

**STUDENT AFFAIRS ASSESSMENT PLAN
2010 - 2011**

Department: Alcohol & Other Drug Education

The Office of Alcohol and Other Drug Education offers diverse services to our campus population. I will respond to the Assessment Plan using the following key:

Alcohol & Other Drug Education = AOD
KARMA (Peer Education) = K
Natural High (Social Programming) = NH

1) Tracking

The first component of a student affairs assessment program is *keeping track of who uses your student services, programs and facilities*. Furthermore, how many clients are using student affairs offerings, and how are they described by gender, race, age, class standing, residence and other important variables?

Current Means of Assessment (who, what, when, how reported, etc.)

AOD – A log is maintained in AOD of all individuals undergoing a Substance Abuse assessment. Tracked data include gender, race, age, year in school, referral reason and source. GPA information is accessible from our Intake Form. Students participating in campus awareness fairs are observed for trends relating to gender and race.

Written feedback is solicited from educational program participants in classrooms and residence halls.

A log is maintained of all campus and community presentations offered through AOD. The number in attendance is also tracked.

Students completing “Alcohol 101 Plus” and “On Campus Talking About Alcohol” complete feedback forms to assess the value of the information. Demographic data is not collected.

Students completing Red Watch Band training assess, in writing, their opinion of the value of the instruction.

Students completing “Training for Intervention Procedures” (TIPS) provide feedback on a form furnished by Health Communications, Inc., specifically designed for “TIPS for the University” training.

K – KARMA students provide feedback on the Peer Education program through VSU’s on-line “Student Opinion of Instruction” evaluation form. The AOD coordinator/KARMA Instructor also solicits feedback for personal use and assessment.

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Peer Education students conduct presentations on campus and in the community. In addition to tracking the number in attendance the Peer Education students assess the overall experience and rate the satisfaction level of the attendees.

NH – A “head count” is taken at each Natural High event and observable participation rates of race and gender are noted.

Participation rates for all events/programs are available in Semester and Annual Reports.

Proposed and/or Additional Means of Assessment for 2010-2011 (who, what, when, how reported, etc.)

AOD – An evaluation form will be developed for students completing the newly created “Group Education” course designed for the City of Remerton’s Probation Office referrals. Students will be asked their opinion of the quality of the information presented and the benefits/drawbacks of a Group Education experience.

Results of Assessment

Pending

2) Needs

The second component of this model is *assessing student and other clientele needs*. The basic principle is that we should meet the needs of our students and other clientele.

Current Means of Assessment (who, what, when, how reported, etc.)

AOD – The Core Alcohol and Drug Survey is administered to a representative sampling of VSU students every two years. Demographic information is obtained and data includes usage rates for alcohol and drugs, perception of campus use, consequences of use, and awareness of prevention programs. Detailed analysis is provided which assists in channeling prevention/awareness efforts.

The AOD Program Evaluation Form also provides an opportunity to suggest changes and assess whether or not program objectives are being met.

AOD works closely with the Student Conduct Office to determine the appropriate level of intervention for students involved in substance abuse situations.

K – VSU’s on-line “Student’s Opinion of Instruction” provides students an opportunity to comment on course content and the instructors skills. The AOD coordinator also seeks input via a “Feedback for KARMA Instructor” form regarding what is right about the class as well as ways to improve the course. Verbal feedback is also solicited throughout each semester.

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NH – Seeks feedback from Natural High participants about desired activities through the distribution of “BE HEARD” feedback forms as well as verbal comments.

Proposed and/or Additional Means of Assessment for 2010-2011 (who, what, when, how reported, etc.)

AOD - The assessment form that will be developed for the Group Education course will include an opportunity for the students to recommend changes for improvements.

Results of Assessment

Pending

3) Satisfaction

The third component is *assessing student and other clientele satisfaction with our services, programs and facilities, and demonstrating that those experiences are consistent with the institution’s goals.*

Current Means of Assessment (who, what, when, how reported, etc.)

AOD – The AOD “Office Visit Evaluation Form” and “Program Evaluation Form” are designed with forced answer options (Very Poor, Needs Improvement, Fair, Good, Excellent, Not at All, Slightly, Moderately, Considerably, Extremely) as well as open-ended questions for suggestions and other comments.

The TIPS evaluation solicits responses regarding the trainer’s knowledge and presentation skills, as well as the effectiveness of the training.

K – The “Feedback for KARMA Instructor” form provides a 1 – 5 “level of agreement” option for each statement.

The Red Watch Band Training Assessment, which is provided by Stony Brook University, has students select from 1 – 5 (Strongly Disagree – Strongly Agree) to statements such as “Overall, I was satisfied with the Red Watch Band Training” and “I would recommend the Red Watch Band to a peer.”

Proposed and/or Additional Means of Assessment for 2010-2011 (who, what, when, how reported, etc.)

The feedback form developed for “Group Education” students will include an opportunity for them to rate their level of satisfaction with the training they receive.

Results of Assessments

Pending

4) Student Cultures and Campus Environments

It is important to examine the *collective perceptions of a campus and the student cultures where they conduct their day-to-day lives*. Remember each student lives in his/her own cultural environment and all students do not have the same interests, friends and classes. Assessing the campus environment *determines and evaluates how the conditions and elements of the campus affect student learning and growth*. Each campus is unique and different.

Current Means of Assessment (who, what, when, how reported, etc.)

AOD - The Core Alcohol and Drug Survey is administered every two years to a random sampling of students. Participation is voluntarily and confidential. Completed surveys are sent to Southern Illinois University, Carbondale, where they are scored. A written report is provided for our use. The survey asks questions regarding demographics, living arrangements, personal use of alcohol and drugs, perception about other students' use of substances, volunteerism, campus environment and perceptions of safety, and awareness of campus policies regarding alcohol and drug abuse.

The AOD Office Visit Evaluation Form asks students if their interaction with AOD will have a positive impact on their academic experience at VSU.

The Alcohol 101 Plus evaluation form asks students if the information is in tune with pertinent campus alcohol issues.

K – The “Feedback for KARMA Instructor” form has students respond to the statement “KARMA has increased my awareness of the issues my peers often deal with,” which is a goal of Peer Education.

Proposed and/or Additional Means of Assessment for 2010-2011 (who, what, when, how reported, etc.)

The Group Education participants will respond as to the relevance of the material covered.

Results of Assessment

Pending

5) Outcomes

A fifth critical component is *assessing outcomes*. For those who use our services, programs and facilities, is there an effect on their academic success, learning, or development, particularly when compared to those non-users? Not all outcomes important to student services and programs are learning outcomes. There may be other outcomes important to effective student services, such as the delivery of services in a timely and efficient manner.

Current Means of Assessment (who, what, when, how reported, etc.)

AOD - The TIPS evaluation form asks students if they would feel comfortable intervening with a peer who was intoxicated, the purpose of the training.

Students completing Alcohol 101 Plus are asked if they found the program informative and helpful.

K – KARMA students provide feedback on whether KARMA has increased their awareness of pertinent issues, their confidence in public speaking, and if they would recommend KARMA to a friend.

Proposed and/or Additional Means of Assessment for 2010-2011 (who, what, when, how reported, etc.)

The feedback form developed for the Group Education course will address if students believe the education received will result in a change of behavior regarding their use of alcohol.

Results of Assessment

6) Benchmarking

How does the quality of our services, programs and facilities *compare* with like institutions? The key is to compare ourselves to like institutions that have good assessment programs and collect good data.

Current Means of Assessment (who, what, when, how reported, etc.)

A number of universities have been contacted in regard to what and how their programs are evaluated. These include the University of Georgia, West Georgia, The University of Missouri, and The University of North Carolina – Wilmington. The Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention was also contacted for guidance. Included in the response from the University of Central Missouri was a “Strategic Plan for Alcohol Risk Reduction” which contains program evaluation guidelines.

In response to our inquiry to Kennesaw State University, I have been informed there may be an effort for all AOD programs in the state to share assessment methods and data.

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Proposed and/or Additional Means of Assessment for 2010-2011 (who, what, when, how reported, etc.)

If assessment data is coordinated and shared throughout by state-wide AOD offices additional means of assessment may be applicable to VSU.

Results of Assessment

Pending

7) Measuring Effectiveness

A seventh component is *assessing effectiveness - through reference to national or professional standards and/or through measuring cost effectiveness*. How do our services, programs, and facilities compare to accepted national standards (Council for the Advancement of Standards (CAS) for Student Services/Development Programs, various national and regional accrediting agencies, and professional organizations)? Are the benefits students derive from what we offer worth the cost, and how do we know that?

Current Means of Assessment (who, what, when, how reported, etc.)

Our biannual conducting of the Core Alcohol and Drug Survey provides limited data pertaining to national trends of substance abuse on campuses but allows a direct comparison of responses for VSU students from past surveys.

The AOD coordinator has evaluated AOD using the Council for the Advancement Standards.

VSU conducts a Biennial Review to ensure compliance with the "Drug-Free Schools and Campuses Regulations of the Drug-Free Schools and Communities Act of 1989."

This Biennial Review represents a comprehensive gathering of policies, procedures, and practices from a cross-section of campus agencies that pertain to the issue of alcohol and drug use/abuse. Included documents represent all aspects of campus life; academic, recreational, and vocational. A copy of the Biennial Review is maintained in the Office of Alcohol and Other Drug Education.

Proposed and/or Additional Means of Assessment for 2010-2011 (who, what, when, how reported, etc.)

Results of Assessment

Pending