## CHASCo Biennial Review Development Process

### Academic Year 2018-19

The following report format is based on the requirements of the Drug-Free Schools and Colleges [EDGAR Part 86] Act. The following is adapted with permission from the Illinois Higher Education Center and Partners in Prevention. The following report items are suggested Biennial Review format & contents.

## Section #1

**Suggested time frame: July-September**

### Key Items:
- Introduction
- Notification (to be completed in the Fall)
- List of Goals / Objectives for the Upcoming Year (2018-2019)
- List of Recommendations from previous Biennial Review(s)

### Introduction/Overview

<table>
<thead>
<tr>
<th>Background on Drug-Free Schools and Campuses Regulations [Edgar Part 86] Requirements</th>
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</thead>
<tbody>
<tr>
<td>Why institution is conducting a Biennial Review</td>
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</tbody>
</table>

### AOD Comprehensive Program Goals and Objectives for Biennium Period Being Reviewed

<table>
<thead>
<tr>
<th>In the prior Biennial Review report, those conducting the review should have offered some recommendations, goals and / or objectives for the current period being reviewed. These should be listed within the report.</th>
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<tbody>
<tr>
<td>If your institution has not previously conducted a Biennial Review this should be stated in lieu of previous recommendations, goals and / or objectives.</td>
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<tr>
<td>The aforementioned recommendations, goals and / or objectives should be reviewed and an analysis completed as part of the biennial review process.</td>
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### Biennial Review Process

<table>
<thead>
<tr>
<th>Time frame that the Biennial Review is covering.</th>
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<tbody>
<tr>
<td>(Regulations require an institution to compile the report every two years; however, you also can use this tool to compile a yearly report)</td>
</tr>
<tr>
<td>Individuals (titles and credentials) and departments participating in the review process</td>
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</tbody>
</table>
How data is collected and assessed/evaluated? (summary description of all survey methods to be used, types of records used, interviews conducted, etc. and the methods used to assess/evaluate data)

Where Biennial Review Reports are to be kept on campus

How one may request / receive current and past Biennial Reports

How long Biennial Review reports are kept

**Annual Policy Notification Process**

**Students**

Description of students receiving policy

All enrolled students
- Part-time students taking one (1) or more credit hours but less than full-time
- Study abroad students
- Online students
- Dual enrollment / Dual credit students
- Continuing education students

Dates / times policy distributed to students

Method of delivery used to distribute to students (if different methods used for different types of students describe each)

Method by which students entering the institution after the initial “annual” distribution receive the policy

Required components of student policy

1. Standards of conduct that clearly prohibit, at a minimum, the unlawful possession, use or distribution of illicit drugs and alcohol by students on its property or as part of any of its activities

2. A description of the applicable legal sanctions under local, State, or Federal law for the unlawful possession or distribution of illicit drugs and alcohol

3. A description of the health risks associated with the use of illicit drugs and the abuse of alcohol
### Employees

**Description of types of employees receiving the policy**
- Full-time
- Part-time
- Working virtually
- Contractual

**Dates / times policy distributed to employees**

**Primary method utilized to distribute policy to employees (if different methods used for different types of employees describe each)**

**Method used to distribute policy to employees who begin working at institution after annual policy distribution**

**Required components of employee policy**

1. **Standards of conduct** that clearly prohibit, at a minimum, the unlawful possession, use or distribution of illicit drugs and alcohol by employees on its property or as part of any of its activities.

2. **A clear statement** that the institution will impose disciplinary sanctions on employees (consistent with local, State and Federal law), and a description of those sanctions, up to and including termination of employment and referral for prosecution, for violations of the standards of conduct; a disciplinary sanction may include the completion of an appropriate rehabilitation program.

3. **A description of the applicable legal sanctions** under local, State, and Federal law for the unlawful possession or distribution of illicit drugs and alcohol.
<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>4.</td>
<td>A description of the health risks associated with the use of illicit drugs and the abuse of alcohol</td>
</tr>
<tr>
<td>5.</td>
<td>A description of any drug or alcohol counseling, treatment, rehabilitation or reentry programs available to employees</td>
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</tbody>
</table>

**AOD Prevalence Rate, Incidence Rate, Needs Assessment and Trend Data**

**Student** – Identify a process for collection of student data

Data should be collected at the end of each semester / term

Student data addressing the number of AOD-related incidents which occurred during the timeframe for which the Review is being conducted.

- Incidents being reported are inclusive of both non-policy / non-law violations and policy / law violations.
- Includes all on-campus incidents and off-campus incidents of which the institution is made aware.
- Examples: Conduct, counseling center, health center, ambulance transports, ER / hospital admissions, local police reports, etc.

Survey data addressing student AOD use and abuse. (Core survey, ACHA survey, Residence Life survey, etc.) addressing prevalence addressing the timeframe for which the Review is being conducted.

Other Assessment Data that paints a picture of the student AOD prevalence / incidence rate addressing the timeframe for which the Review is being conducted.

**Employee** – Identify a process for collection of student data

Data should be collected at the end of each academic / fiscal / calendar year

Employee data addressing the number of AOD-related incidents which occurred during the timeframe for which the Review is being conducted.

- Incidents being reported are inclusive of both non-policy / non-law violations and policy / law violations.
- Includes all on-campus incidents and off-campus incidents of which the institution is made aware.
Inclusion and description of local, state or national trend data influencing ways in which the institution addressed AOD prevention and intervention.
### Section #2

Suggested timeframe: October-December

**Key Items:**
- Policy
- Enforcement
- Compliance
- Revision / Editing

#### AOD Policy, Enforcement & Compliance Inventory

Collect, catalog and review all student and employee AOD related policies and procedures.

Examples of policies may include:
- Federal Drug-Free Campus Policy
- Dry Campus Policy
- Student Code of Conduct – particularly those sections relating to AOD
- Alcoholic Beverages - Payment from University Accounts
- Alcoholic Beverages - Sale, Serving and Consumption
- Tailgating
- Alcoholic Beverages-University Housing
- Substance Abuse Policy – University Housing
- Guidelines for Fraternity and Sorority Use of Alcohol
- Smoke-Free / Tobacco-Free Campus
- Amnesty / Responsible Action Protocol Policies
- Athletic Department AOD Use Policy- If not universal and left to each team / coach include copies of each team’s / coach’s AOD policy
- Athletic Department Alcohol and Other Drug Testing Policy
- Employee Assistance Program Referral Policy
- Financial Aid Drug Convictions Policy
- Sexual Assault and other Violence related policies that relate to AOD use
- Alcohol/Drug Use in the Classroom Policies
- Alcohol Poisoning Protocols
- Other AOD Emergency Protocols
- Agreements between local law enforcement / emergency response agencies / ERs / hospitals

Review policies and procedures for consistency, relevance and adherence to local, state and federal laws and regulations.

Include information regarding the administration of AOD-related policies and procedures. Provide a description of:
- Party(ies) responsible for oversight of each
| Description of law enforcement/security forces and authority / jurisdiction |
| Description of relationships with off-campus law enforcement / security forces and jurisdiction |
| Description of other party(ies) who may affect the administration, monitoring or adjudication of AOD policies and procedures. |
### Section #3

Suggested timeframe: January-March

**Key Items:**
- AOD Comprehensive Program & Services Inventory
- Examine Programs & Services to determine how each leads to goal / objective achievement

#### Program/Intervention Description

Include a description / explanation of each AOD-related program and service. Include:
- NIAAA tier or IOM categorization
- What division or department sponsors or offers the program or service
- When is the program or service offered
- How frequently is the program or service offered
- Who is the target audience(s)
- How will effectiveness be measured

#### AOD Comprehensive Program & Services Inventory

Organize the inventory of campus AOD-related programs and services

Examples include:

1. **Alphabetically by Division**
   - Academic Affairs
   - Advancement
   - Athletics
   - Finance & Administration
   - Student Affairs

2. **Alphabetically by Program or Intervention**
   - 12-Step Programs
   - Bystander intervention
   - Late-night programming
   - Prevalence survey
   - Safe Spring Break
   - Social Norms

3. **Departments / Offices overseeing / administering programs / interventions**
   - Alumni Affairs
     - Counseling
     - Dean of Students
     - Greek Affairs
     - Faculty Senate
     - Health Services
     - Human Resources
     - Intercollegiate athletics / Club sports
     - Orientation
     - Residence Life
4. NIAAA Tiers of Evidence

**Tier 1 category** include strategies that show evidence of effectiveness with college students, including:
- Combinations of cognitive-behavioral skills training with norms clarification and motivational enhancement interventions
- Brief motivational enhancement interventions.
- Interventions challenging alcohol expectancies.

**Tier 2 category** include strategies that could be successful with general populations and could be applied to college settings, including:
- Approaches involving minimal legal drinking age (MLDA) laws (e.g., increased enforcement of MLDA laws)
- Implementation, increased publicity, and enforcement of laws to prevent alcohol-impaired driving.
- Restrictions on alcohol retail outlet density.
- Increased prices and excise taxes on alcoholic beverages.
- Responsible beverage service policies in social and commercial settings.
- Campus and community coalitions of all major stakeholders to implement these strategies effectively.

**Tier 3 category** consists of strategies with logical and theoretical promise that require more comprehensive evaluation.

**Tier 4 category** consists of strategies include those with “evidence of ineffectiveness,” such as simple educational or awareness programs used alone, without any other strategies or components.

5. Institute of Medicine (IOM) categorization of prevention, include:

- **Universal** interventions target the general population and are not directed at a specific risk group.
- **Selective** interventions target those at higher-than-average risk for substance abuse; individuals are identified by the magnitude and nature of risk factors for substance abuse to which they are exposed.
- **Indicated** interventions target those already using or engaged in other high-risk behaviors to prevent heavy or chronic use.

Conduct an inventory of all campus AOD-related programs and services
Consider how programs & services lead to goal / objective achievement

Types of Programs and services include:

1. Individual focus (IOM Selective / Indicated interventions):
   - Brief Assessment and Screening for College Students (BASICS)
   - Motivational Interviewing
   - Alcohol Screening Days
   - Electronic Check-Up to Go (E-CHUG)
   - Electronic THC Online Knowledge Experience (E-TOKE)
   - Individual Assessment programs through Health Services
   - Individual Assessment programs through counseling
   - Individual based counseling and intervention programs
   - Employee Assistance Program - referrals
   - Referral programs to off-campus treatment providers for students
   - Individual interventions for staff and faculty
   - Educational programs usually reserved for policy violators that individuals with voluntary or mandated participation

2. Group-based programs and services (IOM Selective / Indicated interventions):
   - CHOICES Program
   - Small Group Social Norms Interventions
   - E-Calc Alcohol Expectancies Program
   - Peer Education/Theater Programs
   - Alcohol and other Drug Programs delivered during Orientation programming
   - Social Marketing Campaigns
   - Social Norms Marketing Campaigns
   - Group-based programs delivered through housing, Greek life, athletics
   - Workshops, seminars, etc.
   - AA or Recovery-based groups
   - Curriculum Infusion Programs
   - Life Skills Programs
   - Group-based programs for staff and faculty
   - Group educational programs usually reserved for policy violators with voluntary or mandated participation

3. Universal or Entire Population-based programs and services (IOM Universal interventions):
   - On-Line Alcohol Education Programs such as AlcoholEdu, MyStudent Body
   - Social Marketing Campaigns
   - Social Norms Marketing Campaigns
   - Awareness campaigns
- Social media campaigns
- Designated Drive / Safe Ride Programs
- Universal programs geared for all employees, regardless of classification

4. Environmental / Socio-Ecological-based Programs:
   - Alcohol and other Drug Task Force, Campus Coalition or Campus/Community Coalition
   - Alcohol-Free Social Options
   - Social Norms Campaign
   - Alcohol-free Residence Facilities/Wellness Programming Facilities
   - Increased Service Learning/Volunteer Opportunities
   - Alcohol Minimization at Tailgating and other Campus/Community Celebratory Events
   - Social Host Ordinance Development/Creation
   - Responsible Beverage Service/Server Education Programs
   - Enforcing Underage Drinking Law Programs
     - Compliance Checks
     - Shoulder tap operations
     - Party patrols
     - Controlled party dispersal operations
     - DUI enforcement
     - ID Checks at on and off-campus bars/establishments
Section #4

Suggested timeframe: April-June

Key Items:
- AOD Policy, Enforcement and Compliance Outcomes Data
  - Review of enforcement & compliance with AOD Policy from Section #2
  - Review of revisions and edits to AOD Policy from Section #2
- AOD Comprehensive Program & Services Outcomes Data
  - Review of Programs & Services from Section #3 to determine how each leads to goal / objective achievement
- Conduct AOD SWOT Analysis
- Review of Goals / Objectives from Section #1
- Review of Recommendations from Section #1
- Make adjustments to campus-wide, comprehensive AOD program as needed
- Cover Sheet and Table of Contents

AOD Policy, Enforcement and Compliance Related Outcomes

<table>
<thead>
<tr>
<th>Description</th>
<th>Content</th>
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<tbody>
<tr>
<td>Number of violations observed / reported for each judicial / discipline related policy</td>
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<tr>
<td>Type and number of sanctions administered for violations of each policy</td>
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<tr>
<td>Analysis of consistency of enforcement of each policy – if inconsistencies noted, describe rationale</td>
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<tr>
<td>Number of requests for permission / authorization (request for alcohol sales / serving – faculty wine tasting parties, number of requests for fraternity / sorority alcohol functions)</td>
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<tr>
<td>If no violations are indicated - is data not collected or made available</td>
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<tr>
<td>If revisions / edits to policy(ies) are warranted include language and rationale for said revisions / edits</td>
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<tr>
<td>Overall discussion of institutional, divisional, departmental / office and program level opportunities and threats related to programs/interventions</td>
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<tr>
<td><strong>AOD Goal Achievement and Objective Achievement</strong></td>
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<td>--------------------------------------------------</td>
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<tr>
<td>Based upon data and SWOT analysis determine if identified goals / objectives have been met or are likely to be met</td>
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<tr>
<td>Describe why goals / objectives were not met or are likely not to be met, if applicable</td>
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<tr>
<td>If recommendations were made in a prior Review identify if those recommendations were addressed; if not addressed provide a rationale</td>
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<table>
<thead>
<tr>
<th><strong>Recommendations for next Biennium</strong></th>
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<tbody>
<tr>
<td>Broad recommendations for the institution to consider to address during the next biennium</td>
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<thead>
<tr>
<th><strong>Goals and objectives for next Biennium</strong></th>
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<tbody>
<tr>
<td>Actual goals and objectives that will receive specific focus during the next biennium period</td>
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<tr>
<td>If possible, action plan or steps to be taken to help meet goals and objectives, including time lines, individual/office being responsible, etc.</td>
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<tr>
<th><strong>Conclusion</strong></th>
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<tbody>
<tr>
<td>General summary of findings of Review (were previous goals met?)</td>
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<tr>
<td>General strengths and weakness of institution-wide comprehensive AOD Program</td>
</tr>
<tr>
<td>Summary of recommendations, goals and objectives</td>
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<tr>
<th><strong>Appendices</strong></th>
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<tbody>
<tr>
<td>Copies of actual policy distributed to all students, staff, and faculty</td>
</tr>
<tr>
<td>Copies of survey results/executive summaries (CORE, NCHA, etc.)</td>
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<tr>
<td>Copies of any policy related materials and supporting data/references</td>
</tr>
<tr>
<td>Copies of any program/intervention related materials and supporting data/references</td>
</tr>
<tr>
<td>Cover Page</td>
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<tr>
<td>University / College Logo</td>
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<tr>
<td>Name of Institution</td>
</tr>
<tr>
<td>Title: Drug-Free Schools and Campuses Regulations [Edgar Part 86] Biennial Review: Academic Year 2017-2018</td>
</tr>
<tr>
<td>Primary Author(s) and Author Credentials</td>
</tr>
<tr>
<td>Primary Office overseeing Biennial Review (VPSA, Health Service)</td>
</tr>
<tr>
<td>Final Date</td>
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</tbody>
</table>

**Alcohol and other Drug Prevention Program Certification Signed by Chief Executive Officer**

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For more information, visit tnchasco.org

*This project is funded under a Grant Contract with the State of Tennessee Department of Mental Health & Substance Abuse Services*