice:

11.1: No intentional focus, other than international AOD series & IGSD workshops.

11.2a: No intentional effort to promote cultural educational experiences through communication.

11.2b: No intentional effort to enhance understanding of one's own culture.

11.2c & d: Education of similarities and differences presented through IGSD workshops.

D. Identify and list action plans proposed to bring program into compliance with standards:

11.1: Focus marketing efforts on specific groups or individuals.

11.2: Strengthen international AOD series, and interact with international student groups to showcase these students, their culture, and country AOD laws.

11.3: Continue to target specific groups and their role on campus.

E. Identify and list recommended action plans proposed to enhance program quality:

1. Implement the "What's Your Reason" series to showcase individuals or groups & their attitude about alcohol and/or tobacco usage.

2. Intentionally meet with international student groups to create an international series of posters on alcohol/drug laws in their countries – possibly focusing on countries where WPI has project sites.

Part 12: Ethics of the Healthy Alternatives Program

All persons involved in the delivery of alcohol and other drugs programs and services must adhere to the highest principles of ethical behavior. The AODP must develop or adopt and implement statements of ethical practice addressing the issues unique to each program and service. The programs must publish these statements and insure their periodic review by all concerned.

AODP staff members must ensure that confidentiality is maintained with respect to all communications and records considered confidential unless exempted by law. Information disclosed in individual counseling sessions must remain confidential, unless written permission to divulge the information is given by the student. However, all staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved. Information contained in students' educational records must not be disclosed to non-institutional third parties without appropriate consent, unless classified as "Directory" information or when the information is lawfully subpoenaed. Programs and services must apply a similar dedication to privacy and confidentiality to research data concerning individuals. All staff members must be aware of and comply with the provisions contained in the institution's human subjects research policy and in other relevant institutional policies addressing ethical practices.

Staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others. Staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they deal.

When handling institutional funds, AODP staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures. Staff members must not participate in any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

Staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

Staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior. Staff members must maintain the highest principles of ethical behavior in the use of technology.

1	2	3	4	5	I N A	EX
Not Met		Partially Met		Fully Met	Info. Not Available	Exemplary

Assessment Criteria:	Scale Score
12.1 All staff members adhere to the highest principles of ethical behavior	5
12.2 Staff members have developed and/or adopted a statement of ethical standards for the program and service to use as a guide to professional practice (<i>The Network Standards</i>)	4
12.3 The adopted ethical standards are available in written form and accessible to staff members	4
12.4 The adopted ethical standards are reviewed periodically by professional staff	3
12.5 Appropriate measures are in place to assure the privacy of individuals and confidentiality of information concerning all communications and records considered confidential unless exempted by law	4
12.6 Appropriate steps have been taken to insure that information disclosed in individual counseling sessions remains confidential unless written permission to divulge the information is given by the student.	N/A
12.7 AODP policy provides for disclosure of information judged to be of an emergency nature to appropriate authorities when the safety of the individual or others is involved	5 (SLO policy)
12.8 AODP policy protects information contained in students' educational records from disclosure to non-institutional third parties without appropriate consent, unless classified as "Directory" information or when the information is lawfully subpoenaed	5 (SLO Policy)
12.9 The AODP protects the privacy and confidentiality of research data concerning individuals in a fashion similar to that of other confidential information.	5
12.10 Staff members are informed about and comply with the provisions of the institution's human subjects research policy and other relevant institutional policies addressing ethical practices	5 (as pertinent)
12.11 Staff members recognize and avoid personal conflicts of interest or the appearance thereof in their transactions with students and others	5
12.12 Staff members ensure the fair, objective, and impartial treatment of all persons with whom they deal	5
12.13 Staff members function so as to ensure that institutional funds are managed in accordance with established and responsible accounting procedures	5
12.14 Staff members do not participate in any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment	5
12.15 Staff members perform their duties within the limits of their training, expertise, and competence and refer individuals in need of advanced levels of assistance to staff members who possess appropriate qualifications	5
12.16 Staff members apply suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior	5 (personal discussion)
12.17 Staff members maintain high principles of ethical behavior when using technology.	5

A. Cite CAS Guidelines to be assessed as program criterion measures for the self-study:

All persons involved in the delivery of alcohol and other drugs programs and services must adhere to the highest principles of ethical behavior. The AODP must develop or adopt and implement statements of ethical practice addressing the issues unique to each program and service. The programs must publish these statements and insure their periodic review by all concerned.

AODP staff members must ensure that confidentiality is maintained with respect to all communications and records considered confidential unless exempted by law. Information disclosed in individual counseling sessions must remain confidential, unless written permission to divulge the information is given by the student. However, all staff members must disclose to appropriate authorities information judged to be of an emergency nature, especially when the safety of the individual or others is involved. Information contained in students' educational records must not be disclosed to non-institutional third parties without appropriate consent, unless classified as "Directory" information or when the information is lawfully subpoenaed. Programs and services must apply a similar dedication to privacy and confidentiality to research data concerning individuals. All staff members must be aware of and comply with the provisions contained in the institution's human subjects research policy and in other relevant institutional policies addressing ethical practices.

Staff members must recognize and avoid personal conflict of interest or appearance thereof in their transactions with students and others. Staff members must strive to insure the fair, objective, and impartial treatment of all persons with whom they deal.

When handling institutional funds, AODP staff members must ensure that such funds are managed in accordance with established and responsible accounting procedures. Staff members must not participate in any form of harassment that demeans persons or creates an intimidating, hostile, or offensive campus environment.

Staff members must perform their duties within the limits of their training, expertise, and competence. When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

Staff members must use suitable means to confront and otherwise hold accountable other staff members who exhibit unethical behavior. Staff members must maintain the highest principles of ethical behavior in the use of technology.

B. Identify, summarize, and cross reference documentation that affects rating decisions:

The Network Standards

C. Identify and list discrepancies between assessment criteria and actual program practice:

12.4: The Network Standards reviewed annually, simply as a reminder for professional staff.

D. Identify and list action plans proposed to bring program into compliance with standards:

12.4: Identify strategies to make standards & our membership in "The Network" better known. Add note to HAO webpage.

E. Identify and list recommended action plans proposed to enhance program quality:

1. Add "The Network" to the HAO web page

Part 13: Assessment and Evaluation of the WPI Healthy Alternatives Program

The alcohol and other drugs program must regularly conduct systematic qualitative and quantitative evaluations of program quality to determine whether and to what degree the stated mission and goals are being met. Although methods of assessment vary, the AODP must employ a sufficient range of measures to insure objectivity and comprehensiveness. Data collected must include responses from students and other affected constituencies. Results of these evaluations must be used in revising and improving programs and services and in recognizing staff performance.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>I N A</u>	<u>EX</u>
Not Met		Partially Met		Fully Met	Info. Not Available	Exemplary

Assessment Criteria:

Scale Score

13.1 The AODP regularly conducts systematic qualitative program evaluations to determine how well its mission and goals are being met 3

13.2	The AODP regularly conducts systematic quantitative program evaluations to determine how well its mission and goals are being met	5
13.3	The AODP employs a sufficient range of measures to insure objectivity and comprehensiveness.	4
13.4	Among the data collected are responses elicited directly from students and other affected constituencies	5
13.5	Assessment and evaluation results are used to revise and improve program services	5
13.6	Assessment and evaluation results are used to recognize staff performance	4

Sum of Assessment and Evaluation Ratings: 26/30

A. Cite CAS Guidelines to be assessed as program criterion measures for the self-study:

The alcohol and other drugs program must regularly conduct systematic qualitative and quantitative evaluations of program quality to determine whether and to what degree the stated mission and goals are being met. Although methods of assessment vary, the AODP must employ a sufficient range of measures to insure objectivity and comprehensiveness. Data collected must include responses from students and other affected constituencies. Results of these evaluations must be used in revising and improving programs and services and in recognizing staff performance.

B. Identify, summarize, and cross reference documentation that affects rating decisions:

Massachusetts Statewide College & University Coalition on Underage & Problem Drinking Assessment Instrument; *TheHealthSurvey* Annual Assessment Data. Review of annual CIRP Data.

C. Identify and list discrepancies between assessment criteria and actual program practice:

13.1: No Qualitative Assessment Instrument in use, other than TIPS Certification test results.

D. Identify and list action plans proposed to bring program into compliance with standards:

13.1: Create a pre/post test for HAO educational programs.

E. Identify and list recommended action plans proposed to enhance program quality:

1. Continue to implement Assessment Instruments, including a pre/post test developed as part of a pilot program with TIPS and possibly the NCAA.