

Virginia Institutions of Higher Education Substance Use Advisory Committee

2019 Annual Report

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Virginia Alcoholic Beverage Control Authority

Chief Executive Officer
Travis G. Hill



Chairman
Jeffrey Painter

Board of Directors
Maria J. K. Everett
Gregory F. Holland
Beth Hungate-Noland
Mark Rubin

December 1, 2019

General Assembly of Virginia
Capitol Square
Richmond, Virginia

Dear Members of the General Assembly:

The Virginia Higher Education Substance Use Advisory Committee (VHESUAC) is pleased to provide this report in accordance with §4.1-103.02, *Code of Virginia*. Consistent with its statutory responsibilities, VHESUAC provides common goals, resources, and capacity building to advance Virginia's higher education substance misuse prevention infrastructure and to advocate for program and policy efforts that are strategic, science-based, and collaborative.

This report details efforts and coordination since the filing of the 2018 VHESUAC Annual Report on December 1, 2018 to the end of the fiscal year on June 30, 2019.

VHESUAC looks forward to providing continued leadership and coordination of Virginia's higher education substance misuse prevention efforts. We would like to thank all of the VHESUAC partners who have agreed to support the work of the Committee, serve on the Executive Council or serve on the Workgroup. Thank you also for your support and please contact us if you would like additional information about VHESUAC.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Painter".

Jeffrey L. Painter, Chairman
Virginia Alcoholic Beverage Control Authority



EXECUTIVE INFORMATION

The Commonwealth of Virginia



Governor Ralph S. Northam

Secretariats represented in VHESUAC

Secretary of Public Safety and Homeland Security *Brian Moran*

Secretary of Education *Atif Qarni*

Secretary of Health and Human Resources *Dr. Daniel Carey*

Virginia Alcoholic Beverage Control Authority Leadership

Board of Directors
 Chairman, *Jeffrey L. Painter*
Maria J. K. Everett
Gregory F. Holland
Beth G. Hungate-Noland
Mark E. Rubin



Chief Executive Officer, *Travis G. Hill*

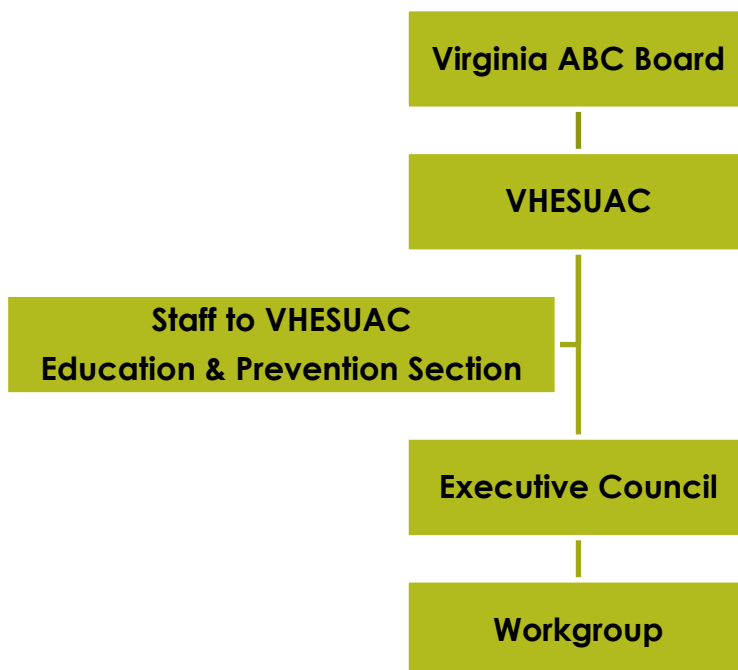
The Virginia ABC Board (from left to right): (front row) *Beth Hungate-Noland*, Chairman *Jeffrey Painter*, *Maria Everett*, (back row) *Gregory Holland* and *Mark Rubin*.

Executive Summary

The Virginia Higher Education Substance Use Advisory Committee (VHESUAC) is pleased to report on coordination of higher education substance misuse prevention efforts in the Commonwealth of Virginia. VHESUAC partners include public and private institutions of higher education, student leaders, state agencies, and other statewide organizations that promote health and safety.

VHESUAC aims to create a statewide environment and culture that values student health and safety and supports prevention efforts, as made evident by reduced student substance misuse on college campuses. Through this, VHESUAC will promote a collaborative and coordinated effort among Virginia's colleges and universities to advocate for prevention programming and recovery support, implement science-based approaches, and facilitate a network for information sharing and action planning.

Virginia ABC's Education and Prevention Section coordinates VHESUAC and the structure includes two tiers: the Executive Council and Workgroup.



During this reporting period, the Executive Council and Workgroup, representatives provided feedback on a research proposal to assist with identifying gaps and themes in substance use education, prevention, and intervention at Virginia's public and private institutions of higher education. The results of this research will inform the development of recommendations and goals for the statewide strategic plan. A stakeholder analysis and gap analysis were also conducted with representatives to assess the involvement of key partners and to develop a clear vision for the future. This report intends to detail these meetings and action steps of the research proposal, as well as explain the formation of VHESUAC, its current structure, and its vision for the future.

Statutory Authority

Pursuant to SB 120 and HB 852 of 2018 and Chapters 210 and 211 of the Acts of Assembly, an Act to amend and reenact § 4.1-103.02 of the Code of Virginia, relating to alcoholic beverage control; substance abuse prevention; Virginia Institutions of Higher Education Substance Use Advisory Committee established:

“The [Virginia ABC] Board shall also establish and appoint members to the Virginia Institutions of Higher Education Substance Use Advisory Committee (Advisory Committee). The goal of the Advisory Committee shall be to develop and update a statewide strategic plan for substance use education, prevention, and intervention at Virginia's public and private institutions of higher education. The strategic plan shall (a) incorporate the use of best practices, which may include, but not be limited to, student-led peer-to-peer education and college or other institution of higher education recovery programs; (b) provide for the collection of statewide data from all institutions of higher education on student alcohol and substance use; (c) assist institutions of higher education in developing their individual strategic plans by providing networking and training resources and materials; and (d) develop and maintain reporting guidelines for use by institutions of higher education in their individual strategic plans. The Advisory Committee shall consist of representatives from Virginia's public and private institutions of higher education, including students and directors of student health, and such other members as the Board may deem appropriate. The Advisory Committee's membership shall be broadly representative of individuals from both public and private institutions of higher education. The Advisory Committee shall submit an annual report on its activities to the Governor and the General Assembly on or before December 1 each year.”

VHESUAC FORMATION

Virginia ABC's Education and Prevention Section seeks to eliminate underage and high-risk drinking by building the capacity for communities to educate individuals and prevent alcohol misuse. In 2015, the Education and Prevention Section set out to improve the quality of its programming by collecting needs assessment data from four-year institutions of higher education (IHEs) in Virginia and compiling campus policies and programs on alcohol and other drugs to identify current gaps and resources. These efforts continued in 2017 with a second needs assessment for four-year IHEs, a needs assessment for community colleges, and a survey of the Virginia College Alcohol Leadership Council.

Commission on Youth Study

In line with its mission to study and provide recommendations on health matters related to youth and families, Commission on Youth (COY) took a particular interest in Virginia ABC's efforts. During the 2016 and 2017 General Assembly Sessions, budget amendments requesting that work be done to identify current substance misuse prevention and intervention programs at IHEs were proposed by COY but not adopted. Instead, COY moved forward with a study plan to collaborate with Virginia ABC and compile a list of best practices based on current programming for Virginia's IHEs to consider implementing. Based on the study findings, discussion with other state agencies, and public comment, COY approved a final recommendation prior to the 2018 General Assembly Session. This recommendation became SB 120/HB 852 with sponsorship from COY Chair Senator Barbara Favola and Delegate Christopher Peace, and was later signed by Governor Ralph Northam in March 2018.

Operation

VHESUAC is comprised of public and private IHEs, student leaders, state agencies, and other statewide partners who desire to collaborate to reduce college substance misuse and advocate for policies and science-based practices. VHESUAC is led by an Executive Council and Workgroup, and staffed by Virginia ABC. The Virginia ABC Adult Education and Prevention Coordinator serves as the VHESUAC coordinator while also managing other college and adult programs. The Executive Council is the governing body and is responsible for setting overall direction and providing input on Workgroup activities and deliverables. In order to recruit members for the Executive Council, an open invitation to apply was sent to college and university presidents, vice presidents of student affairs, directors of student health, and student leaders at all 66 of Virginia's institutions of higher education. State agencies involved in substance misuse prevention or college student well-being were identified and recruited for the Executive Council as well. These members are committed to reducing the problem of college substance misuse and related problems statewide. Executive Council meetings are held biannually. The Executive Council of VHESUAC is comprised of:



Virginia Alcoholic Beverage Control Authority (Virginia ABC)
Travis Hill – Chief Executive Officer



Commission on Youth (COY)
Deirdre Goldsmith – Member



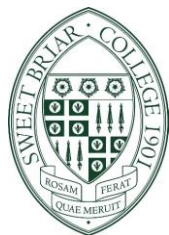
State Council of Higher Education for Virginia (SCHEV)
Ashley Lockhart – Coordinator for Academic Initiatives



Virginia Community College System (VCCS)
Van Wilson – Associate Vice Chancellor for Student Experiences and Strategic Initiatives



Averett University
Lesley Villarose – Dean of Students



Sweet Briar College
Marcia Thom-Kaley – Dean of Students



Liberty University (LU)
Keith Anderson – Executive Director, Student Health Center and Wellness Initiatives



University of Mary Washington (UMW)
Alexander Lee – Undergraduate Student Leader



Virginia Commonwealth University (VCU)

Charles Klink – Senior Vice Provost for Student Affairs



Hampden-Sydney College (H-SC)

Shawn White – Assistant Dean of Students



Patrick Henry Community College (PHCC)

Greg Hodges – Vice President of Academic and Student Success Services



Dabney S. Lancaster Community College (DSLCC)

Matt McGraw – Associate Vice President for Institutional Effectiveness and Academic Services



University of Virginia (UVA)

Christopher Holstege – Executive Director, Student Health Center



Regent University

Adam Williams – Assistant Vice President for Student Life

The Workgroup provides support and recommendations to the Executive Council. Members of the Workgroup share pertinent research and programming to help inform planning and decision-making during meetings. The Workgroup includes community, state, and campus leaders who were identified and recruited due to their work in preventing college substance misuse and related problems. Workgroup meetings are held quarterly. The Workgroup of VHESUAC is comprised of:



Virginia Alcoholic Beverage Control Authority (Virginia ABC)

Colleen Howarth (VHESUAC Coordinator) – Adult Education and Prevention Coordinator, Education and Prevention Section
Tom Kirby – Chief, Bureau of Law Enforcement



Virginia Department of Behavioral Health and Developmental Services (DBHDS)

Malcolm King – Child and Adolescent Family Program Specialist



Virginia Department of Criminal Justice Services (DCJS)

Marc Dawkins – Campus Safety and Violence Prevention Coordinator, Division of Law Enforcement



Virginia Department of Education (VDOE)

Maribel Saimre – Director, Student Services



Mothers Against Drunk Driving (MADD) Virginia

Chris Konschak – Program Director



Virginia Association of Chiefs of Police and Foundation (VACP) and Virginia Association of Campus Law Enforcement Administrators (VACLEA)

Dana Schrad – Executive Director



Virginia College Alcohol Leadership Council (VaCALC)

Linda Hancock – Retired from Virginia Commonwealth University

Robert Chapman – Retired from Drexel University



Ashland Police Department (Ashland PD)

Doug Goodman – Chief of Police



Longwood University

Jen Cox – Director of Local and Community Relations; Representative for International Town and Gown Association (ITGA)



Christopher Newport University (CNU)

Jill Russett – Social Work Associate Professor and Field Instruction Coordinator



Virginia Commonwealth University (VCU)

Danielle Dick – Director, College Behavioral Health and Emotional Institute (COBE)

Melodie Fearnow-Kenney – Senior Research Associate, Center for School-Community Collaboration

Kat Scott – Intern, Rams in Recovery



John Tyler Community College (JTCC)

Christine Diggs – Human Services Associate Professor

Mark Miller – Professional Counselor, Disability Support Services



University of Mary Washington (UMW)

Raymond Tuttle – Director, Student Conduct and Responsibility



University of Virginia (UVA)

Susie Bruce – Director, Gordie Center

Aditya Narayan – Education and Outreach Coordinator, Gordie Center



Norfolk State University (NSU)

Cynthia Burwell – Director, NSU Center of Excellence in Minority Health Disparities



Virginia Polytechnic Institute and State University (VT)

David Andrews – Assistant Director of Student Wellness



Virginia Military Institute (VMI)

Sarah Jones – Director, Center for Cadet Counseling



University of Richmond (UoR)

Slade Gormus – RN Health Promotion and Peer Education, URWell



James Madison University (JMU)

Mindy Koon – Assistant Director, Alcohol and Other Drug Prevention



Randolph-Macon College (RMC)

*Keith Cartwright – Coordinator, Alcohol and Other Drug Prevention;
Behavioral Health Wellness Consultant for DBHDS*



Geranna Community College Police Department

Craig Branch – Chief of Police

VHESUAC RESEARCH PROPOSAL

To inform the statewide strategic plan, VHESUAC representatives decided to develop a research proposal for a statewide campus assessment project that involves collecting data from public and private IHEs across Virginia. It will gather information regarding student substance misuse on the following topics:

- Education and prevention programs
- Screening and intervention services
- Parent involvement
- Faculty/staff curriculum and training
- Policy and enforcement
- Problems on campus
- Student behavior assessment methods
- Planning and evaluation efforts

This decision came after VHESUAC representatives reviewed the environmental scan of IHEs in Virginia and identified several information gaps that needed to be addressed before moving forward with the creation of a statewide strategic plan.

Project Scope

The main objective of this statewide campus assessment project is to conduct needs assessments with campus administration from a randomly selected and representative sample of IHEs in Virginia. Based on VHESUAC Workgroup recommendations, the in-person, group interviews will be completed with each school using an adapted assessment tool, which you can find on page 14 of this report, and ideally involve the Vice President of Student Affairs, Director of Residence Life, Director of Greek Life, Director of the Health/Counseling Center, Chief of Police, and Alcohol and Other Drug (AOD) Program Coordinator. Furthermore, IHEs in Virginia that are not randomly selected for an in person interview will receive an electronic version of the assessment tool and be encouraged to complete the survey. The results of this project will: 1) identify gaps and themes in substance use education, prevention, and intervention programming, 2) identify current evidence-based practices that are being used, and 3) inform the development of a plan for on-going statewide data collection. Data gathered from this project will be used to write Virginia's statewide strategic plan, which will include a set of detailed recommendations and goals for Virginia IHEs to adopt and implement. To provide an objective viewpoint and use of facilitation practices, Virginia ABC aims to contract with an outside agency and obtain related grant funding to conduct the research.

The statewide campus assessment project is informed by work previously done by the *Maryland Collaborative to Reduce College Drinking and Related Problems*, a network of colleges and universities across Maryland that seeks to make a measurable difference in excessive drinking and related harms among college students. In 2012, the Maryland Collaborative administered an assessment tool to gather information from schools across the state and to learn more about the status of college student drinking, its effects on communities and the strategies being implemented to address it. Their assessment tool was developed based on consultations with the University Of Minnesota School Of Public Health and was reviewed by three Vice Presidents of Student Affairs. Based on findings from 38

schools, they developed *College Drinking in Maryland: A Status Report* that includes a set of recommendations for schools to follow. Since the Maryland Collaborative serves as a source of best practices across the nation, VHESUAC plans to embark on a similar effort.

Assessment Tool

VHESUAC received permission from the Maryland Collaborative to adapt the assessment tool that they developed for the purpose of this campus assessment project. Representatives on the Executive Council and Workgroup have reviewed the adapted assessment tool during meetings. Below is a summary of the topic areas and measurements it collects.

Inquiry Topic	Measurement Indicators
Education and Prevention Programs	<ul style="list-style-type: none"> • Prevention and education programs offered and required, ways colleges verify that students received and completed programs, penalties for non-completion, targeted education programs, other school-sponsored education activities • Number of schools that offer late night programming • Number of schools that offer campus-wide safe rides program • Number of schools that require Friday morning classes • Number of schools that conduct social norms or mass media campaigns • How social norms or mass media campaign activities are administered and how effectiveness of the campaign is evaluated • Number of schools that offer bystander intervention programs • Extent to which different prevention approaches guide campus efforts • Barriers that exist to education and prevention efforts on campus
Screening and Intervention Services	<ul style="list-style-type: none"> • Capacity to address/respond to student substance use problems • Contexts of screening/assessment for substance use problems • Who conducts screening/assessments for substance use problems and who is notified that it has been completed • Substance use screening instruments used on campus and criteria used to decide what happens to the student after screening • Where students go to get evaluation/treatment when a problem is identified during screening and how often the school follow ups with students • Formal treatment services provided or where students are referred to for formal treatment • Who provides formal treatment services on campus, number of students needing on-campus treatment services that can be accommodated each year, number of student requesting on-campus treatment each year, number of students referred to

	<p>on-campus treatment each year, number of students who received on-campus treatment during the past year, whether there are students who try to access on-campus treatment each year but are unable to get it, types of treatment offered, treatment services currently offered</p> <ul style="list-style-type: none"> • Ways in which school promotes availability of treatment, who is trained to administer interventions, dedicated employees for substance prevention, what has enabled campus to offer intervention programs • Number of schools that offer recovery services and what they include • Number of schools that offer student health insurance plans and have mandatory health fees, and whether treatment is covered by plan/fee • Barriers that exist to offering substance screening on campus • Barriers that exist to offering substance intervention programs on campus
Parent Involvement	<ul style="list-style-type: none"> • Ways school provides information to parents • Number of schools that offer substance use education for parents of incoming first-year students and whether it is required • Ways campuses verify that parents received and completed the education • Situations in which parents are contacted • What information has guided the school's decisions regarding parent involvement in substance-related incidents
Faculty/Staff Curriculum and Training	<ul style="list-style-type: none"> • Number of schools that have written policies or procedures for how faculty/staff should deal with substance-related violations • What the campus provides faculty/staff with assistance on • Whether faculty/staff is trained in AOD policy/enforcement procedures, identifying student substance use problems, intervening with or referring students
Policy and Enforcement	<ul style="list-style-type: none"> • Level of alcohol prohibition on campus • How students are informed about AOD policies • Number of schools that have a written Medical Amnesty policy • Number of schools that have a written Good Samaritan policy • Sanctions included in the school's alcohol policy • Administration's protocol following substance-related events • Which residence hall staff is trained in AOD policy/enforcement procedures, dealing with student AOD violations, identifying student substance use problems, referring students to treatment • Number of schools that have residence halls for students in recovery • Number of schools that have substance-free housing options

	<ul style="list-style-type: none"> • What residence hall policies limit/require/prohibit/check for events • What sorority policies limit/require/prohibit/check for events • What fraternity policies limit/require/prohibit/check for events • Whether on-campus law enforcement ensures that on-campus event policies are being enforced • Policies limiting on-campus alcohol availability and promotion • Policies related to off-campus alcohol availability • Alcohol pricing strategies • Whether policies are in place to prohibit the media from accepting alcohol ads or promoting on- or off-campus events featuring alcohol • Policies to ensure alcohol is served responsibly on campus • Whether on-campus law enforcement has a dedicated AOD unit or officer • Whether on-campus law enforcement has jurisdiction to enforce AOD laws off-campus • Whether local law enforcement have jurisdiction to enforce AOD laws on-campus • Community policing activities and other efforts conducted by on-campus law enforcement • Number of schools that use student security workers/aides to assist with reporting AOD violations and what functions they perform • Number of schools that have methods to measure BAC in its enforcement • Number of schools that work with local law enforcement • Number of schools that work with advocacy groups, community organizations/coalitions or local/state authorities • Number of schools that have mandatory drug testing policies • Barriers to effective AOD policies • Number of liquor and drug law-related violations reported
Problems on Campus	<ul style="list-style-type: none"> • Rating of extent of problem for students on campus and extent of campus efforts to address substance use issues • Thoughts or ideas about ways in which AOD issues among students could be better addressed on campus • Types of information or resources the school would find useful in improving the effectiveness of its efforts

<p>Planning and Collaboration</p>	<ul style="list-style-type: none"> • Number of schools with an AOD coordinator or specialist • Number of schools with a task force/coalition/working group to address AOD issues and at what level it is led, groups included • Whether there are student organizations involved in reducing AOD problems • Number of schools that use peers and use of peers in health promotion, educational activities, alcohol-free events, guest lectures, policy review/task member, initial intervention/referral to counseling • Number of schools that use formalized strategic plans for AOD issues and whether they have measurable outcomes, timelines, designated roles • Number of schools that have a designated office or department that oversees DFSCA biennial reviews • Which groups are involved in completing DFSCA biennial reviews • Number of schools that have a template developed for DFSCA biennial reviews • How DFSCA biennial reviews are disseminated to students and faculty/staff • Amount of funding provided for AOD programming • Extent to which different campus departments provide leadership with AOD education and prevention efforts
<p>Evaluation of Efforts</p>	<ul style="list-style-type: none"> • Number of schools that have conducted a formal assessment of AOD education and prevention efforts in the last two years • Methods used to measure AOD education and prevention efforts • Number of schools that have conducted a formal assessment of AOD policies and procedures in the last two years • Types of students surveys conducted within the last two years • Methods used to measure and collect data regarding AOD consumption and problems related to substance use • Administrative data available on AOD use among students and AOD-related issues on campus

VHESUAC MEETINGS

The Executive Council of VHESUAC met twice during the reporting period, once in February and then again in June of 2019. The Workgroup of VHESUAC met in both February and May of 2019. At the February 2019 meetings, the Coordinator reviewed the statewide campus assessment project and tool, and discussed next steps for finalizing the research proposal. The Coordinator also presented the Virginia higher education environmental scan and received feedback from the Executive Council. At the May and June meetings, the Coordinator helped facilitate a stakeholder analysis and gap analysis to inform VHESUAC activities and direction. Below are the main outcomes of these meetings. Full meeting minutes for VHESUAC can be accessed online on the Commonwealth Calendar:

<https://commonwealthcalendar.virginia.gov>

Executive Council

February 8, 2019 Meeting Minutes

Action Plan

- Reviewed 5-year action plan for VHESUAC to outline when each component of the Code of Virginia §4.1 – 103.02 would potentially be addressed.
- Reviewed data collection plan approved by the Workgroup at the November 2018 meeting. The data collected from this plan will be used to identify the current status on substance use behaviors and perceptions among college students and substance use prevention programming at Virginia's institutions of higher education. This data will inform the development of the statewide strategic plan.
- Details of the data collection plan and a timeline for data collection activities were discussed and feedback was given. The data collection plan involves surveying Vice Presidents of Student Affairs or equivalent at all Virginia institutions of higher education on the following topics: prevention activities and programs, screening and intervention services, parental involvement, faculty/staff policies and training, alcohol availability, impression of problems, student behavior assessment methods, Drug Free Schools and Communities Act regulations, student policies and sanctions, and enforcement of policies. It also involves surveying Chiefs of Police at all Virginia institutions of higher education on campus security activities and surveying representatives from the International Town and Gown Association on their current efforts.
- A consensus was reached to incorporate a survey of identified Virginia college student leadership as part of the data collection plan. This additional survey will ask student leaders what they perceive to be the most effective and common strategies for substance misuse education, prevention, and intervention on their campuses. It may be possible to connect with student recovery groups, student government associations, Students for Sensible Drug Policy, or the SCHEV Student Advisory Committee for developing and administering this survey.

June 28, 2019 Meeting Minutes

Updates

- Reviewed the adapted Maryland Collaborative college assessment tool edits based on feedback provided during the February and May Workgroup meetings.
- Discussed updates on the progression of the data collection plan.
 - The data collection plan was restructured to include in-person needs assessments with a representative, random sample of Virginia institutions of higher education.
 - The assessment tool has been reviewed by the Office of the Attorney General to ensure that there are no outstanding concerns related to FOIA requirements.
 - Virginia ABC will be contracting with Brand Planning, LLC to validate the data collection plan, establish the timeline, identify a representative and random sample of Virginia institutions of higher education, administer the assessment tool, gather the accompanying administrative data, compile the data, and provide the aggregate results.
- Revisited the 5-year action plan for VHESUAC that outlines when each component of the Code of Virginia §4.1 – 103.02 will potentially be addressed.
 - The statewide strategic plan will now encompass the Virginia status report in order to develop one comprehensive document.
 - In-person needs assessments will be conducted and data will be organized in the summer and fall of 2019.

Action Plan

- Executive Council members participated in a group planning activity in which they identified the key, primary, and secondary stakeholders involved in VHESUAC. They listed each stakeholder's interests and expectations as well as whether the stakeholder is a driving or restraining force.
 - Identified stakeholders included: college students, parents and families of college students, Greek life, student organizations, student athletics, student employees, university alumni, law enforcement, Residence life, university presidents and senior leadership, university prevention and wellness staff, university faculty and other staff, SCHEV, VDH, Virginia ABC, community members, local alcohol retailers, community coalitions, on-campus recovery programs, university conduct offices, and hospitals.
- Executive Council members participated in a group visioning and gap analysis activity in which they created a utopian university and described their ideal future state for programming, staffing and administration, policies, consequences, enforcement and budget. Using this information, they then ranked each category based on the current

state of Virginia's institutions of higher education and discussed steps that needed to be taken for each.

Workgroup

February 28, 2019 Meeting Minutes

Next Steps

- Reviewed updated data collection plan that included the college student leadership survey based on the Executive Council's recommendation. A consensus was reached by Workgroup members to not move forward with this additional survey due in part to the following reasons:
 - College student leadership responding to the survey would largely be low- to mid-risk in regards to substance use, thus not representing those students considered high-risk.
 - College students are already experiencing survey fatigue, which will likely result in a low response rate for this survey.
 - The data collected from this survey will likely not be useful since the questions would require a subjective response and students' opinions may not be reflective of evidence-based practices and current research findings.
- A consensus was reached to revisit a college student leadership survey once the statewide strategic plan is in development. The point of this survey would be to gather student input on the plan's components.
 - This could potentially be in the form of focus groups rather than a survey in order to encourage participation and obtain valuable qualitative feedback.
- The updated data collection plan no longer includes a survey of International Town and Gown Association representatives on their current efforts due to a projected small number of survey participants. Individual contacts will be made with members and the organization to collect best practices.
- Reviewed the adapted Maryland Collaborative college assessment tool that would be used to survey Vice Presidents of Student Affairs or equivalent at all Virginia institutions of higher education as part of the data collection plan.
 - Explore a second, similar version that is tailored to community colleges.
 - Reconnect with the Maryland Collaborative to inquire about which specific questions did not prove useful when analyzing the data in order to possibly remove them and shorten the assessment tool.
 - Add question that addresses current drug testing practices on campuses.
 - Add questions that address the current level of community engagement as part of education and prevention efforts on campuses.

- The section in the assessment tool that addresses the Vice Presidents of Student Affairs' impressions of problems on campus is subjective and therefore may have limited usefulness. Explore how the Maryland Collaborative analyzed the data from this section and whether or not it served a purpose for them.
- Vice Presidents of Student Affairs may be concerned about the confidentiality of the data collected and this will likely deter them from completing the assessment tool. Virginia ABC will explore the specifics of FOIA requests for a purpose such as this to see if the data collected may be exempt.
- Vice Presidents of Student Affairs are unlikely to have the time needed to partner with others on campus to accurately answer all questions in the assessment tool and thus it will not be a collaborative effort as intended.
- Vice Presidents of Student Affairs are unlikely to make completing the assessment tool a priority without an incentive to participate and thus response rates will be low.
- A consensus was reached to develop a new data collection implementation method that takes a collaborative, personal approach. This will produce data that is more valuable in regards to accuracy, depth and insight and will foster a relationship needed for future partnership.
 - Instead of a paper survey sent via email, have one face-to-face group interview with relevant administration and leadership. This may include the Vice President of Student Affairs, Chief of Police, Director of Residence Life, Director of Greek Life, and Director of Student Health. The group interview should be referred to as an in-person needs assessment and may be two hours long. It would be held on the participating college's campus and conducted by regional teams who receive training in administration of the assessment tool.
 - Instead of surveying all Virginia institutions of higher education, select a random sample that is representative of the characteristics of all campuses across the state.
 - Be very transparent and go in-depth about the benefits of completing the group interview in order to encourage participation.
 - Adjust the timeline for data collection and 5-year action plan for VHESUAC to allow sufficient time for conducting the group interviews.
- Reviewed the survey developed for Chiefs of Police or equivalent at all Virginia institutions of higher education that would be used as part of the data collection plan.
 - This will be merged with the adapted Maryland Collaborative college assessment tool to accommodate the new group interview format.

Agency News, Successful Efforts and Discussion

- A request for ideas on how best to engage Virginia institutions of higher education with VHESUAC activities was made in order to develop a communication plan for key stakeholders moving forward.
 - Explore providing updates at statewide conferences or meetings that are largely attended by college administration.
 - Ask the Vice President of Student Affairs at each campus to designate one staff member who receives all updates.
 - All senior leadership at colleges across the state should receive ongoing updates.
 - Possibly connect with Robert Saltz at the Pacific Institute for Research and Evaluation for information on best approaches to engaging senior leadership at colleges.
- Discussion of the related legislation in progress that addresses the purchase and possession of tobacco products, nicotine vapor products, and alternative nicotine products.
 - Raises the minimum legal age from 18 years of age to 21 years of age, with the exception of active duty military personnel.
 - Allows products to be sold from a vending machine if there is posted notice of the minimum age requirements and the machine is located in a place not open to the general public and not generally accessible to persons under 21 years of age.
- Discussion of the related legislation in progress that addresses happy hour advertisements.
 - Allows for the advertisement of happy hour prices and the broader use of creative terms to advertise so long as it does not encourage high-risk drinking.

May 23, 2019 Meeting Minutes

Action Plan

- Workgroup members participated in a group planning activity in which they identified the key, primary, and secondary stakeholders involved in VHESUAC. They listed each stakeholder's interests and expectations as well as whether the stakeholder is a driving or restraining force.
 - Identified stakeholders included: law enforcement, legislators, university presidents and senior leadership, college students, university prevention and wellness staff, university faculty and other staff, SCHEV, university alumni, parents of college students, VDOE, Virginia ABC, community members, local businesses,

landlords, community service boards, VASAP, faith-based organizations, hospitals, and medical professionals.

- Workgroup members participated in a group visioning and gap analysis activity in which they described their ideal future state for prevention, education, treatment, and recovery at Virginia's institutions of higher education. Based on this and the current state, they then described the risks and opportunities that may occur for each category.
 - It was requested that available resources, including those from national organizations, be compiled into one place so that it is easily accessible by all.

Agency News, Successful Efforts and Discussion

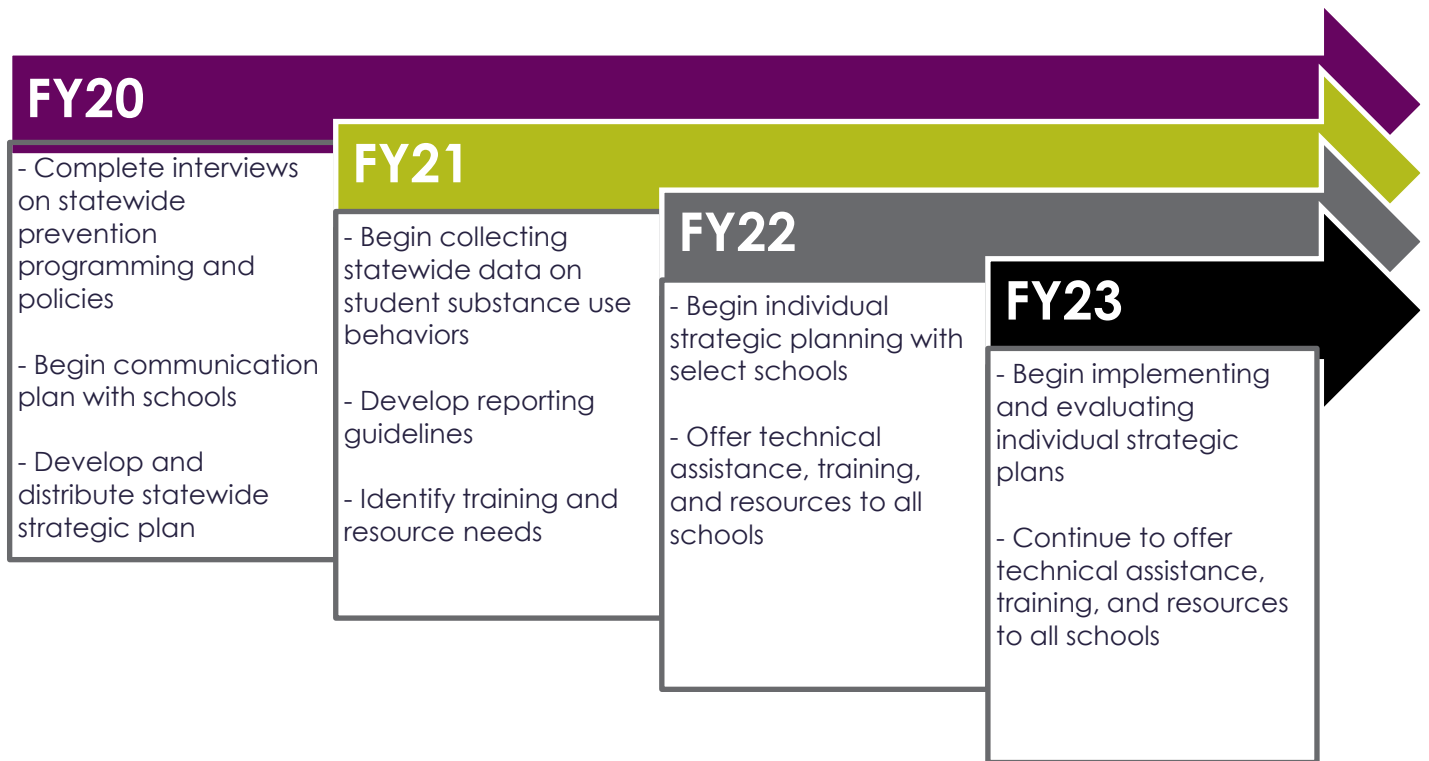
- Discussion of how health promotion may be misunderstood by faculty, staff, students and administration on campus.
 - Discussion of how university faculty are an untapped resource in regards to substance use education and prevention. It would be beneficial to directly involve faculty in efforts such as curriculum infusion.
 - There is a need to educate others on what is done in the higher education prevention and wellness field.
 - There is often a problem-focused mindset when it comes to substance use education and prevention instead of collaborating to find innovative solutions, such as exploring why those college students who use alcohol moderately or abstain from use do so and then attempt to replicate this.
- Discussion of Virginia Commonwealth University's success with Spit for Science.
 - Substance use research at the university level should involve students in an engaging and fun way.
 - Buy-in from university senior leadership is necessary to carry out such research projects.
 - More collaboration amongst Virginia institutions of higher education in regards to sharing research practices and findings would be beneficial for all.
- Request for Coordinator to share video link from the 2019 COBE Town Hall with Workgroup members once available online.

FUTURE OF VHESUAC

Based on the requirements set forth by SB 120 and HB 852 of 2018 (Chapters 210 and 211 of the Acts of Assembly), VHESUAC will focus on reporting and strategic planning, networking and resources, and training and technical assistance. Deliverables may include facilitating assessment and evaluation efforts, measuring the effectiveness of policy changes and program implementation, developing common statewide goals and action steps, creating a communication network among campuses, enhancing networking opportunities, providing resources to support campus prevention efforts, and providing on-going support for individual strategic plans and specialized trainings to identified groups. These activities will rely on a collaborative and coordinated effort among Virginia's IHEs.

As mentioned above, the Executive Council and Workgroup of VHESUAC have finalized a research proposal to conduct a statewide campus assessment project. This additional data collection, along with data gathered previously for the Virginia environmental scan, will then be outlined in the statewide strategic plan for Virginia. The statewide strategic plan may detail current college student behaviors and perceptions related to substance use, strategies being implemented to address college student substance misuse, existing barriers to addressing college student substance misuse, methods to measure student substance misuse and related problems, and evidence-based strategies at both the individual and environmental levels. It is only with this information that the Workgroup and Executive Council of VHESUAC will be able to develop accurate goals and recommendations for the statewide strategic plan and identify steps for statewide data collection on student substance use.

Following the development of the statewide strategic plan for substance use education, prevention and intervention at Virginia's IHEs, VHESUAC will communicate the established goals and recommendations with campus representatives. From there, work will continue on the development of reporting guidelines for use in individual strategic plans that align with both the statewide plan and DFSCA Biennial Review requirements. These guidelines will then be distributed and IHEs will be encouraged to partner with VHESUAC in order to develop individual strategic plans. Those IHEs that engage in this collaboration will receive guidance and support through training opportunities, educational materials, technical assistance, and networking events.



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