



Moving from Compliance to Utility: Biennial Review Revamp

About Me



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she/her

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University Health Services

Campus

Location:

Madison, WI

Type:

Public

Undergraduates:

37,230

Graduates:

12,656



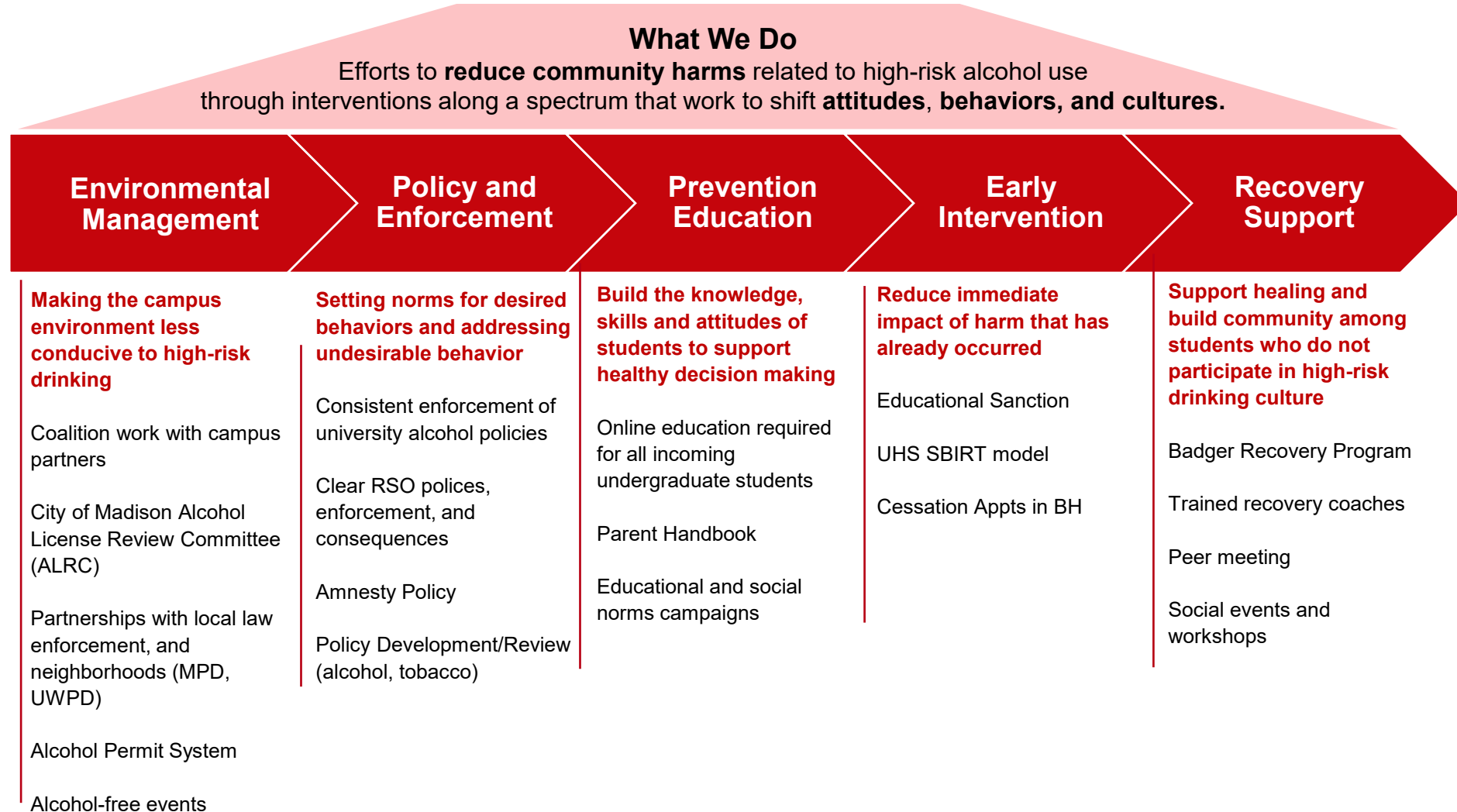


Frameworks

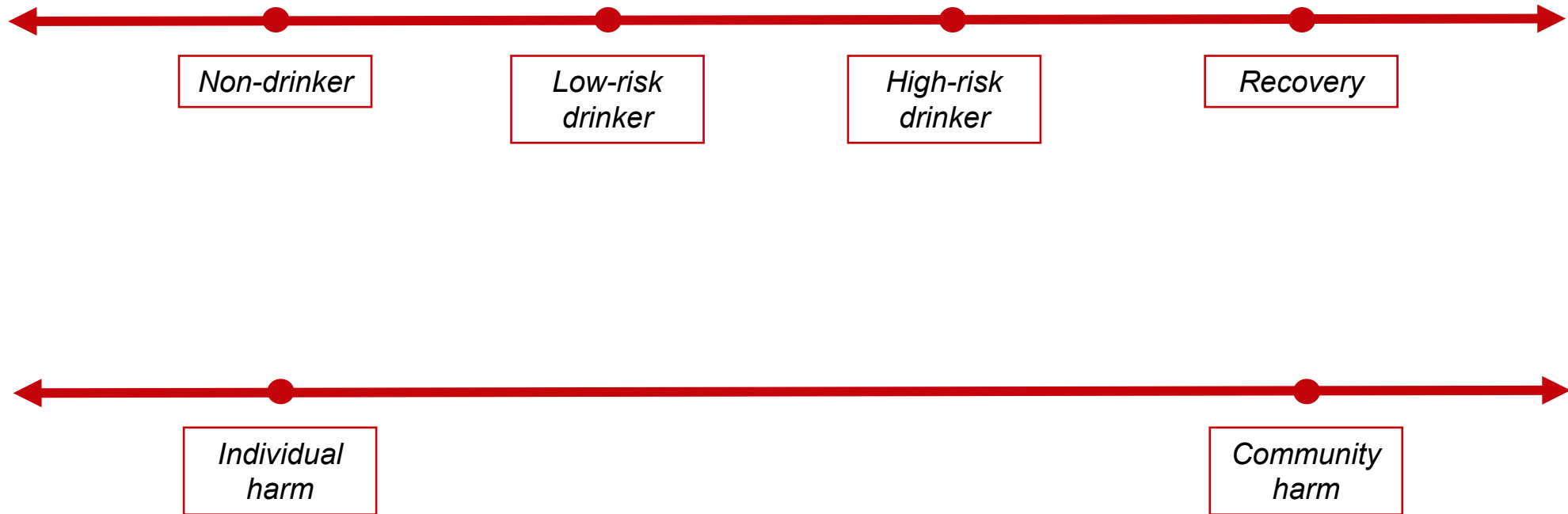


UHS Prevention and Campus Health Initiatives

Violence Prevention | **Alcohol and Other Drugs** | Suicide Prevention



Work Across our Entire Population



UW-Madison Alcohol Framework

- **UW-Madison goal:**
 - Decrease individual and community harms resulting from high-risk alcohol use in the UW-Madison campus community.
- **Approach:**
 - Intervene across a spectrum from individual to community-level using strategies that influence behaviors and social norms.
- **Principles:**
 - Gather and use data to guide decisions and strategy
 - Use research and evidence to inform strategy implementation
 - Reduce risks and increase protective factors
 - Collaborate with campus and external partners to achieve a broad, comprehensive reach

Decrease	Increase
Availability Acceptability Affordability Attractiveness	Accountability Assistance

Strategic Prevention Framework

- Step 1: Assessment
- Step 2: Capacity
- Step 3: Planning
- Step 4: Implementation
- Step 5: Evaluation





Drug-Free Schools & Communities Act (DFSCA)



What is the DFSCA?

Requires educational institutions (from local schools to universities) to adopt and implement programs to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees.



Passed in 1989

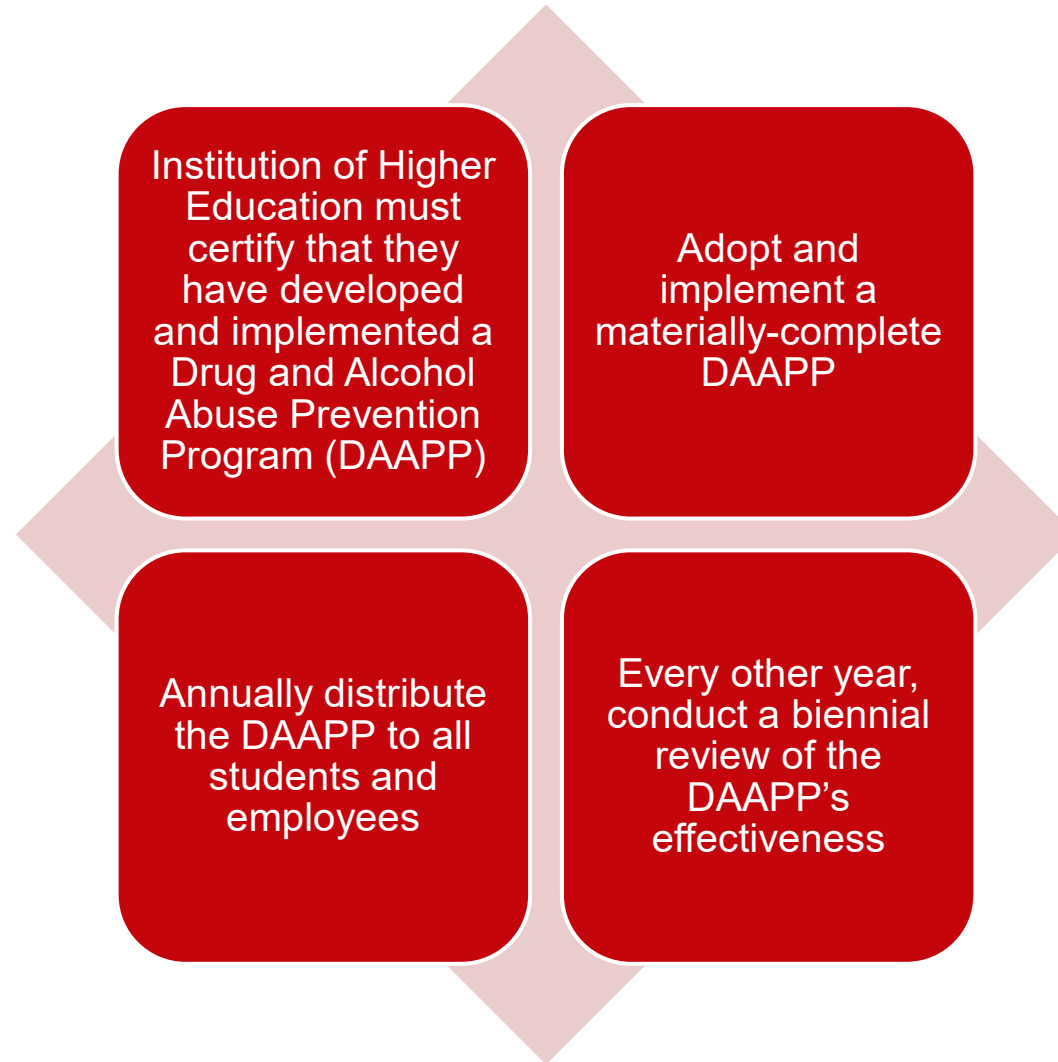


Effective in 1990



Enforced starting in 2005 with fines possible for non-compliance

4 Parts of the DFSCA



Required Content of the DAAPP

Standards of Conduct

- Clear prohibition of unlawful possession, use, or distribution of drugs and alcohol by students and employees

Legal Sanctions

- Description of **federal, state, and local laws and penalties** related to drugs and alcohol

Health Risks

- Information on **health risks** associated with drug use and alcohol abuse

Resources and Support

- Available **counseling, treatment, rehabilitation, and re-entry programs**

Institutional Sanctions

- Clear statement that the institution will impose disciplinary sanctions
- Description of those sanctions (e.g., suspension, expulsion, termination, referral for prosecution)

Requires institutions to reconcile their policies with applicable state law

Biennial Review

Evaluates effectiveness of DAAPP

Even years starting in 1992

18th Review (July 1, 2024-June 30, 2026)

Needs to be completed by December 31, 2026

Provides road map for next biennium

What do we need for review?

AOD Prevention Certification signed by Chief Executive Officer

- Signed by Chancellor after review

ATOD Comprehensive Program Goals and Objectives

- Mission of prevention coalition (*if one is in place*)
- Goals and any movement/progress related to each goal – relate back to Strategic Plan

Biennial Review Process

- Who maintains review, how many years reviews are maintained, where reviews are located, and how they can be requested
- Update on who is involved in coalition, how often coalition meets, and title of coalition

Annual Policy Notification Process

- Copy of ATOD Policy and information about where it is located (*direct link if possible*)
- Information re: how students receive policy and how it is ensured that ALL students receive policy
- Information re: how employees receive policy and how it is ensured that ALL employees receive policy
- Any additional methods used to distribute policy
- How policy can be requested

What do we need for review? Cont.

AOD Policies

- All ATOD Policies at your institution
 - Who oversees policy and how it is reviewed
 - Information re: AOD-related policies and resources for employees
 - Who oversees violations for students and where information re: student conduct procedures can be found
 - Who oversees violations for employees and where information re: those procedures can be found
 - Any other relevant employee specific policies and who oversees these policies
- Title IX/Sexual Misconduct Policy, how it is received, who receives, who oversees, where it is located, how it can be requested
 - Specific definitions included in policy related to AOD (*i.e., consent, sexual violence, amnesty*)

AOD Enforcement

- Overview of law enforcement/security authority and jurisdiction related to ATOD
- Overview of any established relationships with off-campus law enforcement and their authority and jurisdiction related to ATOD
- Description of any others who might monitor ATOD policy violations (*i.e., house fellows*)

What do we need for review? Cont.

ATOD Prevalence Rate, Incidence Rate, Needs Assessment, and Trend Data

- What surveys you do and who is provided what survey
- Data from past years for specific questions
- Info re: other national surveys used on campus that ask ATOD-related questions and relevant data
- Info re: campus specific surveys used that ask ATOD-related questions and relevant data

Compliance Related Outcomes

- How ATOD policy compliance information is obtained
- Data split between incident types and type of community member
- Who oversees student conduct process for ATOD violations
- Who oversees employee conduct process for ATOD violations
- Sanctions utilized and numbers of each assigned
- Any other compliance and/or sanction related information

ATOD Comprehensive Program and/or Intervention Inventory

- Information about programs and/or interventions related to ATOD, to include:
 - Description/Explanation of program/intervention
 - Target Audience
 - Date(s) Offered
 - Individuals Served (*number if known*)
 - Any Outcomes Measured
 - Any Demographics Known

What do we need for review? Cont.



AOD SWOT/C Analysis

Strengths
Weaknesses
Opportunities
Threats/Challenges



Recommendations for Next Biennium

Refer to Strategic Plan



Goals and Objectives for Next Biennium

Refer to Strategic Plan



More than a Document



Process, Compliance, & Strategic Planning



Motivation and Capacity



Biennial Review



Strategic Plan for Campus

Strategic Prevention Framework

- **Step 1: Assessment**
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Assessment: What is the problem?

We have a lot of data....

- First Year Alcohol Program Data
- NCHA (Every 3 years)
- HMS (Every 3 years)
- Color of Drinking ('15, '17, '23)
- Patient/Client Data (Screenings, visit type, etc.)
- Violation/Conduct Data
- Citations
- Detox Transports
- Campus Self Study

And it tells us to...

- Work to reduce high-risk drinking
- Support non-drinkers and student in recovery



Assessment Pitfalls

- Not enough analysis support
- Not asking extra questions or the right extra questions on population health surveys
- Data sits in binder
- No process for data sharing
- Data sharing only for compliance report and not for strategic planning
- Difficult to prioritize competing issues



Getting to a Data Sharing Process

- Meetings with Data folks (University Police, Conduct, Housing)
- Semester Model- January & July
- Understanding what is collected, interpreting data
- Create system for data sharing and open channels to share what we're seeing



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Capacity: What do I have to work with?



Relationship
Building

A charge
from
Leadership

Strategic
Asks

Creating
Systems for
Sharing Data

Creative
Funding

Joint
Prevention
Efforts

Capacity Pitfalls



NOT PRIORITIZING
RELATIONSHIPS



ASKING TOO MUCH
WITHOUT HELPING
FOLKS SEE THE VALUE



NOT TYING ISSUES
TOGETHER



MEETING JUST TO
MEET

Capacity

AOD Leadership/Advisory Council

- Associate Vice Chancellor for Health and Wellbeing & Executive Director, UHS (Chair)
- Dean of Students
- Associate Vice Chancellor for Student Leadership and Community Engagement & Executive Director, Wisconsin Union
- Associate Vice Chancellor for Identity and Inclusion
- Director of University Housing
- Chief of Police, UWPD
- Deputy Director, Athletics
- Executive Associate Vice Provost for Teaching & Learning
- Representative, Office of Legal Affairs
- ASM Elected Representatives (Undergraduate & Graduate)
- Director, Employee Assistance Office
- Director, UHS Prevention & Campus Health Initiatives (Staff)
- Director, UHS Data & Quality (Staff)

AOD Coordinating Council

- UHS Prevention (chair)
- UWPD
- Office of Student Conduct and Community Standards
- Residence Life
- Athletics
- Fraternity and Sorority Life
- Wisconsin Union
- Office of Inclusion Education
- Division of Teaching and Learning
- Rec Well
- SMRRP- Sexual Misconduct Resource and Response Program
- SOLI- Student Organizations, Leadership & Involvement
- UHS Violence Prevention
- Assistant Director for Alcohol, Other Drugs & Recovery, UHS Prevention (Staff)

Capacity



Individual meetings



Coalition meetings



Asking what they hope to get out of work



Acknowledging their contributions

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Planning: What should I do, and how should I do it?

- Choose Strategies
 - Support for nondrinkers and student in recovery
 - Regulations and Safety
 - Education and Programming
 - Reporting and Metrics



Planning Pitfalls



Some people's instincts are not evidence based



Plug and play mentality "I saw this at another university."



Historical Knowledge "We tried that, and it didn't work."

Planning



Using the review process as our
strategic planning process



Hear individual recommendations
through program and intervention
inventory



Evaluation

Program and Intervention Inventory

Name of Program/ Initiative	
<i>Administered by:</i>	
Description	
<i>Future Opportunities:</i>	
Audience	Utilization/Evaluation

Example

Badger Recovery

Administered by: UHS Prevention

Badger Recovery is a program for students in or considering recovery from substance use. We understand recovery is individually defined, and we value the diverse experiences of our members and their personal goals. Badger Recovery helps create a community where students can access resources and support through a variety of meetings, events, and services.

[Read more about Badger Recovery.](#)

Future Opportunities:

- Hire permanent, full-time staff
- Hold trauma-informed training for facilitators
- Develop a policy manual and strong marketing plan so the organization can continue to grow
- Acquire a space to host meetings, community time, and events

Audience	Utilization
Students in recovery from alcohol and/or drugs	Utilization is defined as number of participations (non-unique). • July 1–December 31, 2022: ○ 107 • January 1–June 30, 2023: ○ 208 • July 1–December 31, 2023: ○ 176 • January 1–June 30, 2024: ○ 188

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Implementation: How can I put my plan into action?



Develop strategic plan for next biennium as part of our biennial review.

Build systems for reporting on progress

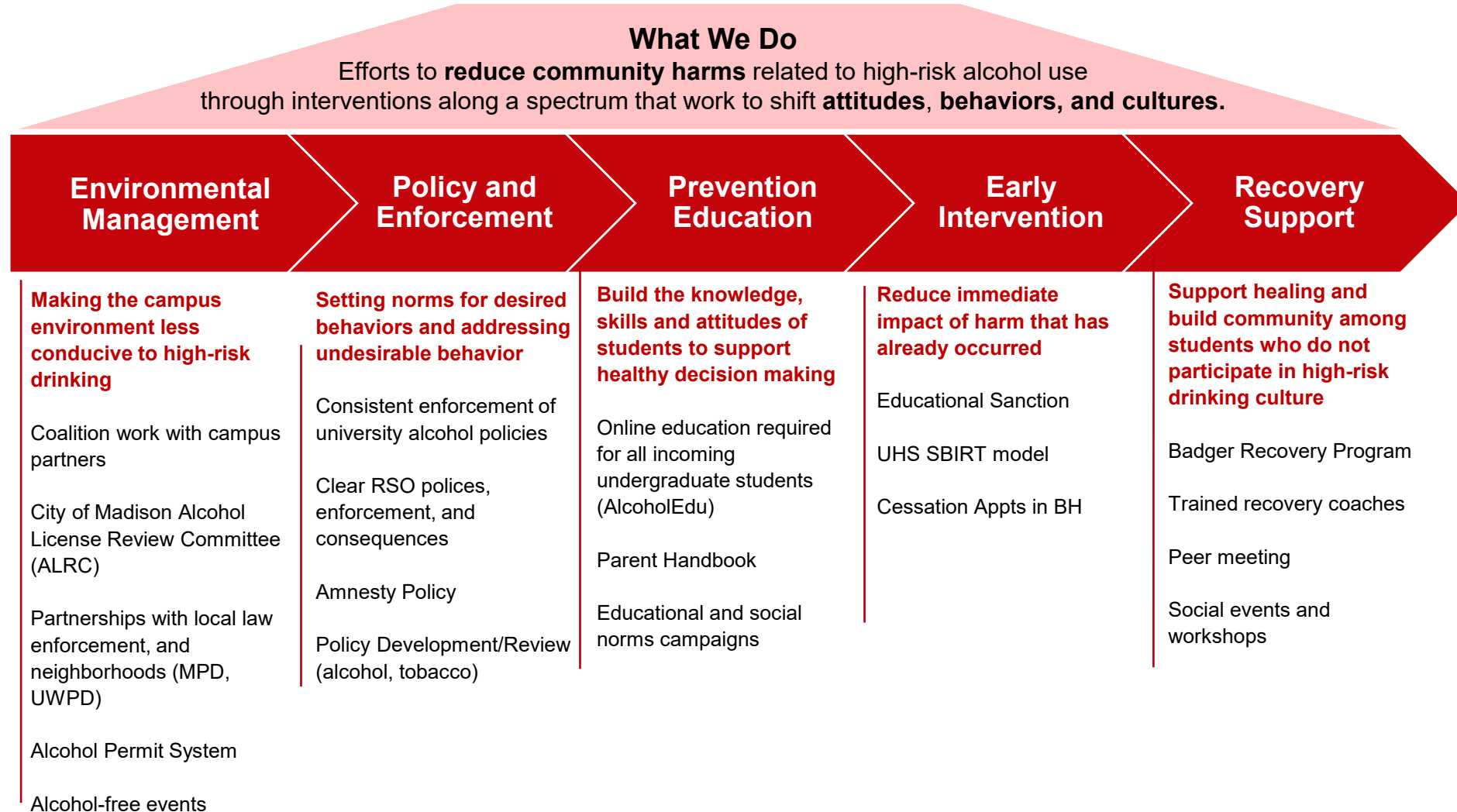
Implementation Pitfalls

- Lack of consideration for Cultural Competency Sustainability throughout the process.



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Align Biennial Review Document and Strategies with Consistent Program Language

Strategies	Priorities and Tactics
Strategy 1: Environmental Management <i>Making the campus environment less conducive to high-risk drinking</i>	Priority 1.1: Identify, develop, and promote intentional ways to connect students who choose not to drink, particularly in the residence halls • Tactic 1.1a: Evaluate and improve future house fellow training opportunities • Tactic 1.1b: Establish Residence Life room matching for sober living • Tactic 1.1c: Continued support and funding for Wisconsin Late Night Priority 1.2: Empower students to champion Environmental Management work • Tactic 1.2a: Partner with ASM Color of Drinking Taskforce to explore student-led interventions • Tactic 1.2b: Regular training for FSL leaders on policies, systems, and environments (PSE) work Priority 1.3: Partner with City of Madison Involvement to address high-risk alcohol use • Tactic 1.3a: University Representation on ALRC

Strategy 2:

Policy and Enforcement

Setting norms for desired behaviors and addressing undesirable behavior

Priority 2.1: Decide on accountability metrics to track on a bi-yearly basis.

- **Tactic 2.1a:** Meet with partners to identify available data sets and decide on metrics to collect.
- **Tactic 2.1b:** Set up system for collecting data twice a year through the biennial review process.
- **Tactic 2.1c:** Set up data dashboard to easily track compliance data.

Priority 2.2: Strong population health data to improve high-risk drinking prevention efforts

- **Tactic 2.2a:** Incentivize students to complete UHS population health surveys
- **Tactics 2.2b:** Identify gaps in data and develop custom questions
- **Tactic 2.2c:** Strong dissemination plan for population health data including tracking on strategic metrics

Strategy 3:

Prevention Education

Build the knowledge, skills and attitudes of students to support healthy decision making

Priority 3.1: Harm Reduction

- **Tactic 3.1a:** Campaigns and educational programs around reducing individual and community risk
- **Tactic 3.1b:** Events, tabling, and promotional items to promote the Social Zone Video Education and Campaign
- **Tactic 3.1c:** Social Zone Video Education and Campaign

Priority 3.2: Campus support for non-drinkers

- **Tactic 3.2a:** Collect information from non-drinkers through focus groups and surveys to identify how they would like to be supported on campus
- **Tactic 3.2b:** Strong messages that include non-drinkers

Strategy 4:

Early Intervention

*Reduce immediate impact
of harm that has already
occurred*

Priority 4.1: Educational Sanctions

- **Tactic 4.1a:** Evaluate CHOICES, BASICS, and CASICS programs for effectiveness
- **Tactic 4.1b:** Evaluate RSO sanction opportunities

Priority 4.2: Educate student employees on policies, enforcement, and job expectations related to student alcohol use

- **Tactic 4.2a:** House Fellow Training

Priority 4.3: Collect, analyze, and utilize sanction data

- **Tactic 4.3a:** Review weekly Camp Randall reports

Strategy 5: Recovery Support <i>Support healing and build community among students who do not participate in high-risk drinking culture</i>	Priority 5.1: Further Develop and advocate for the Badger Recovery Community • Tactic 5.1a: Advocate for recovery lounge space on campus for meetings, events, and community engagement • Tactic 5.1b: Develop policies and procedures manual • Tactic 5.1c: Continue to strive for a trauma informed practice • Tactic 5.1d: Cultivate donor relationships and grow donor opportunities
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Evaluation: Is my plan succeeding?

- What metrics have you identified to let you know the plan is working?
 - Reduction in high-risk drinking
 - Higher flourishing among non-drinkers
 - Programming Evaluation



Evaluation Pitfalls



Not evaluating

“We have a lot of people attending and they like it.”

Our Metrics

Over the last two weeks, have you had five or more drinks (males) or four or more drinks (female) containing any kind of alcohol at a sitting?

	UW-Madison	National
Undergrad	37%	23%
Grad/Prof	22%	16%

When, if ever, was the last time you drank alcohol?

% respondents answering "within the last two weeks"

	UW-Madison	National
Undergrad	58%	42%
Grad/Prof	64%	53%

Intention amongst drinkers who drank in the last 3 months

% respondents answering "intention to get drunk"

	UW-Madison	National
Undergrad	53%	42%
Grad/Prof	19%	22%



Discussion/Questions

