



SAN DIEGO STATE UNIVERSITY

Drug Free Schools Act Biennial Review

Prepared for the 2005/2006 review requirement

Prepared by:
James Lange, Ph.D.
Coordinator of AOD Initiatives
&
Susan A. Henry, MPH, CHES
AOD Health Educator
Department of Health Promotion
Student Health Services

Submitted to:
Stephen Weber, Ph.D.
President
San Diego State University

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AOD program goals

Alcohol and Other Drug (AOD) use and abuse pose a potential risk to the health, safety and educational/occupational experience of our students and staff. Further, the negative impact of student AOD abuse is often felt in the broader community through noise, vandalism, vehicle crashes, and use of community resources such as police and paramedics. Therefore, we seek through our AOD programs to reduce and prevent problems associated with alcohol and other drug use by students of SDSU.

Description of AOD Program Elements

San Diego State University traditionally operated AOD abuse prevention/intervention activities in a decentralized manner. Programs emerged from departments or faculty interest, often in response to a current need or funding opportunity. While this has led to a great deal of activity, and some stellar innovation, it has also resulted in inefficiencies, duplication of effort and serious gaps in the campus's approach to the problem. Therefore, over the course of the past several years, a cohesive model for AOD prevention/intervention has been adopted so that each program operating on campus synergistically fits with other programs, maximizing the effectiveness of all related effort.

The comprehensive AOD strategy includes elements from five interacting domains (see Figure). The idea of the model is to put into place a system whereby (1) student attitudes and motivations to use or abuse AODs are changed, (2) opportunities for students to act responsibly while fulfilling developmental and social needs are provided, and (3) access to AODs is reduced to limit excessive consumption. These domains act both within the campus and at the broader community level and thus often require community action and involvement. Finally, all programmatic activity should be developed and evaluated within an environment of rigorous scientific methods that enable measurement of improvements in individual and public health outcomes, cost-efficiencies, program sustainability, and continuous program improvement.



Management structure

SDSU added a Coordinator of AOD Initiatives position during the 2001-2002 academic year. Dr. James Lange continues to fill this position. The Coordinator is a faculty-level position housed within the Health Promotion department of the Student Health Services. The Coordinator is a resource for campus constituents developing and implementing AOD programs within the comprehensive plan described above. The Coordinator also spearheads program, research and funding development for AOD programs. Dr. Lange also functions as a community representative for the university in AOD related community-wide prevention efforts.

The Coordinator also chairs a committee on AOD issues, the AOD Priority Team. This committee includes representatives from all the divisions of Student Affairs as well as faculty, public safety, Greek Life Risk Management Student Leaders, and Associated Students representatives.

AOD Initiatives prevention efforts were expanded with the addition of a new position of AOD Health Educator in 2004. By 2005, a half-time graduate assistant position was added to further meet programming efforts. Unpaid intern positions are routinely offered and filled with students interested in public health, psychology, and social work pursuits.

Most AOD programs implemented on campus remain within specific divisions of Student Affairs. Fraternity and Sorority Life, Residential Education, Student Health Services, and Counseling and Psychological Services are the predominate purveyors of AOD programming. Many of the programs include the involvement of Public Safety and the office of Student Rights and Responsibilities. Additional programming occurs within Athletics. Another source of programming comes from faculty grant and research interests. The generation of needs assessment, program development and implementation remains within the realms of the specific divisions and departments. With the ongoing collaboration of multiple departments via the AOD Priority Team, there is now better communication and coordination between interested parties regarding such programming. This improved communication and partnering has created an environment supportive of all efforts where each department is better informed of the prevention activities being planned and implemented across campus. Duplication of efforts is now limited, thereby strengthening the comprehensive approach employed.

Individual Focus Example Programs

The following are examples of SDSU programs currently being offered that have a focus on individual student's knowledge, beliefs or attitudes.

- Alcohol and other Substance abuse Prevention Intervention Re-directive Effort (ASPIRE)

For over 10 years, prior to the development of ASPIRE, many SDSU students cited for alcohol violations were mandated to attend a 'Saturday school' educational group conducted

by a private off-campus agency. Students were required to attend an 8-hour educational group and write a 500-word essay. While no outcome data were collected, anecdotal reports and observations regarding efficacy of the program (recidivism rates) were disappointing. It should be noted that more recent research shows little support for the efficacy of group educational approaches. Strictly didactic approaches to prevention/intervention yield little to no change in problematic drinking of college students (Walters & Bennett, 2000). Research supports the notion that personalized feedback regarding alcohol use is linked to decreases in drinking as opposed to general information provided in a lecture (Miller & Willbourne, 1995). Furthermore, from an organizational perspective, the referral process frequently resulted in several months delay before students received the intervention.

Therefore, SDSU's Counseling and Psychological Services developed a model program called the Alcohol and other Substance abuse Prevention Intervention Re-directive Effort (ASPIRE). The program continues the overriding goal of the original program, which is to change the behaviors of those violating campus alcohol policies. However, now a treatment modality is used, where students are first assessed, then assigned appropriate treatment protocols. This *step-care* model allows for different levels of intensity for students depending on their assessed needs. Under the ASPIRE system, mandated students are typically assigned into a one, two or three session treatment plan. Each session is guided by the Motivational Interviewing (MI) style of interaction, with a focus on bringing the students into a reflective state concerning their goals and behaviors.

Initially, a student mandated to the ASPIRE Program pays a fee of \$100.00 at the university Cashier's office. Next, s/he presents to Counseling & Psychological Services to complete written assessment measures and to schedule an appointment for an initial assessment with a trained therapist. Assessment measures include a Personal Data Questionnaire for demographic data, the paper version of the electronic Check-up-to-go (e-CHUG) to assess drinking patterns, and the Brief Symptom Inventory to assess psychological symptoms.

The initial appointment consists of an overall exploration of the student's drinking patterns and use of other drugs using a Motivational Interviewing approach. Psychological issues commonly co-occurring with substance abuse are also assessed, such as depression, anxiety, relationship problems, and anger management issues. Results of the assessment session and written measures are evaluated and used to generate individualized treatment protocols that may include up to two additional Motivational Interviewing sessions; and/or referrals for adjunct or long-term therapy. If the student is referred for a second Motivational Interviewing session, feedback regarding the assessment measures is provided in the session. If the student is not referred for additional sessions, feedback regarding the paper version of the e-CHUG is given to the student. The clinical decision regarding the specific protocol assigned is based upon the extent of alcohol abuse identified, the nature of co-morbid conditions, and the student's apparent stage of change.

After the initial appointment, most students are expected to be assigned the two additional MI sessions because we expect that most will present a history of serious alcohol abuse. The first of these additional sessions is scheduled for one week after the initial appointment. At this time, alcohol use is reassessed and additional feedback is provided. The final follow-

up session is scheduled for six weeks after the second session. Again, at that appointment assessment, instruments are administered and feedback is provided through a MI technique.

When the student has completed the requirements of the program, a progress report documenting completion is sent to the referral source and the student is given a certificate of completion. An initial evaluation of the ASPIRE program can be found in the 2004 Biennial Review.

Counseling and Psychological Services provided the ASPIRE program to 333 students during 2005 and with additional staffing was able to provide the intervention to 540 students thru the end of November, 2006. This program is offered during the academic semesters as well and inter-session periods. Students not mandated to complete this program may attend sessions for free.

- e-CHUG or paper version of the e-CHUG

The Counseling and Psychological Services (C/PS) uses the e-CHUG procedure for quick alcohol related assessment and feedback. The e-CHUG is a web-based version of the instrument (see Appendix A). Experimental evaluations of the e-CHUG have demonstrated statistically significant reductions in self-reported student alcohol consumption six weeks post assessment. The e-CHUG system is currently marketed by the C/PS to colleges and universities nationwide with a high school version being developed and tested.

Funded by a grant from the Office of Traffic Safety, a promotional campaign was developed and implemented to increase the numbers of students utilizing the e-CHUG. The campaign was conducted twice. Campaign 1 was scheduled to coincide with 2005 National Collegiate Alcohol Awareness Week 10/16-10/22/2005. Campaign 2 was scheduled during April 2006, National Alcohol Awareness Month. Promotions occurred over National Alcohol Screening Day, 4/6. Promotional activities occurred 4/5-4/11/2006.

The theme, "How Many?" was developed through a multiple department partnership. The theme was intended to mirror the portions of the e-CHUG feedback that illustrate to students how many calories they consumed by drinking via graphics of cheeseburgers and also how much money they spent on alcohol that could have been spent on other purchases such as purchasing music. Communications and Marketing worked closely with C/PS and AOD Initiatives to create included door hangers, white board markers, highlighters, posters, and message cards. All materials contained the web address of e-CHUG. (See Appendix B for images of promotional materials.) Incentives were offered to encourage participation. Upon completion of the e-CHUG, students could enter a raffle for a free parking or trolley pass for the next semester. Five passes were given away during each campaign.

Following the first campaign, using the average from the 4 weeks prior to the campaign, we saw over a 1300% increase in utilization. For the second campaign, employing similar marketing strategies, we noted just under 1200% increased utilization.

- e-TOKE

The electronic THC Online Knowledge Experience (e-TOKE) is a marijuana-specific brief assessment and feedback tool designed to reduce marijuana use among college students. It was modeled after, and created by the same team that designed, the electronic Check-Up to Go (e-CHUG). Drawing on social norms marketing and motivational interviewing theories, the e-TOKE is designed to motivate students to reduce their level of marijuana use using personalized information about their own behavior and risk factors. The feedback, whether used in conjunction with a counseling intervention, or as a stand-alone prevention education tool, includes information which--in applications like the e-CHUG--has been shown to be particularly motivating to college students. Early in 2005, the e-TOKE was beta tested and successfully implemented at San Diego State University, Colgate University and The University of San Diego campuses. (See Appendix C for e-TOKE example.)

The e-TOKE includes personalized feedback on:

- Quantity, Frequency, and Pattern of Marijuana Use
- Time Spent Under the Influence of Marijuana Compared to Other Activities
- Amount and Percent of Income Spent on Marijuana
- Normative Comparisons
- Negative Consequences of Marijuana Use
- Readiness and Confidence to Make a Change
- Links to Campus and Community Resources

The assessment takes students about 10-15 minutes to complete, is self-guided, and requires no face-to-face contact time with a counselor or administrator. Because it is offered online, it has the flexibility of providing quick, confidential feedback in multiple settings. This also allows a student to be assessed on multiple occasions to track changes in use and risk behavior.

The e-TOKE is one of the tools utilized by Counseling and Psychological Services within the ASPIRE program to intervene in students' behavioral choice considerations. The e-TOKE may also be used by campus health professionals and Counseling and Psychological Services personnel as a part of their clinical assessment and interventions, and as a population level prevention education tool for campus health promotions professionals, housing and residential life staff, and first year freshman experience faculty. The program is now marketed to colleges and universities nationwide.

- Choices Peer Education

Choices Peer Education is an ongoing program that is centered upon the CHOICES curriculum developed by The Change Companies™. This curriculum is based upon interactive journaling by students and is facilitated by peer counselors from the Counseling and Psychological Services department. CHOICES is presented to students in the Freshman Success Program as well as by request from groups such as those associated with Greek life. SDSU C/PS Counselors and the Coordinator of AOD Initiatives collaborated with The

Change Companies™ to modify the curriculum through a grant from the NIAAA. The new workbook includes integration of the e-CHUG personal assessment feedback.

During the fall of 2005, Counseling and Psychological Services Peer Educators provided a total of six presentations with a total of 150 students attending one of the offered sessions. With additional funding through an Aztec Parent Association Grant, 380 students have been provided a CHOICES program across a total of 12 presentations.

- Student Health Services Peer Health Education

A new Peer Health Education academic training class emphasizing Alcohol and Other Drug education was initiated in Fall, 2005. To date, thirteen AOD Peer Health Educators have been trained to provide an Alcohol Basics and/or a Drug Basics presentation to campus student groups. During the 2006 calendar year, 482 students attended one of these interactive educational presentations.

- Center for Student Rights and Responsibilities (CSRR)

The CSRR offers educational presentations to increase awareness of and to understand the judicial process. Alcohol and Other Drug regulations are highlighted. During the 2006 calendar year, Judicial Officers provided 13 presentations to student groups.

- Athletic Department

All student-athletes complete the e-CHUG and e-TOKE online assessments at least once per competitive year. (The e-CHUG and e-TOKE used for this prevention/intervention effort were both redesigned to target specific athlete issues.) The Athletic Director has the discretion to add additional sessions at any time during the academic year.

- 21st Birthday Letters

All students receive a letter from the Vice President of Student Affairs, just prior to their 21st birthday. A copy of the letter is included in Appendix D. The effectiveness of this program is not yet evaluated.

- Other Programs

Campus organizations and departments conduct focused interventions designed to serve specific constituencies. These include various Residential and Greek programs. The Greeks Advocating the Mature Management of Alcohol (GAMMA) has been chartered since before 1993, and during the 2002 and 2003 spring semesters there were Safe Spring Break programs. Heretofore, none of these programs have been evaluated, and many of them are student initiated.

Behavioral Alternatives Example Programs

- On-campus, substance-free, recreational activities

Associated Students' Aztec Recreation Center (ARC) is a 24 hour complete gym for students, alumni, and the community. The ARC offers an alternative to drinking, every night of the week and is affordable for students at only \$17/month.

The Residential Education Office coordinates Aztec Nights, funded by a grant from The Aztec Parent's Association. Aztec Nights provides students with free weekend activities. These activities have included dances, trivia games, concerts, costume contests, and other events.

- Other off-campus sources

San Diego offers a wide variety of recreational activities that are—or can be—free from AODs. Efforts to assure that students can avail themselves of these opportunities could be enhanced however. There are also many alternatives to driving a motor vehicle while intoxicated that students could use. Transportation alternatives were greatly enhanced by the arrival of the trolley to the campus in July, 2005.

MTS Trolley Green Line, Associated Students, Aztec Shops, and Athletics partnered to encourage students to use the trolley as an alternative to driving. Incentives were provided all students purchasing a monthly bus and trolley pass or a semester pass. Following the first year, hours were extended to provide greater availability into the late night hours. In September, 2006, five round trips were added after 11 p.m., seven days a week, for a one-year trial basis.

Safe Rides was a program initiated by Associated Students. Originally the program offered free transportation home to students from various locations around San Diego on weekend nights. The program was funded by AS, SDSU Student Affairs and contributions by local beer distributors. Due to the costs associated with the increased patronage, the Associated Students were forced to drastically modify the Safe-Ride program in the Fall 2004 semester. The revised program continued to use a taxi service; however, the Safe-Ride registration had a fee of \$20.00 for \$50.00 worth of taxi transportation. Funding resources were expanded to include local area bar owners. Hours of availability and the geographic areas served were reduced. The modified program was not well-received by the students and utilization plummeted. Associated Students cancelled the program at the end of the spring, 2005, semester. To date, the Safe-Ride program is the only *behavioral alternative* program to have been evaluated.

Enforcement & Access Example Programs

There are a number of policies that SDSU has that address student access to alcohol. In addition to the omnibus policies, there are specific policies for dormitories, fraternities and sororities, athletics, and Associated Student groups.

Alcohol is readily available to those over 21 on campus. There is a pub on campus with a prominent location and the faculty lounge also sells alcohol. There is liquor and beer sold at a convenient store across an alley from the major dormitory complex.

Since most SDSU students live and party off campus, many of the efforts within this domain necessarily overlap with the community action discussed below.

- Greek Life policies

In 2005, due to many incidents involving hard liquor within the Greek membership, a hard liquor moratorium was imposed. Distilled spirits were “prohibited at all chapter-related activities (unless held at an establishment licensed to sell alcohol) and at chapter-related facilities.” Items that may encourage alcohol abuse of illegal drugs use, such as “beer bong”, were prohibited as well. Following the moratorium, Fraternity and Sorority Hard Alcohol Policies were changed to mirror the moratorium and subsequently approved by the Vice President of Student Affairs. (Appendix E.)

- Associated Students – Good Neighbor Program

The Associated Students Council created a program called the Good Neighbor Program. This program organizes an active peer response team that creates accountability amongst students for their behavior at their College Area homes. This response team consists of two students and a Community Service Officer from Public Safety. The three-person team (with rotating volunteers) goes out from 10 pm until 2 am (on Thursday, Friday, and Saturday) and is on patrol in the local area. They respond to noise and other complaints that are made by the neighbors in the College Area. Students interact with the community and provide information about noise regulations and inform the students about the measures that could be taken if the violations continue to occur.

- AOD Initiatives – Campus Sweep Program

Researchers at USC and RAND both found in national and state level studies, alcohol advertising predicted the onset of drinking, increased drinking and heavier drinking among young people who were exposed to alcohol advertising in venues such as TV broadcasting, print media, sporting events and point of purchase displays. (Stacy 2004, Ellickson 2005)

Saffer conducted a review in 2002 on where there was a connection between alcohol advertising and consumption rates. His review suggests consumption does increase with advertising.

Since college campuses offer multiple outlets for alcohol advertising and promotion, they are a key channel for reaching young adults (Rigotti, Moran & Wechsler, 2005)

Based upon this recent research, it was evident that a program to limit the abundance of advertising on the SDSU campus was needed. Yet we also were cognizant of the fact that

for the program to work, we needed the understanding and “buy in” from students. To accomplish this, we examined strategies that could work to alter individual attitudes towards the problem in order to affect change not only by limiting access to unsolicited advertisements, but also at the individual level.

To change attitudes we looked to Leon Festinger’s Dissonance Theory that was published about 50 years ago. This theory revolves around cognitions.

Cognitions are either consonant- which means they are related to one another and that one follows from the other, or they are dissonant- the cognitions are related but do not follow one another. The basic concept is that people do not like to have dissonant cognitions, and will attempt to relieve their dissonance.

The Effort- Justification Paradigm explains that dissonance is aroused whenever a person engages in an unpleasant activity to obtain some desirable outcome. This dissonance can be reduced by exaggerating the desirability of the outcome, which adds consonant cognitions. We hoped to change attitudes by employing strategies that would create enough dissonance within the students to cause them to alter their beliefs to support their involvement in this program.

OPERATION: Campus Sweep limits unsolicited advertising of cheap drinks or free covers on the SDSU campus. Volunteer students look for advertisements and announcements that don’t conform to posting policies. Materials violating regulations are removed by the students. Exposure to advertisements promoting risky alcohol consumption is reduced and students have a direct impact on alcohol risk reduction efforts.

We also wanted to evaluate this program for efficacy. A random controlled, 2X2 factorial designed study was used to test the effects of efforts. Using Dissonance Theory constructs, we tested the effect of student Consequence to change as well as the amount of effort expended upon actual attitudinal alterations. We found that effort and motivation were independently related to attitudes ($p < .05$). Group A (High Consequence, High Effort) had the greatest mean between the groups. These students agreed that just by enforcing the rules, students would engage in less high risk alcohol consumption behaviors. Although the interaction was only marginally significant ($p=.10$), this is consistent with a dissonance explanation and shows promise for using such programs as an intervention.

- Public Safety – Enforcement Activities

The Department of Public Safety enforces the law on and within a one mile radius of campus. Public Safety personnel arrest violators; provide training to staff, new students, Greeks; and they refer students to Judicial Affairs when an arrest cannot be made.

Public Safety and the San Diego Police Department operate several forms of enforcement, including driving under the influence (DUI) checkpoints, minor in possession (MIP) enforcement, and shoulder-tap style enforcement. In addition, CAPP (College Area Party Plan) is an enforcement of noise and disturbance laws. CAPP applies to the house, not the

individuals living there. If the CAPP is violated, the residents risk being arrested, property seizure, and a fine for the time of the officers while responding to the complaint.

- Office for Student Rights & Responsibilities – Enforcement Activities

Judicial Affairs' establishes protocols that guide disciplinary actions. Procedures and descriptions of possible sanctions are posted online for easy access by all students. If a student violates alcohol and other drug regulations, they are referred to Judicial Affairs for review and appropriate referrals and sanctions. In 2005, 600 students were referred to the ASPIRE program, while in 2006, 529 were referred. Over the course of these two calendar years, Judicial Affairs suspended 25 students for alcohol and/or other drug violations.

In 2006, Judicial Affairs expanded their geographic area for adjudicating student offenses. The area now includes all sites within a three-block radius of campus.

- Critical Incident Management Team

CIM-Team (Critical Incident Management Team) consists of representatives from Fraternity & Sorority Life; Students' Rights & Responsibilities; Counseling & Psychological Services; Disabled Student Services; Residential Education; University Police; and the Ombudsman's office. The team meets weekly to review incidents from the previous week. Together, these multiple departmental entities collaborate to enforce campus policies while adhering to existing legal code.

- The Daily Aztec – Student-run newspaper

The Daily Aztec prohibits advertising for bars and nightclubs in Tijuana that may be perceived as encouraging those under 21 to consume alcohol.

Community Action Example Programs

- College Area Community Council and AOD Initiatives

These organizations partnered to run multiple ads in The Daily Aztec to raise alcohol enforcement awareness regarding possible consequences if students violate local noise ordinances. The ads were designed to 'spread the word' to students living in the residential areas surrounding campus.

- RADD California Coalition

In November, 2005, President Weber signed a MOU formally including SDSU among the founding members of the RADD California Coalition (RCC). The RCC is a State funded effort to bring RADD, the entertainment industries voice for traffic safety, together with other concerned groups to prevent alcohol-related crashes among 21 to 34 year-old Californians. Dr. Lange was instrumental in writing the original proposal with RADD to

obtain State sponsorship for this effort, and he currently serves as the research director for the RCC. (Appendix F.) The RCC is currently launching its second Statewide holiday campaign designed to use research-based messages to enhance the proper use of designated drivers, as well as other behavioral alternatives to drunk driving.

- Preventing Rape by Intoxication through Community Education (PRICE)

The Preventing Rape by Intoxication through Community Education (PRICE) coalition of San Diego County has brought together major local universities, law enforcement, and community groups to address a growing concern of rape of severely intoxicated victims. The Chief of the Sex Crimes and Stalking Division of the District Attorney's office, Summer Stephan, chairs the coalition. Representatives from San Diego State University, University of California San Diego, University of San Diego and the Community Colleges have partnered with the San Diego Police Department, the District Attorney's Office, the United States Marine Corps, and the Center for Community Solutions. The coalition will use marketing techniques to educate both potential victims as well as potential perpetrators of this crime. The goal is to correct misperceptions of sexual norms and misunderstanding of the legal definitions of rape and consent. PRICE has planned heavy marketing on coalition campuses as well as within drinking environments within the community. (Appendix G.)

- AOD Priority Team

This committee brings together campus-community resources to address common alcohol and other drug related concerns in a coordinated fashion. The committee meets regularly throughout the academic year, with representatives from Student Health Services, Public Safety, Athletics, Associated Students, Fraternity and Sorority Life, Residential Education, Student Rights and Responsibilities, and Counseling and Psychological Services.

- Collegiate Alcohol Research and Prevention Initiative (CARPI)

Building off of the award winning C-CAPP program, CARPI was formed to reduce AOD problems experienced by students attending colleges and universities in San Diego County. CARPI members represent every major university in San Diego, local and state law enforcement and regulatory agencies, student groups, community groups, businesses, and student affairs. CARPI supported the Community Oriented Policing Project (COPP) and the Responsible Hospitality Coalition (RHC) to implement such prevention strategies. Due to a lack of funding, this organization was dissolved in 2005.

- Presidential activity

President Stephen Weber is a leader within the "College Presidents Forum" and was named to the Higher Education Center's Presidents Leadership Group. Dr. James Kitchen, Vice President for Student Affairs, has been working side-by-side with other CSU vice presidents for student affairs on the Chancellor's Alcohol and Other Drug Initiative to reduce alcohol abuse and to combat underage and binge drinking among college students throughout the system.

Research and Innovation Examples

Research on all aspects of campus AOD use and prevention has been enhanced through several externally funded research projects. The RADD California Coalition, the Alcohol Research Collaborative NIAAA grant, continued development of the e-CHUG and e-TOKE online programs, the Campus Sweep program, as well as several ongoing surveys of students serve as examples of the vitality of this element.

The RADD California Coalition (RCC) builds on research conducted by Dr. James Lange that illustrated useful interventions designed to enhance the use of designated drivers to prevent drunk driving. The Coalition is described in more detail within the *Community Action* section. However, the RCC is a prime example of using supporting elements to make an objective more likely to succeed. The primary objective for the RCC is best described as *behavioral alternative*, in that it is designed to increase the use of designated driver, and other alternatives (e.g., take a taxi, stay put), to prevent drunk driving. The RCC objective is supported by *individual focused* interventions, such as advertising and point of sale promotions to increase successful use of designated drivers. Further, all of the RCC activities are accomplished through *community action*. Research activities include surveys of students and nightclub and bar patrons to assess the reach and effectiveness of the campaign. The baseline student surveys have occurred, however, post-campaign data are scheduled for collection in 2007.

The Alcohol Research Collaborative is an NIAAA funded grant to provide assistance selected institutions of higher education (IHE) with innovative alcohol prevention programs and research. Dr. James Lange was selected to be one of the 5 recipients of a special grant to be paired with other IHE's so that he could help to spread the reach of promising programs and help assure that proper evaluations are conducted. Further, the grant provides for piloting of interventions and measures at SDSU, and has funded a number of student surveys, including some that are cited within this report.

Counseling and Psychological Services continues to enhance and disseminate the highly successful E-CHUG program. Hundreds of campuses nationwide have adopted it as part of their alcohol prevention strategy. The e-TOKE program addresses student marijuana use, and has also been adopted nationally by many campuses.

To combat the problem of unsolicited advertising of drinking venues on the SDSU campus, an innovative intervention was developed, OPERATION: *Campus Sweep*. This prevention strategy aims to reduce the amount of unsolicited alcohol advertisements and change student perceptions of the direct influence they can have on reducing risks associated with alcohol consumption by using Dissonance Theory constructs. This program affects individual attitudes, provides an opportunity for students to act responsibly, limits access to alcohol promotional materials, and has been formally evaluated. This program successfully changed participating student perceptions, while at the same time limited advertising exposure to much greater numbers of students on the SDSU campus.

As mentioned above, there have been a number of student AOD surveys conducted over the past two years. Each semester beginning in the Spring of 2005 a random sample of students have been asked to participate in an internet-administered survey. A number of measures were developed to and tested within these surveys, including an innovative measure of student identity that seems to accurately predict the effects of normative influence on drinking behaviors (Reed, Lange, Ketchie, & Clapp, in press). In addition to these self-report surveys, NIAAA grants have funded a number of breath-test surveys of students both within local parties as well as in bars and nightclubs. These surveys are under the direction of Dr. John Clapp and have helped to clarify the relationship between environmental factors and excessive drinking as well as the accuracy of self-reported drinking measures.

Summaries of AOD Program Strengths and Weaknesses

SDSU implements a diverse set of programs for preventing AOD abuse. It is a recognized leader in the community-environmental management approach to AOD prevention. Dr. James Lange, the Coordinator of AOD Initiatives, has been selected by NIAAA to serve as one of 5 expert researchers to evaluate their collegiate alcohol prevention grant programs. Through this leadership, the office of AOD Initiatives has grown to include a Health Educator, and one part-time masters-level assistant. SDSU has also fostered an environment that has led to truly impressive innovations. The C-CAPP project, ASPIRE program and e-CHUG are excellent examples of this innovation.

Progress has been made towards the evaluation of the diverse programming on campus. All departments are encouraged to complete a reporting form following any AOD related program. (Appendix G.) These forms are collected by the office of AOD Initiatives, and have helped to expand our understanding of the various programs. However, more rigorous evaluations of programming would help to assure that outcome data are collected and analyzed for all prevention efforts. That lofty goal is made difficult by the vast number of “grass-roots” programming offered within the various departments. Many of these programs are initiated by student groups or resident hall RAs.

With the implementation of CSU Executive Order 966 SDSU has ceased the sale of alcohol at athletic events held on campus. The ban on sales serves as a nice example of an *access control* element of comprehensive prevention. Unfortunately, because of the externally driven nature of the action, a systematic evaluation of the effects of this ban was not planned. Further, Associated Students has initiated the exploration of alternative events that would effectively replace the sale of alcohol within Cox Arena at men’s basketball events. While discussions about this are ongoing, an evaluation of the effect of any resulting events may be useful for demonstrating their impact on student alcohol-related problems.

Procedures for Distributing AOD Policy to Students and Employees

The AOD Initiatives office has an AOD website (<http://aod.sdsu.edu>) that contains alcohol policies for the university. The policy statement is also currently included in the student

guidebook and course schedule. The guidebook is available to all students for a small fee. The entire guidebook is also available on the SDSU web site. All students have free access to the computer lab, and thus all students have access to the internet. Further, all students are sent an e-mail to their address of record pointing them to the place within the AOD website that contains the policy statement. Since all students must have an official email address of record, this mode of contact seemed both cost effective and likely will assure more successful contact. Past attempts to mail letters containing the statement to land-addresses proved to miss many students because parent-addresses were on record instead of student addresses.

Previously, the only statement regarding AOD policy being distributed to faculty and staff was a statement included within the Clery Act compliance document. That statement is posted on a university web site and faculty and staff are directed to that site through statements included on pay stubs and campus-mailed postcards. After the AOD priority team determined that this was an inadequate form of notification because it (a) did not assure that all faculty and staff viewed the AOD portion of the document, (b) the statement was not specifically tailored to the policies and services related to SDSU faculty and staff, and (c) the Clery notification to faculty and staff does not mention that AOD related information is available within the report, the AOD Coordinator recommended modifications to staff and faculty notification procedures to the Dean of Faculty and the Associate Vice President of Business Enterprises. Responding to this recommendation, the Human Resources department now provides a statement, previously approved by the campus senate, in every new employee packet. Additionally, this statement is sent to all employees annually. While the policy statement is useful, there are acknowledged weaknesses in its content vis-à-vis the DFSA requirements.

Copies of the Policies Distributed to Students and Employees

See Appendix I.

Recommendations for Revising AOD Programs

The comprehensive plan allows for a continuous process of needs assessment and evaluation, allowing for the AOD prevention programs to be more responsive to the SDSU community. Therefore the primary recommendations for AOD programs are as follows:

1. Continue to expand the AOD peer education program to include workshops and trainings, as well as added educational presentations.
2. Continue to improve communication and coordination of campus AOD programs.
3. Continue to develop the infrastructure for improving the scientific basis for AOD programs.

4. Continue to improve the distribution of AOD policies to all students, faculty and staff.
5. Continue with the development of a campus-wide assessment of AOD program implementation

References

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Appendix A e-CHUG



e-CHUG

[Logout](#)

INSTRUCTIONS:

Please fill out the questionnaires that follow and answer all questions honestly.

Remember that your answers are CONFIDENTIAL. Your name is not attached to this form and no personally identifiable information from this survey will be stored. Answering each question accurately will give you realistic feedback regarding your use of alcohol.

When completing the e-CHUG, please remember that a "standard drink" is equivalent to 12 ounces of beer, 10 ounces of malt liquor, a 1.5 ounce shot or mixed drink, 5 ounces of wine, or 1 wine cooler.

Demographic Information

Sex <input type="checkbox"/> Male <input type="checkbox"/> Female	Age (in years) <input type="text"/>	Weight <input type="text"/>	<input type="checkbox"/> Pounds (lbs.) <input type="checkbox"/> Kilograms (lbs.)
Are you currently taking any prescription medications? <input type="checkbox"/> Yes <input type="checkbox"/> No	Ethnic Identity: <input type="text"/>		
Do you belong to a Fraternity or Sorority? <input type="checkbox"/> Yes <input type="checkbox"/> No	Do you play on a college athletic team? <input type="checkbox"/> Yes <input type="checkbox"/> No		
What is your student status? <input type="checkbox"/> San Diego State University Student <input type="checkbox"/> Other College Student <input type="checkbox"/> High School Student <input type="checkbox"/> Non-student	Year Level / Class Standing <input type="checkbox"/> Not Applicable <input type="checkbox"/> Freshman <input type="checkbox"/> Sophomore <input type="checkbox"/> Junior <input type="checkbox"/> Senior <input type="checkbox"/> Graduate		
Do you live on-campus or in a residence hall: <input type="checkbox"/> Yes <input type="checkbox"/> No	Why are you completing this survey? <input type="text"/>		

The Check-up to Go

1. For the PAST MONTH, please describe a TYPICAL DRINKING WEEK. For each day, fill in the number of STANDARD DRINKS of each type of alcohol you consumed and the NUMBER OF HOURS you drank on that day.

Drinks per Week:							
	Mon	Tues	Wed	Thur	Fri	Sat	Sun
Beer?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Beers on Monday	Beers on Tuesday	Beers on Wednesday	Beers on Thursday	Beers on Friday	Beers on Saturday	Beers on Sunday
Wine?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Wines on Monday	Wines on Tuesday	Wines on Wednesday	Wines on Thursday	Wines on Friday	Wines on Saturday	Wines on Sunday
Spirits?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Shots or Mixed Drinks on Monday	Shots or Mixed Drinks on Tuesday	Shots or Mixed Drinks on Wednesday	Shots or Mixed Drinks on Thursday	Shots or Mixed Drinks on Friday	Shots or Mixed Drinks on Saturday	Shots or Mixed Drinks on Sunday
Hours?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Hours Spent Drinking On Monday	Hours Spent Drinking On Tuesday	Hours Spent Drinking On Wednesday	Hours Spent Drinking On Thursday	Hours Spent Drinking On Friday	Hours Spent Drinking On Saturday	Hours Spent Drinking On Sunday

2. Think of the **one** occasion during the PAST MONTH where you drank the most. Fill in the number of standard drinks of each type you consumed and the number of HOURS you drank that day:

Beers

Wines

Spirits

Hours

3. Think about the number of your BLOOD RELATIVES who are now, or have been in the past, problem drinkers or alcoholics.

Parents

Brothers and Sisters

Grandparents

Uncles or Aunts

Cousins

4. During the PAST MONTH, how many days did you drive a vehicle shortly after having three or more drinks?

Days

5. During the PAST MONTH, how many days were you a passenger in a vehicle when a driver had three or more drinks?

Days

6. How much would you estimate you spend on alcoholic beverages per week? (In dollars; Please use only numbers)

\$

7. For each of the following, estimate how common you believe these behaviors are: (Enter a number between 0 and 100)

What percent of US College Students (of your gender) drink MORE than you? %

What percent of San Diego State University students have two drinks or less in a typical week? %

What percent of San Diego State University students do not drink at all in a typical week? %

What percent of San Diego State University students have smoked marijuana in the last 30 days? %

8. Please select the answer that is correct for you:

A.) How often do you have a drink containing alcohol?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Never	Monthly or less	2-4 times a month	2-3 times a week	4+ times a week

B.) How many drinks containing alcohol do you have on a typical day when you are drinking?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0 to 2	3 or 4	5 or 6	7 to 9	10 or more

C.) How often do you have six drinks or more on one occasion?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Never	Less than Monthly	Monthly	Weekly	Daily or almost daily

D.) How often, during the last year, have you found that you were not able to stop drinking once you had started?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Never	Less than Monthly	Monthly	Weekly	Daily or almost daily

E.) How often during the last year have you failed to do what was normally expected from you because of drinking?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Never	Less than Monthly	Monthly	Weekly	Daily or almost daily

F.) How often during the last year have you needed a first drink in the morning to get yourself going after a heavy drinking session?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Never	Less than Monthly	Monthly	Weekly	Daily or almost daily

G.) How often during the past year have you had a feeling of guilt or remorse after drinking?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Never	Less than Monthly	Monthly	Weekly	Daily or almost daily

H.) How often during the last year have you been unable to remember what happened the night before because you had been drinking?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Never	Less than Monthly	Monthly	Weekly	Daily or almost daily

I.) Have you or someone else been injured as a result of your drinking?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	Yes, but not in the last year	Yes, during the last year

J.) Has a relative or friend or a doctor or other health worker been concerned about your drinking, or suggested you cut down?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	Yes, but not in the last year	Yes, during the last year

9. During the PAST MONTH, how many cigarettes did you smoke on a typical day?

Cigarettes

10. If you're a smoker, for how many years have you smoked regularly?

Years

11. After school expenses, how much money do you have to spend in an average MONTH? (In dollars; Please use only numbers)

\$

How **important** is it to you to make any change in your personal use of alcohol?

Not at all important					Very important				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8	9	10
Not Applicable / I don't use alcohol									<input type="checkbox"/>

How **confident** are you that you are able to make any change in your personal use of alcohol?

Not at all confident					Very confident				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	8	9	10
Not Applicable / I don't use alcohol									<input type="checkbox"/>

Appendix B e-CHUG Promotional Materials

HOW MANY
cheeseburgers
DID YOU
DRINK
LAST
MONTH
?

TAKE THE
e-CHUG
online
AND
FIND
OUT!
www.sdsu.edu/e-chug



How many **CHEESEBURGERS** did you
drink last month?



Take the e-chug online at
www.sdsu.edu/e-chug

Funding for this program was provided by a grant from the
California Office of Traffic Safety, through the Business,
Transportation and Housing Agency.



How many **SONGS** did you
drink last month?



Take the e-chug online at
www.sdsu.edu/e-chug

Funding for this program was provided by a grant from the
California Office of Traffic Safety, through the Business,
Transportation and Housing Agency.

Appendix C e-TOKE



ABOUT YOU

Please tell us a little bit about yourself:

1. What is your birthdate?

We ONLY use this information to calculate your age.

Month	Day	Year
<input type="text"/>	/ <input type="text"/>	/ <input type="text"/>
(e.g., 03)	(e.g., 09)	(e.g., 1975)

2. What is your gender?

male
 female

3. What is your ethnic identity?

Please Select One

4. What is your student status?

San Diego State University Student
 Other College Student
 NOT a College Student

5. What is your college class standing:

Freshman
 Sophomore
 Junior
 Senior
 Graduate
 Not Applicable

6. Are you a member of a fraternity or a sorority?

Yes No

7. Are you on a college athletic team:

Yes No

8. Do you live on-campus or in a residence hall:

Yes No

9. Why are you completing this survey?

Please Select One



MARIJUANA USE

Please tell us about your TYPICAL PATTERN of marijuana use.

1. How long has it been since you last used marijuana in any form?

Months Weeks Days Hours
 Not Applicable / I don't use Marijuana

2. For the past month, please describe your marijuana use during a TYPICAL WEEK:

A. Please place a check mark next to the time(s) of day you smoked marijuana or were under the influence of marijuana.

	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.	Sun.
Morning (6am-12pm)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Afternoon (12pm-6pm)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evening (6pm-12am)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Late Night(12am-6am)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Please enter the number of HOURS your were under the influence of marijuana each day.



SPENDING PATTERNS

Please tell us a little bit about your SPENDING PATTERNS.

1. How much money would you estimate you spend on marijuana in a TYPICAL WEEK? (Round to the nearest dollar)

US Dollars

2. During a TYPICAL SCHOOL WEEK, how many hours (**NOT under the influence of marijuana**) do you estimate you spend:

- A. Studying
- B. In Class
- C. Exercising/Playing Sports

3. For each of the following, estimate how common you believe these behaviors are (Enter a number between 0-100):

- What percent of US College Students (of your gender) use marijuana MORE than you? %
- What percent of SDSU students use marijuana AT LEAST ONCE A MONTH? %
- What percent of SDSU students DO NOT USE marijuana at all IN A TYPICAL MONTH? %



LIFESTYLE FACTORS

Please tell us about your TYPICAL PATTERN of marijuana use.

1. In the PAST THREE MONTHS, please indicate how often your marijuana use contributed to:

	Never	Rarely	Sometimes	Often	Always
A. Getting sick or feeling unhealthy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Coughing or breathing problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Unhealthy eating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Trouble remembering things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Difficulty sleeping when not using	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Feeling tired, groggy, or unmotivated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Doing poorly on a test or school project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. Procrastinating or not getting things done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I. Going to class under the influence of marijuana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J. Going to work under the influence of marijuana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K. Missing classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L. Missing work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
M. Driving a car while under the influence of marijuana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
N. Getting in trouble with the police or college authorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
O. Not dealing with your problems or responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

P.	Using more marijuana than you had planned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q.	Doing something you later regretted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R.	Feeling bad about your use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S.	Spending more money than you had planned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T.	Someone else suggesting that you cut down or quit using marijuana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U.	Problems between you and your boyfriend/girlfriend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V.	Problems between you and your friends or family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W.	OTHER (Please specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="text"/>					

2. In a TYPICAL WEEK how many standard drinks containing alcohol do you consume?
 (One Standard Drink equals 10-12 ounces of **beer**, 5 ounces of **wine** or one **wine cooler**, or 1 **shot** or **mixed drink**.)

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

3. How much money would you estimate you spend on **alcohol** in a TYPICAL WEEK? (Round to the Nearest Dollar)

US Dollars

4. During the PAST MONTH, how many CIGARETTES did you smoke on a TYPICAL DAY?

Cigarettes

5. If you're a CIGARETTE smoker, for how many years have you smoked regularly?

Years

6. After school expenses, rent, and bills, how much "spending money" do you have in a TYPICAL MONTH?

US Dollars

7. How important is it to you to make any change in your personal use of marijuana?

Not at all important

Very important

1 2 3 4 5 6 7 8 9 10

Not Applicable / I don't use Marijuana

8. How confident are you that you could quit using marijuana today, if you wanted to?

Not at all confident

Very confident

1 2 3 4 5 6 7 8 9 10

Not Applicable / I don't use Marijuana

9. Thinking back on the past month, which activities would you like to have spent more time on?

- Going to the gym/Playing Sports/Exercising
- Studying
- Spending time with friends who don't smoke marijuana
- Spending time with family
- Working
- Going to a concert, sports event, opera, play, ballet.
- Being in the country, at the beach, in the city, in nature.
- Painting, drawing, sculpture, ceramics, photography. Writing stories, articles, journaling in a diary, writing letters.
- Reading books, novels, magazines, newspapers. Going to the library.
- Creating or listening to music. Singing. Dancing. Playing an instrument.

- Working in politics, activism.
- Attending a religious service, reading religious text. Talking about philosophy or religion.
- Meditation or Yoga.
- Cooking.
- Cleaning the house, gardening.
- Traveling.
- Shopping.
- Other:

Appendix D - 21st Birthday Letter



Vice President for Student Affairs
San Diego State University
5500 Campanile Drive
San Diego CA 92182-7430
TEL 619-594-5211
FAX 619-594-7089

Happy 21st Birthday From the Division of Student Affairs at San Diego State University

Dear (Student's Name),

Congratulations on reaching this milestone in your life! This is truly a time to celebrate with your family and friends, creating special and memorable moments. I'm sure it's been a long journey with many hardships to confront and many successes to be proud of.

Among all of the wonderful birthday wishes and gifts you have received, you have also undoubtedly endured your share of lectures regarding the responsibility that comes with your new legal right to consume alcohol. I also hope that you have received and accepted some good advice about drinking responsibly.

Now that you have reached a different stage in adulthood your mindset must be prepared to adapt to new changes and be ready for different types of situations that you will be faced with. Some of the situations that you will now encounter will obviously deal with choices about alcohol. You may choose not to drink at all, in which case I commend you for your decision. However, should you choose to drink please do so as a responsible and mature adult and be ready to face these situations with a clear, educated and open mind.

I hope that you have already determined to avoid major catastrophes such as alcohol poisoning and driving under the influence. I also hope that you will think twice about your circumstances and surroundings before making the decision to drink. Be sure that you are in a safe environment and that you always have at least one friend who is willing and able to look out for those of you who decide to consume.

More than anything else I want your college years to be a time that you look back on later in life and truly enjoy the memories. My wish for you this year is that every day brings you new and exciting challenges and new opportunities to enjoy your youth and create new memories. Be responsible and think about the consequences of your decisions. How will they affect you and how will they impact the lives of others?

Have a wonderful birthday and a fantastic 21st year at San Diego State University.

Best Wishes,

James R. Kitchen
Vice President for Student Affairs



THE CALIFORNIA STATE UNIVERSITY • Bakersfield • Chermal Islands • Chico • Dominguez Hills • Fresno • Fullerton • Hayward • Humboldt • Long Beach • Los Angeles
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Appendix E Moratorium on Hard Alcohol (Greek Life)

November 2, 2005

REVISED

MEMORANDUM

TO: Fraternity and Sorority Chapter Presidents

FROM: Dr. James R. Kitchen
 Vice President for Student Affairs

SUBJECT: MORATORIUM ON HARD ALCOHOL

The University administration is quite concerned about the number and severity of fraternity and sorority alcohol-related incidents this semester. We have received reports of eight incidents involving new members (all minors), two of which involved injuries. There have been four alleged sexual assaults where the apparent victims reported that they were drinking heavily at fraternity parties beforehand. A student was transported to the hospital with alcohol poisoning after having an estimated 10-12 shots of hard alcohol at a party at Fraternity Row. Additionally, there have been incidents of chapters encouraging alcohol abuse by having “beer bong” and “ice luges” at chapter events.

Alcohol abuse within the Greek community is a nationwide problem. Since fall 2000, there have been over a dozen deaths attributed to alcohol over-consumption at fraternity and sorority events—six of the deaths have occurred in the past 15 months.

It is clear that it is time for the University to take pro-active corrective action. Most of the incidents we have encountered have involved hard alcohol, usually by minors at unregistered functions. The SDSU “Greek Guidelines” currently prohibit alcohol at chapter events unless held at an establishment licensed to sell alcoholic beverages. After consulting with Dr. Darlene Willis, Dean of Students, and Mr. Douglas Case, Coordinator of Fraternity and Sorority Life, I have decided that effective November 9, hard alcohol (alcoholic beverages other than beer and wine) will be prohibited at all chapter-related activities (unless held at an establishment licensed to sell alcohol) and at chapter-related facilities. (Note: As defined in the “Greek Guidelines” for Fraternity Row, chapter-related facilities include the chapter house, the courtyard, hallways and other common areas, and all apartments leased to members of the fraternity.) Also effective immediately, the use of “beer bong,” “ice luges,” drug paraphernalia, and other items that encourage alcohol abuse or illegal drug use is prohibited at chapter-related activities or at chapter-related facilities.

We realize that, unlike the on-campus residence halls where we have staff to enforce the alcohol policies (no hard alcohol is permitted anywhere on campus), we will have to rely on the chapter leadership and alumni to enforce the policy. Your assistance in making our Greek community a safe environment by enforcing alcohol and drug policies is essential. Should a chapter violate this moratorium, a minimal sanction will include a requirement of the chapter being prohibited from having any alcohol (including beer and wine) at chapter-related events (regardless of location) or at chapter-related facilities for a minimum of one semester.

This policy is being implemented on an interim basis for the remainder of the fall 2005 semester. I am asking the Greek governing councils, chapter advisors, house corporation officers, and national fraternity representatives to review the hard alcohol policy and provide written input to me, via Douglas Case, prior to the end of the semester. After reviewing the input, I will determine whether to make the policy permanent and/or whether to make revisions effective the beginning of the spring 2006 semester.

cc: Dr. Darlene Willis, Dean of Students
Douglas Case, Coordinator, Center for Fraternity and Sorority Life
Corey Gulbranson, President, Interfraternity Council
Jan Simon, President, United Sorority and Fraternity Council
Dalilia Stewart, President, National Pan-Hellenic Council
Bennett Ball, President, Panhellenic Association
Chapter Advisors [via e-mail]
House Corporation Presidents [via e-mail]
Fraternity/Sorority Headquarters [via e-mail]

Appendix E (cont.) - Revised Greek Life Hard Alcohol Policies

Recommendations Regarding Fraternity and Sorority Hard Alcohol Policies and Social Event Management Policies (Approved by Vice President Kitchen, May 2006)

Section III, H, 2 of the “Greek Guidelines” states: “Unless held at a licensed establishment with professional bartenders, hard liquor (alcoholic beverages other than beer or wine) shall not be consumed at chapter or council events. The Coordinator of Fraternity and Sorority Life may authorize exceptions for certain private events that meet the criteria developed by the governing council and approved by the Center for Fraternity and Sorority Life.”

As a result of a sharp spike in serious incidents involving hard alcohol in the fall 2005 semester, a “hard alcohol moratorium” was put in place. A memorandum from the Vice President for Student Affairs to fraternity and sorority chapter presidents directed that “effective November 9, hard alcohol (alcoholic beverages other than beer and wine) will be prohibited at all chapter-related activities (unless held at an establishment licensed to sell alcohol) and at chapter-related facilities. (Note: As defined in the “Greek Guidelines” for Fraternity Row, chapter-related facilities include the chapter house, the courtyard, hallways and other common areas, and all apartments leased to members of the fraternity.)”

Over the course of the past semester input was sought from the Greek governing councils, chapter advisors and house corporation officers, and the University Police for policies and procedures that would provide a safer social environment for fraternities and sororities. Based on this input, the Coordinator and the Dean of Students recommend that the following proposals be adopted:

1.0 Hard Alcohol Policy

- 1.1 Whenever a social event is taking place at chapter-related facilities, all alcohol consumption (including beer and wine) should be prohibited in bedrooms and apartments. [Note: See proposed revised definition of a “social event” in recommendation 5.1.]
- 1.2 In chapter-related facilities, bottles of hard alcohol should only be permitted in the rooms of residents who are over the age of 21.
- 1.3 During times when a social event is not in progress, only active initiates and alumni over the age of 21 (i.e., no minors or guests) should be allowed to consume hard alcohol in the common areas of chapter-related facilities. It is recommended that this policy be reviewed in spring 2007 to determine if the policy has been effective in reducing incidents involving hard alcohol. If it has been ineffective, then all hard alcohol consumption should be prohibited in the common areas.

2.0 Sanctions for Alcohol and Social Event Policy Violations

- 2.1 If a chapter has any violations of the hard alcohol policies (such as having anyone under 21 years of age consuming hard alcohol anywhere at chapter-related facilities, including bedrooms and apartments; having hard alcohol present at chapter-related events other than events held at premises licensed to sell alcoholic beverages; having any non-members, regardless of age, consume hard alcohol in common areas; or having bottles of hard alcohol present in common areas), the chapter should be prohibited from having any hard alcohol present at any chapter-related facilities for a minimum of one year (in addition to other sanctions that may be imposed through the Greek judicial process).
- 2.2 The sanction guidelines for a first violation of “Category Two” risk management violations should be increased to 12 weeks of social probation, a fine of \$100, plus \$5 per member up to a maximum of \$500, and 5 community service hours per active member. The current sanction is 8 weeks social probation. (Examples of “Category Two” violations include widespread underage drinking, common sources of alcohol, using chapter funds to purchase alcohol, widespread hard alcohol present at a social event, and drinking games. Sanctions escalate for repeat violations.)
- 2.3 A first violation of “Category Three” infractions that involve alcohol should be increased to 6 weeks of social probation, a fine of \$50, plus \$2.50 per member up to a maximum of \$250, and 3 community service hours per active member, and a chapter educational program. The current sanction is a chapter educational workshop and a \$100 fine. Examples of “Category Three” violations include isolated incidents of underage drinking or isolated incidents of hard alcohol consumption.
- 2.4 All fines should be placed in a separate account to be used exclusively for risk management-related purposes. The Alumni IFC should be consulted for their input regarding appropriate use of these funds with regard to IFC fraternities.
- 2.5 The community service hours should be assigned to benefit the College Area community and can include community clean-ups, Good Neighbor Program shifts, and similar projects that benefit the neighborhoods near SDSU.
- 2.6 A third Category Two violation within 12 months, or a third Category Two or Three violations within the same semester should result in suspension of all social and intramural privileges for a minimum of one semester.
- 2.7 Individual students who violate alcohol policies and laws (including minors in possession of alcohol and those who provide alcoholic beverages to minors) at chapter-related events or at chapter-related facilities should be referred to the Center for Student Rights and Responsibilities.
- 2.8 If a current fraternity or sorority member violates the alcohol policies and laws while a guest at another chapter, his/her chapter should be sanctioned for a Category Three violation. This would encourage chapters to ensure that their

members adhere to the rules, and members are much more likely to respect the policies if they understand that their entire chapter could face consequences.

3.0 Monitoring of Social Events at Chapter-Related Facilities

- 3.1 The IFC and USFC should establish a party monitors program to help self-police fraternity parties held at chapter-related facilities. The group would be comprised of students appointed by their respective councils and would report to the Risk Management Director of the council. A group of 2-3 committee members should be assigned to visit each registered party held at a chapter-related facility at least 30 minutes before it is scheduled to begin. The group should check for infractions of social event management policies. For minor infractions they would inform the chapter of the violation and give them an opportunity to correct it. If the chapter does not correct the problem, or if there is a major violation (Category One or Two), the group would immediately alert the council's Risk Management Director who would inform the council's Judicial Director and the Coordinator of Fraternity and Sorority Life of the matter so that action could be taken via the council's judicial process.
- 3.2 The current social event management policies state that the fraternity is required to designate in advance two chapter executive officers who are responsible for each social function and work with security guards to monitor the event. This should be increased to five officers (or four officers for chapters with less than 40 members), rank-ordered, and the fraternity should identify these officers on the Social Event Planning and Notification Form and provide their cellular phone numbers. These five chapter officers should be required to be completely sober (i.e., consume no alcohol prior to or during the event).

4.0 Security Guards at Social Events at Chapter-Related Facilities

- 4.1 CSU General Counsel has discouraged the university from becoming more involved in the hiring or selection process of security guards, although the university can be involved in training of security guards. Given the issues that have arisen, the University Risk Management Officer should review whether it is appropriate to have the University Police become more involved in screening security guard companies.
- 4.2 The security guard companies would be more diligent if they were accountable to someone other than the undergraduate chapter officers who hire them. Accordingly, the Alumni IFC has agreed to screen and select one security guard company who would have an exclusive contract to provide security for all events held at residential fraternities. Alumni of the two USFC residential fraternities should also participate in the screening and selection process. The Alumni IFC has requested that the Office of General Counsel review the contract between the Alumni IFC and the company.
- 4.3 All security guard supervisors who work the events should be required to attend a training session and be required to complete the Licensee Education

on Alcohol and Drugs (LEAD) class.

- 4.4 The police have been conducting “knock and talk” visits to fraternities prior to scheduled parties to review plans for the events. This process should continue and should include a University Police officer, the security guard supervisor, and the designated chapter officers on the Social Events Planning and Notification Form.
- 4.5 The chapter president and social chair should meet with the Coordinator of Fraternity and Sorority Life during office hours prior to the event to review risk management policies and plans for the event.
- 4.6 The following recommendations from the University Police should be incorporated in the security guard contract: (1) require an evaluation form after each party and report social event policy violations, (2) require security guards to wear clothing that clearly distinguishes them as security, (3) require security guards to cooperate and maintain good relationships with the University Police, (4) require security guards to deny entry and eject any overly intoxicated persons, (5) require security to eject all minors found in possession on their first offense, (6) require security to eject all minors found under the influence of alcohol, and (7) maintain a log of ejections.
- 4.7 The number of security guards required should be a minimum of three guards or one guard per 50 people, whichever is greater.
- 4.8 The Centers for Student Involvement should study the feasibility of using electronic scanners to check to see if guests are on the guest list submitted for the party and to verify the age of the student. The Greek councils would need to be responsible for the purchase of the scanners (two would probably be required) and for the cost of any chargeback for inputting guest lists. (Perhaps money from fines can be used for this purpose.)

5.0 Defining When An “Informal Gathering” Becomes a “Party” (“Social Event”)

- 5.1 A gathering where alcohol is being consumed should be considered a “social event” (“party”) if there are more than 15 non-member guests present, with the threshold increased to 25 for chapters with more than 50 members or more than 25 residents (including members who live in apartments). [Note: Acceptance of this definition when combined with acceptance of recommendation 1.3 would preclude “room parties” during chapter activities that qualify under the revised definition of a “party.” The current definition states that a “party” exists when more members than guests are present – which means that larger chapters can have almost 100 guests without the activity considered to be a “party.”]
- 5.2 The registration deadline for private events with alcohol that don’t require a noise permit should be reduced to 72 hours.

6.0 Guest List Policies

- 6.1 Guest lists should include the name of the member who will be responsible for the guest's actions (including underage drinking at the event).
- 6.2 The number of non-fraternity-affiliated men on the guest list should not exceed 25% of the chapter size. (This translates to a limit of 4 – 23 men.)
- 6.3 Chapters should not admit anyone who is obviously intoxicated to a chapter event or to board the bus for a chapter event held off-site.

7.0 Food and Non-Alcoholic Beverages at Parties

- 7.1 Non-salty food should be required for chapter events where alcohol is consumed. [Note: Existing policy already requires a specified amount of non-alcoholic beverages to be present.] An appropriate quantity is the equivalent of one slice of pizza (a large pizza has 10 slices) or two bread sticks per attendee. Chapters can defray the cost by charging a minimal amount for the food (such as 50¢ for a slice of pizza). The councils may be able to arrange a deal with a pizza or other food vendor to provide collective quantity discounts.
- 7.2 Chapters should submit receipts for food within a week of the event as documentation.

8.0 Education of Members and Guests

- 8.1 Each chapter should be required to attend CHOICES or another alcohol education program approved by the SDSU Office of Alcohol and Other Drug Initiatives each fall semester, with 80% attendance, including both initiates and new members. If the requirement is not met, the chapter should not be allowed to conduct any social events with alcohol in the spring semester.
- 8.2. There are national speakers who are parents of students who have died of fraternity or sorority alcohol poisoning who speak to campus audiences. The University or the Greek councils should seek funding for one of these parents to speak at SDSU.
- 8.2 The Student Affairs Alcohol and Other Drugs Priority Action Team should review the possibility of establishing a mandatory for-credit alcohol course for all freshmen.

Appendix F RADD California Coalition



Appendix G PRICE Messaging



sex shouldn't be wasted

NEITHER SHOULD YOUR LIFE

Face the facts: if she's wasted, intoxicated, asleep, or unconscious, she cannot give legal consent, even if she says "yes."

Rape by intoxication is a serious felony that destroys lives. Recognize the warning signs, and prevent rape by intoxication before it happens.

Don't let it happen. Look out for your friends.

PREVENT RAPE BY INTOXICATION

www.wastedsex.com



PRICE.
PREVENTING RAPE BY INTOXICATION THROUGH COMMUNITY EDUCATION


sex shouldn't be wasted

NEITHER SHOULD YOUR LIFE

Rape by intoxication is a growing crime, particularly among 18-25 year olds. That's why law enforcement, local universities and colleges, the military, and the Center for Community Solutions have teamed up to educate young people how they can stop this crime before it ever happens.

Recognize the warning signs, and always look out for your friends. And, if you or someone you know has been the victim of a sexual assault, know that there are resources available to help. Together, we can save lives, and prevent rape by intoxication.

PREVENT RAPE BY INTOXICATION




SAN DIEGO STATE UNIVERSITY

888-385-4657

24 Hour Countywide Crisis Line

Student Health Services (619) 594-4325 Public Safety (619) 594-1991



PRICE.
A coalition including the San Diego County District Attorney, universities, colleges, military, SDPD, Sheriff, SART, and the Center for Community Solutions.

Appendix H AOD Program Reporting Form



Alcohol and Other Drug (AOD) Initiatives Program Reporting System



Return to: Jim Lange, SHS, MC 4701

Event Date:	Organizing Department:
Program Name:	Program type (circle one or more):
Presenter name(s)	<ol style="list-style-type: none"> 1. Ongoing 2. Multi-session 3. Periodic 4. One-time
Purpose of program:	<i>Comprehensive Strategy</i> objective domain (circle one): <ol style="list-style-type: none"> 1. Individual Focus 2. Behavioral Alternative 3. Access limitation or Enforcement 4. Community Action 5. Research
Brief description:	
Expected outcomes:	
Expected target population:	Describe actual population:
Expected number in attendance: _____	Actual number in attendance: _____
Did offering the program fulfill a requirement and/or provide Standard of Excellence points? If so what?	
Did attending the program fulfill a requirement? What?	
How were participants recruited? Were incentives offered?	
How successful was the program at meeting its expected outcomes?	
How could this program be improved?	

Appendix I Student, Faculty & Staff AOD Policy Statements

Student Statement

SDSU Alcohol and Substance Abuse Policies

This statement is presented to students to provide information about (1) health risks associated with alcohol and other drugs, (2) prevention and treatment programs available on campus, and (3) applicable State laws and campus policies. For more information, please contact SDSU's coordinator of Alcohol and Other Drug Initiatives, (619) 594-4133.

Risks

Use and abuse of alcohol and other drugs can lead to accidents, injury, and other medical emergencies. Alcohol, especially in high doses, or when combined with medications or illegal drugs continues to claim the lives of college students across the nation. If you see someone unconscious, call 9-1-1-; doing so may save his or her life.

Driving after consumption of even relatively small quantities of alcohol can substantially increase your risk of crash involvement. Even after just a drink or two, drinkers may experience some loss of their ability to think about complex problems or accomplish complex tasks. Drinkers may also lose some control over impulsive behavior.

To become dependent upon chemicals such as alcohol and/or illicit drugs is to put your health and life at risk. Chemical dependency is a condition in which the use of mood altering substances, such as drugs or alcohol, affects any area of life on a continuing basis. Medical research has established very strong evidence that alcohol abuse contributes significantly to cancer and heart disease. Many illicit drugs have also been demonstrated to lead to serious short and long-term health problems. There is clear evidence of serious negative effects on babies due to use of illicit drugs and alcohol by the mother during pregnancy.

Campus Resources

Keeping yourself informed is an important step in developing a healthy lifestyle and in knowing how to cope with problems as they arise. SDSU provides useful and informative prevention education programs throughout the year. A variety of departments sponsor workshops and lectures on alcohol and drug related issues to support and encourage healthy, productive lifestyles. These programs are available through: Counseling & Psychological Services, (619) 594-5220; Office of Housing Administration, (619) 594-5742; Center on Substance Abuse, (619) 594-5472; Athletic Department, (619) 594-5164; Student Health Services, (619) 594-4133; Public Safety Department, (619) 594-1987.

For students with substance abuse problems or concerns, assistance is available at SDSU's Counseling & Psychological Services (CPS) located in the Student Services Building, Room 2109. Students who prefer an appointment with a health care provider (e.g. nurse or physician) may contact Student Health Services. If you are aware of problems with friends, roommates, or family members, we encourage you to act responsibly by consulting with Counseling & Psychological Services. Remaining silent or waiting until a situation has

escalated is not responsible behavior. SDSU supports the notion of students helping one another to cooperatively solve alcohol and substance abuse problems as they occur.

Laws and Campus Policy

With few exceptions, it is illegal for anyone under the age of 21 to purchase or possess alcohol. If you violate these laws you may face a fine of \$250 and suspension of your driving license. For more information about California laws visit the California State Bar Web site http://www.calbar.ca.gov/state/calbar/calbar_home.jsp or California Alcohol Beverage Control Web site <http://www.abc.ca.gov/>. Federal and state laws define a number of substances as “drugs” with sanctions related to their manufacture, sale, possession, and use varying by type of substance and quantity.

Campus standards of conduct prohibit the unlawful possession, use, or distribution of drugs and alcohol by students on University property or as any part of the University’s activities. Students who violate these standards of conduct may face suspension or expulsion from the University. In addition, the University will cooperate with governmental authorities in criminal and civil actions. The University does not accept alcohol or substance abuse as an excuse, reason, or rationale for any act of abuse, harassment, intimidation, violence, or vandalism.

Possession or consumption of distilled liquor on University property is prohibited at all times. Possession, consumption, or sale of beer or wine is permitted at designated campus locations and events only with prior approval of the Vice President for Student Affairs.

On campus property, the sale, distribution, knowing possession, and use of dangerous drugs or narcotics are prohibited. You are also forbidden by State and Federal laws to sell, distribute, possess, or use those drugs.

Student organizations, residence halls, athletics, and Greek Life have instituted additional policies regarding alcohol and drugs. Please contact relevant administration offices for more information.

As a student at SDSU, you are responsible for your behavior and are fully accountable for your actions. Violation of this policy statement will not go unchallenged within the SDSU community. Any University student may be expelled, suspended, or placed on probation for violating University regulations regarding alcohol or drugs. Additionally, using alcohol or drugs negatively affects your academic performance.

Students who possess, use, or distribute substances such as marijuana, cocaine, methamphetamines, or other hallucinogens and narcotics, or who violate statutes regarding alcoholic beverages, are subject to arrest, imprisonment, or a fine according to State law. The SDSU Department of Public Safety is empowered to enforce all State and Federal laws including public drunkenness, driving under the influence, and possession of alcohol by a minor.

The University’s commitment to exercising disciplinary powers in cases of illegal alcohol and drug abuse complements its full measure of support for students who seek help for themselves or their acquaintances. These two approaches, combined with an active prevention education program, provide a strong basis for maintaining University expectations for a safe, healthy, and productive campus community. We hope that you will take advantage of the programs and services available to you, and that you will join with us in creating a viable learning community.

Faculty & Staff Policy Statements

MEMORANDUM

TO: New Faculty and Staff
San Diego State University

FROM: Christine Delgado, Director
Center for Human Resources

SUBJECT: Drug-Free Schools Act

San Diego State University is dedicated to providing the best academic and professional experience that can be offered to its students, faculty, and staff.

The use of illegal drugs and the abuse of alcohol are known to be at cross-purposes to this mission and are not tolerated on campus.

The Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989 require all federal contractors, federal grant recipients, and recipients of any federal funds whatsoever to implement a comprehensive substance and alcohol abuse policy. The act also requires the annual distribution of the policy in writing to each employee.

Enclosed please find the Illegal Substance Abuse Policy for your review.

CD:nk

Enclosure

ILLEGAL SUBSTANCE ABUSE POLICY

San Diego State University recognizes a responsibility to provide a safe and productive work environment for all its employees. Toward this end, and consistent with its obligations under applicable state and federal law, San Diego State University, has adopted the following policy regarding illegal substance abuse.

1.0 Prohibitions

San Diego State University prohibits the unlawful manufacture, distribution, dispensation, possession, promotion, sale, or use of illegal drugs or other illegal substances, illegal drug paraphernalia, or look-alike (simulated) illegal drugs while performing work for the University or while on University property or in University vehicles.

The University expects all employees to perform at their best and in a safe manner. University employees shall not report to work, or work, under the influence of any illegal substance which will in any way affect their work performance, alertness, coordination, or response, or which will affect the safety of others on the job.

2.0 Employee Assistance

The University recognizes the importance of assisting employees in dealing with illegal substance problems and to that end offers educational and benefit programs dealing with such matters. Employees who voluntarily seek assistance for illegal substance abuse before problems associated with such abuse come to the attention of the University shall generally be permitted to continue to work provide that (1) a recognized treatment or rehabilitation program is followed; and (2) all standards of job performance and conduct are met. Employees who require time away from work to participate in a recognized treatment or rehabilitation program shall be accommodated in accordance with the University's leave of absence policy.

Information concerning employees who participate in treatment or rehabilitation programs shall be accorded confidential status. Information concerning educational and benefit programs is available through the University Employee Assistance Program.

3.0 Disciplinary Action

An employee engaged in activities listed in 1.0 is acting unprofessionally in the University setting; such conduct is not permitted and shall be considered cause for disciplinary action. Such employees shall be required to participate satisfactorily in an illegal substance abuse assistance or rehabilitation program.

4.0 Responsibility

San Diego State University Director of the Center for Human Resources or designee shall be responsible for the administration of this policy and acting as a resource for employee assistance programs for staff employees. The Associate for Vice President for Faculty Affairs or designee shall be responsible for administration of this policy and acting as a resource for employee assistance programs for faculty.

As a condition of employment, each employee shall report any illegal substance conviction to the Director of the Center for Human Resources within five days of the conviction.

5.0 Notification

This policy shall be distributed to all employees of San Diego State University.