



# SAN DIEGO STATE UNIVERSITY

## **Drug Free Schools and Communities Act Biennial Review**

Prepared for the 2007/2008 review requirement

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## AOD Prevention at SDSU

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 two 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 spearheads 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 from Athletics, Enrollment Services, Business and Financial Affairs, Public Safety, Greek Life Risk Management Student Leaders, and Associated Students.

In the Fall of 2007, the AOD Priority Team was reorganized to include two subcommittees: Individual Focus and Behavioral Alternatives. The Individual Focus committee has been charged with program enhancement related to the student knowledge, attitudes and motivation's to abuse AODs. The Behavioral Alternative subcommittee was charged with enhancing the substance free activities offered to students. The Behavioral Alternative subcommittee worked diligently to expand the programming offered to campus residents to all students. By the end of Spring 2008, the Behavioral Alternative subcommittee was superseded by the Aztec Nights steering committee (see below).

AOD Initiatives' prevention efforts were expanded with the addition of a new position of AOD Health Educator in 2004. By 2007, 2 half-time paid graduate assistant positions were 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. The AOD Health Educator offers a peer-health education class, which enrolled 31 students during 2007-2008. Those students become qualified peer health educators, offering alcohol and other drug abuse prevention presentations to student groups.

Historically, most AOD programs implemented on campus remained within specific divisions of Student Affairs. Counseling and Psychological Services, Fraternity and Sorority Life, Office of AOD Initiatives, and Residential Education were the predominate purveyors of AOD programming. Many of the programs included the involvement of New Student and Parent Programs, Public Safety, and the office of Student Rights and Responsibilities. Additional programming occurred within Athletics.

In the summer 2008 semester, representatives from the Student Affairs departments collaborated with Associated Students to create late night, substance-free programming for the first 5 weeks of the Fall 2008 semester. These programs were branded with the name, Aztec Nights. A steering committee with representatives from Associated

Students (both students and staff management), Residential Education, New Student and Parent Programs, Student Activities, and AOD Initiatives oversee the implementation of these programs.

Funding for this programming was shared by the participating departments. This improved communication and partnering has created an environment supportive of all efforts whereby 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.

#### AD Hoc Committees

In addition to the AOD Priority Team and the Aztec Nights Steering Committee, two additional ad hoc committees were formed during the 2007-2008 period: Student Affairs Alcohol Use and Prevention Review, and the Ad Hoc Task Force: Alcohol and Drug Abuse Mitigation charged by VP Kitchen and VP Roush. Both committees were charged with reviewing current programs, and offering recommendations for new or enhancement prevention efforts. The Student Affairs review produced a report that was presented to the president's cabinet on February 4<sup>th</sup>, 2008 (see Appendix A for the report). A number of recommendations were approved at that meeting, including mandating that new students be required to complete the online Electronic Check Up to Go (e-CHUG). Other recommendations did not require presidential approval and were implemented.

The ad hoc task force was formed on April 2, 2008 to make recommendations to VP Kitchen and VP Roush. That task force made several recommendations (see Appendix B), including the initiation of alternative programming for the first 5 weeks of the fall semester. This later became known as the Aztec Nights program. It was also recommended that fraternities not have alcohol-approved parties during the first 5 weeks. A reduction in the use of suspension in abeyance was also recommended.

#### **Individual Focus Example Programs**

The following are examples of SDSU programs currently being offered that have a focus on individual student's knowledge, attitudes and motivations to abuse AODs.

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

SDSU's Counseling and Psychological Services developed a model program called the Alcohol and other Substance abuse Prevention Intervention Re-directive Effort (ASPIRE). The ASPIRE counseling program, frequently used as a sanction imposed approach for students with alcohol violations, is an opportunity for students to take an in-depth look into their lifestyle of alcohol and substance use. The program's goal, which is to change the behaviors of those violating campus alcohol policies, focuses on appropriately assessing treatment protocols for students. 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, he/she 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 Check-up-to-go (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 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 Check-up-to-go is mailed 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 assigned the two additional MI sessions. 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. At the final appointment, additional counseling 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.

ASPIRE is provided during the academic semesters as well and inter-session periods. During the 2007-2008 academic year, Counseling and Psychological Services reported 702 students completed the ASPIRE Program. Recidivism is not tracked, but is noted as being very low. The Center for Students Rights and Responsibilities are now in the process of studying the recidivism rate and will soon be able to pass on those results to Counseling and Psychological Services.

In summary, ASPIRE is a one-on-one session with a counselor discussing a student's lifestyle choices and provides personalized feedback about their alcohol use and family

risk factors. Students learn about what is happening at SDSU related to drinking and drug use. They also work with interactive computerized programs and assessment tools that allow them to be connected with other campus services and resources. By design, the ASPIRE program is tailored to meet the individual's needs. While most students participating in the ASPIRE program are mandated to do so because of alcohol and/or drug violation, some choose to attend voluntarily. Those that are not mandated do not have to pay the \$100.00 fee.

- e-CHUG

The e-CHUG is an interactive web program that allows college students to enter information about their drinking patterns and receive feedback about their use of alcohol (Appendix A). The Counseling and Psychological Services (C/PS) uses the e-CHUG procedure for quick alcohol related assessment and feedback. The assessment takes about 10 minutes to complete, is self-guided, and requires no face-to-face contact time with a counselor or administrator. (Appendix C)

The e-CHUG provides students with accurate and detailed information about:

- Personal risk patterns
- Individual level of alcohol tolerance
- Unique family risk factors
- Harm reduction strategies
- Helpful resources at San Diego State University and in the community

In 2007, researchers from the University of Texas School of Public Health reported that a program on the internet (i.e. e-CHUG) can not only help reduce alcohol consumption, but also changes students' views about what is considered normal drinking. Further results indicated that students who received personalized feedback from the e-CHUG reported a drop in drinking levels 8 weeks earlier than those who did not get any feedback (Walters et al., 2007).

Doumas (2007) reported results from a 2007 evaluation of the e-CHUG that was administered during freshman seminar at Boise State University. Those findings demonstrated the efficacy of e-CHUG for reducing high-risk drinking and tobacco within that population. The personalized feedback was effective in decreasing drinking and smoking in high-risk freshmen. Her findings also supported the notion of making the e-CHUG a routine part of orientation programs in providing personalized feedback.

Beginning in the fall 2008 semester, new University policies required the e-CHUG to be completed by all incoming freshmen and transfer students prior to registering for their Spring semester classes; an approach by the University to increase college alcohol awareness within new SDSU students. As a result of the new requirement, 7,255 new freshmen and transfer students completed the e-CHUG to remove the registration hold that was placed on their file; this was a 98% compliance rate.

Currently, nationally there are 335 subscribers of SDSU's e-CHUG, 143 subscribers to e-TOKE, and 12 subscribers to the high school e-CHUG version. There are an additional 350 campuses in the U.S. using the College/High School e-CHUG and/or e-TOKE through the Third Millennium Classrooms collaboration. Recently, it is now being used internationally in Canada, Australia, and Ireland.

- 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 (Appendix D). 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 (Hanes & Spear, 1996) and motivational interviewing (Miller & Rollnick, 2002) 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.

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 marketed to colleges and universities nationwide and is currently used on over 195 campuses across the United States, which is applicable in a variety of campus settings such as:

- An assessment and intervention tool for campus health professionals
- An education sanction for campus judicial officers
- An outreach tool to high-risk groups, such as fraternities, sororities, athletes or those enrolled in first-year experience programs
- A part of campus alcohol awareness day programming
- A part of counseling or health center's intake and assessment protocols
- A course requirement for psychology and health science majors
- A prevention education program for residence hall students.

To support the efficacy of e-CHUG or the e-TOKE at the high school level, studies are being conducted in collaboration with a development team and researchers at Brown University Medical Center, to perform controlled trials of both these programs and will likely be 6 months or more before any outcome data can be reviewed. At this time, the Counseling and Psychological Services are also working with an SDSU graduate student who is designing a controlled trial of the e-TOKE program; data will be available in early summer 2009.

- Choices Peer Education

Choices Peer Education was an ongoing program that centered upon the CHOICES curriculum developed by The Change Companies™ in collaboration with SDSU and the University of Washington. This curriculum is based upon interactive journaling by students and was facilitated by peer counselors from the Counseling and Psychological Services department. CHOICES was presented to students in the Freshman Success Program as well as by request from groups such as those associated with Greek life. This program was cancelled in late 2007 due to poor student reception and the concern that it may have a counter-productive effect upon the success of the e-CHUG.

- Student Health Services Peer Health Education

The Peer Health Education (PHE) academic training class has grown dramatically since its inception in 2005. SDSU students actively promote wellness on campus by becoming PHEs. They present dynamic workshops to their SDSU peers that focus on Alcohol and Other Drugs education that affect the lives of students. PHE presentations are available for classrooms, residential living, fraternities or sororities, or any other SDSU student function or event where the promotion of health education and wellness are desired and/or required. In 2007, PHEs provided 39 Alcohol Basic and/or Drug Basics presentations to 909 students. During the 2008 calendar year, 20 presentations were given to 419 students. There was a marked decrease in the number of requests in 2008 due to the new "Greek Prep" program. (See page 11.) The Greek Prep program was accepted in place of the previously mandated alcohol risks presentation required of Greek affiliated organizations.

- Center for Student Rights and Responsibilities (CSRR)

The CSRR is committed to educating the campus community on the Student Code of Conduct to increase knowledge of and to understand SDSU's judicial process. Presentations are offered to a variety of groups such as classes, student organizations, residence hall communities, parents, and athletic teams. The CSRR provides approximately 35 presentations a year and highlights AOD regulations and policies.

- 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.

- 21<sup>st</sup> Birthday Letters

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

- Greeks Advocating the Mature Management of Alcohol (GAMMA)

GAMMA is part of Greek programs educating members and students on topics related to healthy lifestyles. The organization does not promote abstinence, but strives to educate Greeks on a variety of issues such as binge drinking, club drugs, sexual health, and sexual assault. It is a peer education program centered on alcohol abuse prevention and other student health and safety issues. GAMMA's mission is to actively promote peer education as a useful element of campus health education and wellness efforts. Through educational activities designed to increase awareness of changing student health and safety issues, GAMMA focuses on the development and promotion of positive lifestyles and decision-making skills.

GAMMA participates in events such as:

- National Collegiate Awareness Week
- San Diego Designated Driver Program
- Mocktail Competition
- "The Perfect Party"
- Safe Spring Break Week

- FratMANers (Fraternity Men Against Negative Environments and Rape Situations)

FratMANers, another peer health education program, incorporates the role of alcohol and other drugs into discussing the awareness of rape, potential rape situations and sexually coercive behavior. In addition, FratMANers collaborates with the Office of AOD Initiatives during Safe Spring Break Week every year in an effort to increase

awareness regarding the role of alcohol use during situations of acquaintance rape and sexual assault.

Members of FratMANers receive trainings on AOD information from AOD PHEs every semester, and spend an entire class period on Alcohol and Acquaintance Rape as well as one on Alcohol, Advertising, and the Media. Other activities involve exploring the importance of the relationship between alcohol and sex, alcohol advertising myths, and how the association concerning alcohol, media, and sex influences men's views on women, particularly violence against women.

Once trained, these PHEs provide their presentation to organizations desiring to heighten awareness around the topic of male responsibility as it pertains to sexual violence. These men have traditionally provided presentations only to all male groups. Plans are underway to broaden their presentations to include all female groups and mixed audiences as well.

- Greek PREP (Pre-Recruitment Education Program)

The University encourages the Greek community to maintain a responsible, healthy, and safe approach to alcohol for those of legal drinking age. Chapters must adhere to all laws regulating the consumption of alcoholic beverages (including prohibiting underage drinking at chapter activities) and must also adhere to University policies. In support of the policies, as well as to affirm new member's support of SDSU's Greek community member expectations, the Greek PREP became effective in the fall of 2008. The program consists of an online PowerPoint presentation containing the following topics: Greek life information and policies, alcohol and other drugs, hazing, SDSU judicial policies, and legal information. The PowerPoint is followed by an "open book" multiple choice quiz with 25 randomly assigned questions. Students must complete the quiz with a score of 80% or better to pass. It takes approximately one full hour to review the slides and complete the quiz.

Potential new members must complete Greek PREP prior to being issued an invitation to join a Greek organization. Fraternities and sororities are notified of potential new members who have successfully completed Greek PREP. After completion of the online assessment, potential new members should be able to demonstrate an understanding of the effects of drugs and alcohol abuse on the body and recognize signs of use and abuse within others, communication methods to report any dangerous or illegal behavior or situations that make them uncomfortable, and consequences of policy violations at San Diego State University.

- New Student Orientation: "Living Well @ SDSU" & "Being an SDSU Citizen" – Freshmen, Transfers, & Parents

In collaboration with Student Rights and Responsibilities, Student Health Services, University Police, and Counseling and Psychological Services, presented 'Living Well @ SDSU', a 'new student' orientation, to help students and their parents become

prepared for their academic journey. In 2007, the Office of New Student Parent Programs completed a successful orientation season, which hosted 12 orientations for 5,291 freshman, and 8 transfer orientations for 3,417 that included orientations in Northern California.

The summer 2008 orientation served approximately 4,071 first-time freshmen (93.8%), 2,511 transfer students (85.3%), and 5,300 parents and guests during Parent Orientation, for an overall total of 11,882 students and parents. In addition, 96.07% of students who attended orientations reported they would recommend attending New Student Orientation to future students and 98.19% of parents would recommend attending Parent Orientation to future parents. The high approval rates demonstrate SDSU's efforts in effectively familiarizing, educating and engaging new students, along with their family members, of campus life, policies and procedures, and overall expectations of incoming students.

During student workshops, facilitators discuss the SDSU Student Code of Conduct and students' rights and responsibilities as members of the SDSU community. During the summer of 2008, a new university initiative called "Being an SDSU Citizen" was introduced to enhance sessions regarding student conduct on campus and in the community. Students sign a "Student Honor Affirmation", (Appendix F), committing to choose behaviors that reflect responsible citizenship, civil and respectful treatment of others, and positive contributions to student and university life at SDSU.

- Parent Resource Guide to Alcohol & Other Drugs

Support of parents and other family members is beneficial to the success of the student life college experience. Building on the influence parents have in the decisions their students will make when first arriving on campus, various departments within Student Affairs collaborated to create the "*How to Talk to Your College Student About Alcohol and Other Drugs*" booklet. Beginning with orientations held in summer, 2008, parents receive the booklet in their parent orientation packets. This guide provides tips on important issues such as why, when, what and how to start a conversation about alcohol and other drugs. The guide also offers supplemental information related to prescription drugs, fraternity and sorority life, and on-campus housing policies. This valuable resource contains the appropriate tools necessary to assist parents with initiating a discussion with their kids about the dangers of alcohol and drug use, while giving them additional information for further resources.

- Other Programs

Campus organizations and departments conduct focused interventions designed to serve specific constituencies. These include various Residential, Greek Life, and all-campus programs. Events include Safe Spring Break outreach activities, National Collegiate Alcohol Awareness Week activities, motivational speakers, etc. None of these programs have been evaluated and many of them are student initiated.

### **Behavioral Alternatives Example Programs**

- Associated Students' Aztec Recreation Center (ARC)

The 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 \$18/month.

- Aztec Nights Events

After the untimely death of two students at SDSU which were related to alcohol and drug abuse and other incidences on campus, SDSU's Vice President for Student Affairs and the Vice President for Business and Financial Affairs appointed an Ad Hoc Alcohol Task Force to study the challenges that face the campus with respect to alcohol and drugs. The task force made a recommendation for SDSU to establish programs and activities during the first five weeks of the academic year to provide alcohol free alternatives for incoming and returning students (Appendix G). Thus, Aztec Nights was established in the fall 2008 semester to offer fun and entertaining weekend activities, aimed to provide safe, healthy, on-campus parties, movies, and fun social events for all students as attractive alternative alcohol-free programming events.

During the first five weeks of the fall semester (August 29 – September 27) Aztec Night events were held on weekend evenings (Thursday, Friday, and Saturday) between 10pm to 2am. A total of 17 events took place with student attendance ranging from a high 4,500 at the *Red & Black Dance* to a low of 150 at the *Rock the Vote Open Mike*. Residential and commuter students participated almost equally in the activities, which had an attendance of at least 16,000 students to the various events.

The Aztec Nights Program was designed to “provide (a) vibrant campus nightlife and social opportunities” for students, primarily students new to campus (freshmen and transfers) and (b) “to become fully engaged in positive, substance-free social and educational activities.” Optimally, Aztec Nights would serve as an alternative introduction to campus life at San Diego State University by showing incoming students that friendships could be made, enjoyment could be had, and bonds could be forged without relying on alcohol or other drugs to lessen the personal and social anxiety which attends when being new to a university setting.

A comprehensive evaluation of Aztec Nights was conducted after the conclusion of the programming. Three separate teams were charged with assessing Aztec Nights using quantitative and qualitative research methods. These teams focused, respectively, on: 1) an Aztec Nights Participants Survey constructed and administered by the office of Student Testing, Assessment and Research, 2) qualitative, multiple debriefings of Aztec Nights participants/stakeholders facilitated by the Management Team, and 3) judicial statistics provided by the office of Student Rights and Responsibilities office. There were 1,522 respondents to the survey. For detailed results, see Appendix F. Especially noteworthy findings include that 82% of all respondents stated they would likely attend

future events. Also, the overwhelming majority of student participants (92-97%) did not drink alcohol before or after an Aztec Nights event.

Judicial statistics from the Office of Student Rights and Responsibilities (SRR) compared August/September of 2007 against the these same months in 2008—the period which spanned the five weeks of Aztec Nights—and provided the following pertinent data (Appendices H & I):

- The number of Alcohol violations adjudicated by SRR was down by 74% in August and 56% in September of 2008.
- The number of Illegal Drug violations adjudicated by SRR decreased by 76% in August and 46% in September of 2008.
- The total number of violations involving alcohol (present in a room, consumption, possession, DUI, etc.) declined by 77% in August and 50% in September of 2008.

Yet, despite its positive impact a number of factors hampered Aztec Nights—limited planning time, lack of clear “ownership” for the program, strained cooperation between key partners (i.e., Student Affairs and Associated Students), the high cost of services/facilities/staffing charged by internal partners, etc. which need to be resolved for the planning of future activities.

### **Enforcement & Access Example Programs**

The enforcement of policies and limiting the access of alcohol to SDSU students is essential to preserving the safety of the community, as a whole, and ensuring SDSU practices their commitment to providing a safe learning environment. It is imperative to maintain an atmosphere that promotes higher learning and encourages healthy lifestyle behaviors to succeed in life. Therefore, the following programs exhibit examples of how SDSU has aimed to reduce the occurrence of underage drinking, increase and promote community awareness, and lessen the number of alcohol related incidences within the college community.

An example of San Diego State’s mission to enforce school policies in deterring illegal student conduct, two fraternities, Delta Sigma Phi and Lambda Chi Alpha, were found guilty of separate violations related to alcohol and hazing policies. Delta Sigma Phi had violated hazing rules during initiation week and Lambda Chi Alpha broke alcohol policies and interim suspension conditions, resulting in expulsions for both the fraternities as well as not being allowed to operate on campus for at least four years. Additionally, The Office of AOD Initiatives is working cooperatively with the Athletic Department to provide appropriate community service opportunities for those athletes that test positive for select substances. Those students may be required to participate in campus-based service projects.

Operation “Sudden Fall” – Near the end of the Spring 2008 semester, a large-scale coordinated enforcement effort conducted by the DEA and SDSU Public Safety Officers netted several dozen arrests. A number of students were charged with sale and

possession of illegal drugs. From that effort, 49 students were referred to Student Rights and Responsibilities, 33 of these students were placed on interim suspension. 29 felony arrests and 11 misdemeanor arrests were made, though 9 of these were not enrolled students. Because student safety is of paramount importance, the fact that 5 loaded weapons, as well as a knife and brass knuckles were confiscated was particularly disconcerting. Detailed records of sales operation and substantial amounts of illegal drugs were also found. By taking these actions, not only were students removed from the community who may have posed a threat to others, it also demonstrated the commitment of the University to reducing access to illegal drugs through the enforcement of drug laws.

- 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, appropriate referrals, and sanctions.

During the 2007 calendar year, a total of 657 students were referred to the ASPIRE program due to 82 drug and 575 alcohol violations. A total of 39 students, found to be repeat offenders, were suspended as a result of 16 drug and 23 alcohol violations. In 2008, Judicial Affairs referred 101 drug and 417 alcohol student violators to the ASPIRE program. Repeat offenders accounted for 23 drug and 58 alcohol violations.

### **Sanction Programs**

In addition to academic probation or suspension, a number of sanctions have been developed to help assure that students who violate campus AOD policies are most likely to learn from their experience and avoid repeating these mistakes.

AOD Initiatives is now providing intervention programs to support the Center for Student Rights & Responsibilities (CSRR). When a student violates campus alcohol/substance use policies and/or regulations, the CSRR determines appropriate mandated sanctions, based upon the severity of the violation. For lower level violations (i.e. underage student in residence hall room with alcohol present) students may be mandated to participate in programs such as Operation: Campus Sweep or ASPIRE.

- Operation: Campus Sweep

Operation: Campus Sweep (OCS) seeks to reduce advertising that does not comply with campus posting policies. Many of these advertisements are for alcohol-related activities, so reducing these postings that don't conform to the campus regulations has the benefit of both improving campus appearance and reducing student knowledge of, and thereby access to, heavy drinking locales. The second element OCS seeks to change is student attitudes regarding alcohol-related advertising and alcohol issues in general. Essentially, the program uses student volunteers or mandated students to walk through campus,

pulling all non-compliant flyers and posters off public bulletin boards and from other areas on campus. The enforcement is done without regard to content. There is *prima facie* evidence that the first objective of the program is met: offending flyers are removed. However, to test the effectiveness of the attitude change, and to demonstrate the mechanism behind that change, an experimental controlled 2 x 2 factorial designed study was implemented. Using Dissonance Theory constructs, the effect of student Consequence to change as well as the amount of effort expended upon actual attitudinal alterations was tested. 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 show promise for using such programs as an intervention.

During the 2007 academic year, 94 students participated in OCS, and in 2008, participation increased to 137 students. The rise in OCS numbers can be attributed to increased stringent residence hall policies enforced during the fall 2008 semester. The revised guidelines created a no alcohol policy within all on-campus housing residences—regardless of whether the student was of age to purchase and consume alcohol—alcohol was no longer permitted in residential housing. The new policy holds student accountable for also being in the presence of alcohol, whether they were consuming it or not. Those students can still be sanctioned to participate in programs such as ASPIRE or OCS.

- AODWiki

The AODWiki writing assignment was another sanctioned program for students caught in the presence of or in the possession of alcohol or other drugs within SDSU residence halls. As part of the sanction, students were required to write a 500-word essay related to any approved AOD topic. The program was designed to educate and increase student awareness on a student's topic of choice. Prior to beginning the assignment, students attended an AODWiki workshop to learn about the goal of the AODWiki writing assignment and its requirements. Once their essays were completed, it was submitted for approval of academic content and style. Upon approval, students are able to 'publish' their work for all others to view as an academic resource on the AODWiki website. The AODWiki website is a unique, online, resource for anyone interested in substance abuse prevention and is similar to Wikipedia, however all topics center upon Alcohol and Other Drugs. All content is user generated.

During the fall 2007 and spring 2008 semesters, 34 students participated in the AODWiki program, but the program was discontinued the following semester for a number of reasons. On average, student essays required at least 3 revisions before being approved. (Grammatical errors and misunderstanding of what plagiarism is accounted for many of the revisions.) Every revision required significant staff time to review the essay, send feedback and/or meet directly with the student, and checking for accurate content. The lack of research essay writing experience demonstrated by sanctioned

students, the time consuming efforts in correcting papers, and incorrect formatting difficulties, ultimately contributed to the suspension of the program as currently designed. Recommendations were made that perhaps Academic Affairs may be a resource for this program.

- **Greek Life Policies**

In August, 2008, the University mandated members of Greek fraternities and sororities to abstain from hosting parties with alcohol during the first five weeks of the fall semester and first three weeks of the spring semester except for private post-recruitment events held at places licensed to sell alcohol (Appendix J). Typically, the highest number of alcohol incidents occur within the first few weeks of the semester. Therefore, fraternity and sorority events are required to be dry events during those periods in an effort to deter and avoid negative outcomes of underage drinking and the misuse of alcohol. Another new policy enacted that same year prohibits students from joining a Greek organization if they are on disciplinary probation for offenses ranging from drinking alcohol in the residence halls to drug violations. The ban coincides with the five-week period university-sponsored, alcohol free weekend night programming mentioned earlier, called Aztec Nights.

#### **Other Programs to Limit Access**

- **Associated Students – Good Neighbor Program (GNP)**

The Associated Students Council created the Good Neighbor Program to promote awareness in the College Area community about the relationship between student behavior and the quality of life on and around the San Diego State campus. This is carried out through community outreach, canvassing SDSU neighborhoods reaching out to students presenting peer-to-peer education, and other community service activities. The program consists of 7 core leaders and 60 student volunteers who patrol the neighborhoods surrounding the University on Thursday, Friday and Saturday evenings between the hours of 10pm and 1am.

Between the fall 2007 and spring 2008 semesters, the GNP mailed 1,000 good neighbor booklets to students residing in homes within the San Diego State University zip code. The student volunteers also visited 1,000 student homes and initiated peer-to-peer conversations aimed to motivate and inform students on how their behavior is affecting the quality of life of the people around them, discussed appropriate behavior, and explained how to be a ‘good neighbor’. As part of an effort to better serve the community, 327 GNP volunteers also participated in a community service clean-up within the immediate area of SDSU, increasing their commitment to being responsible SDSU citizens.

The Associated Students Vice President of University Affairs is responsible for the Good Neighbor Program and at the VP’s discretion appointed a “Vice Chair” to oversee the program’s day to day activities. Under new leadership, the Good Neighbor Program

was restructured and brought about new ideas. Operationally, it became a challenge to reorganize the program and took several months to become accustomed to, but in the end, the program has witnessed notable successes that are apparent throughout their outreach work to the surrounding SDSU community.

- Dry-Campus Housing

In 2008, a new University policy was initiated and enforced which prohibits any resident or guest, regardless of age, to possess or consume alcohol or drug consuming devices/paraphernalia living in campus residence halls. The alcohol ban does not apply to Greek housing, which is not on campus.

The possession of empty alcohol containers, including shot glasses, may be considered evidence of consumption of alcohol previously contained therein. No person may be in the presence of alcoholic beverages. Gross consumption of alcohol and the results of such consumption (such as disruptive or destructive behavior, vomiting or urinating on floors and hallways, incidents or conditions necessitating extra care by staff and other such acts) are prohibited.

- Critical Incident Management Team

CIM-Team (Critical Incident Management Team) consists of representatives from Fraternity & Sorority Life, Student 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

Each year, Dr. Lange meets with the staff of The Daily Aztec to discuss editorial policies regarding alcohol and drugs. The Daily Aztec is a student operated newspaper, and appreciates the guidance Dr. Lange provides. The staff have instituted advertising policies that limit the price of drink specials to no less than \$2.00 per drink. They also do not accept advertising from Tijuana nightclubs. Additionally, they are encouraged to know that a majority of students do not abuse alcohol or drugs, and that stories that glorify excess and abuse do not meet the needs of their readership.

### **Community Action Example Programs**

- RADD California Coalition (RCC)

In March, 2008, San Diego State University received the College Spirit Award for outstanding public service to reduce drunk driving from RADD California Coalition (RCC), the entertainment industry's voice for road safety. The RCC, of which SDSU is a founding partner, is a statewide initiative funded by the California Office of Traffic

Safety to promote use of non-drinking designated drivers by Californians age 21-34. The Alcohol and Other Drugs (AOD) Initiatives program received the award for being a leader in developing and implementing RCC programs and AOD education presentations, policy and program coordination, community outreach, resource development and research. The Office of AOD Initiatives also targets the Pacific Beach area of San Diego, a well-known location for student drinking and drunk driving problems, coordinating awareness events and programs.

In recognition of the RADD College Spirit award, California Senator, Barbara Boxer, acknowledged SDSU's AOD Initiatives Program with a hand signed congratulations letter and commented "I especially applaud your exceptional work in educating students about the dangers of drug and alcohol abuse. This award serves as recognition for the altruistic efforts of the university community, and as encouragement to continue striving for excellence." (Appendix K).

- Preventing Rape by Intoxication through Community Education (PRICE)

The prevalence of rape of severely intoxicated victims has attracted concern among the community. To help combat the occurrence of rape by intoxication, the Office of AOD Initiatives has been an active member of the PRICE (Preventing Rape by Intoxication through Community Education) community coalition. The goal of PRICE is to increase awareness about participation in sexual acts when individuals are unable to give consent due to either voluntary or involuntary intoxication. This coalition in San Diego County brings together major universities, law enforcement, and community groups to address a growing concern of rape of severely intoxicated victims. 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.

While a focus on the victims of such violent crimes is warranted, the PRICE coalition recognizes that the mostly male perpetrators of these crimes are sometimes unaware of the legal boundaries of their behavior. Ambiguities caused by the intoxicated state of the victim make the definition of consent less clear-cut for the perpetrator. These ambiguities make the need for education critical. College students typically fall within the demographics of typical perpetrators and victims of this crime, and thus are a major focus of the campaign. The PRICE Coalition has implemented series of community-wide informational campaigns aimed to educate university students about the legal, social and behavioral issues critical to preventing rape by intoxication (Appendix L).

This coalition is a unique opportunity for both the community and SDSU's Office of Alcohol and Other Drug Initiatives, in that it allows an educational campaign to saturate the environment of the target audience. They receive the message both on and off campus, making for a much stronger impact. In the past, each individual university or college has had to do educational campaigns on a single campus with no spill over into the community. The PRICE coalition changes this, and provides the opportunity for the

schools to work together, as well as with the community. Future endeavors for 2009 anticipate a release of a video that will include the perspective of victims, law enforcement personnel, fraternity men, and others impacted by rape issues.

Plans have yet to be made to determine the impact on the target populations, as well as to identify any effects on the prevalence of rape by intoxication within San Diego County.

- **AOD Priority Team**

The AOD Priority Team was created in the fall of 2001. The team is tasked with enhancing SDSU policies, programs and initiatives designed to reduce the prevalence and resulting harm of alcohol and other drug abuse among the SDSU community. Increasing interdepartmental coordination of AOD events has been steadily improving over the past few years. Using a comprehensive strategy, focus has been to identify successful programs that reduce risks to all students. This Team 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 Associated Students, Athletics, Business and Financial Affairs, Counseling and Psychological Services, Enrollment Services, Fraternity and Sorority Life, New Student and Parent Programs, Public Safety, Residential Education, Student Activities and Campus Life, Student Health Services, Student Rights and Responsibilities, and the Office of AOD Initiatives.

- **Media Approaches**

SDSU is striving to reach a much broader audience through efforts to promote messaging beyond any one single event. The University has utilized local newspapers, media, and social networking sites to communicate the various strategies it is implementing in reducing problems as a result of alcohol and drug use. Media advocacy and coverage is an efficient and effective strategy to gain the attention of students and their families, policy- and decision-makers, and the public. Furthermore, it raises awareness by educating and informing the public to support initiatives towards decreasing the harmful effects of alcohol and drugs on SDSU students and its surrounding community.

In addition, SDSU aims to present reliable and valuable resources to the community such as the AOD Initiatives website. This site offers the most up-to-date information detailing the various policies, laws, mandates, and sanctions imposed on students who violate alcohol policies. Furthermore, the site highlights AOD research endeavors, resources and links to locate alcohol and drug treatment services, while also providing data reports and news stories affecting the SDSU population. Additional websites that provides safe, healthy lifestyle alternatives are Aztec Nights, Associated Students of SDSU, Aztec Recreation Center, and Student Health Services, just to name a few.

Accessing the sites is easy to do by simply typing the program name in the search box of the SDSU homepage.

The University itself has witnessed the growing popularity of social networking sites such as Facebook and MySpace, and, therefore, has utilized those services to broaden its media advocacy efforts. In order to reach these users of young adults, who are tech savvy and increasingly accessing social networking sites, communicating with this new generation fosters innovative mechanisms to disseminating pertinent information. Hence, media event advisories, such as a Safe Spring Break messages, Aztec Nights events notices, and Alcohol Awareness Week highlights can be communicated through Facebook and MySpace; thus, reaching a much more broader audience.

### **Research and Innovation Examples**

During the 2007-2008 period, a number of research initiatives have helped to inform our prevention programs.

Salvia Divinorum – Dr. Lange was the first to document the use of salvia divinorum among college students, publishing his results in the journal *Drug and Alcohol Dependence* (Lange, Reed, Ketchie Croff and Clapp, 2008). This new and currently legal drug is usually smoked to produce profound short-lived hallucinogenic effects. Since publishing these results, Dr. Lange and presented at both State and National forums to discuss the potential harm of salvia use. California has since placed restrictions on the sale of salvia divinorum to those under age 18.

Natural Drinking Groups—Dr Lange received a grant from the NIAAA to study the role of group dynamics in the drinking patterns of college students. Knowing the effects of relationships and roles within drinking groups may lead to better prevention strategies, such as more effective use of designated drivers to prevent drunk driving.

### **Procedures for Distributing AOD Policy to Students**

The AOD Initiatives office maintains 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 is both cost effective and likely assures 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.

## **Copies of the Policies Distributed to Students**

See Appendix M.

## **AOD Program Strengths and Recommendations**

There have been substantive changes in AOD prevention programming over the past two years. These include programmatic enhancements at all levels of the comprehensive strategy. The collaborative environment between campus divisions and auxiliaries has improved dramatically. This has led to successful, large-scale programming (such as Aztec Nights) and policy changes (such as the e-CHUG requirement). Because so much has changed simultaneously, it is impossible to be certain what the individual effects of each program had on the AOD abuse on campus. However, what is clear is that there are observable reductions in AOD abuse among the students. Thus, the path that has led to more high profile alternative programming, more science-based individual focused interventions reaching more students, more consistent sanctioning and student group supervision than before, and that combined it has reduced the problems associated with AOD abuse for our students and the community.

While the path recently taken has demonstrated the effectiveness of a comprehensive approach, there are still programmatic improvements that can be undertaken. One area that is now receiving attention is the alcohol programming occurring within the residence halls. Currently, RAs are required to conduct an alcohol education program for their halls, however their training does not include evidence-based resources to develop such programming. The Individual Focus Subcommittee of the AOD Priority Team has begun to develop a training and resource program for RAs so that their alcohol programs follow a protocol that has evidence of affecting student drinking. That model will likely be replicated for Fraternities and Sororities that also have programming requirements.

There are also a number of recommendations made by the Ad Hoc Task Force for Alcohol and Drug Abuse Mitigation that have not been implemented. While there is no indication that these policies will result in actual changes in student behavior, they stem from sound logic.

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## **Appendix A    Alcohol Use and Prevention Review**

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### **San Diego State University**

Division of Student Affairs

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### **Alcohol Use and Prevention Review**

October 2007

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SDSU AOD Review

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## **Executive Summary**

This document is a collaborative effort of Cynthia Avery, Ed.D., Interim Executive Director, Leadership Initiatives and Campus Life, Sandy Jorgensen-Funk, Ph.D., Director, Counseling and Psychological Services, Susan Shuckett, Ph.D., Director, Center for Student Rights and Responsibilities, Randy Timm, Director, Residential Education, James Lange, Ph.D., Coordinator of AOD Initiatives, and Karen Calfas, Ph.D., Director, Health Promotion. This group was convened to summarize the extent of use and abuse of alcohol and other drugs by our SDSU students, to assess current strategies in place to reduce risk behavior, and to offer recommendations of initiatives to explore and implement.

The document reviews the risk and impact of substance use and abuse internationally and nationally, as well as the extent of use and impact on students at San Diego State University. The review includes an analysis of the particular cultural and environmental context in which the problem is embedded. Resources, programs and services currently offered by the Division of Student Affairs and other areas of SDSU are summarized. They are extensive, and appear to be reflective of recommendations from national organizations.

Despite conscientious and extensive efforts by SDSU Student Affairs professionals and University Police to reduce risk behaviors, alcohol use and abuse remains a prominent problem of considerable concern on and around our campus. There is reason to believe that it has and may continue to increase. The balance of the document identifies a number of strategies, across divisions and departments, which merit consideration as we continue to collaborate in taking an active role in our students' health, safety, human development, and citizenship building. The suggestions made are expansive; some are novel to this campus, and they vary in costs. Some of the strategies identified require the Division of Student Affairs to seek the support of the University for funding to provide increased efforts by prevention and intervention specialists on campus.

While the suggestions address several divisions and many departments, and provide multi-focused strategies with a projection of positive outcomes, one of the most salient concerns is the safety of our students participating in, and affected by, the activities of Greek organizations. There is no question that Greek organizations provide a meaningful and valuable source of affiliation, leadership development, and community service for our students. While we recognize that positive change may take place as a consequence of multiple campus strategies, we wish to offer our concern that many features of Greek organizations, must be addressed in order to fully challenge the culture of substance use and abuse among our SDSU students. Change may also require a reframing and expansion of the role of Associated Students, with renewed commitment to the support of a structured, safe, social and intellectual environment for

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an increasingly growing community of residential students. Finally, we recommend that a presidential task force be appointed to address the varied ideas put forward in support of structural, programmatic, and policy changes that may reduce AOD related problems within Fraternities and Sororities.

We offer this document with all due respect to our many campus partners whose efforts are documented here, and with the hope that we will, together, forge additional effective initiatives.

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## **Collegiate AOD Abuse**

Use and abuse of alcohol and other drugs (AODs) is not a newly burgeoning problem on college campuses. Indeed research demonstrates that alcohol and drug abuse have been significant problems on campuses for generations, and that the issue spans the globe. While attention student AOD abuse has garnered substantial attention over the past decade, there is evidence that beginning about 30 years ago, rates of AOD abuse and associated harm have been declining (Johnston et al., 2007), though that decline appears to have stalled. That said, as research has focused on the issue, we are better able to quantify the actual harm associated with AOD abuse, and also begin to assess the quality of the prevention measures employed to combat it.

This review will highlight some of the research on AOD abuse within the college context, and also describe many of the programs, policies and strategies SDSU employs to address it on this campus. Finally, a series of suggestions and recommendations are offered to address areas that can still be improved.

### ***International Issue***

While the stereotype of the binge drinking college student tends to have an American accent, recent research demonstrates that AOD abuse on college campuses is an international issue (Dantzer, Wardle, Fuller, Pampaloe & Steptoe, 2006). Males and Females in the United States were ranked as the 6th heaviest drinkers. While the alcohol consumption varied by country, heavy drinking was associated with living away from home, having a wealthier family background and having well-educated parents. And alcoholism and alcohol abuse are not strictly a college problem, indeed the World Health Organization reports that drinking causes at least 1.8 million deaths a year, or 4% of all worldwide deaths, undermining global health. The report states: "Public-health problems associated with alcohol consumption have reached alarming proportions and alcohol has become one of the most important risks to health globally," (2005)

### ***National Issue***

Alcohol and other drugs are significant problems on campuses across the nation. Indeed, for many, use is part of American college culture. While just about every drug of abuse is available on most college campuses, alcohol remains the college drug of choice (CDC 2006). Each year, college students spend about \$5.5 billion on alcohol, mostly beer. This is more than they spend on books, soda, coffee, juice, and milk combined (Eigan, Lewis 1991). Students spend approximately \$900 per year.

Hingson and his colleagues (2005), for instance, estimate that each year 1,717 college students die in alcohol-related incidents in the U.S. Vehicle crashes account for 78.6% of

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these incidents. Further, they find that there are 500,000 student injuries stemming from alcohol and 600,000 students were assaulted by a drinking student. Marijuana seems to be the second most used drug. Nationally, the most increased use in recent years has been of "prescription" drugs, especially Vicodin, Oxycontin and Fentanyl, and of household inhalants. (NIDA 2007) The consequences for student drug use have not been summarized to date, but clearly, these numbers point to the importance of taking seriously the issue of AOD use on campuses.

Further, the problems developed during collegiate years may follow students through the life cycle. According to the Core Institute, 300,000 of today's college students will eventually die of alcohol-related causes (2007.) The Centers for Disease Control (2007) reports that there are approximately 75,000 U.S. deaths attributable to excessive alcohol use. In fact, excessive alcohol use is the 3rd leading lifestyle-related cause of death for people in the United States each year. Excessive drinking in the form of heavy drinking or binge drinking, is associated with health problems, such as liver cirrhosis, pancreatitis, various cancers, including liver, mouth, throat, larynx, and esophagus, high blood pressure, and psychological disorders. It is also associated with unintentional injuries such as motor-vehicle traffic crashes, falls, drowning, burns and firearm injuries, with fetal damage, and with violence such as child maltreatment, homicide and suicide increase. And finally, alcohol abuse or dependence may be developed (CDC 2007).

The following summary is provided by the NIAAA website on college alcohol abuse:

**Death:** 1,700 college students between the ages of 18 and 24 die each year from alcohol-related unintentional injuries, including motor vehicle crashes (Hingson et al., 2005).

**Injury:** 599,000 students between the ages of 18 and 24 are unintentionally injured under the influence of alcohol (Hingson et al., 2005).

**Assault:** More than 696,000 students between the ages of 18 and 24 are assaulted by another student who has been drinking (Hingson et al., 2005).

**Sexual Abuse:** More than 97,000 students between the ages of 18 and 24 are victims of alcohol-related sexual assault or date rape (Hingson et al., 2005).

**Unsafe Sex:** 400,000 students between the ages of 18 and 24 had unprotected sex and more than 100,000 students between the ages of 18 and 24 report having been too intoxicated to know if they consented to having sex (Hingson et al., 2002).

**Academic Problems:** About 25 percent of college students report academic consequences of their drinking including missing class, falling behind, doing poorly on exams or papers, and receiving lower grades overall (Engs et al., 1996; Presley et al., 1996a, 1996b; Wechsler et al., 2002).

**Health Problems/Suicide Attempts:** More than 150,000 students develop an alcohol-related health problem (Hingson et al., 2002) and between 1.2 and 1.5 percent of students indicate that they tried to commit suicide within the past year due to drinking or drug use (Presley et al.,

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1998).

**Drunk Driving:** 2.1 million students between the ages of 18 and 24 drove under the influence of alcohol last year (Hingson et al., 2002).

**Vandalism:** About 11 percent of college student drinkers report that they have damaged property while under the influence of alcohol (Wechsler et al., 2002).

**Property Damage:** More than 25 percent of administrators from schools with relatively low drinking levels and over 50 percent from schools with high drinking levels say their campuses have a "moderate" or "major" problem with alcohol-related property damage (Wechsler et al., 1995).

**Police Involvement:** About 5 percent of 4-year college students are involved with the police or campus security as a result of their drinking (Wechsler et al., 2002) and an estimated 110,000 students between the ages of 18 and 24 are arrested for an alcohol-related violation such as public drunkenness or driving under the influence (Hingson et al., 2002).

**Alcohol Abuse and Dependence:** 31 percent of college students met criteria for a diagnosis of alcohol abuse and 6 percent for a diagnosis of alcohol dependence in the past 12 months, according to questionnaire-based self-reports about their drinking (Knight et al., 2002).

#### **CSU**

The CSU system was presented the results of the Alcohol Policies and Prevention Programs Committee Final Report in July, 2001. That report included a number of specific policy recommendations designed to stem the problem of alcohol abuse on all CSU campuses (included in the appendix). Included in those recommendations was the formation of university-wide alcohol advisory council. SDSU has created the AOD Priority Team, chaired by Dr. James Lange (SDSU's Coordinator of AOD Initiatives), in response to this recommendation. Within the context of the Priority Team, the other recommendations are incorporated as appropriate to SDSU.

However, in spite of the Chancellor's and the CSU's focus, alcohol remains a source of substantial harm to each campus, its students and community. CHP analyses indicate that there continue to be a significant number of alcohol-related fatalities among 18-24 year olds statewide. Using the methods of Hingson and his colleagues (2005), Lange and Meluso (2006) estimated that between 2002 and 2005, almost 100 CSU students had been killed in alcohol related crashes. The lethality of alcohol remains most pronounced when combined with driving, a problem that campuses have fewer points of leverage for prevention.

#### **San Diego State University**

The use and abuse of AODs by students at SDSU has been measured for a number of years in connection with various research grants. Most recently, a grant (NIAAA grant

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U01 AA014738, PI: Lange) to evaluate behavioral alternative programming on several campuses across the country has provided the opportunity to conduct web-based surveys of SDSU students. Those data provide our best sense of the general student body use of AODs and are summarized below (N=839, Spring 2007):

| <b>Alcohol Issue</b>  | <b>General</b> | <b>18-24 year old</b> | <b>Campus Residents</b> | <b>Greeks</b> |
|-----------------------|----------------|-----------------------|-------------------------|---------------|
| Past Year Abstainer   | 13.0%          | 11.9%                 | 9.50%                   | 5.30%         |
| Drinks per Occasion   | 3.18           | 3.4                   | 4.29                    | 5.46          |
| Recent Heavy Drinking | 31.2%          | 33.1%                 | 35.4%                   | 50.8%         |

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| Drugs                | General   |       | 18-24 year old |       | Campus residents |       | Greeks    |       |
|----------------------|-----------|-------|----------------|-------|------------------|-------|-----------|-------|
|                      | Past Year | Month | Past Year      | Month | Past Year        | Month | Past Year | Month |
| Marijuana            | 36.5%     | 22.6% | 39.0%          | 24.4% | 46.1%            | 33.2% | 64.4%     | 44.8% |
| Ritalin/Adderall     | 10.3%     | 5.2%  | 11.7%          | 6.0%  | 15.7%            | 8.6%  | 40.3%     | 28.2% |
| Soma/Muscle Relaxant | 9.8%      | 2.7%  | 9.6%           | 2.6%  | 9.9%             | 2.8%  | 15.7%     | 9.1%  |
| Cocaine              | 6.8%      | 3.0%  | 7.5%           | 3.5%  | 9.6%             | 4.6%  | 21.3%     | 12.2% |
| Ecstasy              | 5.2%      | 1.7%  | 5.2%           | 1.7%  | 7.8%             | 3.8%  | 11.7%     | 6.3%  |

The survey data demonstrate the following:

- Alcohol is the most commonly abused substance at SDSU.
- SDSU continues to have a recent heavy drinking (sometimes called “Binge”) rate that is below the national average.
- Even our “traditional age” students are less likely to engage in this dangerous form of drinking than the national average.
- Marijuana use by SDSU students is above the national average.
- Prescription drug abuse is becoming an important area of abuse.
- Cocaine use is slightly higher at SDSU than national average.
- Fraternity members are at very high risk for AOD use and abuse.

**Contributory Risk and Protective Factors**

Acknowledging that AOD use at SDSU is part of a larger, national cultural phenomenon does not take away from the fact that there are unique circumstances that contribute both to the propensity of abuse and the possibilities for prevention.

**Trend Toward a Residential Campus**

Over the past five years (2003-2007) SDSU incoming new student class from out of the service area has increased by 43%. This increase results in a greater demand for student housing on or near campus. This increase also warrants additional student programming that challenges our current program model, which is focused more towards a commuter student population.

**Reputation**

SDSU has received national awards and recognition for its AOD prevention programming. Its drinking rates are generally lower than other universities, and there have been no indications that we experience particular risk that is outside the norm for student behaviors. However, SDSU has retained a reputation of a “party” school and students overestimate how much others drink. It is unclear that this reputation is

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sufficiently based upon actual behaviors to be affected by SDSU policy or programs. By continuing to reinforce the message that in fact the majority of students do not use drugs or drink alcohol, or that students are likely to drink alcohol in legal and responsible ways, we can counter the misperception that remains within the community and our students that AOD abuse is normative at SDSU.

#### **Tijuana**

The bars and nightclubs of Tijuana offer a special challenge for all universities in Southern California. Now that the Trolley has opened on campus, the ease of access to the drinking available there has only increased. In Tijuana, the legal drinking age is 18, and there are fewer controls within bars to limit excessive consumption. The price is generally much lower, and the atmosphere encourages unhealthy behaviors (Lange and Voas, 2000). Students returning from drinking in Tijuana typically have consumed more alcohol than they would have if they had stayed near campus, and also report experiencing more negative consequences.

#### **Alcohol Availability**

Alcohol use is a visible part of campus life. SDSU is situated in within a neighborhood that has a high saturation of liquor-licensed establishments. While we have formally attempted to seek relief from this by protesting additional liquor licenses for off-premise sales near campus, to date our efforts have been of mixed success. More explicit and restrictive limits were placed on the Arco Station on the corner of College and Montezuma as a direct result of our efforts, for example.

The sale of alcohol on campus has recently been restricted further. As a result of Executive Order 966, the sale of beer at Aztec sporting events held on campus has ceased. The campus's one establishment that sells alcohol to students, Louis' remains open, however, and maintains a prominent place on campus. Indeed, many residential students, most of whom are underage, pass a beer patio on the way to class.

The campus restricts any distilled spirits, however, Foundation operated buildings such as Fraternity Row have not adopted all SDSU alcohol-related policies. Recent changes to the rules governing Fraternities now restrict distilled spirits.

#### **Parents**

Parents can be important allies in the prevention of AOD abuse. Research has demonstrated that parents who are trained to competently discuss the issue with their college-bound children effectively reduce the chances that their child will drink excessively upon entering campus life (Turrissi, R., Jaccard, J. Taki, R. Dunnam, H., & Grimes, J. 2001). Acknowledging this fact, within the first issue of the News for Aztec Parents publication, a column on AOD issues written by Dr. Lange is included. The

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Aztec Parents Association has also been supportive of requests for small grants to address AOD issues.

Research suggests that having at least one parent who attended college significantly increases the probability of adverse study habits associated with drinking (Powell et al. 2002). While we might expect parents' education levels (and hence income levels) to be positively correlated with child educational outcomes, these results suggest that students who are first-generation college attendees are less likely to engage in activities that would undermine their educational attainment. First-generation college students may place more value on their college opportunity. SDSU enrollment change in recent years has been away from recruiting first generation students and increasing those with college graduate parents. This may account for some of the increased alcohol risk behavior.

#### **Housing and mini-dorms**

The living arrangements of students significantly affect their study habit behavior. Compared to living off-campus, living on-campus in either a residence hall or other housing reduces the probability of skipping a class. Living in a fraternity or sorority results in a substantial increase in the probability of skipping a class and getting behind in school, even after controlling for its effect on drinking behavior (Powell et al. 2002.)

In an attempt to meet the increased demand resulting from the dramatic 43% increase in new students from out of the local area over the past 5 years, on campus housing spaces increased by 1300 beds in the past three years from 3535 to 4235. As bed spaces have increased so has the percentage of students documented for alleged infractions of the student code of conduct within the first month of classes (from 6.7% to 9.2% in three years.) As the freshman class grows in size, the interest and need for freshman bed spaces also increases. This year over 60% of the freshman class came from outside the service area and 75% of the freshman class lives in on-campus facilities. To this end, the campus has become more residential with greater numbers of students and parents requesting an on-campus freshman experience. Residence Halls serve primarily first year students, housing few upper-class role models on healthy living; teaching starts anew annually in the halls.

The greater need for freshman housing has driven freshman students to live in facilities better suited for sophomores and upper-class students. For example, on-campus apartments including Villa Alvarado and Aztec Corner now house freshmen. Sophomore and upper-class students without on-campus options look off-campus. A limited number of apartments are available close to campus. The limited availability creates a market for entrepreneurs to purchase houses in the area and create multiple-unit student housing. As a result, undergraduates move into traditionally quiet family communities. The combination of loud partying, under-age drinking and large

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numbers of "guests" yields a mini-dorm controversy and conflict between students and their neighbors.

While the student population has changed, campus programmatic efforts remain focused toward a commuter population. A freshman population living on a college campus with little to no all-campus weekend activities will search out events, including parties involving alcohol. Residence hall staff members enforce alcohol age restrictions, however, with varying ages of students living together on campus (particularly in apartments and suites where identification of problems and enforcement is more difficult), alcohol is readily available.

Without local pubs and bars, fraternity and sorority parties as well as mini dorm parties become popular events creating a club atmosphere. Word travels quickly of mini-dorm parties with free and large amounts of alcohol. Negative consequences then spill into the streets including trespassing, vandalism, noise disturbances and fights. These behaviors directly affect neighbors and other community members. Driving under the influence becomes more frequent. Vehicle crashes and pedestrian incidents also become more likely.

## Resources and Programs

Many of the programs offered are generated and executed by departments within Student Affairs, including Residential Education, Counseling and Psychological Services, Student Health Services, and Fraternity and Sorority Life. Athletics and the Center of Student Rights and Responsibility also are key to ensuring a broad reach for AOD programming. All of these departments participate in the AOD Priority Team, a committee that includes students and faculty charged with ensuring a cooperative approach to AOD prevention.

Ideally, AOD programming functions as a multi-departmental effort coordinated through the Office of AOD Initiatives to conform with a comprehensive strategy so that each program operating on campus synergistically fits with other programs, maximizing the effectiveness of all related efforts. SDSU continues to move towards that ideal.

The model for the comprehensive AOD strategy employed at SDSU includes elements from five interacting domains (see Figure). The model puts into place a system



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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, programmatic activity is 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.

In addition, the Collaborative Incident Management Team, comprised of representatives from University Police, Counseling and Psychological Services, Student Disability Services, Residential Education, Center for Student Rights and Responsibilities, Student Activities and Campus Life and the University Ombudsman meet weekly to discuss student and campus critical issues which are frequently related to alcohol and other drug issues. This group also coordinates interventions of these serious situations.

#### ***Individual Focus Programming***

Dissemination of the Alcohol Policy and Adjudication is made through the CSRR Website, SDSU Catalog, Student Handbook, News for Aztec Parents, and the Student Housing License Agreement.

ASPIRE: SDSU's Counseling & Psychological Services(C&PS) developed a model program inspired by research discussed below called the Alcohol and other Substances Prevention Intervention Re-directive Effort. The ASPIRE program is a stepped-care, individualized intervention program designed to address alcohol and other substance use among college students. The ASPIRE program combines the use of motivational interviewing with individualized assessment measures (e-CHUG and e-TOKE) and personalized social norms feedback to reduce high risk behaviors associated with use. ASPIRE has been recognized as a flagship program within the California State University System. Data taken from students seen for 3 sessions, including a four-week follow up assessment, demonstrates a significant reduction in use of alcohol and associated risky behaviors such as drinking and driving:

- 74% of students seen for the maximum number of sessions reduced their use of alcohol. Of those who reduced their use, the average reduction was 10 drinks per week.
- 69% of students reported reducing the number of drinks consumed on their heaviest drinking episode in the past month, demonstrating a substantial reduction in levels of "binge drinking."
- 60% of students reduced the amount of money spent weekly on alcohol or stayed at zero dollars.

- 99% of students reported decreasing incidents of drinking and driving at follow up, or stayed at zero.

Students involved in the ASPIRE Program are typically either self-referred, or mandated by Residential Education, Athletics, or the Center for Student Rights and Responsibilities. Referrals are based on violations of alcohol and other drug policies on campus. This intervention was provided to over 640 students during the '06-07' academic year.

An unanticipated byproduct of the ASPIRE Program has been that it has functioned as an outreach program to students who would not typically seek counseling, such as young male students. Many ASPIRE alumni return to continue counseling for AOD or other mental health issues beyond the ASPIRE Program. Therefore, the demands for services from Counseling & Psychological Services have increased even outside the ASPIRE Program and the benefits are greater than anticipated.

e-CHUG: A personalized feedback intervention developed by SDSU now utilized by over 400 universities and colleges. The e-CHUG is an evidence-based, dynamic, on-line alcohol intervention and personalized feedback tool. Drawing on Motivational Interviewing (Miller & Rollnick, 2002) and Social Norms theories (Haines & Spear, 1996), the e-CHUG is designed to motivate individuals to reduce their alcohol consumption using personalized information about their own drinking and risk factors. Currently there are six controlled research studies on five U.S. campuses all showing significant reductions in destructive alcohol use among college students completing the e-CHUG online intervention. Since its inception in August of 2002, the e-CHUG has been completed over 10,000 times on our campus, and nearly 275,000 times on all campuses where it is offered. During the most recent academic year, Aug. '06-May '07, nearly 2200 students completed the e-CHUG at SDSU, while it was completed nearly 85,000 times at all campuses where it is offered.

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. Drawing on social norms (Haines & Spear, 1996) and motivational interviewing (Miller & Rollnick, 2002) 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. Since the e-TOKE went online at SDSU in February of 2004, it has been completed over 1400 times. Beginning February of 2005 it became available to other campuses across the country, and has been completed over 17,000 times. During the past '06-'07 academic year, it was completed over 7,800 times at all campuses offered, and over 450 times at SDSU.

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 educators from Counseling & Psychological Services. CHOICES is presented to students in the Freshman Success Program as well as by request from groups such as those associated with Greek life. Over 380 students were provided a CHOICES program in 2006.

Didactic based alcohol education prevention and harm reduction programming is provided to not only high risk student groups such as those in the Freshman Success Seminar classes and fraternity/sorority members, but also to peer health education training classes. These classes are offered through the Health Promotion Department at Student Health Services. During the 2006 calendar year, 482 students attended one of these interactive educational sessions that are primarily facilitated by peer health educators.

The Center for Student Rights and Responsibilities offers educational presentations to increase awareness of and to understand the judicial process. Alcohol and Other Drug regulations are highlighted. Judicial officers provided more than 30 presentations in 2006. The Center for Student Rights and Responsibilities provides annual presentations and workshops for Assistant Deans, Athletics Staff and Coaches, New Faculty, Faculty Chairs, and Clinical Interns at Counseling and Psychological Services. CSRR conducts Professional and Paraprofessional Training for ten graduate level Residence Hall Coordinators who serve as designated judicial officers, for one hundred Resident Assistants and three graduate interns.

CSRR Goals and Rationale in Substance Abuse Prevention are to identify, prevent, and intervene in risk behavior in order to maintain a safe, orderly living-learning environment for all and to protect rights and safety of all campus community members. Through outreach and adjudication of violations, we assist students in learning to exercise internal controls without authority figures taking over, in accepting accountability for behavior as an adult, and in making ethical, mature, and informed choices to help them develop as responsible citizens. The Center for Student Rights and Responsibilities provides presentations for: 7000 Parents of first year students at Parent Orientation; an hour long presentation focused on assisting citizenship development, and highlighting alcohol use and abuse. This was selected for presentation at the NASPA-ACPA meetings in 2007. We present to 5300 first year students at Orientation; a 45-minute presentation on citizenship development, and highlighting alcohol use and abuse. The department also presents numerous other programs for Greek organizations, Associated Student, University Seminar sections, Incoming International Students, Incoming Athletes, and the Football Team.

Campus events designed to increase student awareness of risks are scheduled regularly. Examples include, but are not limited to, bringing the "Street Smart" crew of paramedics to campus to provide presentations to Greek Life students, as well as residence hall students, on the dangers of drinking and driving; coordinating activities

during National Collegiate Alcohol Awareness Week that aim to educate students about alcohol use; periodic alcohol screening days; and Safe Spring Week that provides alcohol education as well as suggesting alternatives to use of alcohol during the upcoming break.

21st Birthday Letters - all students receive a letter from the Vice President of Student Affairs, just prior to their 21st birthday encouraging responsible, safe alcohol consumption choices are made.

Alcoholics Anonymous meetings are held twice weekly on campus, and Monday thru Friday at the Wesley Foundation directly adjacent to campus.

Panel presentations by C&PS to approximately 6300 parents at New Student & Parent Orientations - providing information and brochure discussing alcohol prevention and risk reduction.

Roommate Agreements and Community Living Agreements are administered to all residents living in facilities operated by the Residential Education Office. These written agreements between roommates and community members reiterate the campus policies regarding alcohol and other drugs while facilitating communication between students regarding their own values, attitudes and expectations regarding alcohol and other drug usage.

### ***Behavioral Alternatives***

To provide alternative to alcohol parties, the Residential Education Office, with support from the Aztec Parents Association, created Aztec Nights. During the 2006-2007 academic year Aztec Nights helped students find a connection to the University community by assuring that a variety of alcohol free events, activities or programs were provided on campus each weekend of the academic year.

In order to provide these opportunities for students, programming teams composed of resident advisors, residence hall coordinators, graduate residence hall coordinator assistants, faculty and Residence Hall Association members were created. Each team was assigned a weekend, an advisor, a budget and minimal guidelines to begin their task. Teams were instructed to be creative, think outside the box and provide opportunities that would appeal to a wide variety of students.

This year, Aztec Nights in conjunction with the New Student and Parent Programs and Student Activities and Campus Life offices produced an alcohol-free party during the opening weekend of classes. The party drew over 2,500 students. Other programs from

free movies to bingo and dances have garnered weekly programs with 50 to 120 students.

For these efforts Aztec Nights received the 2007 SDSU Division of Student Affairs Student Connection and Retention Award. Additionally, SDSU's chapter of the National Residence Hall Honorary recognized Aztec Nights as the Campus Spotlight of the Month for October 2006, Social Program of the Month for October 2006 and Social Program of the Month for November 2006, Diversity Program of the Month for February 2007 and Social Program of the Month for February 2007.

The success of Aztec Nights indicates that weekend programs are viable and needed on our campus. More programs are needed for residential and non-residential students. On residential college campuses, it is often student union activities (SUA) that produce these types of programs. Unions provide funding and student resources to implement these programs. A detailed outline of SUA program goals and objectives are outlined in CAS standards. On the SDSU campus these activities are split between two offices, the Student Activities and Campus Life office and the Associated Students' (AS) Cultural Arts and Special Events (CASE) office. Traditionally, CASE has focused its programs on weekdays during business hours.

Other Behavioral alternative opportunities include:

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.

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.

### ***Enforcement and Access Control***

Alcohol and other drugs risk behavior is referred to Student Rights and Responsibilities by University Police and by Residence Hall Advisers( RAs) In our interventions we are guided by legal mandates of:

- FERPA, the Family Educational Rights and Privacy Act, which protects students' educational records. FERPA has been amended to permit parent notification of alcohol related incidents, however, the California Information Practices Act is more restrictive than FERPA re: parent notification. Therefore, we don't talk to parents about specific student issues without a student's written consent

- The Clery Act landmark federal law that requires us to disclose in an Annual Campus Security Report, campus security policies and three years worth of selected crime statistics available to the campus community, prospective students and employees.
- Executive Order 970: How to implement the Student Code of Conduct. (Appendix)
- Title V, Article 2, Section 41301, California Code of Regulations: The Student Code of Conduct (Appendix) and The Student Housing License Agreement (Appendix)

Adjudication proceeds as illustrated in the Judicial Flow Chart (see Appendix)

**Judicial Statistics**

| Cases Adjudicated    | 2004-2005 | 2005-2006 | 2006- 2007 | August-September 2007 |
|----------------------|-----------|-----------|------------|-----------------------|
| Total Judicial Cases | 1788      | 2607      | 2429       |                       |
| Alcohol              | 845       | 1263      | 1307       | approx 500            |
| Drugs                | 83        | 163       | 140        |                       |

Off campus adjudication is made only if a police report is received, and only if the incident represents a very serious threat to the community or student. University police do not routinely collect individual names, for instance, at fraternity incidents. Logs indicate that police response at these sites is significantly more frequent than the number of citations/arrests issued. This is not a criticism of police protocol, rather a symptom of the dimensions of the problem. Further impeding cultural change, at our General Counsel's directive, we are not permitted to adjudicate most off campus incidents, although a strong case can be made that alcohol use threatens the safety of the campus community as an ongoing risk behavior. Inability to affect this system judicially makes it difficult to change the student culture regarding alcohol and related issues.

Off Campus Cases Adjudicated

|         |     |
|---------|-----|
| Total   | 200 |
| Alcohol | 112 |
| Drugs   | 12  |

There were 19 violations adjudicated in Greek settings.

The following judicial sanctions are used for AOD related cases:

- Warning
- Warning with Stipulations
- Probation
- Probation with Stipulations-(this is the intervention of choice, with the ASPIRE program, for all first alcohol offenses)
- Suspension, Held in Abeyance, with Stipulations
- Suspension with Stipulations
- Expulsion- (Rare)

#### Judicial Stipulations

- Sanctions are not designed to punish, rather to educate and further student development while protecting the campus community. Typical stipulations paired with sanctions include:
  - ASPIRE: Alcohol and Substances Prevention-Intervention Redirective Effort is based on a public health risk reduction approach and administered by SDSU Counseling and Psychological Services staff. Students' written response to this intervention is very positive! We rarely see repeated behavior among students who have completed this sanction. They may also work with interactive computerized programs and assessment tools and be connected with other campus services and resources.
  - AODWiki posted AOD research project, administered by the Student Health Services Health Promotion Staff.
  - Campus Sweep community service working to assure campus posting policies are followed.
  - Educational Research and Reflection Essays.

Stipulations are frequently designed for individual students, and may include counseling, community Service, restitution, research, interviews, participation at events, vacating the Residence Halls or Successful Community Living, provided by SDSU Counseling and Psychological Services staff, and focused on development of emotional intelligence, interpersonal relations, anger management, and decision making.

#### **Other programs**

Other programs and activities that affect student access to AODs or the enforcement of other controls include:

- 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) responds 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.
- Fraternity and Sorority Hard Alcohol Policies were changed in 2006. Changes included a prohibition of distilled spirits "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.
- 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.

### ***Community Action***

The following are examples of our activities that help support core prevention goals through the mobilization of community resources and support:

College Area Community Council and AOD Initiatives 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.

SDSU is a founding member of the RCC, (RADD California Coalition). 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. The RCC coordinates a statewide campaign designed to use research-based messages to enhance the proper use of designated drivers, as well as other behavioral alternatives to drunk driving.

The Preventing Rape by Intoxication through Community Education (PRICE) coalition of San Diego County addresses a growing concern of rape of severely intoxicated victims. SDSU partners with the San Diego Police Department, the District Attorney's Office, the United States Marine Corps, the Center for Community Solutions, and other

area colleges to 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.

AOD Priority Team 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.

### **Recommendations: Policies, Programs, and Services**

The invitation to provide recommendations allows us to think expansively as we join together to review our current challenges. The recommendations provided below represent our group's thinking, and we have made observations and recommendations regarding departments and organizations outside our own. This should not be construed as a criticism of any department, office, or division; we recognize and greatly respect the informed and committed efforts of our many campus partners. Rather, these recommendations should be taken as a sincere initiation of dialog to create new strategies and improve our current efforts to reduce this very urgent problem affecting our students.

Some of the recommendations below require no financial commitment while others may require structural change and/or significant financial resources. We've noted those requiring no additional funding with a "°." Those requiring structural change we've noted with "Δ." Those requiring significant financial resources we've noted with a "\$."

#### **AOD Task Force Changes °**

Currently, SDSU has a Coordinator of AOD Initiatives, (Dr. Lange) housed within Student Health Services. The coordinator acts as a resource available to the campus for guidance on AOD prevention programming and policy. Dr. Lange supervises one health educator who conducts educational programming and supervises peer educators. Other than these two SHS positions, and specific allocations within departments there are no dedicated funds for campus-wide AOD programming. As such, there is far less coordination of programming than could be obtained. Needs tend to be identified and addressed within specific areas such as Fraternity and Sorority Life or Residential Education, and program response tend to remain within those areas. Often times programs are student generated focusing on popular speakers and presentations to meet an organization's requirement, however, these programs may not

have demonstrated efficacy. Therefore we recommend changing the current structure of the AOD Task Force to enhance the discussion of policy and environmental level issues. The task force will be comprised of management level personnel across divisions and auxiliaries. A separate sub-committee will address programmatic activities and timelines.

#### **CSU Office of General Counsel °**

As a consequence of receiving conflicting legal opinions regarding on-campus and off-campus adjudication of the student code of conduct (following EO 970), an Executive and Management meeting be convened to discuss urgent campus needs with our University Counsel, especially regarding adjudication of events that occur on and off campus, given the risk that alcohol presents to the campus community.

#### **Associated Students ° Δ \$**

Associated Students is the primary entity designed and financially supported to provide campus educational, recreational, and social activities to the entire student body. A "use of space study" should be convened to focus on campus organization usage versus room rentals to off-campus organizations. Recommend changing the policy governing space usage in Aztec Center particularly as it pertains to use by student organizations.

Recommend Associated Students conduct an assessment of the current activities, programs and services related to and provided by the Aztec Center and related entities (CASE). This assessment should include stakeholders within and external to the organization as well as affiliates well versed in assessment from outside the organization. Recommend that CAS Standards be one of the tools used in the assessment process.

Recommend Associated Students commit to funding and presenting at least one large-scale on-campus weekend program (substance free) per week, to entertain students in a structured and safe environment. "Late Night" Programming: Friday and Saturday night movie nights, or night club (possibly in Cox Arena, Open Air Theatre, Cuicacalli Dining Room) even if students are charged a small fee.

Reduce the conflicting messages presented to students about alcohol use on campus; do not serve alcohol in areas visible to lower division students, (such as current beer patio). Remove or relocate Louie's to a less visible location (down stairs near bowling and games). All sales of beer on campus should be by the glass, prohibiting the sale of pitchers.

The Daily Aztec, while an award winning student run paper, may inadvertently perpetuate the incorrect and generally harmful perception that AOD abuse is normative and to be expected. They do this through both article content and advertising choices. While the Daily Aztec has instituted policies that mitigate this tendency (including having staff meetings with Dr. Lange, and alcohol advertising guidelines) the result remains less than ideal from an AOD prevention perspective. Therefore we recommend a variety of changes:

- Partner with the Daily Aztec to ban alcohol advertising.
- Move the Daily Aztec funding and operations into the School of Journalism and Media Studies.
- Create a student newspaper that acts as a learning laboratory for Journalism and Media Studies majors operating with an Advisor, meeting publishing and advertising guidelines.
- Create reporting and editing classes directly linked to Daily Aztec publications.
- Partner with the Daily Aztec to write article each semester on the link between misperceptions and alcohol use or on behavioral alternatives

Assure that there is strong enforcement of the alcohol ban at Aquaplex before it becomes known for alcohol use.

Eliminate alcohol related "Pre parties" for basketball games to more fully support Aztec games as behavioral alternatives to drinking events.

### **Greek Life Δ °**

Because Fraternities and Sororities contribute substantially to the AOD related problems for SDSU, a number of recommendations involve increasing restrictions and oversight of these organizations and the parties they hold. There are a number of things that can be done if the University is willing to take on the task to reduce alcohol consumption. Some of the policy ideas are radical changes for our institution but follow national trends; others are more incremental. In fairness to the process and to generate the solutions that best match the problem, we recommend a task-force be convened by the President (and co-chaired by the Vice Presidents of Student Affairs and Business and Financial Affairs). This task force will be charged to recommend structural, policy and programmatic changes that will reduce AOD related problems within Fraternities and Sororities. This task force may consider the following:

- Encourage Foundation properties to go alcohol free - include Piedra Del Sol and Fraternity Row within that restriction.
- Increase number of Greek coordinator staff to include regular weekend and evening duties to monitor events and houses. Note, because the

Greek houses are located on private property, only policies that could be monitored exterior to the facility (i.e. security guards, attendance limits, guest list requirements, notes limits, ID checking, etc. could be enforced).

- Invoke mandatory university sanctions per EO 1006 for Greek and other student organization violations, rather than internal review and sanctions.
- Fraternity Row facility provide interior courtyard dedicated space for a University Police satellite community policing office and officers.
- All Greek Houses be brought under the Residential Education umbrella—that is, be managed by OHA, and have residential RAs chosen and trained along with all other RAs. This model is frequently used nationally. This puts all residents of Greek houses within the adjudication of Student Rights and Responsibilities.
- Just as Residential Education is assessed funds for police action and judicial response, assess Greek houses as well. University Police intervention in Greek house areas is an extensive use of resources.
- Review and reinstate the nuisance status program (Fraternity CAPP program) for frequent police calls to Greek houses for noise and disorderly conduct related to alcohol.
- Work with University Police to issue citations for violations of San Diego' Social Host Ordinance (San Diego Municipal Code Section 56.62)
- Require all fraternity/sorority risk managers/presidents/vp's or executive boards to learn about the ASPIRE program
- Create accountability for the leadership of the Greek system when one of their members is behaving inappropriately
- Require that the Greek system use a campus-based approved alcohol prevention program during the first few months of the year
- Restrict any organized Greek parties within two weeks of the start of final exams and during the final exam period
- Restrict Greeks from having parties the week before classes start and the first two weeks and weekends after classes start.
- Change the Standards of Excellence to change the incentives related to alcohol education programs to "university approved alcohol education program during the fall semester."

Defer Greek rush until students have successfully completed 1 semester (minimum of 12 units of academic credit). This will allow students to transition to the University first before making decisions to join social fraternities and sororities. The pressure to fit-in and join social organizations facilitates peer pressure in situations with alcohol. We have found that merely identifying with Fraternities, separate from actual membership, is predictive of increased alcohol consumption (Reed et al., In Press).

Students on disciplinary or academic probation should not be permitted to rush.

### **Residential Education ° Δ \$**

Increase the availability of Residential Learning Communities (RLC's) with a goal of housing one third of the on-campus freshman population in RLC's. Learning Communities are proven nationally and at SDSU to encourage higher grade-point averages, student satisfaction and lower rates of alcohol related incidents.

Change the housing license agreement and policies and procedures to remove alcohol. This policy change will facilitate enforcement of alcohol possession in the halls. It will not create a substance free environment, but it will make it easier for residence hall staff to identify and remove alcohol violations.

Increase the number of Residence Hall staff members to decrease student to staff ratios. There is a great disparity with the roles or resident advisers on our campus when some have 30 members in their community and others have 70. Reduce the ratio to 1 to 28/40. This will create smaller communities and provide more peer-monitoring.

Require freshmen to live in university housing with approved, identified exceptions (i.e. financial hardship, marital status, etc.)

Require that all RA's receive NIAAA college prevention booklet developed for RA's. Strengthen the training of RA's during RA training on alcohol issues they already receive regarding how to confront alcohol use and abuse on the importance of providing alternative to drinking activities.

Institute mid-semester grade checks for all residential students to allow for interaction/intervention with academic mentors.

Do not acquire OHA management of property without Residential Education management also.

Tie the creation of on-campus, Residential Education regulated, housing units to increasing funding to University Police, Judicial, and preventive efforts.

### **Center for Student Rights and Responsibility \$**

Increase professional judicial staff to adjudicate cases more quickly.

Significant delays are occasioned by the number of students who "no show to judicial meetings, even though meetings are never scheduled during class times. It would help encourage timeliness and free up time for current cases if students were charged an administrative fee of \$30 for missed judicial appointments, as they currently are by C&PS for missing ASPIRE appointments.

Create Judicial Internships for graduate students in the master's program in Post-secondary Educational Leadership with a Specialization in Students Affairs. Train the graduate students during the month of August to begin their meetings with students when classes begin. This provides an opportunity for 15 to 30 more judicial meetings per week.

### **Counseling & Psychological Services \$**

ASPIRE has demonstrated its effectiveness with the SDSU student population. As participation in this program has increased 20% over the past academic year, the staffing required to process all students through the program is considerable, and the full costs of this individualized AOD intervention program are not fully covered by the student fees associated with it. To the extent that ASPIRE reduces further alcohol abuse, and concurrent social harm, justification for its continuation and expansion is compelling. In addition to its success, there is a clear and growing need on college campuses to address such issues.

Additional funding would result in an increase in students that could be served both within the ASPIRE Program, as well as through general counseling services, through the addition of clinical staff and faculty. In developing any intervention, evaluation is critical to establish efficacy and guide future programming to best serve students. Evaluation research is costly, and additional support would allow for this crucial component to take place.

### **Campus Life \$**

Create a position of Student Organization Education, Risk Management and Adjudication to educate students in student organizations on high risk behaviors (based on programs/methodologies that have demonstrated efficacy), advise student organization officers regarding liability of high risk behaviors, i.e. hazing, AOD issues, etc. and conduct interviews and investigation when alleged infractions of the student code of conduct and/or student organization handbook are reported. This individual would advise the student organization conduct board and serve as a liaison between Student Activities and Campus Life and the Center for Student Rights and Responsibilities.

### **Orientation °**

SDSU does not require new students attend an orientation, however we serve 95% of the freshman population and approximately 90% of transfer students. We recommend that AOD programming be formally integrated into all orientation programs, periodically reviewed and assessed, and that certain aspects of this orientation be made mandatory of all new students.

Require all entering freshman and/or on-campus residents to complete the e-CHUG before registering for class their first semester. A Western Illinois study demonstrated

that doing this resulted in reduced alcohol consumption as well as increases in GPA and retention.

Parent Orientations: Enhance the script for parents to use when discussing alcohol with their children before coming to college. (Developed on campus so it is specific and relevant to SDSU) "Assign homework" to parents to have discussion before son or daughter comes to college; educating them that research shows that they still have a significant influence on how their children behave. A copy of a draft version of an SDSU parent booklet is included in the appendix.

Reinstate Wellness Workshop presentations to all incoming freshman participating in University Seminar through the Freshman Success Program. Collaboration between C&PS, SHS, Student Rights and Responsibilities and Public Safety, providing information on alcohol and other drug use, risks and alternatives, sexual assault, on-campus safety, mental health issues.

University Seminar curriculum should include at least one session dedicated to AOD issues.

Involve University Police in Orientation on the Parents' Panel and perhaps as a part of the student educational piece on becoming a member of our SDSU Community

### **University Police \$**

Fund significantly larger numbers of University Police, with competitive salaries.

University Police assess fines as appropriate, consistent with the surrounding community.

AOD Task Force consider the costs associated with University Police transportation to jail and detox.

Enforce shoulder-tapping at surrounding markets.

### **Academic Affairs ° Δ**

Peers are an important component of our program delivery model. The recruitment and retention of student peers is critical to successful programming. Offer priority registration for RAs, C&PS and SHS peer educators in order to recruit and retain talented and conscientious staff, enabling flexibility in schedules to accommodate multiple requests throughout the academic year. In the 2007-2008 academic year recruitment and training process for RAs and Peer Health Educators, approximately 25% of the RAs dropped the position after learning they would not receive priority registration. In addition, NO new peer health educators were recruited after their request to maintain priority registration was denied. This resulted in a

reduction of 50% in the peer health educator group. Provide parking for RAs in order to recruit and retain talented and conscientious staff.

Increase links between student and the campus through a class blackout period, for instance on Wednesdays at Noon for clubs to meet. Increase the utilization of Friday classes across all academic departments and course levels.

Establish relationship with faculty to educate them about the misperceptions and their role in changing perceptions. Other curriculum infusion opportunities also exist, and faculty should be encouraged to contact the Coordinator of AOD Initiatives for ideas. Train faculty about the ASPIRE program and suggest that they refer to the program when they notice that students present to class drunk or high. Establish a program for faculty who need to cancel a class where they can require students to complete the e-chug instead of completely canceling class. (Educate faculty about negative correlation between alcohol use and grades).

Take attendance and enforce grade sanctions for frequent absences.

### **Dining Services \$**

Increase hours of dining services and allow dining rooms to be used as study spaces during late night hours & finals. One possibility is to transform dining room(s) to transform into a non-alcoholic "nightclub" on weekend nights.

### **Promote Voluntary Services °**

Enhance efforts to entice students to take advantage of voluntary services such as eChug, eToke, ASPIRE and AOD peer programming.

### **Advertising \$**

Purchase the billboard at corner of College & Montezuma to promote academically related events/programs/services.

### **Maximizing development potential \$**

Finally, most members of the community, both within and outside the campus, recognize that AODs are a critical problem facing colleges in general and SDSU in particular. Therefore, it is reasonable to assume that the community can be counted on for financial support of AOD prevention programming. Already, a number of faculty, including Dr. Lange, have brought in millions of dollars in research grants to study the problem. However, those dollars often do not allow for programmatic spending beyond the specific terms of the grant therefore programming has suffered.

The University should partner with the prevention specialists on campus to assure that foundation and private donors are encouraged to help fund AOD prevention programming. Given our history of consistent financial support by the Aztec Parents Association, it is reasonable to believe that parents and community members would support our efforts to impact the sometimes-devastating harm associated with AOD abuse by students. It is not unreasonable to assume that parents and other interested parties would be more than happy to see us make even more progress in preventing the, sometimes devastating, harm associated with AOD abuse by students.

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**Appendices**

# Appendix B Ad Hoc Alcohol Task Force Report



SAN DIEGO STATE UNIVERSITY

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Robert Schulz  
Associate Vice President

### Memo

To: Vice President James Kitchen and Vice President Sally Roush

From: Ad Hoc Alcohol Task Force Co-Chairs

Eric Rivera

Bob Schulz

Date: 6/5/08

### Observations:

The Task Force has determined that two major interdependent challenges face the campus with respect to alcohol: (1) the transition to a more residential campus imposes demands on campus programming to assure that students are integrated into a 24-hour, seven-day community reflecting the educational and developmental goals of the SDSU mission, and (2) student groups and campus auxiliaries have not been adequately integrated into a broader SDSU community, imposing barriers for a shared sense of responsibility for creating a community reflecting the changing student experience.

### Recommended Actions Fall 2008:

The proposed organizational, policy and programmatic changes are designed to meet the challenges identified above, and create a stronger, shared SDSU identity within students that includes a healthier AOD relationship and more civic responsibility.

- **Establish programs and activities to start the first 5 weeks of the academic year with an alcohol free alternative for incoming students:**
  - **Associated Students shall provide large, attractive alternative alcohol-free programming 10 pm to 2 am Thursday through Saturday nights offered throughout this period.**
  - **Enforce underage drinking laws at public parties in the vicinity of the campus.** Focus on underage drinking, social host and noise violations. The funding for the efforts (e.g., overtime for officers) is from ABC and OTS. The enforcement team would include Public Safety, SDPD, La Mesa PD and possibly other agencies. Enforcement



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**Robert Schulz**  
*Associate Vice President*

activities would continue through the academic year as funding and staff allows.

- **Fraternity parties during this time shall be alcohol free and Greek organizations are encouraged to offer alternative programming.** Houses with alcohol violations during this time will be prohibited from participating in recruiting for the semester. Students found responsible for alcohol or drug policy violations will be unable to join a greek organization. Other recruiting requirements will be imposed and will include an anti-hazing education for new members.
- **Enhance supervision and planning of student auxiliaries to address AOD awareness.** Specific actions shall be taken:
  - **Student Affairs shall significantly increase the oversight and supervision of Greek organizations.** Policies and procedures shall be established for recruitment, member registration, administration, and activities.
  - **Student Affairs shall transition oversight and implementation of the student clubs and organization's judicial process from the Office of Student Activities and Campus Life to the Center for Student Rights and Responsibilities** (avoids conflict of interest).
  - **In addition to the Division of Student Affairs, Associated Students shall incorporate coordinated AOD education and intervention services into A.S. student programming.**
  - **SDSU shall formally suspend students for alcohol violations and limit the use of Suspension in Abeyance to rare and unusual circumstances.** Policy enforcement shall strive to be rapid and predictable, with an expectation that students violating policy will change their behavior.
  - **University Seminar shall include alcohol and other drug elements following NIAAA Tier 1 standards.**

**Recommended Actions, Fall 2009 and Beyond:**

- **Consider placing Fraternity Row under increased supervision with appropriate staffing reflecting current housing practices.**



SAN DIEGO STATE  
UNIVERSITY

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**Robert Schulz**  
*Associate Vice President*

- **All recognized Greek houses shall accommodate only SDSU students in good standing (good standing as determined by university policies and pursuant to section 41301, Title 5 of the California Code of Regulations) and shall provide a list of tenants to the VP of Student Affairs office each semester and notify the VP of Student Affairs of any changes.**
- **Add Crime Free Addendum to foundation housing leases**
- **Student Health Services shall implement a screening and brief intervention program.**

x  6.6.08  
Eric Rivera Date  
Assistant Vice President, Student Affairs  
Co-Chair

x  6.5.08  
Robert Schulz Date  
Associate Vice President, Operations  
Co-Chair

## Appendix C e-CHUG



- [Welcome](#)
- [Personal Information](#)
- [About your Drinking](#)
- [Log Out](#)

### Instructions

Please answer all questions and answer them honestly.

ALL 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.

### Demographic Information

|   |  |   |                                |   |
|---|--|---|--------------------------------|---|
| Sex<br><input type="checkbox"/> Male <input type="checkbox"/> Female  |  | Age (in years)<br><input type="text"/>  | Weight<br><input type="text"/> | <input type="checkbox"/> Pounds (lbs.)<br><input type="checkbox"/> Kilograms (lbs.) |
| Are you currently taking any prescription medications?<br><input type="checkbox"/> Yes <input type="checkbox"/> No                            |  | Ethnic Identity:<br><input type="text"/>  |                                |   |
| Do you belong to a Fraternity or Sorority?<br><input type="checkbox"/> Yes <input type="checkbox"/> No  |  | Do you play on a college athletic team?<br><input type="checkbox"/> Yes <input type="checkbox"/> No         |                                |   |
| What is your student status?<br><input type="checkbox"/> San Diego State University Student<br><input type="checkbox"/> Other College Student |  | Year Level / Class Standing<br><input type="checkbox"/> Not Applicable<br><input type="checkbox"/> Freshman |                                |   |

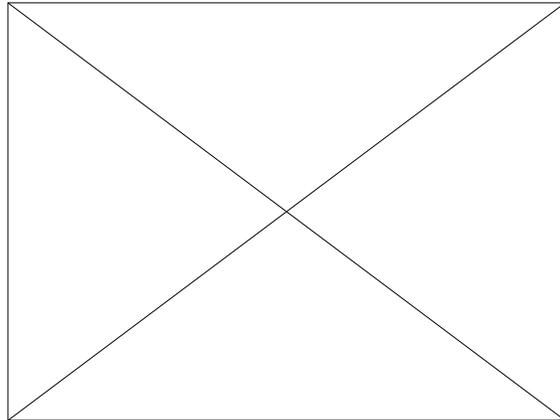
|   |   |
|---|---|
| <input type="checkbox"/> High School Student<br><input type="checkbox"/> Non-student                          | <input type="checkbox"/> Sophomore<br><input type="checkbox"/> Junior<br><input type="checkbox"/> Senior<br><input type="checkbox"/> Graduate |
| Do you live on-campus or in a residence hall:<br><br><input type="checkbox"/> Yes <input type="checkbox"/> No | Why are you completing this survey?<br><input style="width: 100%; height: 20px;" type="text"/>  |

Instructions

Please answer all questions and answer them honestly.

ALL 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 eCHECKUP TO GO, 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.  
The Check-up to Go



1. At what age did you first start drinking?

2. In a TYPICAL MONTH, how many weeks do you have an alcoholic drink.

**Weeks you drink in a TYPICAL MONTH:**

Weeks

3. For a TYPICAL 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 Day in a Typical Week:**

|                | Mon                      | Tues                     | Wed                      | Thur                     | Fri                      | Sat                      | Sun                      |
|----------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Beer?          | <input type="checkbox"/> |
| Wine?          | <input type="checkbox"/> |
| Liquor /Shots? | <input type="checkbox"/> |
| Hours?         | <input type="checkbox"/> |

4. Think of the **one** occasion during the PAST MONTH when 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:

**The ONE Occasion you Drank the Most in the Last Month:**

|                      |                          |
|----------------------|--------------------------|
| <b>Beer?</b>         | <input type="checkbox"/> |
|                      | Beers                    |
| <b>Wine?</b>         | <input type="checkbox"/> |
|                      | Wines                    |
| <b>Liquor/Shots?</b> | <input type="checkbox"/> |
|                      | Shots or Mixed Drinks    |
| <hr/>                |                          |
| <b>Hours?</b>        | <input type="checkbox"/> |
|                      | Hours                    |

5. 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

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

Days

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

Days

8. How much would you estimate you spend on alcoholic beverages per week?

\$

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

What percent of female US College Students 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?  %

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

**Select the Best Response**

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

|                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <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"/> |
| 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"/> |
| 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"/> |
| 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"/> |
| 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"/> |
| 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"/> |
| 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"/> |
| 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?

No

Yes, but not in the last year

Yes, during the last year

11. Please mark the following questions as either true or false:

| True / False |  |  |
|--------------|--|--|
| A.)          | Alcohol affects you more quickly when mixed with carbonated/caffeinated beverages or mixers.   | <input type="checkbox"/> True <input type="checkbox"/> False |
| B.)          | Your body uses the calories in alcohol as a source of energy in the same way it uses the calories in other kinds of food.  | <input type="checkbox"/> True <input type="checkbox"/> False |
| C.)          | Drinking alcohol has little or no effect on your ability to build muscle strength.   | <input type="checkbox"/> True <input type="checkbox"/> False |
| D.)          | Alcohol does not interfere with muscle recovery and healing.   | <input type="checkbox"/> True <input type="checkbox"/> False |
| E.)          | Students who mix alcohol and energy drinks are at no greater risk of alcohol related consequences than students who don't mix alcohol and energy drinks (like Red Bull, Monster, Rock Star, etc.). | <input type="checkbox"/> True <input type="checkbox"/> False |

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

Cigarettes

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

Years

14. How much spending money do you have in an average MONTH?

\$

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

| Importance                           |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|--------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 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"/> | <input type="checkbox"/> |
| 1                                    | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        | 10                       | <input type="checkbox"/> |
| Not Applicable / I don't use alcohol |                          |                          |                          |                          |                          |                          |                          |                          |                          | <input type="checkbox"/> |

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

| Confidence                       |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |
|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 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"/> | <input type="checkbox"/> |
| 1                                | 2                        | 3                        | 4                        | 5                        | 6                        | 7                        | 8                        | 9                        | 10                       | <input type="checkbox"/> |
| Not Applicable / I don't use Not |                          |                          |                          |                          |                          |                          |                          |                          |                          | <input type="checkbox"/> |

## Appendix D 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?

|                          |        |
|--------------------------|--------|
| <input type="checkbox"/> | male   |
| <input type="checkbox"/> | female |

3. What is your ethnic identity?

|                   |                      |
|-------------------|----------------------|
| Please Select One | <input type="text"/> |
|-------------------|----------------------|

4. What is your student status?

|                          |                                    |
|--------------------------|------------------------------------|
| <input type="checkbox"/> | San Diego State University Student |
| <input type="checkbox"/> | Other College Student              |
| <input type="checkbox"/> | NOT a College Student              |

5. What is your college class standing:

|                          |                |
|--------------------------|----------------|
| <input type="checkbox"/> | Freshman       |
| <input type="checkbox"/> | Sophomore      |
| <input type="checkbox"/> | Junior         |
| <input type="checkbox"/> | Senior         |
| <input type="checkbox"/> | Graduate       |
| <input type="checkbox"/> | Not Applicable |

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

|                          |     |                          |    |
|--------------------------|-----|--------------------------|----|
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | No |
|--------------------------|-----|--------------------------|----|

7. Are you on a college athletic team:

|                          |     |                          |    |
|--------------------------|-----|--------------------------|----|
| <input type="checkbox"/> | Yes | <input type="checkbox"/> | 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"/> |
| Afternoon (12pm-6pm)  | <input type="checkbox"/> |
| Evening (6pm-12am)    | <input type="checkbox"/> |
| Late Night(12am-6am)  | <input type="checkbox"/> |

B. Please enter the number of HOURS you 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="checkbox"/> |
| B. Coughing or breathing problems                  | <input type="checkbox"/> |
| C. Unhealthy eating                                | <input type="checkbox"/> |
| D. Trouble remembering things                      | <input type="checkbox"/> |
| E. Difficulty sleeping when not using              | <input type="checkbox"/> |
| F. Feeling tired, groggy, or unmotivated           | <input type="checkbox"/> |
| G. Doing poorly on a test or school project        | <input type="checkbox"/> |
| H. Procrastinating or not getting things done      | <input type="checkbox"/> |
| I. Going to class under the influence of marijuana | <input type="checkbox"/> |
| J. Going to work under the influence of marijuana  | <input type="checkbox"/> |
| K. Missing classes                                 | <input type="checkbox"/> |

|    |   |                          |                          |                          |                          |                          |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| L. | Missing work  | <input type="checkbox"/> |
| M. | Driving a car while under the influence of marijuana              | <input type="checkbox"/> |
| N. | Getting in trouble with the police or college authorities         | <input type="checkbox"/> |
| O. | Not dealing with your problems or responsibilities                | <input type="checkbox"/> |
| P. | Using more marijuana than you had planned                         | <input type="checkbox"/> |
| Q. | Doing something you later regretted                               | <input type="checkbox"/> |
| R. | Feeling bad about your use  | <input type="checkbox"/> |
| S. | Spending more money than you had planned                          | <input type="checkbox"/> |
| T. | Someone else suggesting that you cut down or quit using marijuana | <input type="checkbox"/> |
| U. | Problems between you and your boyfriend/girlfriend                | <input type="checkbox"/> |
| V. | Problems between you and your friends or family                   | <input type="checkbox"/> |
| W. | OTHER (Please specify):   | <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

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 E 21<sup>st</sup> Birthday Letter



SAN DIEGO STATE  
UNIVERSITY

### Happy 21st Birthday From the Division of Student Affairs

Vice President for  
Student Affairs  
San Diego State University  
5500 Campanile Drive  
San Diego CA 92182-7431  
Tel: 619 594-5211  
Fax: 619 594-7089

Dear \_\_\_\_\_

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 am sure it has been a long journey with many hardships to confront, and many successes of which to be proud.

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 to be ready for different types of situations with which you will be faced. 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 as well as 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,

Dr. James R. Kitchen  
Vice President for Student Affairs



## Appendix F Student Honor Affiliation (front)



**SAN DIEGO STATE  
UNIVERSITY**

*SDSU Student Affairs*  
*Bridges to Success*

### STUDENT HONOR AFFIRMATION

I, \_\_\_\_\_, share SDSU's commitment to maintaining a safe and healthy living and learning environment for my fellow students, my faculty, our university staff and myself. I will choose behaviors that reflect responsible citizenship, civil and respectful treatment of others, and positive contributions to student and university life at SDSU.

I affirm that, as specified in the SDSU General Catalog and the Student Conduct Standards, I will be held individually responsible for knowing all policies.

I understand what is expected of me as a student of San Diego State University; that my obligation to satisfy the Student Conduct Standards, including academic integrity, extends from my application and acceptance to my graduation. The complete description of the Student Conduct Standards, Title V of the California Code of Regulations, section 41301, can be found at <http://coursecat.sdsu.edu/catalog/UP.pdf> pp. 451-453.

Reading and signing this pledge is both a privilege and responsibility of my participation in the San Diego State University community.

PLEASE PRINT:

|           |            |          |
|-----------|------------|----------|
| LAST NAME | FIRST NAME | RED ID # |
| SIGNATURE | DATE       |          |



## Appendix F Student Honor Affiliation (back)

### STUDENT CONDUCT AND GRIEVANCES

Inappropriate conduct by students or by applicants for admission is subject to discipline on the San Diego State University campus. The Center for Student Rights and Responsibilities coordinates the student judicial discipline process and establishes standards and procedures in accordance with regulations contained in Sections 41301 and 41304 of Title 5, California Code of Regulations. These sections are as follows:

#### 41301. Standards for Student Conduct.

##### (a) Campus Community Values

The university is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community should choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life.

##### (b) Grounds for Student Discipline

Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.

The following are the grounds upon which student discipline can be based:

- (1) Dishonesty, including:
  - (A) Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.
  - (B) Furnishing false information to a university official, faculty member, or campus office.
  - (C) Forgery, alteration, or misuse of a university document, key, or identification instrument.
  - (D) Misrepresenting oneself to be an authorized agent of the university or one of its auxiliaries.
- (2) Unauthorized entry into, presence in, use of, or misuse of university property.
- (3) Willful, material and substantial disruption or obstruction of a university-related activity, or any on-campus activity.
- (4) Participating in an activity that substantially and materially disrupts the normal operations of the university, or infringes on the rights of members of the university community.
- (5) Willful, material and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus university related activity.
- (6) Disorderly, lewd, indecent, or obscene behavior at a university related activity, or directed toward a member of the university community.
- (7) Conduct that threatens or endangers the health or safety of any person within or related to the university community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.
- (8) Hazing, or conspiracy to haze. Hazing is defined as any method of initiation or pre-initiation into a student organization, or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student of any school, community college, college, university, or other educational institution in this state. (Penal Code 245.6) and in addition, any act likely to cause physical harm, personal degradation or disgrace resulting in physical or mental harm to any former, current or prospective student of any school, community college, college, university or other educational institution. The term "hazing" does not include customary athletic events or school sanctioned events. Neither the express or implied consent of a victim of hazing, nor the lack of active participation in a particular hazing incident is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act, and is also a violation of this section.
- (9) Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and university regulations), or public intoxication while on campus or at a university related activity.
- (10) Use, possession manufacture, or distribution of illegal drugs or drug-related paraphernalia, (except as expressly permitted by law and university regulations) or the misuse of legal pharmaceutical drugs.

- (11) Theft of property or services from the university community, or misappropriation of university resources.
- (12) Unauthorized destruction, or damage to university property or other property in the university community.
- (13) Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals (without the prior authorization of the campus president) on campus or at a university related activity.
- (14) Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.
- (15) Misuse of computer facilities or resources, including:
  - (A) Unauthorized entry into a file, for any purpose.
  - (B) Unauthorized transfer of a file.
  - (C) Use of another's identification or password.
  - (D) Use of computing facilities, campus network, or other resources to interfere with the work of another member of the university community.
  - (E) Use of computing facilities and resources to send obscene or intimidating and abusive messages.
  - (F) Use of computing facilities and resources to interfere with normal university operations.
  - (G) Use of computing facilities and resources in violation of copyright laws.
  - (H) Violation of a campus computer use policy.
- (16) Violation of any published university policy, rule, regulation or presidential order.
- (17) Failure to comply with directions of, or interference with, any university official or any public safety officer while acting in the performance of his/her duties.
- (18) Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well-being of members of the university community, to property within the university community or poses a significant threat of disruption or interference with university operations.
- (19) Violation of the Student Conduct Procedures, including:
  - (A) Falsification, distortion, or misrepresentation of information related to a student discipline matter.
  - (B) Disruption or interference with the orderly progress of a student discipline proceeding.
  - (C) Initiation of a student discipline proceeding in bad faith.
  - (D) Attempting to discourage another from participating in the student discipline matter.
  - (E) Attempting to influence the impartiality of any participant in a student discipline matter.
  - (F) Verbal or physical harassment or intimidation of any participant in a student discipline matter.
  - (G) Failure to comply with the sanction(s) imposed under a student discipline proceeding.
- (20) Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

##### (c) Procedures for Enforcing this Code

The chancellor shall adopt procedures to ensure students are afforded appropriate notice and an opportunity to be heard before the university imposes any sanction for a violation of the Student Conduct Code.

(d) Application of this Code Sanctions for the conduct listed above can be imposed on applicants, enrolled students, students between academic terms, graduates awaiting degrees, and students who withdraw from school while a disciplinary matter is pending. Conduct that threatens the safety or security of the campus community, or substantially disrupts the functions or operation of the university is within the jurisdiction of this Article regardless of whether it occurs on or off campus. Nothing in this Code may conflict with Education Code section 66301 that prohibits disciplinary action against students based on behavior protected by the First Amendment.

## **Appendix G      Narrative Report Aztec Nights Fall 2008**

### **Executive Summary Aztec Nights Management Team San Diego State University Fall 2008**

#### **Background**

More than a decade ago San Diego State University made the excellent decision to move towards selective admission. In an effort to recruit the best and the brightest, strategically, we needed to focus our recruitment efforts outside of the local San Diego area. This increased the demand for on and off campus student housing making SDSU more of a residential campus. As the SDSU student population living within a 1 mile radius of the campus continues to increase, this is also forcing SDSU to provide additional campus-wide student programming that challenges our current student programming model provided by the student union, which is geared towards commuter students.

SDSU has followed a comprehensive strategy to prevent alcohol and other drug abuse and its associated harms. Within that strategy are three core components, one of which is behavioral alternatives. The goal of behavioral alternative programs is to offer students developmentally appropriate social opportunities that typically would happen within a drinking context.

After the untimely death of two students at SDSU which were related to alcohol and drug abuse and other incidences on campus, SDSU's Vice President for Student Affairs and Vice President for Business and Financial Affairs appointed an Ad Hoc Alcohol Task Force to study the challenges that face the campus with respect to alcohol and drugs. The task force made a recommendation for SDSU to establish programs and activities during the first five weeks of the academic year to provide alcohol free alternatives for incoming and returning students. More specifically, Associated Students was asked to provide large, attractive alternative alcohol-free programming 10pm-2am Thursday through Saturday nights, and holidays, during the first five week time frame.

#### **Planning**

Aztec Nights was a collaborative effort that included students, staff, and administrators from across campus. Representatives from Student Affairs, Associated Students, and Business Affairs worked together to provide a framework for planning and implementing Aztec Nights. Three teams were established to carry-out the mission of Aztec Nights: the management team, the planning team, and the implementation team.

The management team was established to provide leadership to Aztec Nights. The management team was composed of five campus administrators: the Director of Student

Activities and Campus Life, the Director of New Student and Parent Programs, the Director of Residential Education, the Coordinator for Alcohol and Other Drug Initiatives, and the Executive Director of Associated Students. This team was responsible for approving and monitoring the budget, developing policies and procedures, resolving University challenges and issues, and approving events that would be included in Aztec Nights.

Two established on-campus committees, the Welcome Week Committee and the Alcohol and Other Drugs Alternative Behavioral Committee, came together to serve as the planning team for Aztec Nights. The planning team was made up of staff from Student Affairs and Associated Students, as well as student representatives from Associated Students, Greek Life, SDSU Ambassadors, other student clubs and organizations, and graduate students in the Master of Arts Program in Postsecondary Educational Leadership with a Specialization in Student Affairs. Primary responsibilities of the planning team included: creating events for Aztec Nights, developing a budget, planning the details, coordinating logistics, designing a marketing strategy, and facilitating the events.

This project required many resources. The first resource was people to carry out the planning and implementation of Aztec Nights. Once a plan was in place, it required financial resources to support the costs associated with putting on events of this caliber. A third resource was facilities. Appropriate facilities on campus had to be secured for hosting the events. Assistance from Physical Plant personnel was essential to the success of these programs.

The resources needed were secured by the support of the Vice President for Student Affairs and the Vice President for Business and Financial Affairs. Both Vice Presidents realized the importance and value of these events and made the needed resources available. Costs were shared by Student Affairs, Business Affairs, and Associated Students.

## **Results**

During the first five weeks of the fall 2008 semester a total of 17 Aztec Nights events took place. The first event took place on Friday, August 29 and the final event took place on Saturday, September 27. Attendance ranged from 400 for the indoor events to 4,500 for the outdoor events. The majority of the events exceeded the projected attendance.

As a result of Aztec Nights, incidence reports during the first five weeks of the fall 2008 semester significantly decreased. Preliminary records indicate that during fall 2007 Residential Education had 36 University Police Reports involving alcohol and/or drug related activities during the first six weeks of school. In the fall 2008 we had 18 University Police Reports involving alcohol and/or drug related activities.

We've seen a decline in the number of incidents and anecdotally we've seen a much more

positive on-campus climate. Incident reports are down and participation in community activities are up. A new tradition has begun at SDSU.

### **Challenges**

- Limited planning time
- Financial resources
- Leadership – lack of ownership for Aztec Nights
- Lack of collaboration among partners
- Poor synergy and involvement from committee members – some staff see Aztec Nights as a burden
- Lack of cooperation/flexibility in reserving facilities
- Marketing – no consistent, strategic plan
- High costs of services provided by Associated Students, Aztec Shops, and Physical Plant
- Limited knowledge and understanding of policies and procedures affecting large scale programming (i.e., security, open space, risk management)
- Assessment – plan developed after the events

### **Recommendations**

- Identify key administrator for oversight of Aztec Nights
- Define the goals and learning outcomes of Aztec Nights
- Increase student involvement in the planning and implementation
- Begin planning no less than 9 months in advance
- Secure sources of funding by January 31 each year
- Provide training for key programmers on A.S. purchasing process, risk management policies, open space requirements, security requirements, insurance, etc.
- Develop a comprehensive marketing plan and timeline to promote Aztec Nights to residential and non residential students
- Identify one person to maintain the schedule of events
- Develop a comprehensive assessment plan and timeline

### **Conclusion**

Aztec Nights created a vibrant campus nightlife and provided opportunities for students to engage in positive community interactions through a substance-free educational and social environment. Incidence reports declined during the first five weeks of the fall 2008 semester.

Associated Students is the primary entity designed and financially supported to provide meaningful campus-wide educational, recreational, and social activities to the entire student body. It is imperative that the entire university continues to communicate to A.S. the importance of Aztec Nights.

## Appendix H Aztec Nights Assessment Report

### Aztec Nights Assessment Report

#### First-Time Freshmen Respondents

#### INTRODUCTION

The Aztec Nights Program is a collaborative effort between the Division of Student Affairs and the Associated Students (AS), which offers fun and entertaining weekend activities for students at San Diego State University (SDSU). Although these activities are provided throughout the semester, they are particularly critical during the first five weeks for new students (first-time freshmen and new transfers), as research has shown this to be the time when new students decide if the campus environment and culture is right for them. Therefore, the primary goal of the Aztec Nights Program is to provide vibrant campus nightlife activities and opportunities for students (especially new students) to become fully engaged in positive, substance-free social and educational activities.

In order to assess the extent to which this goal was met and to provide guidance for future planning, the Aztec Nights Survey was developed and administered to all new students between October 24, 2008 and November 4, 2008. The survey responses were collected online and the results were tabulated and analyzed. The purpose of this report is to present the findings and recommendations.

A total of 1,522 new SDSU students completed the Aztec Nights Survey. Of these, 636 (41.8%) were new transfers and 886 (58.2%) were first-time freshmen. Although an analysis for both groups was conducted, the summary of results presented in this report is based on the first-time freshmen group only. A summary of results for new transfer students will be provided in a separate report. The results in this report are in four parts, which are described below.

**Part I – Demographics:** This section provides a descriptive analysis of survey respondent characteristics.

**Part II – Aztec Nights Events:** This section reports the assessment results of events and activities provided to students as part of the Aztec Nights initiative. These events occurred Thursday, Friday, and Saturday evenings from 10:00pm to 2:00am for the first five weeks of the fall 2008 semester.

Part II is also broken down into two sub-sections: II-A – Non-Participants and II-B – Participants. Given that all new students had the opportunity to complete the survey, not all survey respondents attended Aztec Nights events. Thus, the first sub-section

summarizes the reasons why these students (non-participants) did not participate. In the second sub-section, II-B, responses from Aztec Nights participants are summarized.

**Part III – First Five Weeks:** Student experiences at SDSU during their first five weeks on campus were also solicited from the survey respondents. This section summarizes those experiences.

**Part IV – Suggestions for Future Aztec Nights Events:** Survey respondents were asked to provide suggestions for future events. The open-ended responses were analyzed using content analysis in order to identify significant themes. This section summarizes the identified themes.

## RESULTS

### Part I – Demographics

- Resident students were over-represented as Aztec Nights participants (78.3%) as compared to their corresponding proportion among survey respondents (48.1%)
- White students were over-represented as Aztec Nights participants (53.6%) as compared to their corresponding proportion among survey respondents (41.6%)
- Latino students were under-represented as Aztec Nights participants (17.4%) as compared to their corresponding proportion among survey respondents (25.8%)
- Greek students were over-represented as Aztec Nights participants (12.2%) as compared to their corresponding proportion among survey respondents (8.0%)
- For Student Gender, Orientation Participation Status, and Inter-Collegiate Athlete Status, there were no proportional discrepancies between Aztec Nights participation and their corresponding proportion in the survey sample

### Part II-A – Aztec Nights Events, Non-Participants

- The top three reasons for not participating included: “Too Busy” (34.5%), “Not Interested” (16.9%), or “Too Far” (16.7%).
- When broken down by Resident versus Commuter, “Too Busy” was still the number one reason given: Resident (43.5%); Commuter (32.2%).
- However, the two groups differed with regard to the second most cited reason: Resident – “Not Interested” (29.3%); Commuter – “Too Far” (20.7%).

### Part II-B – Aztec Nights Events, Participants

- Resident respondents were much more likely to attend any given Aztec Nights event than commuter respondents
- Attendance at Aztec Nights events overall declined in the later weeks of the program for all participants
- For resident participants, the highest attended events were ARC After Dark (13.6%) and Red and Black Welcome Back Dance (11.1%)

- For commuter participants, the highest attended events were Red and Black Welcome Back Dance (19.2%) and Campus Carnival (15.0%)
- About half of the participants (49.8% - resident; 52.9% - commuter) arrived at the events on time and another third (32.7% - resident; 32.9% - commuter) arrived within the first hour.
- More than half (55.4%) of the resident participants left the events before midnight, while a majority (60.2%) of the commuter participants left after midnight.
- Commuter participants were more likely to indicate that they enjoyed the event (92.4% Strongly Agree or Agree), than resident participants (77.0% Strongly Agree or Agree)
- Both resident and commuter participants enjoyed the event locations (Resident: 91.2% Strongly Agree or Agree, Commuter: 92.9% Strongly Agree or Agree)
- Commuter participants were more likely to indicate that they had an opportunity to socialize at the events (91.9% Strongly Agree or Agree) than resident participants (79.7% Strongly Agree or Agree)
- Commuter participants were more likely to indicate that they had an opportunity to meet new friends (80.8% Strongly Agree or Agree) than resident participants (73.6% Strongly Agree or Agree)
- Commuter participants were more likely to indicate overall satisfaction with the Aztec Nights Program (92.1% Strongly Agree or Agree) than resident participants (79.4% Strongly Agree or Agree)
- The overwhelming majority of participants indicated that they did not consume alcohol before the event (Residents: 96.8%, Commuters: 95.7%)
- The overwhelming majority of participants indicated that they did not consume alcohol after the event (Residents: 93.4%, Commuters: 91.5%)
- The majority of resident participants went to either their place (73%) or a friend's place (19.7%) after the event
- The majority of commuter participants went to their parent's home (31.6%), a friend's place (31.1%) or their place (27.4%) after the event
- Very few participants attended a Greek party after the event (Residents: 5.2%, Commuters: 5.7%)

### **Part III – First Five Weeks**

- Aztec Nights participants (74.2%) were more likely to feel that the campus was friendly and supportive than non-participants (51.8%)
- Aztec Nights participants (23.3%) were more likely to feel lonely and homesick than non-participants (17.6%)
- Aztec Nights participants (20.6%) tended feel less isolated from campus life than non-participants (30.8%)
- The proportion of Aztec Nights participants (15.6%) who regularly consumed alcohol before the semester started was higher than the proportion of non-participants (7.4%)
- During the first five weeks, 44.4% of the Aztec Nights participants and only 22.1% of non-participants reported having 5 or more alcohol beverages in row at least one time

- Male Aztec Nights participants (35.1%) were more likely to report having 5 or more drinks at once during the past two weeks as compared to male non-participants (10.3%)
- Female Aztec Nights participants (37.8%) were more likely to report having 4 or more drinks at once during the past two weeks as compared to female non-participants (17.6%)
- A large majority of Aztec Nights participants (81.9%) stated they would likely attend future Aztec Nights events as compared to 51.8% of the non-participants
- Almost half of the survey respondents (48.6%) attended parties other than Aztec Nights sponsored events
- A large majority of Aztec Nights participants (70.0%) attended parties other than Aztec Nights sponsored events as compared to 28.7% of the non-participants
- Of the survey respondents who attended other parties, 56.2% stated that the parties were in a Greek house
- A majority of the Aztec Nights participants (64.3%) and 37.7% of the non-participants who attended other parties reported that the parties were in a Greek house
- Of the survey respondents who attended other non-Greek parties, 68.7% stated that the parties were within walking distance of SDSU
- A majority of the Aztec Nights participants (73.7%) and 57.0% of the non-participants who attended other non-Greek parties stated that the parties were within walking distance of SDSU

#### **Part IV – Suggestions for Future Aztec Nights Events**

- Concerts, dances, and movies were the most popular suggested events overall
- Although concerts were the most popular event, there was a wide variation in the types of artists suggested. These included obtaining a more popular and well-known band or artist such as Ne-Yo or Danity Kane, metal and punk bands such as Drop Kick Murphy's, or highlighting local bands.
- Similarly, while students were in favor of dances and wanted music or DJs at other events, they wanted a greater variety in the themes of the dances and music played (i.e. Masquerade ball, raves, swing dance, Latin dances) rather than solely hip-hop.
- Sports activities, video gaming, and bowling were generally favorable as well. Within each of these three activities there were also suggestions for holding tournaments, not merely offering the activity for fun, but to also have a competition.
- Sports activities, video gaming, and bowling, as well as other types of tournaments or competitions was suggested by a greater number of non-participants than participants.
- Besides the top three events, participants suggested having a casino night, bonfire/beach event, or a BBQ/Luau more so than the non-participants. On the other hand, non-participants suggested karaoke, creative arts events, and parties.
- Non-participants often reported that the hours were not convenient, suggesting that the events should occur during the day or not on a Thursday.
- More non-participants than participants suggested offering incentives for attending the events.

- More non-participants than participants stated that they would want the same events to be included for future Aztec Nights.
- Both participants and non-participants suggested increasing advertising, having a pool party or event at the Aquaplex, including icebreakers, and reported enjoying the Drag Show.

## CONCLUSIONS AND RECOMMENDATIONS

### Part I - Demographics

Proportional discrepancies between Aztec Nights participants and survey respondents occurred in three areas: resident-commuter status, student ethnicity, and Greek membership status. Specifically, residential, White, and Greek students were over-represented and Latino students were under-represented as participants in the Aztec Nights programs. Given that a majority of the Aztec Nights participants were residential students and that residential students are generally White and Greek, it's not surprising that these two groups were over-represented as Aztec Nights participants. Conversely, the under-representation of Latino students among Aztec Nights participants could be due to the fact that a majority of Latinos are commuter students.

Considering the demographics gathered from the Aztec Nights survey of first time freshmen, the outreach efforts of future Aztec Nights events and activities need to be more inclusive, particularly for commuter students, Latino students, and non-Greek students. For example, the Latino cultural student organizations may be utilized to help reach out to Latino students.

### Part II-A – Aztec Nights Events (Non-Participants)

In general, the survey respondents who did not participate in Aztec Nights were 'too busy' to attend any of the events. Furthermore, in addition to being too busy, resident non-participants were also 'not interested' in the events, while commuter non-participants felt it was 'too far'. Given the multitude of expectations and requirements that first-time freshmen are bombarded with at the beginning of the semester, it is not surprising to find that a lot of students just don't have the time. Furthermore, students might have felt that they were expected to attend as many events as possible. Thus, when promoting Aztec Nights to new students, it may be good to acknowledge their busy schedules, but to encourage them to attend at least one event.

In terms of those who were not interested (particularly resident students), soliciting their input for future events is warranted. Finally, scheduling events that are in the afternoon (after most classes) may allow more commuter students to participate since they would not have to leave the campus.

### Part II-B – Aztec Nights Events (Participants)

Regardless of resident-commuter status, about half of the participants arrived to the events on time and another third arrived within the first hour. However, in terms of leaving the event, over half of the resident participants left before midnight, while a majority of the commuter participants left after midnight. A possible explanation for this difference is that close proximity to their residence or to other areas (e.g., local

parties) in and around the campus made it easier for resident participants to leave the events earlier.

Although, a majority of participants in the Aztec Nights Program were residents, the commuter participants were more likely to indicate that they enjoyed the event, had an opportunity to socialize at the events, had an opportunity to meet new friends, and were more satisfied with the events overall. Therefore, while both resident and commuter participants benefited from the program, more effort should be made toward increasing the attendance for commuter students, given their higher levels of enjoyment, satisfaction and, perhaps most importantly, to socially integrate and become connected to the SDSU campus community.

Given the fact that participation appears to decline as the semester progresses, it may be wise to more evenly distribute some of the larger and more popular events throughout the weeks to maintain optimal attendance.

Nearly all participant respondents refrained from consuming alcohol before or after the event. While we do not have information as to the alcohol consumption level of non-attendees, it is a possibility that these events do serve in some way to reduce new student consumption of alcohol.

### **Part III – First Five Weeks**

According to the survey responses, during the first five weeks of the semester, Aztec Nights participants were more likely to feel that the campus was friendly and supportive than non-participants. In addition, Aztec Nights participants felt more connected to the campus and were more likely to attend future Aztec Nights events than their non-participant counterparts. Thus, the data show that the university has been effective in providing opportunities for student engagement and connectedness to the campus through the Aztec Nights program.

Since the Aztec Nights participants identified themselves as more lonely and homesick, it would appear that the Aztec Nights program has targeted the right population. However, the same students were also more likely to consume alcohol prior to the start of the semester and consume more alcohol beverages in a row as compared to the non-participants. Moreover, participants were more likely than non-participants to attend parties not affiliated with Aztec Nights, whether at a Greek house or near campus. Given that there is no baseline for comparison, the extent to which this year's Aztec Nights program has effectively changed this behavior cannot be determined at this time. If anything, the Aztec Nights participants (who are mostly resident students) have validated the university's need to provide alternative activities on nights and weekends.

### **Part IV – Suggestions for Future Aztec Nights Events**

Overall, students suggested offering the same events. Some students even wrote, "Same events." However, they would like to see a greater variation within the events, specifically in the case of concerts, dances, and other music provided. There was a demand for alternative genres of music rather than hip-hop mainstream music. The two events that ranked in the top ten events that were not included in Aztec Nights were

physical or sports activities and tournaments or competitions. Interestingly, there were not major discrepancies between the responses of participants and non-participants. This suggests that students favor the types of events but, in the case of non-participant respondents, the students could not attend due to timing or were not informed.

Given the suggestions provided by the survey respondents, we would recommend that Aztec Nights programmers and policy makers continue offering concerts and dances, but try to appeal to a larger population by obtaining a better known performer or increasing the variation in the different types of acts or music played. Holding video game or athletic tournaments might increase participation among non-participants since they reported more often wanting a sporting, video gaming, and tournament-type event.

We also recommend providing programming during the day that allows for and promotes student interaction so that those who are not able to return to campus at night still have opportunities to form relationships with other students and build a sense of belonging as a member of the SDSU community. Finally, improve advertising to inform students when events are happening and provide a description of each event. Many of the events that the non-participants reported were a part of Aztec Nights, suggesting students may not have known about the events.

## Appendix I Aztec Nights Executive Summary

### Judicial Statistics 2007/2008 Comparison

#### A. Violations of (b.10) – Alcohol

(b.10) *Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and University regulations), or public intoxication while on campus or at a University related activity.*

| <u># of Violations</u> | <u>2007</u> | <u>2008</u> | <u>Difference (+ / -)</u> |
|------------------------|-------------|-------------|---------------------------|
| August                 | 90          | 23          | 67 74% decrease           |
| September              | 219         | 96          | 123 56% decrease          |
| October                | 117         | 68          | 49 41 % decrease          |
| November               | 88          | 19 *        | 69 78% decrease           |

\*Some violations occurring in November 2008 have not yet been confirmed and do not are not counted in this figure

#### B. Violations of (b.9) – Illegal Drugs

(b.9) *Use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia, (except as expressly permitted by law and University regulations) or the misuse of legal pharmaceutical drugs).*

| <u># of Violations</u> | <u>2007</u> | <u>2008</u> | <u>Difference (+ / -)</u> |
|------------------------|-------------|-------------|---------------------------|
| August                 | 21          | 5           | 16 76% decrease           |
| September              | 28          | 15          | 13 46% decrease           |
| October                | 19          | 17          | 2 10% decrease            |
| November               | 14          | 9 *         | 5 35% decrease            |

\*Some violations occurring in November 2008 have not yet been confirmed and do not are not counted in this figure

#### C. Violations involving alcohol – Present in a room with, consumption, possession, DUI, etc.

| <u># of Violations</u> | <u>2007</u> | <u>2008</u> | <u>Difference (+ / -)</u> |
|------------------------|-------------|-------------|---------------------------|
| August                 | 155         | 35          | 120 77% decrease          |
| September              | 381         | 189         | 192 50% decrease          |
| October                | 208         | 163         | 45 21% decrease           |
| November               | 155         | 74 *        | 81 52% decrease           |

\*Some violations occurring in November 2008 have not yet been confirmed and do not are not counted in this figure

**D. Total # of Judicial Violations**

| <u># of Violations</u> | <u>2007</u> | <u>2008</u> | <u>Difference (+ / -)</u> |
|------------------------|-------------|-------------|---------------------------|
| August                 | 277         | 63          | 214 77% decrease          |
| September              | 686         | 480         | 206 30% decrease          |
| October                | 475         | 443         | 32 7% decrease            |
| November               | 396         | 335 *       | 61 15% decrease           |

*Highlighted entries indicate months during which Aztec Nights programming occurred.*

## **Appendix J      Greek Life Alcoholic Beverages Policy**

### **Fraternities and the Laws Regarding Alcoholic Beverages**

The University expects Fraternities to obey the laws of the State of California regulating the sale and consumption of alcoholic beverages.

#### **Providing Alcohol to Minors and Intoxicated Persons**

No person may sell, furnish, give, or cause to be sold, furnished, or given away, any alcoholic beverage to a person who is obviously intoxicated, and no person under the age of 21 may purchase alcoholic beverages (CA Business and Professional Code, Sec. 26568 and 25602).

It is the chapter's responsibility to make sure that alcoholic beverages are consumed only to those over the age of 21 at chapter events and on chapter premises. At parties, you must identify guests who are over the age of 21 (using wristbands, etc.) and only allow those alcohol to be consumed by those persons with the appropriate identification. You must also make reasonable efforts to ensure that alcoholic beverages are not provided to or consumed by minors.

Although a 1979 revision to the law relieves hosts of any civil liability for injury to individuals or property damage by intoxicated guests, the officers of your fraternity as well as those who dispensed the alcoholic beverages might, under certain circumstances be civilly, as well as criminally, liable in the case of persons under the age of 21 or persons known to be obviously intoxicated who had been served alcoholic beverages at your function and subsequently injured themselves or another person and/or caused property damage.

#### **Sale of Alcohol**

No person may sell beer, wine, or liquor without a license. The law has been interpreted as prohibiting the Department of Alcoholic Beverage Control from issuing licenses for events sponsored by college fraternities and sororites or held on chapter premises. "Selling" alcohol includes an exchange for money, tickets, tokens, or anything else of value. You cannot sell cups, ice, mixers, etc. and then provide alcohol "free"; that is still considered a sale of alcohol. You may also not accept "donations" by the drink for alcoholic beverages.

### **Possession of Alcoholic Beverages by a Minor / Public Drunkenness**

It is unlawful for a person under the age of 21 to possess alcoholic beverages on any street or highway in any public place or any place open to public view (CA Business and Professional Code, Sec. 25662). It is also illegal for any person to be found in a public place under the influence of alcohol and/or drugs such that he/she is unable to exercise care for his/her own safety or the safety of any street, sidewalk, or other public way (CA Penal Code, Sec. 647-f). In addition, the San Diego Municipal Code prohibits persons, regard-less of age, from possessing open containers of alcoholic beverages on public property (streets, sidewalks, parks, etc.).

A "public place" has been defined as one which is usually open to the public or one which is open to the public view. The interior of your fraternity house is probably not legally a public place. If you hold functions open to the campus community, the areas where the party takes place may be considered a public place. If you hold an event in an unfenced yard, or if your event spills out of the house onto the lawn or area in front of your house, the stipulations regarding consumption by a minor and public drunkenness probably would apply.

Any one under the age of 21 that is convicted of any alcohol or drug law will have their driver's license suspended for one year. The violation does not have to take place in or near a vehicle (CVC 13202.5).

### **Driving While Intoxicated**

No one under the age of 18 may drive a vehicle with a blood alcohol level of .05 or greater (CVC 23140a).

No one under the age of 21 may drive a vehicle with a blood alcohol level of .01 or greater (CVC 23136 - "Zero Tolerance Law"). This law allows law enforcement to use a preliminary alcohol screening device at the scene of a traffic stop. Violation of this law will result in a driver's license suspension only. Any person under 21 that refuses to take a preliminary test will have their driver's license immediately confiscated and suspended for one year. There are no criminal penalties.

Any person driving with a blood alcohol level of .08 or more will have their driver's license confiscated and suspended for at least four months. If the person refuses to take a chemical test to determine blood alcohol level the suspension will be for at least one year.

## Appendix K Recognition Letter of RADD College Spirit Award

BARBARA BOXER  
CALIFORNIA

### United States Senate

HART SENATE OFFICE BUILDING  
SUITE 112  
WASHINGTON, DC 20510-0505  
(202) 224-3553  
<http://boxer.senate.gov/contact>

COMMITTEES:  
COMMERCE, SCIENCE,  
AND TRANSPORTATION  
ENVIRONMENT  
AND PUBLIC WORKS  
FOREIGN RELATIONS

March 31, 2008

Jim Lange, Chair  
Alcohol and Other Drugs Initiatives Program  
Student Health Services  
San Diego State University  
5500 Campanile Drive  
San Diego, CA 92182-4701

Dear Mr. Lange:

I recently learned that the Alcohol and Other Drugs Initiatives Program at San Diego State University received the RADD College Spirit Award for outstanding public service to reduce drunk driving. You have my sincere congratulations on this important achievement.

This award is the result of the dedicated leadership of the program staff. I commend your unending volunteerism and commitment to civic engagement. I especially applaud your exceptional work in educating students about the dangers of drug and alcohol abuse. This award serves as recognition for the altruistic efforts of the university community, and as encouragement to continue striving for excellence.

Again, congratulations on this much-deserved recognition.

Sincerely,



Barbara Boxer  
United States Senator

BB:rp

1700 MONTGOMERY STREET  
SUITE 240  
SAN FRANCISCO, CA 94111  
(415) 403-0100

312 NORTH SPRING STREET  
SUITE 1748  
LOS ANGELES, CA 90012  
(213) 894-5000

501 'I' STREET  
SUITE 7-600  
SACRAMENTO, CA 95814  
(916) 448-2787

2500 TULARE STREET  
SUITE 5290  
FRESNO, CA 93721  
(559) 497-5109

600 'B' STREET  
SUITE 2240  
SAN DIEGO, CA 92101  
(619) 239-3884

201 NORTH 'E' STREET  
SUITE 210  
SAN BERNARDINO, CA 92401  
(909) 888-8525

PRINTED ON RECYCLED PAPER

**Appendix L 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](http://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-HEALTH (619) 594-4325      Public Safety (619) 594-1591



**PRICE**  
PREVENTING RAPE BY INTOXICATION THROUGH COMMUNITY EDUCATION

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

## **Appendix M Student AOD Policy Statement**

### **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](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.