Self-Assessment Toolkit

	Campu	ıs Substance Misuse	Prevention Rubric	
	Exceeding	Meeting	Approaching	Needs Improvement
Compliance	Demonstrates full comprehension of DFSCA policies, requirements & objectives Successfully conducted Biennial Review Annual Program notice distributed in clear & routine system Covers current scope of work, provides suggestions for growth Networks with other departments for prevention Existing campus coalition with clear roles, objectives & mission	 Demonstrates comprehension of DFSCA policies, requirements & objectives Completed the Biennial Review Annual Program notice distributed and recorded Covers current scope of work Networks with a few departments /areas on campus Campus coalition exists, needs room for improvement 	Demonstrates partial comprehension of DFSCA policies, requirements & objectives Annual Program notice distributed, various record types Attempted to conduct Biennial Review Partially covers scope of work Previous networking has been done No campus coalition formed	 Lacking comprehension of DFSCA policies, requirements & objectives Has not completed the Biennial Review Process Annual Program notification has not been sent or recorded Limited data on current scope of work No evidence of networking exists Unknown if campus coalition exists
Assessment	Demonstrates full knowledge of current evaluation methods Actively participates in state survey (IACSUB) Actively participates in state AOD prevention survey/NCHA/College Alcohol Survey or similar instrument Frequently compiles data into reports for departmental evaluations Frequently provides analysis on scope of work, clear path for future work Frequently utilizes data to provide foundation for program planning Frequently aligns work with departmental/campus mission and goals	 Demonstrates knowledge of current evaluation methods Participates in state survey (IACSUB) Participates in state AOD prevention survey/NCHA/College Alcohol Survey or similar instrument Compiles data into reports for departmental evaluations Provides analysis on scope of work Utilizes data to provide foundation for program planning Aligns work with departmental/campus mission and goals Has strategies to collaborate Identifies assessment as important tool for prevention 	 Demonstrates partial knowledge of current evaluation methods (if any) Previously participated in state survey (IACSCUB) Previously participated in NCHA/College Alcohol Survey/similar instrument Attempts to compile data into reports for departmental evaluations Attempts to provide analysis on scope of work Attempts to utilize data to provide foundation for program planning Attempts to align work with departmental/campus mission and goals Limited strategies to collaborate Attempts to use assessment as important tool for prevention 	 Lacks full knowledge of current evaluation methods Does not participate in state survey (IACSCUB) Does not participate in NCHA/College Alcohol Survey/similar instrument Does not compile data into reports for departmental evaluations Does not provide analysis on scope of work Does not utilize data to provide foundation for program planning Does not align work with departmental/campus mission and goals No current strategies to collaborate Does not use assessment as a tool for prevention

	■ Frequently uses			
	strategies to collabo-			
	rate			
	Identifies and ac-			
	tively uses assess-			
	•			
	ment as an important			
	tool for prevention			
Program	■ Demonstrates full	 Demonstrates compre- 	 Demonstrates some 	Does not demonstrate
Planning	comprehension of	hension of depart-	comprehension of de-	comprehension of de-
	department/campus	ment/campus program	partment/campus pro-	partment/campus pro-
	program goals	goals	gram goals	gram goals
	 Successfully created 	 Program plan in place 	 Partial program plan in 	 No program plan in
	a program plan for	for prevention	place	place
	prevention	 Utilizes evidence-based 	 Attempts to utilize evi- 	 Does not utilize evi-
	 Utilizes evidence- 	practice for selecting	dence-based practice	dence-based practice
	based practice for	most program /interven-	for selecting program	for selecting program
	selecting all program	tion types	/intervention types	/intervention types
	/intervention types	 Outlines basic expecta- 	 Identifies potential ex- 	 Has limited or no expec-
	 Outlines clear expec- 	tions, goals, mission	pectations and mission	tations/goals
	tations, evaluation	 Collaborates with other 	 Attempts to collaborate 	 Does not collaborate
	methods, goals	departments for preven-	with other departments	with other departments
	 Frequently collabo- 	tion outreach	for prevention outreach	for prevention outreach
	rates with other de-	 Aligns program planning 	 Attempts to align pro- 	 Does not align program
	partments for preven-	with existing data from	gram planning with ex-	planning with existing
	tion outreach	current or ongoing as-	isting data from assess-	data from assessment
	 Aligns and strategi- 	sessment	ment	 Does not revise/adapt
	cally implements	 Revises and adapts pro- 	 Attempts to re- 	programs
	program planning	grams as necessary	vise/adapt programs as	
	with existing data		necessary	
	from past and/or on-			
	going assessment			
	 Frequently revises 			
	and adapts programs			
	as necessary			
Capacity	■ Frequently demon-	 Demonstrates compre- 	 Demonstrates some 	 Minimal or no demon-
oupuon,	strates comprehen-	hension of depart-	comprehension of de-	strated comprehension
	sion of depart-	ment/campus program	partment/campus pro-	of department/campus
	ment/campus pro-	goals	gram goals	program goals
	gram goals	 Created/works on cam- 	 May work or is consider- 	No coalition developed
	 Successfully cre- 	pus coalition for preven-	ing working on campus	Minimal or no utilization
	ated/works on cam-	tion	coalition for prevention	of existing data for plan-
	pus coalition for pre-	■ Two of the following	 One of the following 	ning
	vention	three are used:	three are used:	No clear guidelines for
	 Utilizes peer re- 	 Utilizes peer 	 Utilizes peer 	coalition members
	viewed, high efficacy,	reviewed,	reviewed,	Does not collaborate
	evidence-based	high efficacy,	high efficacy,	with other departments
	practice for selecting	evidence-	evidence-	for program/ strategy
	program/ intervention	based prac-	based prac-	implementation
	types	tice for se-	tice for se-	Does not identify mem-
	 Utilizes evidence- 	lecting pro-	lecting pro-	bers to relevant roles in
	based practice for	gram/ inter-	gram/ inter-	coalition or coalition
	· ·			
	selecting program/in-	vention types o Utilizes evi-	vention types o Utilizes evi-	only has one member Irregular (once or twice
	tervention types			oguta. (ooo o. timoo
	Utilizes existing data	dence-based	dence-based	a year) or no coalition
	as baseline for plan-	practice for	practice for	meetings
	ning			

-	Outlines clear expec-	selectir	pro-	selecting pro-	
	tations, roles, mis-	gram/in	er-	gram/inter-	
	sion for coalition	vention	ypes	vention types	
	members	 Utilizes 	xist-	 Utilizes exist- 	
-	Frequently collabo-	ing data	as	ing data as	
	rates with other de-	baselin	for	baseline for	
	partments for pro-	plannin		planning	
	gram/ strategy imple-	 Outlines basic role 	of Laci	ks clear mission and	
	mentation	members, missior	for goal	ls for coalition	
-	Strategically aligns	coalition, goals	■ Atte	mpts to collaborate	
	member roles to	 Collaborates with 	ther with	other departments	
	backgrounds, rele-	departments for p	o- for p	orogram/ strategy	
	vant causes	gram/ strategy imp	e- imp	lementation	
-	Holds frequent coali-	mentation	■ Atte	mpts to identify	
	tion meetings	 Identifies member 	to mer	nbers to relevant	
	(monthly or semi-	relevant roles in co	ali- role:	s in coalition	
	monthly)	tion	■ Hold	ds semi-regular coa-	
		 Holds regular coal 	ion litio	n meetings (once a	
		meetings (a few tir	es a sem	nester)	
		semester)			