



Critical Processes: Translating Research and Resources into Effective Prevention Practice

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Student Affairs Runs on Critical Processes

“Student Affairs staff have daily contact with students and are **VITAL COLLABORATORS** in an effective culture of assessment focused on improving student learning.”

—Maki, 2010

“The time has come to recognize and solidify the vital role Student Affairs practitioners play in **DEVELOPING, MAINTAINING, OR CHANGING** an institution’s culture of assessment.”

—Dr. Fuller, American College Personnel Association

How Do Critical Processes Look?

CRITICAL PROCESSES
INCORPORATES THE
FOLLOWING DOMAINS:

DATA
GOALS & PLANNING
EVALUATION
STUDENTS
SKILLS

- Utilization of key data sources for program design/delivery
- Goal-setting and strategic planning
- Evaluation of prevention efforts
- Programming mandates and participation tracking
- Role of students in designing and implementing programs
- Key skills and qualifications for prevention staff
- Professional development for key stakeholders

Why Do Critical Processes Matter?

Critical Processes
are the engine that
power programming
and policy efforts



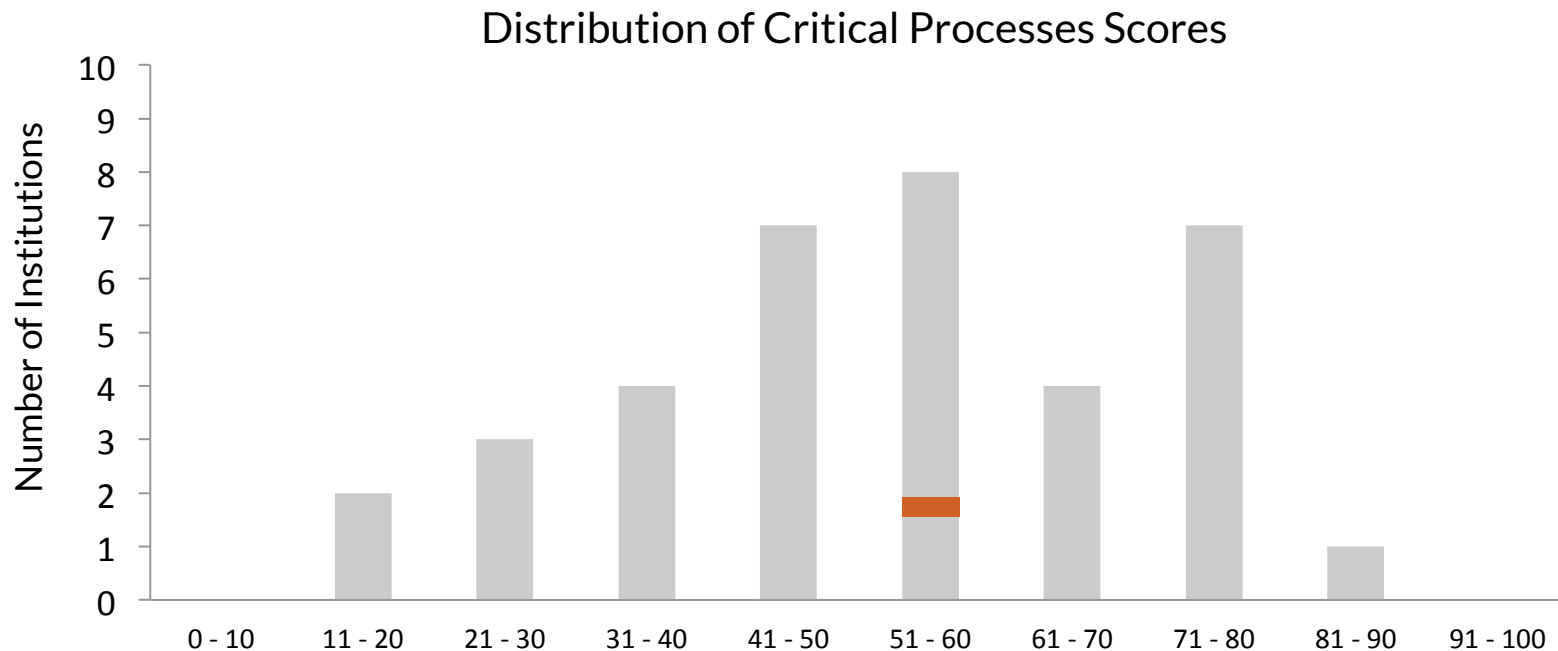
PROGRAMMING

POLICY

CRITICAL PROCESSES

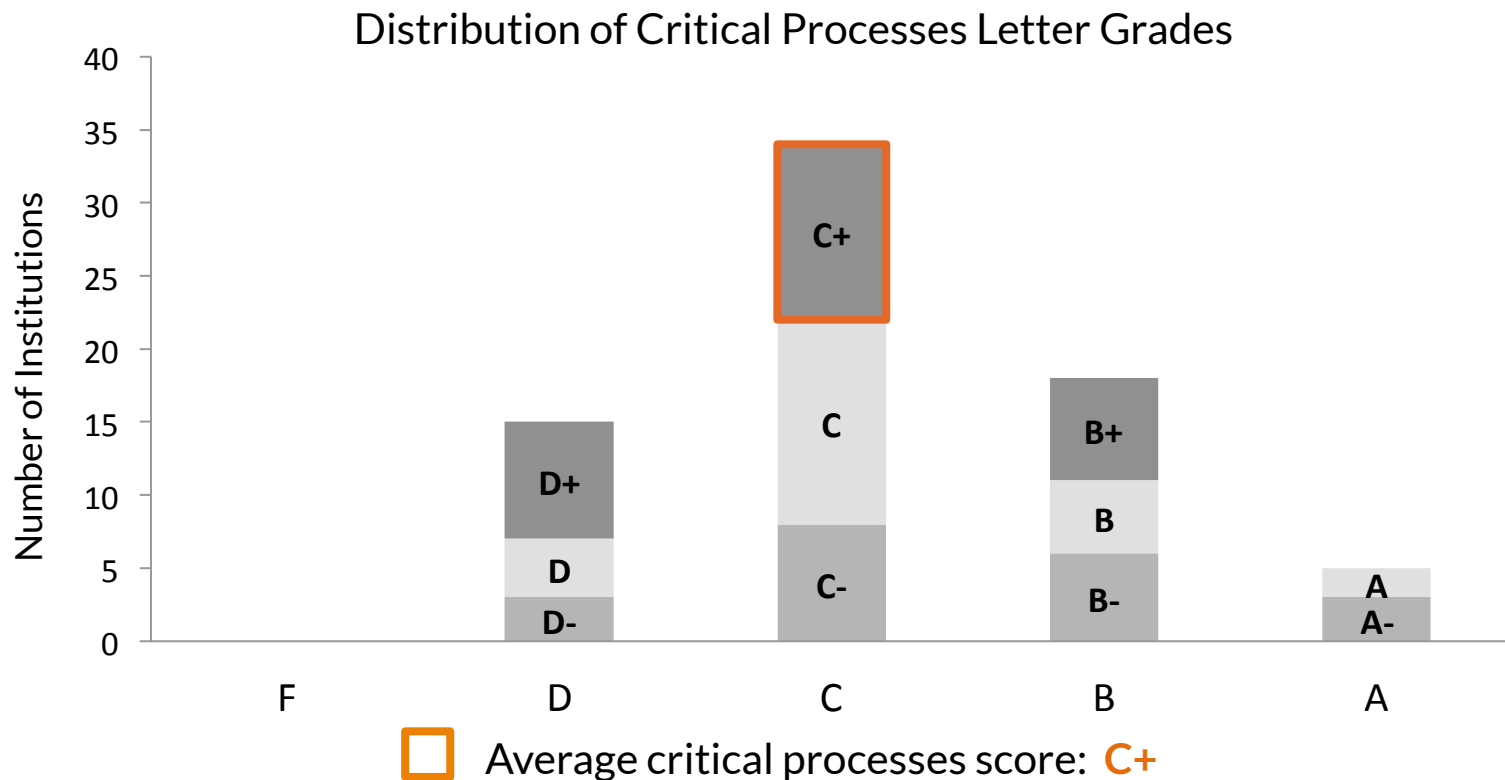
INSTITUTIONALIZATION

Examining Critical Processes for Sexual Assault Prevention



— Average critical processes score: **52.3 out of 100**

Examining Critical Processes for Alcohol Prevention





Institutional Culture

Culture Supportive of Critical Processes

“CULTURE OF ASSESSMENT”

An institution's or organization's ways of operating that favor or hinder the use of information to make programmatic or policy decisions

Five Key Constructs that Favor a Culture of Assessment



STRUCTURES

Systematic approach with clear communication lines



LEADERSHIP

Support from senior leaders



SHARING OF RESOURCES

Institutional researchers



USE OF DATA

Sharing data with key stakeholders



PERCEPTIONS

Admin, faculty, and staff perception

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PERCEPTIONS

Admin, faculty, and staff perception

Advancing Physical, Emotional, and Social Well-Being



UNIVERSITY OF MINNESOTA

Driven to DiscoverSM

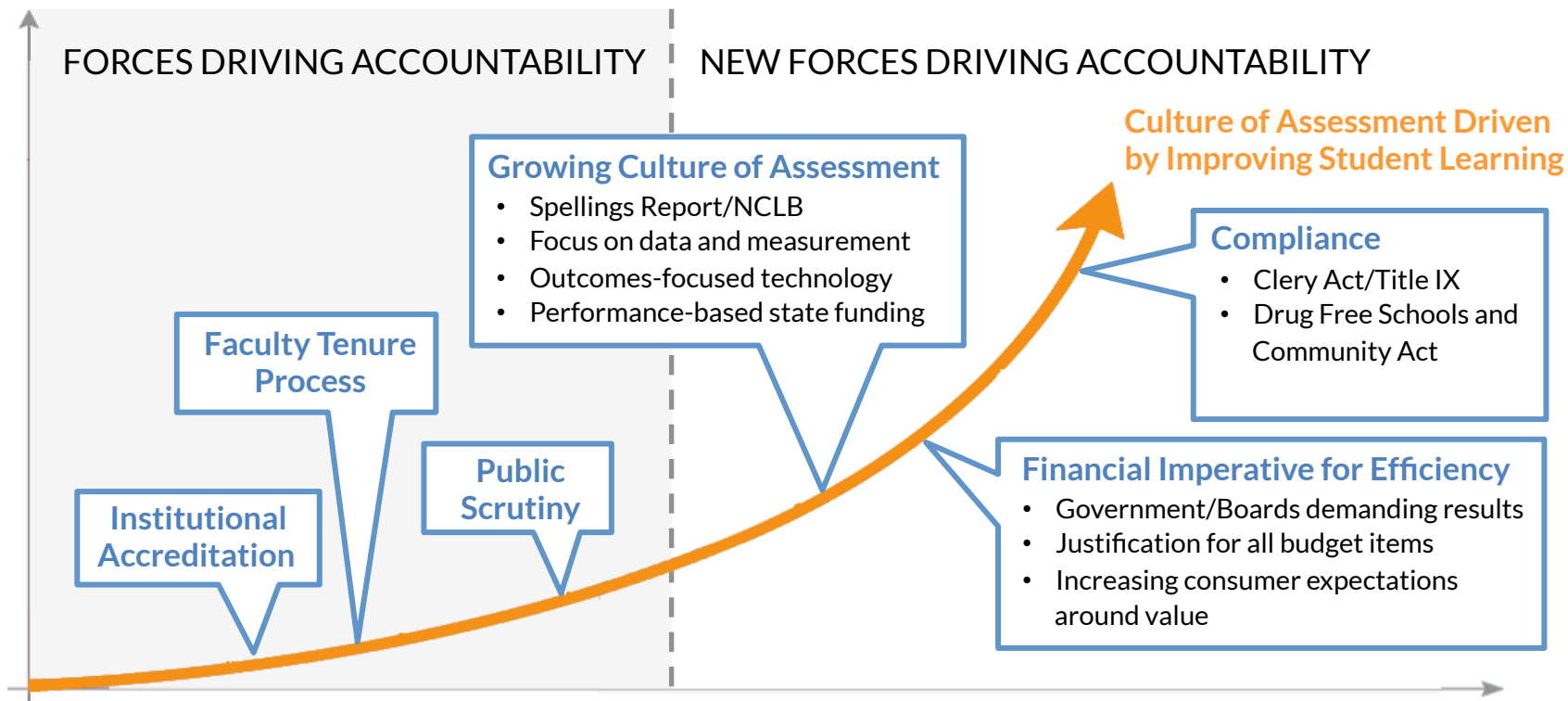
“When health is absent, wisdom cannot reveal itself, art cannot become manifest, strength cannot fight, wealth becomes useless, and intelligence cannot be applied.”

—HEROPHILUS OF CHALCEDONE, Physician to Alexander the Great

THE COLLEGE STUDENT HEALTH SURVEY: COVERS EIGHT KEY AREAS

- Health Insurance and Health Care Utilization
- Alcohol and Other Drug Use
- Financial Health
- Mental Health
- Tobacco Use
- Nutrition and Physical Activity
- Personal Safety
- Sexual Health

Toward Higher Standards of Accountability



Signs that Critical Processes are a Priority

BEYOND DATA RELIANCE

Ongoing student surveys and other data collection efforts to monitor the nature and scope of Alcohol, Other Drug, and Violence issues

Critical Processes are acts of exploration, negotiation, and communication. Provide deeper meaning to the day-to-day work

EXPECTATIONS

Critical Processes are an expected path to change or a reinforcement of effective prevention practices already in place.



COMMITMENT & FUNDING

Evaluation efforts are supported by stable, consistent funding

There is a long-term commitment to evaluate and improve prevention efforts

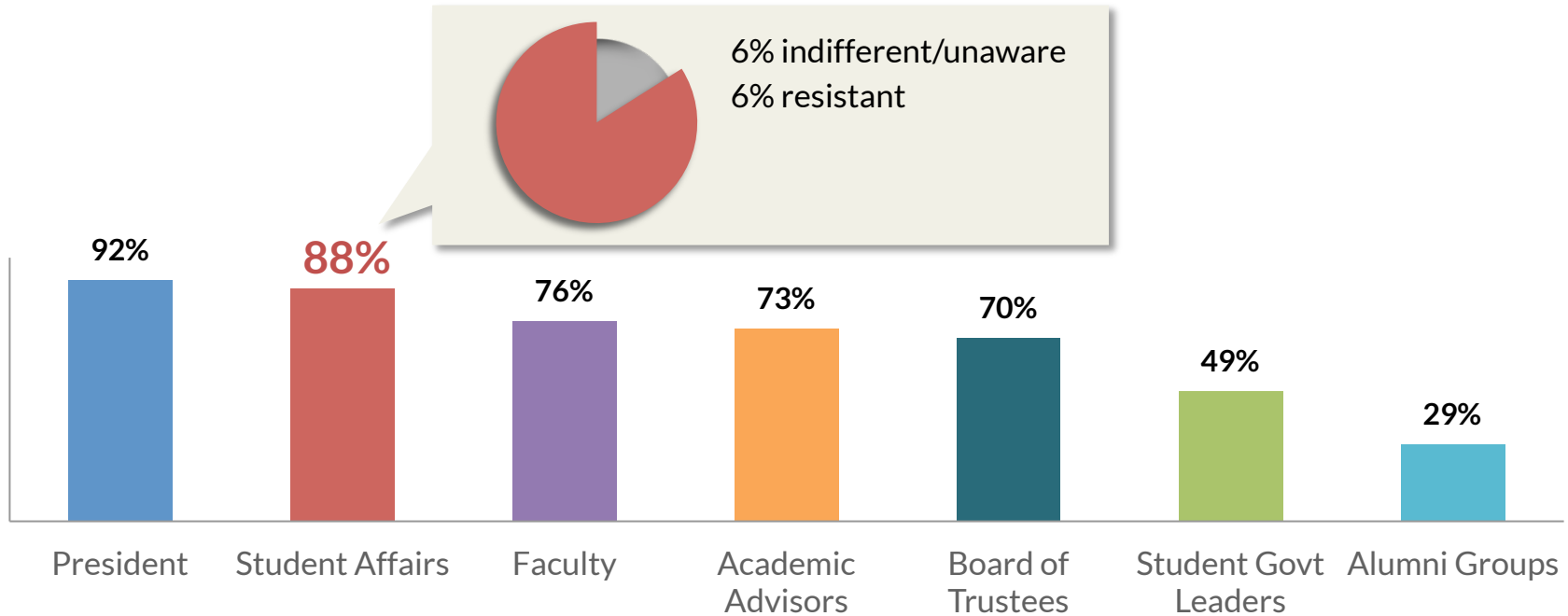
PROFESSIONAL DEVELOPMENT

Ongoing professional development for campus stakeholders who provide prevention programming

- Best practice on prevention issues
- Knowledge of the latest research and prevention theories
- Leadership skills

Perceived Supportiveness of Student Affairs Staff

Students Affairs staff ranked as more supportive of assessment than most other groups



Random sample of 917 Directors of Institutional Research and Assessment across the U.S.

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Where: Accessing and Collecting Data



STUDENT SURVEY DATA



CORE INSTITUTE



CLIMATE SURVEY



INSTITUTIONAL DATA SOURCES

- AOD/Sexual Assault Offices
- Campus Police and Safety
- Student Involvement
- Judicial Affairs
- Residence Life
- Greek Life
- Athletics
- Facilities
- Health Services
- Student Counseling Center
- Registrars Office



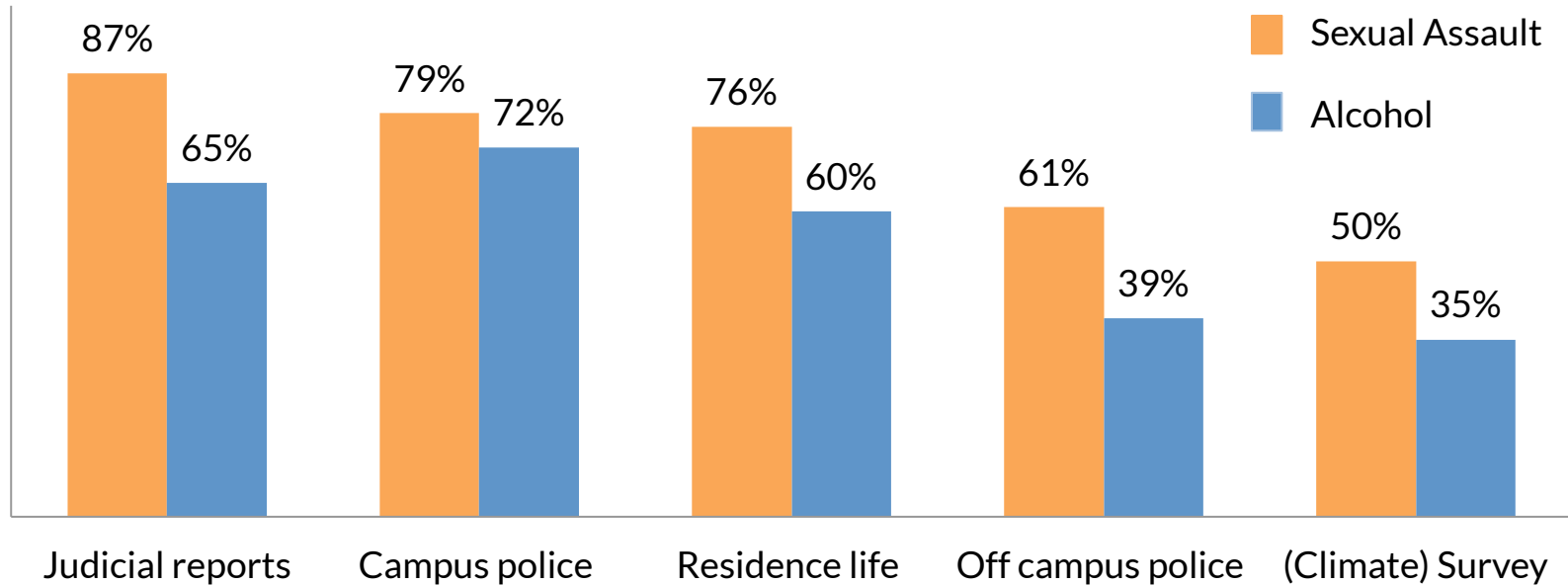
COMMUNITY DATA SOURCES

- City/Town Police
- Hospital Admissions
- Court Records
- Greek National
- Campus Community Coalition
- Neighborhood Association

Campus prevention professionals collaborate with key partners to ensure record keeping yields quality information that is useful

Capturing the Issues

Judicial and Campus Police Reports Most Relied upon Sources for Capturing Alcohol and Sexual Assault Incidents

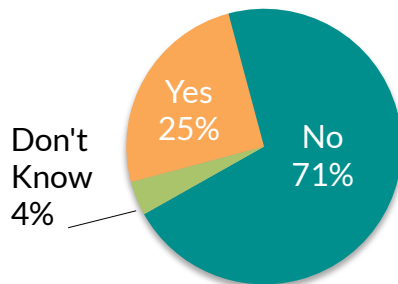


Source: EverFi SADI, N = 38; EverFi ADI, N = 72

Data Can Be Hard to Capture

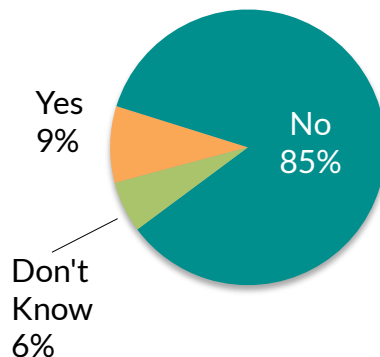
Are you tracking data on students who leave your institution due to alcohol-related issues?

n = 48

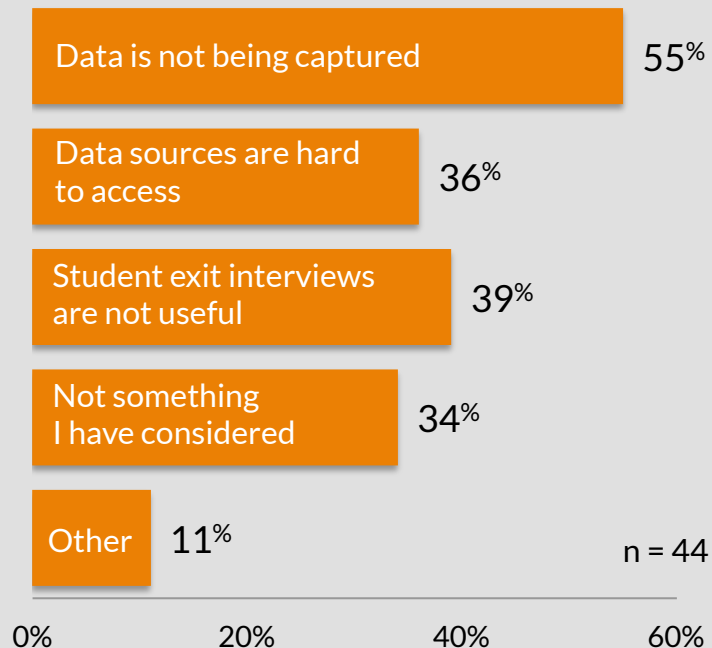


Are you tracking data on students who leave because the alcohol or party culture at your institution is not in line with their expectations for college?

n = 47



COMMON CHALLENGES TO MEASURING ALCOHOL-RELATED ATTRITION



Nurturing Relationships

“Student affairs staff must connect with colleagues inside and outside of student affairs and the institution.

They are **masters of seeking innovative partnerships, respectfully spanning boundaries, and leveraging colleagues for synergy.”**

Leveraging Strong Relationships to Gather Data

IDENTIFYING ALCOHOL HOTSPOTS



**Local
Police
Chief**



**Director
Student
Involvement**



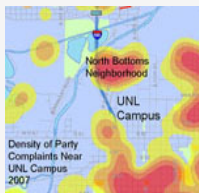
**Detox
Unit
Director**

STAKEHOLDER ROLE:

Capture and code party complaints in GIS software

Results:

- Heat map of party complaints provides roadmap for highly targeted enforcement efforts
- ID neighborhoods best suited for outreach
- Fewer off-campus citations and decline in violent crimes



STAKEHOLDER ROLE:

Added question to evaluation form to capture last drink info, BAC upon admission

Results:

Alcohol Retailer	# of Admissions	Average BAC
Bar A	93	.183
Bar B	49	.169
Bar C	43	.160

- Targeted enforcement with problematic bars
- 69% of last drinks occurring at 3% of retailers

Severity Index Assesses Seriousness



SEVERITY INDEX

1	
2	
3	
4	
5	
6	

KEY PIECES OF INFORMATION

Level of gravity (e.g., Fake ID)

Level of nuisance (e.g., urinating in public)

NUMBER VALUE ASSIGNED

1 - 3: illegal, minor, behavior associated with underage drinking

4 - 6: irresponsible, more serious, behavior associated with criminal activity

RATING DETERMINES INTERVENTION

Low: No intervention

Medium: Education information provided

High: Intervention, education or counseling

BENEFITS OF THE INDEX

Ability to differentiate between a student who gets caught with a beer three times vs. a student who ends up in the ER once.

Provides perspective on a raw number in reports to Trustees and senior leadership.

Helps identify trends.

Between 2012-2013 and 2014-2015 positive trends identified:

- average weighted score decreased from a 3.5 to 2.9
- the number of incidents rated 1-3 increased from 53% to 66% of total number of incidents

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Strategic Planning with SMART Goals

SEXUAL ASSAULT

45%

of schools have engaged in a formal strategic planning process



ALCOHOL

63%

of schools have engaged in a formal strategic planning process

SMART Goals

34%

of schools have set specific, measurable goals to improve prevention

SPECIFIC
MEASURABLE
ATTAINABLE
REALISTIC
TIMELY

74%

of schools have set specific, measurable goals to improve prevention

Taking a Step Back to Review What is in Place

ALCOHOL POLICY REVIEW

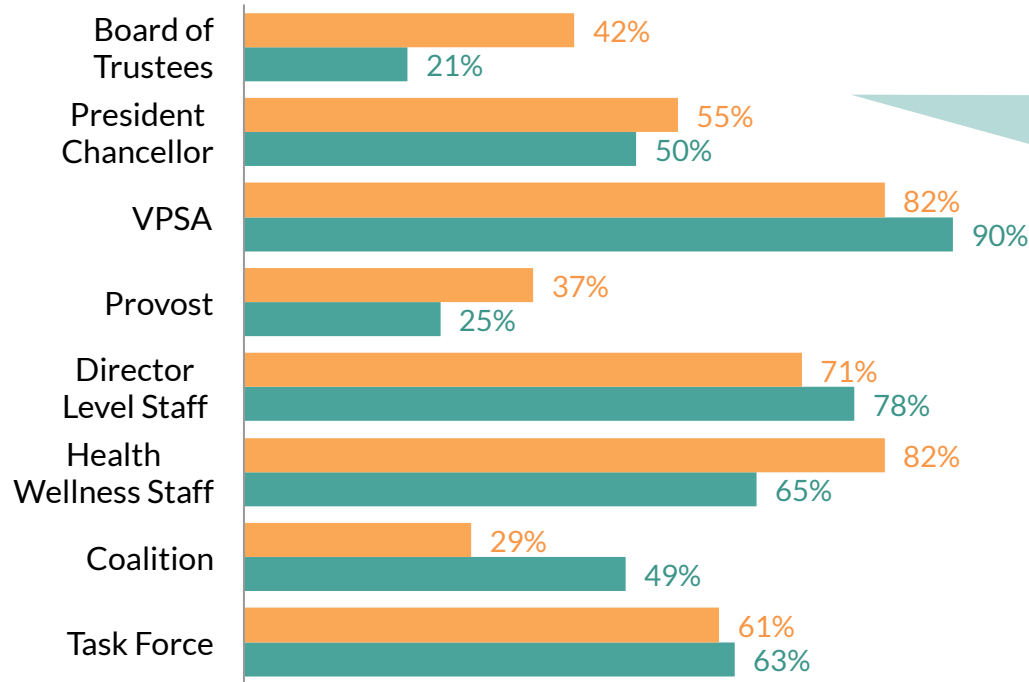
- 83%** undertook a comprehensive review and examination of alcohol policies
- 63%** review various policies that govern campus groups (e.g., Greeks, athletes, faculty and staff) to ensure that they are uniform and consistent with each other
- 78%** reviewed various policies that govern campus groups to ensure they are uniform and consistent with state law

SEXUAL ASSAULT POLICY REVIEW

- 76%** undertook a comprehensive review and examination of sexual assault policies

Who: Sharing Progress Indicators with Leadership

Sharing Alcohol and Sexual Assault Prevention Progress Indicators



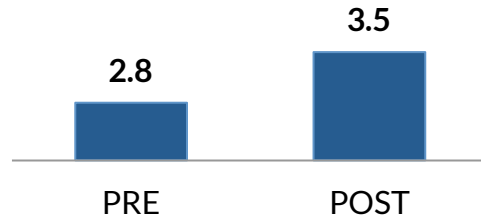
Institutions that share progress indicators with the President or Board of Trustees report **3 times more full time employees** dedicated to alcohol prevention

Sexual Assault
Alcohol

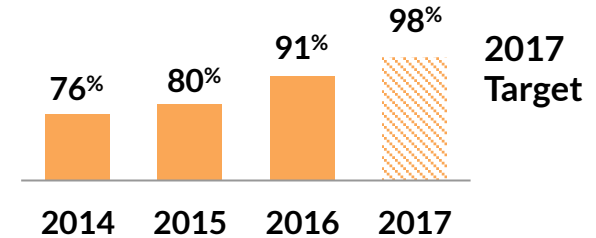
An Example of a Balanced Approach to Communication

HEALTHY CAMPUS PROGRESS REPORT

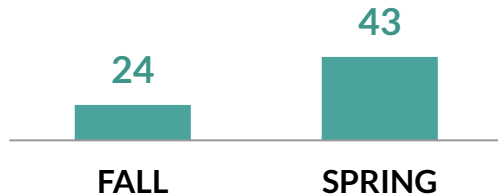
AVERAGE GPA PRE/POST BASICS



FIRST-YEAR STUDENTS COMPLETING HAVEN



RESIDENCE HALL DAMAGE REPORT



CAMPUS SAFETY

- Trained 100% of campus safety officers as first responders
- Officers reporting students more cooperative

“We feel more prepared to help students”
—Chief David

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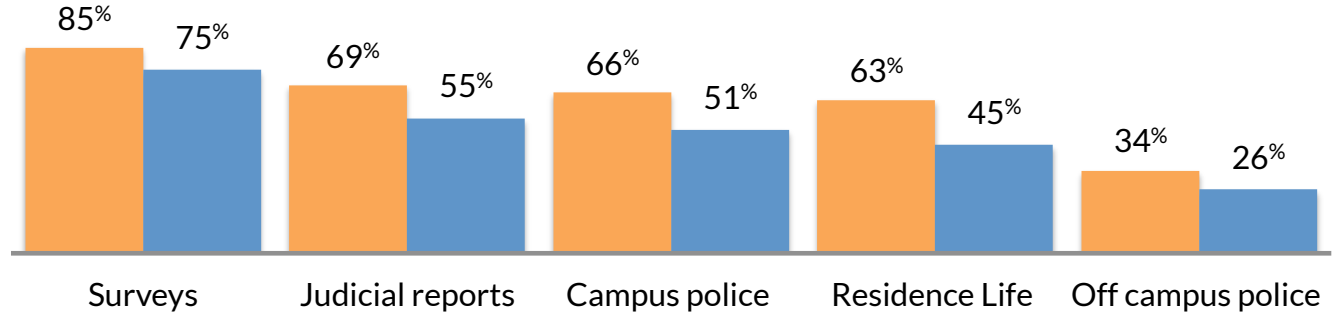
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When: Improving Prevention Efforts through Data

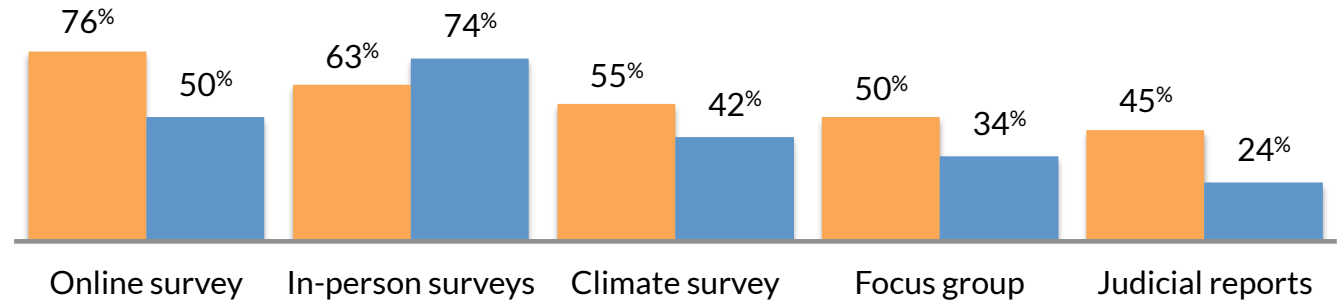
	PROBLEM ANALYSIS	PROCESS MEASURES	OUTCOME MEASURES
WHEN	BEFORE programs/policies are implemented	DURING the program/policy implementation	AFTER the program/policy implementation
WHAT	<p>Using data to understand the nature and scope of the problem</p> <p>Examining existing resources and assets</p> <p>Analyzing the information to clarify needs and opportunities</p>	<p>Using data to understand what we are doing</p> <p>How are we using resources (staff, dollars, etc.)?</p> <p>Is the intended population being reached?</p>	<p>Using data to determine what each activity is accomplishing</p> <p>Did the program/policy change behaviors or the functioning of the environment?</p> <p>A logic model can help identify the outcomes to measure</p>
EXAMPLE	<p>35% of students have witnessed violent behavior</p> <p>10% of students are aware of support services</p>	<p>200 students completed prevention program</p> <p>\$3,400 spent on program</p>	<p>85% demonstrated increased confidence</p> <p>72% changed behaviors</p>

Relying Upon Data to Inform & Evaluate: Top Five Sources

Alcohol prevention efforts informed by diverse range of data sources



Sexual assault prevention efforts informed by surveys

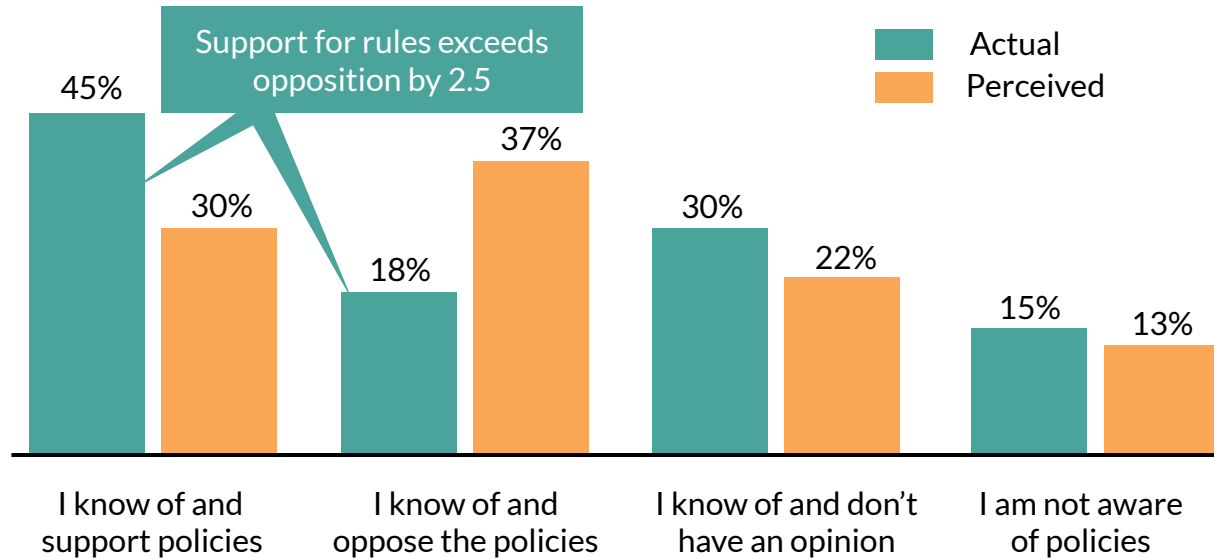


Source: EverFi SADI, N = 38; EverFi ADI, N = 72

■ Informing prevention efforts
 ■ Evaluating prevention efforts

Powerful Data on Student Support for Policies

LEVEL OF POLICY SUPPORT AMONG STUDENTS



Data from 1996 - Spring 2010 Core Survey administration
n=164,653; 194 institutions in 40 states and DC

Source: Perkins, W. (2011)

EVERFI TOOL

ALCOHOL POLICY CHECKLIST

Checklist: Principal Components of an Alcohol and Other Drug Policy
An initial preliminary consultation with legal counsel in the development and writing of AOD policies is highly recommended.

Section/Question	Yes	No	Unsure
Policy Statement			
Does the opening statement:			
Communicate the primary rationale for the policy (i.e., compliance with local, state, and federal laws)?			
Include statements that express concern about student health and safety?			
State intent to have educational and employment opportunities?			
Articulate the college's philosophy of enforcement?			
Reference the educational mission of the institution?			
Enforcement			
Reference the policy development process? (i.e., state that the policy was not in place after a single deliberation, but rather the result of a process involving students, faculty, and administration, community leaders, etc.)			
Outline the institution's potential response to rules violations (e.g., mandatory education program, loss of absence, suspension)?			
Implementation			
Does the policy state explicitly that the college's standards of conduct apply to all members of the campus community (i.e., public spaces, the entire academic community, including faculty, staff, students, alumni, and guests)?			
Does the institution require all campus organizations that want to host events that include alcohol to formulate comprehensive policies of their own as part of their event planning, before and throughout?			
Is the jurisdiction of the institution's AOD policy defined clearly to include all college property, as well as all events sponsored or associated with the institution?			
Does the institution maintain a list of alcohol-related policies that express or imply university affiliation, including those held off campus?			
Is specific reference made to college-related travel and to vehicles owned by the institution?			
Is specific reference made to college study programs?			
Is there reference made to not applying to certain areas of campus, certain buildings or residence halls?			

EVERFI

Replicate these data on your campus. Tool contains a list of survey questions to gather students, staff, and/or community members level of support for various alcohol policies

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Mandating Programming and Tracking Participation

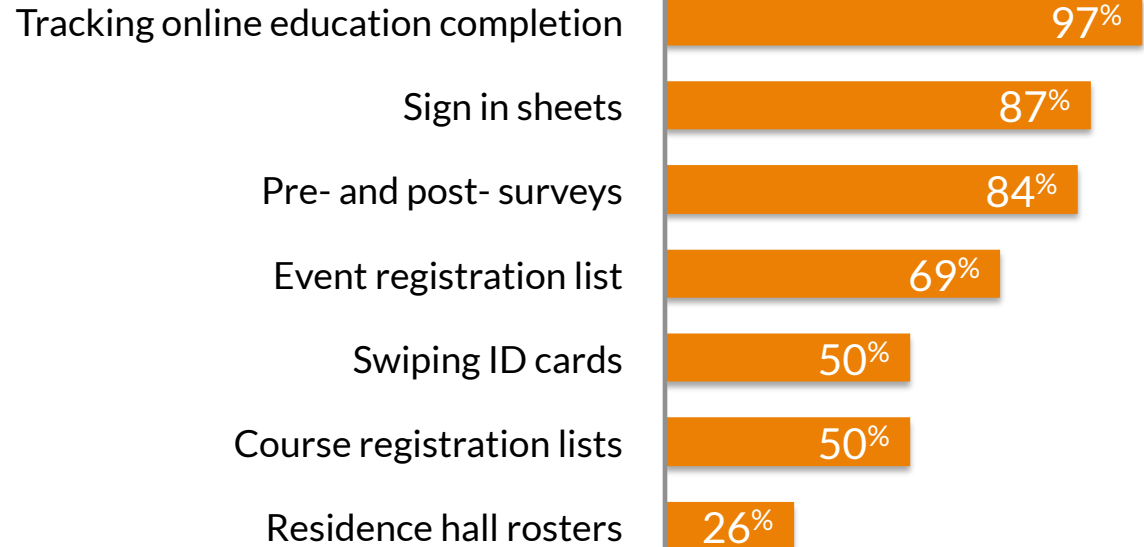
PROGRAMMING MANDATES



97%

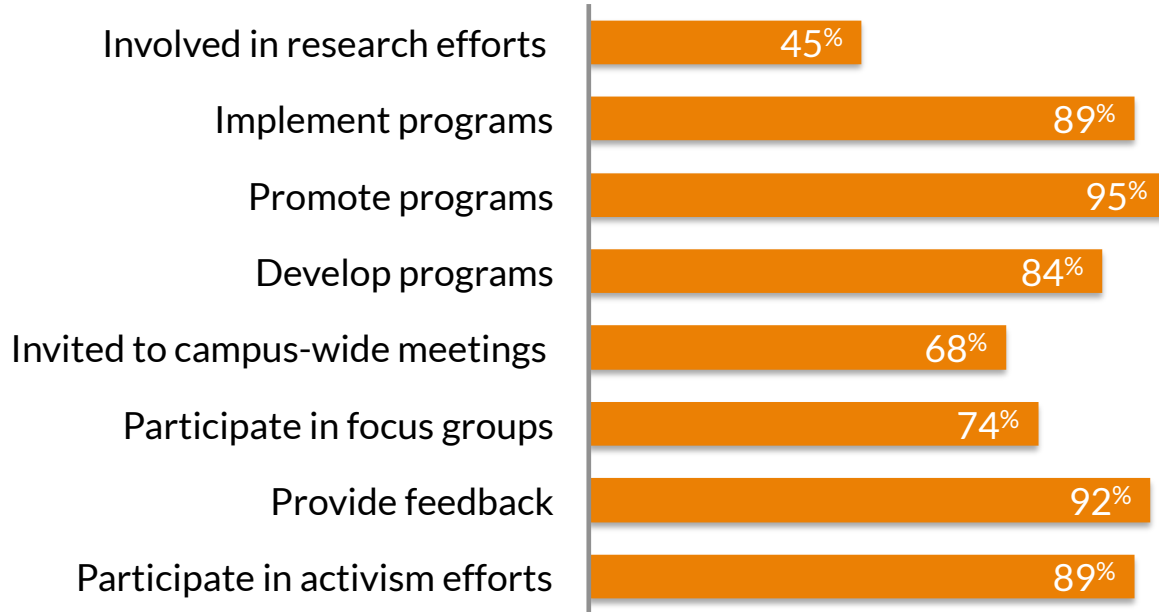
Of Institutions that
MANDATE sexual assault
prevention programming
for incoming students

TRACKING PARTICIPATION IN SEXUAL ASSAULT PREVENTION PROGRAMMING



Student Role in Sexual Assault Prevention Programs

WORKING COLLABORATIVELY WITH STUDENTS



92% of campuses gather student feedback through evaluation and surveys

Yet **8%** of institutions report no student involvement in planning and implementation

Assessing Process and Outcome Measures at Dayton

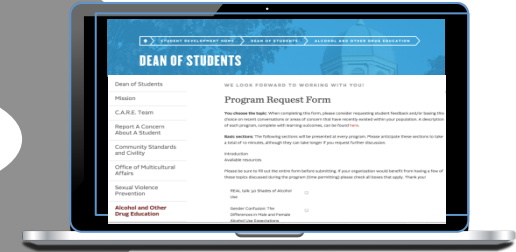
THE REAL PROGRAM

ONLINE PROGRAM REQUEST

- Choose from 24 customizable modules
- Each program assigned a unique ID for tracking

TRACKING ATTENDEES

- Attendance collected at each program
- Surveys administered and data stored for analysis



PROCESS MEASURES

What # and % of students have been trained?
 What modules have been requested?
 Which students have (not) attended training?
 Target certain populations?

KEY OUTCOMES MEASURED

- Drinking behaviors
- Risk-reduction strategies used
- Bystander strategies used

Dartmouth Case Study: Project in Progress

FOUR-YEAR MANDATED EXPERIENCE THAT ADAPTS WITH STUDENTS NEEDS OVER THEIR YEARS IN COLLEGE



PROBLEM ANALYSIS

Look At What Is Already In Place

Dartmouth: Conducted internal inventory of relevant programs and practices, developed logic models



ROLE OF STUDENTS IN DESIGNING AND IMPLEMENTING PROGRAM

Student Input And Involvement Is Essential To The Success Of The Program

Committee conducted dozens of meetings with students: student working groups, student advisory board, etc.



COLLECTING AND RELY ON DATA TO INFORM PREVENTION STRATEGY

Data Is Essential To The Formation Of Prevention Initiatives

Haven, AAU Climate Survey, Dartmouth Community Study, Dartmouth Health Survey, program assessment

Relied upon the research literature and initiatives at other institutions to inform plan, developing assessment plan



PROGRAMS ARE TAILORED TO STUDENT CHARACTERISTICS

Customized To The Differing Developmental Stages

The interventions will address students unique needs during each of their years at Dartmouth



GOAL

BY 2020, significant increase in positive behaviors, all students fully engaging with project

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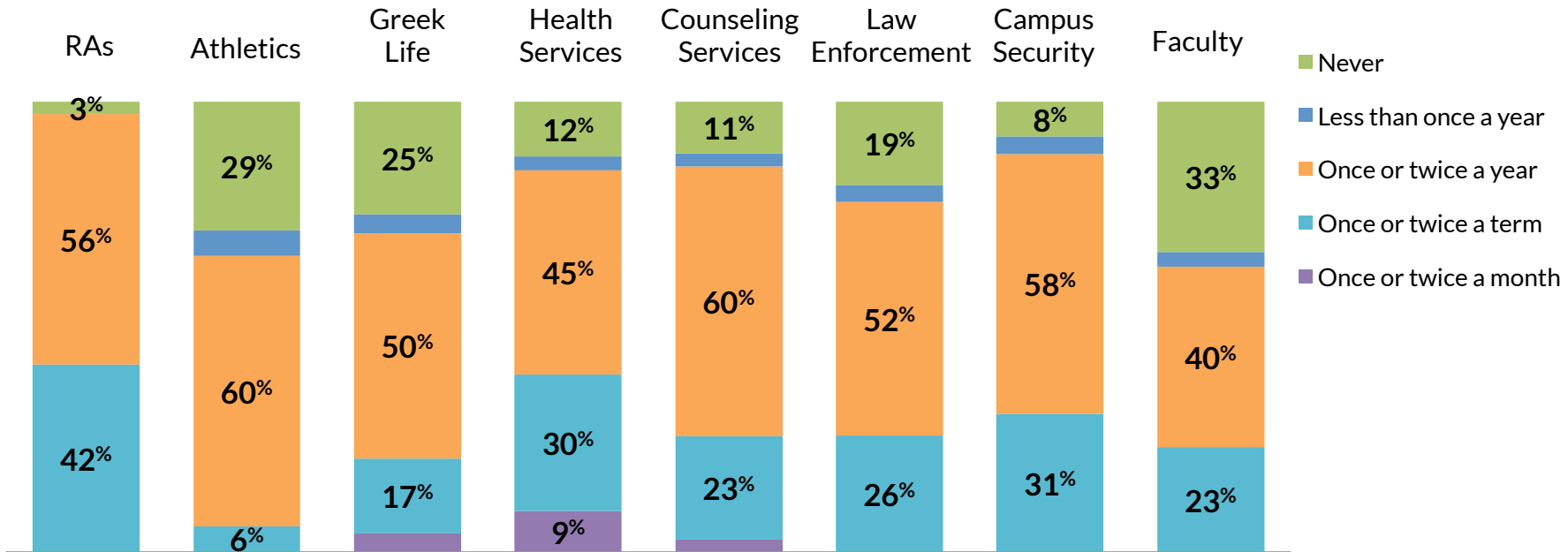
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Professional Development and Training

FREQUENCY OF TRAINING FOR STAKEHOLDERS WHO PROVIDE SEXUAL ASSAULT PREVENTION PROGRAMS



Key Skills and Qualifications for Prevention Staff

Prevention Professionals Need A Wide Variety Of Skills And Qualifications To Lead Their Institutions And Organizations On These Issues:

- **Innovation**
- **A desire to stay abreast of research and best practice**
- **Assessment and evaluation skills**
- **Leadership**
- **Effective communication**
- **Relationship development**
- **Resiliency**

Annual Research Summit



Professional Development Institute

