Part I: Alignment with College

Chapter 0: Unit Alignment with College Goals

Key Question: "How is your unit aligned with the college's goals?"*

<u>Six Core Values</u>

Learning

- Fosters a learning-focused climate in the classroom and activities sponsored by the program.
- Recognizes and respects the unique needs and potential of each learner.
- Offers a culture of sobriety achievement in a caring community.
- Provides credit coursework that assists learners to develop a better understanding of their relationship with addictive substances and to develop new behavioral skills that increase their potential for reaching their academic goals.
- Hosts forums (e.g., 12 step meetings, Black Student Union meetings, etc.) that facilitate interactions between learners, which result in learners contributing to the education of other learners.
- Supports previously impaired people who are on the road to productive contributory lives.
- Provides a safety net when learners are feeling tenuous about their ability to adhere to their academic plan.

Diversity

- Members of minority cultures are at greater risk of becoming addicted to substances. Therefore, the SAP proactively targets several minority populations with prevention efforts, which are validated by the literature as effective with each population.
- The SAP Office provides safe space for various minority student groups to convene. Group interactions lead to social and academic connections, which in turn increase the likelihood of students reaching their academic goals.
- The SAP coordinator is an integral member of BASE (Black American Staff, Faculty, and Employees) and provides space for their meetings in the SAP.
- The SAP coordinator is a member of the college-wide Bias Response Team and routinely provides consultation as a representative of the African American community at Lane.
- The SAP coordinator routinely serves on search committees to assist in recruiting minority candidates for jobs at Lane.

Innovation

- The SAP Coordinator was selected and trained to be a trainer for effective, unbiased hiring processes.
- The SAP Office adapts and remains current with constant environmental, technological and demographic changes and remains up-to-date on environmental changes that affect campus substance

abuse policy (for example, new legal developments in Oregon related to the legal/medical use of marijuana).

- The SAP Office anticipates and responds to internal and external challenges in a timely manner
- In campus conversations, the SAP Coordinator brings the perspective of staff and students who are striving to stay sober. Often this means raising the awareness of the "normal" members of the campus community about actions that could make their efforts more difficult (i.e., the presence of alcohol at formal campus events).
- The SAP Office acts courageously, deliberately and systematically in relation to change.
- SAP Office takes risks to speak out about the problem of substance abuse in our campus community when many would rather not acknowledge that it exists.

Collaboration and Partnership

- The SAP seeks opportunities to encourage and expands partnerships with organizations and groups in our community by:
    o Offering coursework to train learners to secure resources to support the development of community services for Substance Abusers and recovering Substance Abusers.
    o Routinely responding to requests from instructional faculty to guest lecture in their classes about substance abuse issues.
    o Serving as a member of the College-wide Bias Response Team and providing expertise regarding substance abuse.

Integrity

- The SAP is a vital resource in the student discipline process for students with substance related problems.
- The SAP oversees the college's compliance with the Drug Free Schools and Colleges Act (DFSCA).

Accessibility

- The SAP Office minimizes financial, geographical, environmental, social, linguistic, and cultural barriers to learning, by heightening awareness of hidden barriers and systems of privilege as a regular part of curriculum and service program offerings
- The SAP Office provides a transitional space for those still learning to develop skills necessary to be successful in normal (i.e., non-drug oriented) culture
- The SAP Office brings together similar members of a variety of minority cultures to support each other

Three Strategic Directions

The Strategic Directions for Lane have been updated and expanded since the 2003-2004 Unit Plan. Please review the changes and provide specific examples of how your unit works to further these goals.

Transforming Students' Lives

o The SAP provides support for several diverse populations of students to succeed. When students are provided with appropriate support, they:
- ❖ Tend to complete a higher percentage of the courses they attempt.
- ❖ Persist at a higher rate beyond developmental and entry level courses.
- ❖ Are more likely to become productive, contributing members of the community with the capacity to give back to the community and to Lane Community College.
o The SAP collaborates with the Culinary/Hospitality programs and the Center for Meeting and Learning (because alcohol can be served in CML when served in compliance with state liquor laws) to articulate an alcohol service policy and make sure that it is implemented in a way that maintains the health/safety of not just the college but the community in general.

Transforming the Learning Environment

o Members of non-majority cultures are over-represented in the population of people impacted by substance abuse/misuse. Accordingly, students from minority cultures are overrepresented in the group of students who take advantage of the services provided by the SAP. Therefore, we believe that the SAP is one of best examples of a way Lane Community College has created a supportive and inclusive learning environment.
o The coordinator of the SAP has created an environment that feels welcoming, safe, and affirming to those in recovery.

Transforming the College Organization

o If Lane were to fall out of compliance with the Drug Free Schools and Colleges Act and/or the supporting Higher Education Act, it would be at risk of losing all Federal Funds.
o The SAP enhances the general learning environment at Lane by contributing to a culture that does not condone the abuse of substances by:
- ❖ Having a policy prohibiting the use of controlled substance on campus
- ❖ Ensuring and documenting that the policy works
- ❖ Ensuring and documenting that the policy is applied consistently
- ❖ An effective community college must have systems in place to address student and staff behavioral transgressions. Some of the transgressions will involve misuse of controlled substances. In theory, the best practice is to engage in primary preventative measures so that substance misuse problems never occur. In reality, it is not possible to prevent all substance related behavioral problems so infrastructure needs to be in place to enforce policies governing appropriate behavior and to provide remediation for those who are having difficulty maintaining appropriate behavior.

Part II: Unit Description

Chapter 1: Unit Description

Key Question: Who are you?

The Substance Abuse Prevention (SAP) Office serves the Lane campus community by providing state-of-the-art prevention and recovery support services that are culturally competent, innovative, and perpetually compared against best practices of the field to identify potential for improvement.

History
The current SAP coordinator began in that position in 1992. By all available indications at that time, very little progress had been made to establish infrastructure supportive of substance abuse prevention. Additionally, after researching the applicable Federal statutes, it was apparent that no compliance activities had been previously undertaken. Up until that point, counseling services and twelve-step groups had been made available but no policy construction occurred; no CORE Survey had ever been conducted; and no other real compliance activities had been undertaken. Possibly, the most important, and distressing, discovery was that there was not a college-wide understanding of what standards of substance abuse prevention practices should be in place.

The program was reconstructed and initial compliance activities were begun. As policy research and development unfolded, it became clear that the boilerplate Federal policy was inadequate, because it did not explicitly define what constituted abuse. K-12 Federal policy was available that suggested that a policy of abstinence during work hours was adequate. Federal Higher Education policy forbade abusing illegal drugs and alcohol but provided no practical legal/medical definitions of abuse. There was some urgency in developing the policy at that time because there were rumors that some Lane employees were coming to work intoxicated and there was not a Lane policy that expressly forbade it! Additionally, for students on campus while under the influence, there was no policy that dictated any formal sanctions or institutional response other than a citation from Public Safety. By any reasonable standard, the college was out of compliance with Federal Standards and was not doing a good job supporting student success in the area of substance abuse prevention.

The first steps toward a higher quality program included: developing policy standards consistent with legal/medical definition of abuse, creating a drop-in recovery-support center for students, conducting a student alcohol and drug use survey, and developing a resource center for staff including a basic curriculum for conducting primary prevention efforts.

The college now has a modern Substance Abuse Policy, which uses Oregon Statute to determine when a person is impaired by alcohol (0.08 blood alcohol level). The logic being, if you are too drunk to drive legally, you are too drunk to work. After the policy was set in 1996, a manager training was created and presented with 80% of managers in attendance.

A student disciplinary policy was also formulated whereby offending students are required to visit the SAP up to 5 times for a behavioral intervention. As of 2003, no recidivism has been observed using this plan. There have been four surveys of student substance use patterns (1993, 1995, 1996, 1998). Each year the results have indicated increasing levels of substance use, which is consistent with national trends.

Until 2001, the SAP was administratively housed within Student Health. In 2002-03, the SAP was moved to the Counseling Department and has benefited from increased programmatic support in terms of resources and program development.

Description

The SAP offers comprehensive and confidential substance abuse prevention services for students. Services include information; referral; and individual and group counseling about issues which affect students, staff, and their families. Support groups are available to support recovery or simply to give information on a variety of issues including alcohol and other drug abuse, smoking cessation, eating issues, parenting, co-dependency, and related problems. The center suggests a wide variety of choices based on each individual's circumstances. The center does not advocate any one particular program of recovery or self-help.

The SAP facilitates the formation of student-run support groups on relevant issues such as Narcotics Anonymous and Alcoholics Anonymous. While these meetings are listed in the community as being open meetings, Lane students facilitate them and the meeting times are, therefore, subject to change from term to term.

All programs are open to currently enrolled Lane Community College students (and their families) enrolled in credit programs, Center for Learning Advancement programs, and/or Workforce Network programs. There is no cost to students or their families. Professionally trained staff provides most services. Trained volunteers and students provide information and referral services. All services provided are confidential. Information is not released without student permission, unless mandated by Law. Office hours are 9:00 – 5:00 fall, winter, and spring terms. The office is closed summer term.

Organizational Structure

Currently, the SAP is made up of one Faculty position, which serves as the SAP Coordinator. Substance abuse prevention efforts tend to be more effective when provided by people who are part of the targeted community. Therefore, the Lane student population is likely to be best served by professionals who are part of the academic culture. The SAP is integrated into the academic mission of the college precisely because the coordinator is a faculty member who understands the needs of students--especially those in ethnic minority populations--the demands of classroom instruction, and the climate of a learning-centered college.

At its greatest staffing levels, there was also an Advisor 2 position, which was filled with a person in long-term recovery (20+ years) with substance abuse treatment experience. In addition to engaging in service delivery, the Advisor 2 supervised Federal Work Study students assigned to the SAP, and coordinated the administration of student usage surveys. In 1992-93, the Advisory 2 position was funded by ASLCC as it had been under the previous coordinator. For 1994-96, the SAP was awarded a FIPSE grant that funded the position. After the FIPSE grant ended, the college declined to pick up the funding for the position and it has not been filled since. Currently, Federal Work Study students serve as Receptionist and Information and Referral workers. To work at the SAP, students must have been in recovery for at least three years.

Services Provided by the SAP Office

Primary Prevention – *"Prevention of the disease or injury itself, generally through reducing exposure or risk factor levels."**

- Understanding Addictive Behavior III: Transforming addictive behavior. This course is designed to teach people how to develop policy, resources, and community awareness that will result in an infrastructure that helps decrease the incidence of substance abuse in the community.
- The SAP teaches parenting skills designed to break the cycle of addiction in the children of students who use the SAP.
- The SAP provides invited guest lectures in various classes.
- The SAP takes a leadership role in the campus community:
- The SAP Coordinator is a member of BASE (Black American Staff, Faculty, and Employees). BASE supports African American students, faculty, and classified staff and provides other Lane groups with input about how policies/procedures are likely to affect the African American community at Lane.
- The SAP provides representation on the college-wide Bias Response Team to help provide guidance about how to minimize the negative impacts of discrimination and bias at Lane
- The SAP provides representation on the Lane Native American Longhouse Steering Committee to help raise funds to build a place to support those from the Native American culture.
- The SAP provides the Advisor for the Black Student Union. The BSU Advisor mentors Black students at Lane Community College and helps them successfully navigate its systems in order to reach their academic goals. The SAP Office serves as a "safe" meeting space for this student organization.
- The SAP Coordinator serves as a liaison to the greater Eugene community to promote substance abuse prevention programs for the community in general

Secondary Prevention – *"Prevention that attempts to identify and control disease processes in their early stages, often before signs and symptoms become apparent."**

- The Introduction to Addictive Behavior: IAB course is designed for users, non-users and everyone in between. People who take this course may be concerned about their own relationship with addictive substances or may be interested in how someone else's substance abuse has affected their lives. In any case, this class intends to help lay people enhance their knowledge, skills, and abilities to understand the nature of substance abuse and the individual.

     Tertiary Prevention – **"Prevention which seeks to prevent disabilit**y *through restoring individuals to their optimal level of functioning after damage is done."**

- The SAP teaches Introduction to Addictive Behavior & Understanding Addictive Behavior. These courses respectively focus on training lay people to recognize the same principles that professionals know and apply them to their own lives, and training professionals about how to work directly with clients struggling with substance abuse issues in order to help them get back to a level of functioning and maintain it so they can be productive members of society.
- The SAP supports group meetings for nationally recognized 12-step organizations (e.g., Alcoholics Anonymous and Narcotics Anonymous) and provides a space for them to convene. (e.g., Alcoholics Anonymous, Narcotics Anonymous, et al).
- The SAP provides cultural-specific infrastructure to support the recovery of people from various cultures including:
  o Native American/Indian (GONA: Community Organizing Model Curriculum)
  o Latino

o African American (3 accepted models for intervention)
o HIV Infected
o Hepatitis C
o LGBT/2 Spirit
o People attempting to re-enter "normal" society (i.e., people who only have work experiences in illicit businesses (e.g., drugs, sex, stolen merchandise)

*Turnock, B. J. (1997) Public Health: What It Is and How It Works. Aspen Publishers, Inc.: Gaithersburg, MD

Part III: Performance 2003-2004

Chapter 2: Unit Outcomes Data, 2003-2004

Key Question: What were the results of this unit providing services in 2003-2004 as demonstrated by student contacts, indicators of student success, and/or cost efficiencies?

Using the provided table, please include assessment of the impact of services provided on student outcomes as defined in your 2003-2004 Unit Plan.

You may choose to answer the above question by referring to guidelines provided by a variety of sources including but not limited to:

➢ Unit accreditation requirements
    While, it would be useful to have unit accreditation requirements in order to establish standardized evaluation they do not exist for this type of unit at this time. Therefore, the SAP relies on compliance with best practices within the fields of medicine, public health, crisis intervention, and counseling practice.

➢ An advisory group
    The SAP currently does not have an advisory group. The creation of an advisory group was once attempted as part of a grant funded project. It was supposed to have been sustained after the grant ended but it never was.   External input is currently solicited through a series of informal relationships which are largely a result of the coordinator's longevity at Lane Community College. As a general practice the coordinator attempts to keep active relationships with key people in the following areas: Athletics, Women's Program, Culinary/Hospitality programs, Multicultural Program, Disability Services, Natives Program, Diversity Team/Council, and any racially or culturally based students clubs (e.g., Black Student Union, Latino Student Union, Queer Straight Alliance).

➢ Best practices guidelines/national standards
    Of greatest importance besides basic Alcohol & Drug competence, is the provision of clinical supervision along the same lines. It is also advisable to ensure that policies affecting students and staff rates of addiction and the degree of recovery support be applied and enforced consistently. The infrastructure that should be in place must be to include but not be limited to: Employee Assistance Programs, a drop-in, one-stop information and referral center, 12-Step and other support group programming as appropriate. The program should be able to innovate and create service delivery models as culturally appropriate; especially where racial and sexual minorities perceivable numbers. Ideally, there should be at least two full time staff positions, gender balanced when possible.

➢ Faculty/Staff goal setting
Recreate the Chemical Dependency Counselor Training Program with an on-campus detox and outpatient treatment facility, as part of the Counseling Department. In addition to the standard milieu, job training, and entrepreneurship should be part of the cooperative design of the therapeutic community.

➢ Guidance from College Executive Team

To the degree that guidance has come from ET…it has come from Donna Koechig, mostly along standard professional best practice lines.

Suggested Unit Outcome Data, 2003-2004

	Target Benchmarks 2003-04	*Actual Performance 2003-04*	*Performance Gap*
Number of service contacts	*Maximum estimated 300*	*9-1-03 – 6-30-04* *745* (*Email***83,***DropIn***554,***Phone***108*)	*+345*
Number of unduplicated participants	*300 client contacts*	*Hard to say given this method* *Guestimate = 500*	*+200*
Student FTE generated by courses taught	*Within Department:* *Outside Department:*	*40* *120*	
Unit service provider to Student ratios relative to benchmarks that make sense for your area	*1 solo practitioner and sporadic workstudy students.*		
Demand/capacity analysis (Are you utilizing your resources to capacity? Cite waitlists and/or other evidence.)	*Topical Class delivery generates student contacts beyond simple instructor / student*	*Easily. Even at overload capacity. The staffing pattern should actually be gender balanced with the perennially requested Classified Advisor II funded from recurring general fund dollars.*	
Demographic profile of individuals served (Who uses your services?)	*Largely in order of appearance* *White women, White men, African-American Students, Native American Students.*		
Unit contributions to student success. (Effect on retention and student goal attainment)	*Good question: What does success equal…graduation, retention into the next term, recovery?*	*There is a positive effect on retention. Generally without a consistent definition of what success means…we internally define success as "they live".*	

Chapter 3: Unit Performance Analysis, 2003-2004

Key Question: Please provide a summary analysis of how well you met your target benchmarks for 2003-2004. Please make special reference any initiatives implemented after developing your 2003-2004 Unit Plan.

1. How effectively did you fulfill your unit's mission? How do you know?

I / we saw more people than previous tallied efforts. We know due to the implementation of an automated tracking system that was implemented since the last unit plan which has created the capacity to document each appointment with a student.

2. How well does the array of services you offer match what you know about the dynamic trends in students needs? How do you know?

The basic practice has been to maintain relationships with certain key indicator student populations (injectable drug users (IDU)), and occasionally check against objective measures such as the CORE survey. Unfortunately, the CORE survey is not effective at identifying IDU's due to low sensitivity to that population of drug users. Another indicator is recidivism of disciplinary referrals. So far there have been none.

3. How efficiently did you use the resources you were given?   How do you know?

Given that the office is an "Army of One", I believe that I used resources relatively efficiently. It could only be improved by adding a dedicated staff position, preferably of the female persuasion for gender balancing, but culturally competent as well as Alcohol & Drug competent.

For example, the program coordinator teaches an "Understanding Addictive Behaviors" class in a television studio to students physically present in the studio. Simultaneously, the class is broadcast to a television audience of students who can not or choose not to come to campus. This set up is an outstanding example of efficient use of the resources allocated to this program.

4. How well you are utilizing technology relative to best practice guidelines in 2003-2004? How do you know?

The program's use of technology, with respect to computer technology and culturally based technology, has always been ahead of the college's standard. Even when there has been no infrastructure to support it, the SAP program has always been technologically progressive. See the example provided in response to question #3 above for a description of one way this unit is pioneering the use of instructional technology at Lane Community College.

5. If your Unit works with an Advisory Committee, how effective was that relationship in helping you meet your Unit goals? How do you know?

It would be nice to have had an advisory committee in 2003-04. With the creation of the government system at Lane Community College, we intend to form a relationship with the Student Affairs Council and other pertinent council as an avenue to get advisory feedback from the various interest groups at Lane.

6. Overall, what strengths do you believe your unit demonstrated in 2003-2004?

o Resiliency
o Adaptability
o Customer service
o Responsiveness.

7. <u>Overall, what challenges do you believe your unit faced in 2003-2004?</u>

We are consistently challenged by the lack of mainstreaming of generic prevention programming, both with white students and students of color. While the SAP does offer some generic programming such as 12 step programs, we have found that such programs do not always serve the needs of students, so we have adapted and created other models for service delivery. Some of these have been incorporated into the televised course taught by the coordinator, but with only 1 staff member, these efforts can only do so much.

8. <u>What conclusions do you draw from this analysis about needed improvements or changes in 2004-2005?*</u>

Development of a peer counseling component remains a critical issue for development. We have money in 2004-05 to hire a part-time coordinator for a peer counseling program and some money to hire some students to provide the programming and we are in the process of hiring for the part-time position.

Part IV: Projected Performance 2004-2005

Chapter 4: Unit Initiatives, 2005-06

Key Question: How do you propose improving future performance?

Each initiative should be linked to a need identified in Chapter 3: Unit Outcomes Analysis, 2003-04. Each initiative should also be linked to a goal identified in Chapter 5: Expected Unit Outcomes, 2005-06.

When proposing an initiative(s), use the following structure for each initiative proposed:

1. <u>Initiative Title:</u>   **<u>Division Priority: NR</u>**
Student Advisor 2

2. <u>How is the initiative linked to your analysis of 2003-2004 data?</u>
▪   What is the challenge you are trying to address?
The challenge we are trying to address with this initiative is that of increasing capacity to deliver Substance Abuse Prevention services. With only one employee, the SAP has a very hard time making progress towards any goals it may set. For example, last year a goal was to achieve compliance with DFSCA. Unfortunately, there is as yet still no way to prove that employees or students receive Lane's Substance Abuse policy so we are not compliant. While the Federal government rarely audits schools to see if they are compliant, being found out of compliance would be very harmful to Lane since federal funds are contingent upon compliance.

We currently have some Perkins funds from last year's process to hire a temporary Student Advisor II to mentor student paraprofessionals so we will have some help temporarily buy it is only a stop gap until the funds expire. Piecing together funds to hire grant funded or work study personnel will not create the kind of continuity and evolution of growth that we would be able to get from a permanent employee.

▪   How will this initiative address the challenge?
By creating a permanent full-time position, the coordinator could focus on his teaching, consulting, and counseling while the Student Advisor 2 could provide organization and administration of projects and mentoring of work-study and paraprofessional workers.

We believe that the technological infrastructure is in place to provide satisfactory documentation of employee and student receipt of Lane's Substance Abuse policy. However, as yet, no one has had time to spearhead the project to see if we can make it happen. Analogous, to how addresses in Banner are kept up to date, we believe that a "nag screen" could be used to force people to look at the policy and indicate that they have received it before they can move on.

3. <u>Describe the initiative</u>
▪   What will the product, innovation, or change of this initiative be? Please be as specific as possible.
Continuity of Substance Abuse Prevention efforts.
Compliance with DFSCA.
A permanent student paraprofessional program
Better empirical data about the role substance abuse plays in Lane students achieving their goals

▪ What is the need or intended use? How was that need assessed? What is your evidence of the need?
Answered above.

▪ Given college resources, is it feasible? Is it an efficient use of college resources?
Since the position really needs to be permanent the funding would need to come for the general fund and is, therefore, probably not feasible for 2005-06.

▪ What would be the campus location of this request/project?
The SAP office.

▪ How many students (per year) will benefit?
All students will benefit from eliminating the colleges exposure to losing federal funding.
Approximately 2000-2500 students per year will benefit by interacting directly with the person in this position via a counseling appointment, a workshop, or a telephone contact

▪ How will students benefit?
Answered above

4. Describe the resources needed
   Attach the Initiative Spreadsheet to this chapter.
A full time advisor 2 from general fund.

5. List the possible funding sources
▪ Can this project be partially funded?
If there were general fund dollars that were recurring and enough for a contracted position it could be partially funded and later increased to 1.0 FTE.

▪ If so, what portion could be funded at what minimum cost?
.50 or more FTE

6. Provide ORG & PROG codes
These can be provided if necessary.

7. How does this project align with the college's vision, mission, and goals and contribute toward meeting the goals?
This initiative would allow the SAP to more effectively serve the students whose lives have been impacted by substance abuse whether it be their own or the substance abuse of someone close to them. With more support, students lives are more likely to be transformed by their experiences' at Lane. This position could also help facilitate services and projects that could contribute to transforming the learning environment for all student at Lane by keeping the college in compliance with DFSCA and by helping coordinate the preventative programming after our Perkins money runs out.

Chapter 5: Expected Unit Outcomes for 2004-2005

Key Question: What Unit outcomes do you expect to achieve in 2004-2005?

1. <u>What unit level outcomes do you expect to achieve?</u>
We expect to get better at tracking and documenting the services delivered so number of documented contacts should rise. There is no feasible way to increase real contacts without more resources but we can get better and documenting services that are already being provided.

2. <u>What plans do you have for enhancing your use of current technologies?</u>
Given that the SAP is already engaging in pioneering use of technology for instruction the most potential for enhancing our current use of technology is in the delivery of services that support students' recovery efforts. The SAP has biofeedback equipment that has not yet been fully installed and made available to students and we hope to get that done in the next year.

3. <u>What plans do you have for working more effectively with your Advisory Committee?</u>
As mentioned earlier in the unit plan, the SAP doesn't have an advisory committee but hopes to establish a working relationship with the Student Affairs Council where it can serve as a type of advisory committee.

4. <u>How will you set faculty and staff goals?</u>
   How will you ensure the participation of faculty and staff in all phases of Unit Planning?
Given that there is only one employee in the SAP and he is helping writing this unit plan, participation in all phases is a given.

5. <u>Number of Unit Contacts and Unduplicated Participants</u>
   Please provide your projected goal for 2004-2005
900 quick service contacts.

6. <u>Student Success Data</u>
   Please provide your projected goals for 2004-05
   - *Contributing to students in recovery meeting their academic goals.*
   - *Facilitating the social integration into the college of students in recovery*
   - *Assisting students in recovery managing external forces that impede progress on their academic plans*

7. <u>Facilities and Equipment</u>
   What facilities or equipment goals do you wish to set for 2004-05?
N/A.