

# CAS

## Self-Assessment Guide

### Alcohol, Tobacco, and Other Drug Program

August 2006

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
- 2) the high-risk use and/or abuse of alcohol, tobacco, prescription medications, over-the-counter medications and nutritional supplements

#### Part 1: MISSION

The Alcohol, Tobacco, and Other Drug Program (ATODP) must incorporate student learning and student development in its mission. The program and service must enhance overall educational experiences. The program and service must develop, record, disseminate, implement and regularly review its mission and goals. Mission statements must be consistent with the mission and goals of the institution and with the standards in this document. The program and service must operate as an integral part of the institution’s overall mission.

The goals of ATODP must:

- acknowledge and mitigate the inherent risks to the total community associated with alcohol, tobacco, and other drug use
- develop, disseminate, interpret, and support the enforcement of campus regulations that are consistent with institutional policies and local, state/provincial, and federal law
- promote healthy choices concerning the use of alcohol, tobacco, and other drugs, emphasizing the elimination of illegal use, high-risk behavior, harmful use, and related violence
- promote a safe, healthy, and learning conducive environment
- define ATODP policies and practices for prevention, education, training, intervention, -evaluation, referral and treatment
- develop shared ownership of the issue by involving all entities of the campus community including governing boards, administrators, faculty and staff members, students, and community leaders
- protect the legal rights of students

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
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PART 1. MISSION <i>(Criterion Measures)</i>	Rating Scale
1.1 A program mission and goals statement is in place and is reviewed periodically.	ND 1 2 3 <b>4</b> NR
1.2 Student learning, development, and educational experiences are incorporated in the mission statement.	ND 1 2 3 <b>4</b> NR
1.3 The mission is consistent with that of the host institution and the CAS standards.	ND 1 2 3 <b>4</b> NR
1.4 The program functions as an integral part of the host institution’s overall mission.	ND 1 2 3 <b>4</b> NR

1.5 The program mission acknowledges and mitigates inherent risks to the total community of alcohol, tobacco, and other drug use.	ND 1 2 3 4 NR
1.6 The program 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 2 3 4 NR
1.7 The program mission promotes healthy choices emphasizing the elimination of illegal use, high risk behavior, harmful use, and related violence.	ND 1 2 3 4 NR
1.8 The program mission promotes a safe and healthy environment conducive to learning.	ND 1 2 3 4 NR
1.9 The program mission defines policies and practices for prevention, education, training, intervention, evaluation, referral, and treatment.	ND 1 2 3 4 NR
1.10 The program mission creates shared ownership by involving all entities of the campus community including governing boards, administrators, faculty and staff members, students, and community leaders	ND 1 2 3 4 NR
1.11 The program mission protects the legal rights of students.	ND 1 2 3 4 NR

### Part 1: Mission Overview Questions

A. What is the program mission?

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

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

### Part 2: PROGRAM

The formal education of students consists of the curriculum and the co-curriculum, and must promote student learning and development that is purposeful and holistic. The Alcohol, Tobacco, and Other Drug Program (ATODP) must identify relevant and desirable student learning and development outcomes and provide programs and services that encourage the achievement of those outcomes.

Relevant and desirable outcomes include: intellectual growth, effective communication, realistic self-appraisal, enhanced self-esteem, clarified values, career choices, leadership development, healthy behaviors, meaningful interpersonal relationships, independence, collaboration, social responsibility, satisfying and productive lifestyles, appreciation of diversity, spiritual awareness, and achievement of personal and educational goals.

ATODP must provide evidence of its impact on the achievement of student learning and development outcomes. The table below offers examples of evidence of achievement of student learning and development.

Programs and services may use the examples from the table below.

<b>Relevant, Desirable Student Learning and Development Outcomes</b>	<b>Examples of Evidence of Achievement</b>
<b>Intellectual Growth</b>	Clarifies personal and educational goal statements; Cites examples of critical thinking through means of logic and reasoning; Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; Completes educational goals; Applies previously understood information and concepts to a new situation or setting; Expresses respect for literature, the fine arts, sciences and social sciences
<b>Effective Communication</b>	Writes coherently and effectively; Speaks coherently and effectively; Expresses themselves effectively through a variety of mediums; Effectively articulates abstract ideas; Uses appropriate syntax; Exhibits the ability to make presentations
<b>Enhanced Self-Esteem</b>	Shows self-respect and respect for others; Initiates actions toward achievement of goals; Takes reasonable risks; Develops intrapersonal and interpersonal skills
<b>Realistic Self-Appraisal</b>	Articulates personal skills and abilities; Acts in congruence with personal values; Acknowledges personal strengths and weaknesses; Articulates rationale for personal behavior; Seeks feedback from others; Learns from experience
<b>Values Clarification</b>	Demonstrates willingness to identify and analyze personal beliefs, values and choices; Examines impact of choices on self, and others; Identifies personal, work, lifestyle, values, and can explain how they influence decision-making
<b>Career Choices Clarification</b>	Takes steps to explore future direction; Documents knowledge, skills and accomplishments resulting from formal education, work experience, community service and volunteer experiences; Makes the connections between classroom and out-of-classroom learning; Articulates the characteristics of a preferred work environment
<b>Leadership Development</b>	Participates in a student organization, athletics, study group or support group; Demonstrates the ability to effectively work with others to accomplish a goal
<b>Healthy Behavior</b>	Chooses behaviors and environments that promote health and reduce risk; Participates in health-promoting activities; Exercises regularly; Eats nutritious meals; Avoids unhealthy substances; Chooses behaviors that contribute to a healthy community; Articulates the importance of a healthy lifestyle; Identifies personal risk factors that impede optimal physical and emotional health; Recognizes mental health and/or substance abuse concerns and accesses resources
<b>Meaningful Interpersonal Relationships</b>	Learns and refines skills to establish and cultivate interpersonal relationships; Establishes mutually rewarding relationships with friends and colleagues; Listens to others and accepts their right to their own beliefs and choices; Negotiates interpersonal conflict effectively; Treats others with respect
<b>Independence</b>	Exhibits self-reliant behaviors; Demonstrates reliability and time management skills; Seeks advice and support appropriately
<b>Collaboration</b>	Works cooperatively with others; Seeks the involvement of others; Seeks feedback from others; Contributes to achievement of a group goal; Possesses effective listening skills; Demonstrates time management
<b>Social responsibility</b>	Abides by institutional, legal policies and laws; Respects others' right to a safe, healthy, and low risk living and learning environment; Challenges unfair, unjust, uncivil or discriminatory behavior of individuals or groups; Participates in service/volunteer activities on-campus or in the community. Understands and participates in relevant governance systems

<b>Satisfying and Productive Lifestyles</b>	Achieves balance between education, work and leisure time; Articulates and meets goals for work, leisure and education; Develops skills to manage obstacles that hamper goal achievement; Functions on the basis of personal identity, ethical, spiritual and moral values
<b>Appreciating Diversity</b>	Understands one's own personal identity and cultural background; Seeks involvement with people of various cultures, lifestyles, and experiences; Seeks involvement in diverse activities; Articulates the advantages and challenges of a diverse society; Challenges behavior that does not tolerate diversity
<b>Spiritual Awareness</b>	Identifies and develops personal beliefs; Understands roles of spirituality in personal and group values and behaviors
<b>Personal and Educational Goals</b>	Sets, articulates, and pursues healthy individual goals; Uses personal goals to guide decisions; Understands how personal goals and behavior affect others

Programs 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 needs of individuals, special populations, and communities.

The ATODP must involve students, faculty members, staff, and community constituents to reduce heavy and high-risk use of alcohol, tobacco, prescription medication and other drugs.

The ATODP must include:

- environmental management strategies
- institutional policies enforcement strategies
- bi-annual review
- community collaboration
- training and education
- assistance and referral
- student leadership

The ATODP staff must serve as positive role models for ethical and healthy behaviors.

Because faculty and staff members' behaviors often serve as models for students, resources should be available on-campus to assist supervisors in dealing with employees who exhibit high risk behavior related to alcohol, tobacco, and other drugs.

**The ATODP must develop and provide education on policies, laws, prevention, intervention and treatment resources, and training for students, including student organizations.**

The ATODP education and training program should address the cultural and economic context in which society promotes and condones alcohol, tobacco, and other drug use, including traditions and rituals conducive to high-risk drinking. Other topics may include: legal, physiological, psychological, and social aspects and effects of alcohol, tobacco, and other drug use, abuse, and dependency; high-risk uses of alcohol; risk factors for groups including risk factors for groups as identified through assessment; differences between actual student use and perceptions of student use; and the impact of alcohol, tobacco, and other drug use related to physiological and behavioral differences linked with gender. Techniques and protocols for identifying and referring students with problems to appropriate campus entities should also be included.

The ATODP should develop, provide, and advocate strategies that model practical applications of prevention theories and research results, including environmental approaches, risk reduction approaches,

social norms approaches, student assistance programs, curricular infusion projects, development of on-campus task forces, and the development of campus and community coalitions.

The ATODP should provide training for faculty and staff members in identifying, intervening, and referring students with alcohol, tobacco, and other drug problems.

The ATODP should use public health prevention strategies that are evidenced-based and have demonstrated effectiveness in reducing heavy and high-risk drinking and other drug use in college populations.

The ATODP should advocate for incorporating alcohol, tobacco, and other drugs information within relevant courses and expanding campus library holdings.

**The ATODP must provide access to support services for students with alcohol or other drug related concerns.**

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

The student assistance services program should include confidential individual assessment for students to explore and evaluate their attitudes, perceptions, and behaviors; the consequences, risk factors, and relationship to alcohol or other drugs; and make decisions based on the student's individual situation.

Student assistance services should provide, with peer involvement, a coordinated system across the campus for intervention and referral services for students. This system should include training programs on alcohol abuse and other drug use and referral skills.

Student assistance services should identify and maintain contacts with campus and community entities that 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; disability support services; self-help groups such as Alcoholics Anonymous, Narcotics Anonymous, Al-Anon and Adult Children of Alcoholics; support groups; and detoxification and inpatient therapy.

ND Not Done	1 Not Met	2 Minimally Met	3 Well Met	4 Fully Met	NR Not Rated
<b>PART 2. PROGRAM (Criterion Measures)</b>					
2.1 The program promotes student learning and development that is purposeful and holistic.					ND 1 2 3 <u>4</u> NR
2.2 The program has identified student learning and development outcomes that are relevant to its purpose.					ND 1 2 3 <u>4</u> NR
2.3 The program provides students with opportunities designed to encourage achievement of the identified outcomes.					ND 1 2 3 <u>4</u> NR
2.4 The program provides evidence of its impact on the achievement of student learning and development outcomes in the domains checked.					
<u>List student learning and/or developmental outcomes</u> <u>in spaces provided</u>					
2.4.1 <input checked="" type="checkbox"/> Intellectual Growth					ND 1 2 3 <u>4</u> NR
ADD presentations increase knowledge of ADD issues (pre and post tests showed)					

2.4.2	<input type="checkbox"/>	Effective Communication	ND 1 2 3 4 NR
<hr/>			
2.4.3	<input type="checkbox"/>	Enhanced Self-Esteem	ND 1 2 3 4 NR
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2.4.4	<input type="checkbox"/>	Realistic Self-Appraisal	ND 1 2 3 4 NR
<hr/>			
2.4.5	<input type="checkbox"/>	Clarified Values	ND 1 2 3 4 NR
<hr/>			
2.4.6	<input type="checkbox"/>	Career Choices	ND 1 2 3 4 NR
<hr/>			
2.4.7	<input type="checkbox"/>	Leadership Development	ND 1 2 3 4 NR
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2.4.8	<input checked="" type="checkbox"/>	Healthy Behavior	ND 1 2 3 4 NR
(A) Smoking Cessations classes offered for free 6 week course (B) Alcohol Edu, positive behavior increase			
2.4.9	<input type="checkbox"/>	Meaningful Interpersonal Relationships	ND 1 2 3 4 NR
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2.4.10	<input type="checkbox"/>	Independence	ND 1 2 3 4 NR
<hr/>			
2.4.11	<input type="checkbox"/>	Collaboration	ND 1 2 3 4 NR
<hr/>			
2.4.12	<input type="checkbox"/>	Social Responsibility	ND 1 2 3 4 NR
<hr/>			
2.4.13	<input type="checkbox"/>	Satisfying and Productive Lifestyle	ND 1 2 3 4 NR
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2.4.14	<input type="checkbox"/>	Appreciate Diversity	ND 1 2 3 4 NR
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2.4.15 <input type="checkbox"/> Spiritual Awareness	ND 1 2 3 4 NR
2.4.16 <input type="checkbox"/> Personal and Educational Goals	ND 1 2 3 4 NR
2.5 Program offerings are intentional, coherent and based on theories of learning and human development.	ND 1 2 3 4 NR
2.6 Program offerings are designed to meet the developmental needs of relevant student populations and communities.	ND 1 2 3 4 NR
2.7 The ATOD involves students, faculty and staff members, and community constituents to reduce heavy and high risk use of alcohol, tobacco, prescription medication, and other drugs.	ND 1 2 3 4 NR
2.8 The ATOD includes:	
2.8a environmental management strategies	ND 1 2 3 4 NR
2.8b strategies to enforce institutional policies	ND 1 2 3 4 NR
2.8c a bi-annual review	ND 1 2 3 4 NR
2.8d community collaboration	ND 1 2 3 4 NR
2.8e training and education	ND 1 2 3 4 NR
2.8f assistance and referral	ND 1 2 3 4 NR
2.8g student leaders	ND 1 2 3 4 NR
2.9 ATOD program staff serve as positive role models for ethical and healthy behaviors.	ND 1 2 3 4 NR
2.10 The ATOD provides education and training for students and student organizations on policies and laws and prevention, intervention, and treatment resources.	ND 1 2 3 4 NR
2.11 The ATOD provides access to support services for students with alcohol or other drug-related concerns.	ND 1 2 3 4 NR

## Part 2: Program Overview Questions

A. What are the primary elements of the program?

B. What evidence exists that confirms the program contributes to student learning and development?

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

## Part 3: LEADERSHIP

**Effective and ethical leadership is essential to the success of all organizations. Institutions must appoint, position, and empower leaders within the administrative**