

**Biennial review of drug prevention efforts**

**New Mexico State University**

**Fall 2007–Fall 2009**



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The Office of the Dean of Students at New Mexico State University's Las Cruces campus gathered information from university offices and departments that deal with substance abuse for this biennial review. Programs and departments contributing to this report include: Wellness Alcohol Violence Education (WAVE), Counseling Center, Student Success Center Hardman, Student Health Center, University Health Services, Campus Activities, Athletics, Human Resource Services, Student Judicial Services, , and the NMSU Police Department. A member of the NMSU community could be subjected to intervention and authority of several of these segments of the community in addition to civil and criminal authorities and university administrative policy.

This Biennial Review report is divided into sections from reporting departments that include:

- I. Publications of policies, reports, and literature regarding alcohol and drugs with annual distribution.
- II. Description, assessment and evaluation of alcohol and drug programs.
- III. Action plan for the next two years.

NMSU community campuses of Alamogordo, Carlsbad, Doña Ana, and Grants report separately.

## **I. Publications and distribution**

New Mexico State University provides educational materials for students, faculty and staff regarding policies and procedures related to alcohol and drugs. Additionally, many University departments and offices provide printed and online information related to drug and alcohol education, awareness, programs, and policies.

For students, this information is disseminated primarily through five formats: the Class Schedule; Student Code of Conduct and Related Policies booklet; Student Handbook; websites; and email.

The Class Schedule is published each semester and is available in hard copy and online. Some semesters it includes the NIDA Commonly Abused Drugs chart. Every semester it includes a paragraph of explanation plus a website reference for The Drug-Free Workplace, Drug-Free Schools and Communities Act and Drug-Free Workforce Rules.

The Student Code of Conduct and Related Policies booklet is included in materials every student receives when they enroll for classes. These formal sessions occur from late April through mid-August. This distribution ensures that all students new to New Mexico State personally receive a copy of the Code, which outlines standards of conduct and sanctions and includes the University's Alcohol Policy, Drug-Free Workplace, Drug-Free Schools and Communities Act and Drug-Free Workforce Rules

The NMSU Student Handbook is produced every academic year and is provided to both new and returning students in a variety of settings. It is a combination of the booklet referred to in the previous paragraph, plus a weekly calendar for planning, University traditions and resource information.

All of the above named resources are also available on line. And many pieces are posted on a number of department websites, including Greek Life, Student Health Center, and WAVE.

Emails are sent to all students each semester alerting them, once more, to NMSU's alcohol and other drug (AOD) policies, resources, programs and consequences.

Additionally, literature at New Student Orientations includes tip sheets regarding alcohol use and abuse: "Aggie Rights and Responsibilities," "Symptoms of Alcohol Poisoning," and "Safety Tip sheet."

## **Drug and Alcohol Free University and Workplace Notice**

The Assistant Director of HRS Employee and Management Services and the Director of the Employee Assistance Program collectively distribute information in accordance with the Drug Free Workplace Act of 1988, Drug Free Schools and Communities Act per the U.S. Department of Education, and Drug Free Workforce regulations per the U.S. Department of Defense.

It reiterates the University's policy prohibiting the unlawful manufacture, possession, use or distribution of drugs and/or alcohol on university property and in the workplace. Additionally, it explains the health risks associated with substance abuse, and provides information regarding some of the referral and treatment opportunities available in the geographical area. Lastly, it describes the potential administrative and legal consequences which may be imposed for violations.

The information is distributed annually via email at the start of the academic year to all employees, both faculty and staff. In addition, it is presented to new employees at orientation programs provided by Human Resource Services. Employees who are not hired into *regular* positions (temporary, emergency hire, etc...) and are not invited to attend New Employee Orientation, must be provided with a copy of the announcement by their hiring manager at the time the offer of employment is accepted.

## **II. Program and services**

The cornerstone of NMSU's alcohol and drug abuse prevention efforts directed at students is the Wellness, Alcohol, and Violence Education Program, or WAVE. This program acts as a resource for all other efforts and works closely with other wellness programs (the Counseling Center, Student Health Center) and student engagement programs (Athletics, Campus Activities, Housing, Student Success Center) in addition to Student Judicial Services and the NMSU Police.

### **Wellness, Alcohol and Violence Education Program (WAVE)**

<http://www.nmsu.edu/~wave/index.php>

WAVE is a peer educator-based, comprehensive harm reduction program that educates the campus community on issues of personal safety and well being. WAVE's peer educators provide students with information and strategies regarding alcohol and other drug use and prevention of sexual assault and other forms of violence. WAVE collaborates with campus entities to promote safe environments for the community in addition to providing services

and support to students regardless of sex, race, ethnicity, sexual orientation, age, disability, religion, or national origin. WAVE has three full-time professional staff, one graduate research assistant, ten peer educators, and several interns and volunteers.

WAVE uses multiple interventions classified as Tier 1–4, as described in the Social Ecological typology matrix from the 2002 National Institute on Alcohol Abuse and Alcoholism report *A Call To Action: Changing the Culture of Drinking at U.S. Colleges*. WAVE strategies to reduce student alcohol abuse include individual, group, institution, community and policy level interventions. Specifically, WAVE works through classroom presentations, tabling, events, a web site, other publications, surveys and assessments, e-Chug, e-Toke, BASICS, alcohol-free events, and parent education. WAVE also is involved in two alcohol-related university committees and a state-wide consortium. From fall semester 2007 through summer semester 2009, over 15,000 students participated in WAVE's alcohol-related presentations or events.

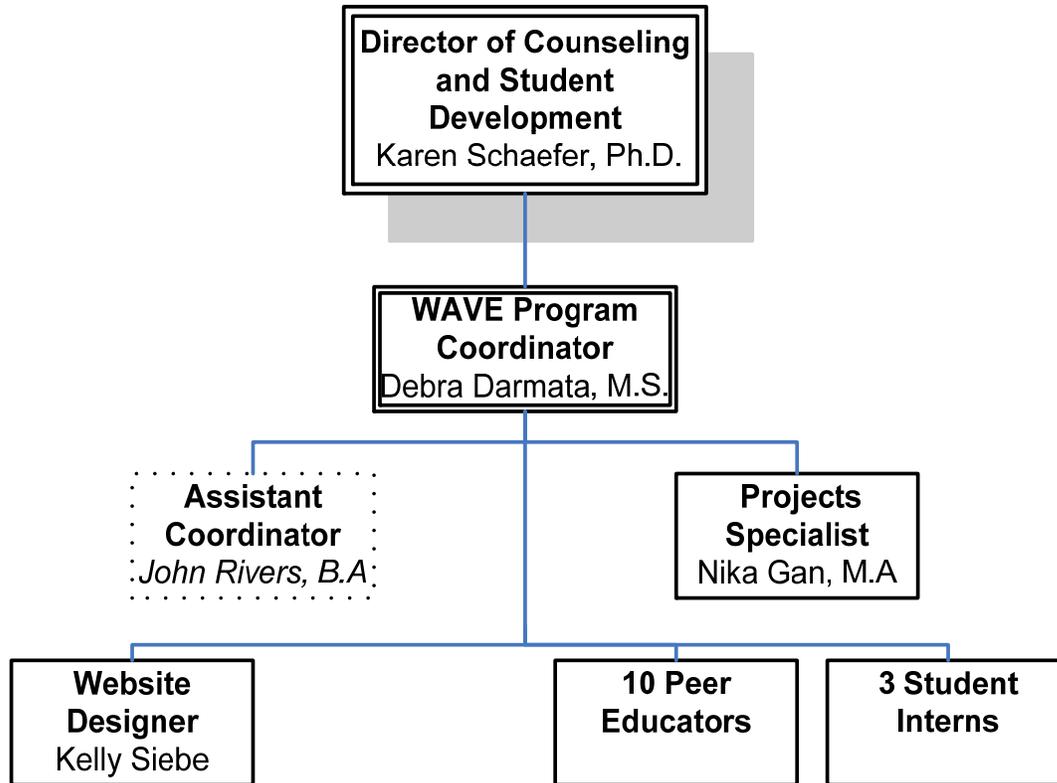
### **WAVE strengths**

- Theoretical foundation: WAVE uses evidence-based interventions aligned with the 2002 National Institute on Alcohol Abuse and Alcoholism (NIAAA) recommendations that AOD programs combine Tier 1–4 strategies.
- Collaborative approach: WAVE leverages efforts through collaboration with other campus efforts and with other New Mexico colleges and universities.
- Outreach: WAVE reaches a large number of students through presentations and events and through the web site.
- NMSU has administered the CORE Survey since 1999 thus has a plethora of data over an extended period allowing for an examination of alcohol and drug trends.

### **WAVE challenges**

- Lack of empirical research on program effectiveness specific to NMSU, although interventions are evidence based.
- Inconsistent yearly funding.
- Staff turnover for the Assistant Program Coordinator position.

## WAVE ORGANIZATIONAL CHART



### ***The alcohol & drug challenge***

High-risk drinking during college is a well-documented phenomena that affects first-year students disproportionately. Data from freshmen extracted from the 2009 NMSU Core survey revealed that:

- 42.4 % of students had at least one episode of binge drinking within the past two weeks.
- Students who drink alcohol imbibe an average of 4.1 drinks per week.
- 34.1% drove under the influence at least once during the past year
- In the past year, 13% were in trouble with the police, residence hall or other college authorities.
- 18.3% reported being hurt or injured.
- 51.5% experienced nausea or vomiting, memory loss (32.8%), and doing something they regretted while drinking (35%)
- 8.5% were taken advantage of sexually while intoxicated.

## ***Research basis for WAVE***

WAVE programming is based on research into the effectiveness of prevention efforts. Relying on existing research allows WAVE to optimize resource use and minimize ineffective effort. WAVE relies on techniques of social norming, environmental strategies, harm reduction, and peer education.

### **Social norming**

Students tend to make decisions based on their perception of how other students behave in similar situations. Unfortunately, students incorrectly perceive how others behave; they overestimate the amount of alcohol students consume and underestimate students' desire for intervention in dangerous situations. Social norming clarifies the behavior of peers so students can make better decisions regarding their own behavior.

### **Environmental strategies**

Environmental strategies seek to decrease substance abuse by limiting access to substances and changing social norms that permit the abuse. Tactics include changing laws, policies, and practices to create environments that decrease the probability of substance abuse.

### **Harm reduction**

Harm reduction is a philosophy that recognizes that some people will always engage in behavior which carries risks, such as college alcohol use. A harm reduction approach mitigates dangers and health risks associated with the risky behaviors.

### **Peer education**

WAVE uses peer educators to deliver information and strategies to NMSU students. Research demonstrates that peers can influence behavioral choices, particularly regarding alcohol harm reduction and violence prevention.

## ***WAVE programs***

### **Training for Peer Educators**

Training for WAVE peer educators has become increasingly comprehensive with a 40 hour training one week prior to the beginning of the fall semester (Appendix 1).

### **Program overview and evaluation**

Harm-reduction strategies are categorized into tiers by the strength of evidence supporting their effectiveness in reducing risky behavior among college students. Tier 1 strategies have strong support; Tier 2 strategies demonstrate some evidence of effectiveness but are not well evaluated. Tier 3 strategies might make intuitive sense or have a theoretical foundation but lack supporting evidence, and implementation should include an evaluation component. Tier 4 strategies have no evidence supporting their effectiveness. The 2002 NIAAA report recommended combining the following strategies, with emphasis on Tier 1, to prevent abuse of alcohol and other drugs. Strategies lacking evidence of effectiveness can be effective gateways to more effective strategies.

***Tier 1: Evidence of effectiveness among college students***

1. Combine cognitive–behavioral skills with norms clarification and motivational enhancement interventions.
2. Offer brief motivational enhancement interventions.
3. Challenge alcohol expectancies.

***Tier 2: Evidence of success with general populations that could be applied to college environments***

1. Increase enforcement of minimum drinking age laws.
2. Implement and increase publicity and enforcement of other laws to reduce alcohol-impaired driving.
3. Restrict density of retail alcohol outlets.
4. Increased price and excise taxes on alcoholic beverages.
5. Implement responsible beverage service policies (social and commercial).

***Tier 3: Evidence of logical and theoretical promise, but requires more comprehensive evaluation***

1. Reinstate Friday classes and exams and Saturday morning classes.
2. Implement alcohol-free, expanded late-night student activities.
3. Eliminate keg parties on campus.
4. Employ older, salaried resident assistants or hire adults.
5. Further control or eliminate alcohol at sports events and prohibit tailgating.
6. Refuse sponsorship gifts from the alcohol industry.
7. Ban alcohol on campus, even at faculty and alumni events.

***Tier 4: Evidence of ineffectiveness***

1. Provide informational, knowledge-based, or values clarification about alcohol related to its excessive use (when used alone).
2. Provide blood alcohol content feedback to students.

In addition, the Higher Education Center introduced a typology of campus-based prevention and treatment options to categorize existing efforts, identify missing program elements, and guide new strategic planning (Table 1). The typology categories are characterized by two dimensions.

The first is a *social ecological framework*, with programs and policies classified into five levels: individual, group, institution, community, and state and federal public policy.

The typology's second dimension concerns four key *areas of strategic intervention*:

1. Changing people's knowledge, attitudes, skills, self-efficacy, and behavioral intentions regarding alcohol consumption.
2. Eliminating or modifying environmental factors that contribute to alcohol-related problems.

3. Protecting students from the short-term consequences of alcohol use (“health protection” strategies).
4. Intervening with and treating students who show evidence of problem drinking or are diagnosed as alcoholics.

These dimensions were represented as the matrix in Table 1.

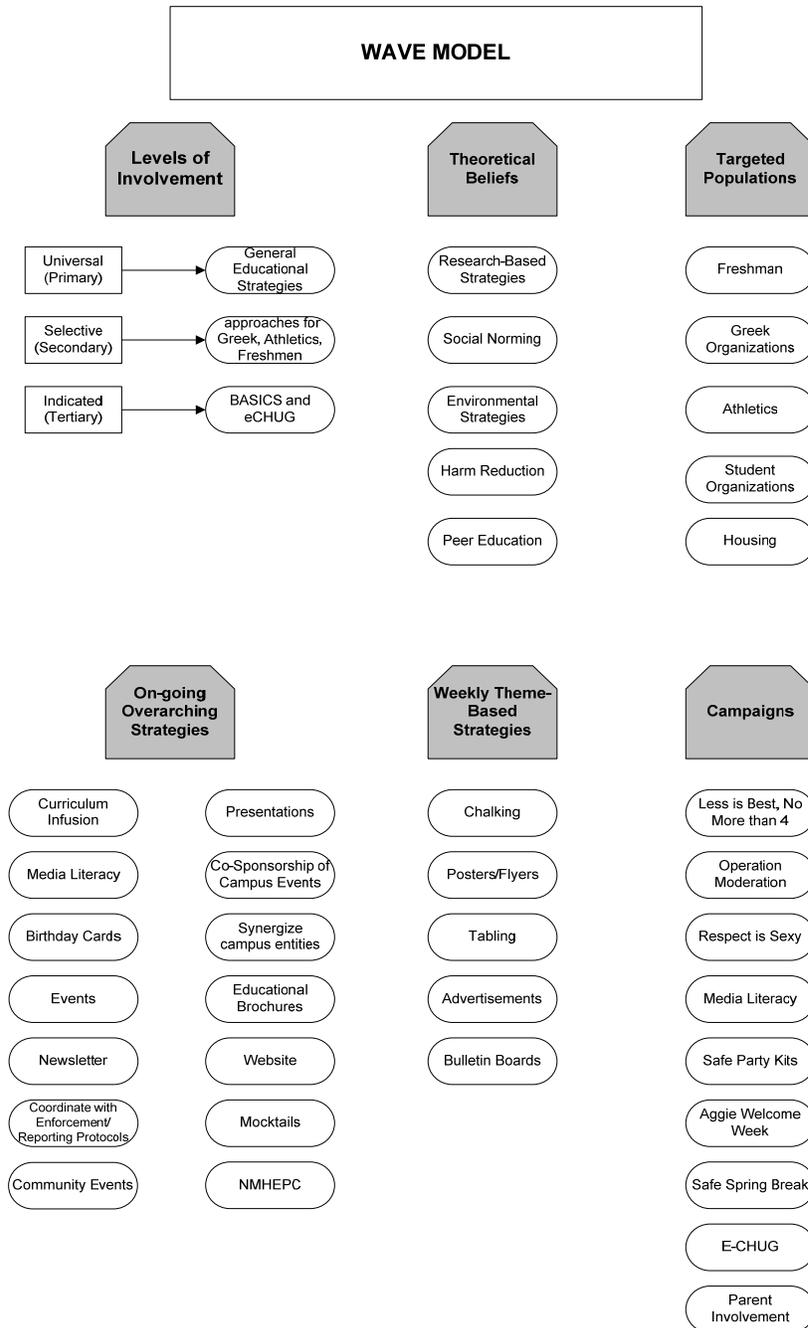
**Table 1. Matrix of campus-based prevention and treatment options identify missing program elements and guide strategic planning.**

| Areas of strategic intervention                                     | Social ecological framework<br>(Program and policy levels)         |  |                                      |  |  |
|---|--|--|--------------------------------------|--|--|
|   | Individual   | Groups   | Institution                          | Community  | Social influence policy                  |
| Prevention  | 21 <sup>st</sup> birthday card                                     | Classroom presentations, tabling, events, curriculum infusion, newsletters, brochures  | CHANCE                               | Parent involvement, 21 <sup>st</sup> birthday card, web page     |  |
| Knowledge, attitudes, skills, self-efficacy, behavioral, intentions | Relaxation room  | Mocktails, relaxation room, events, social norming campaigns, focus groups, e-Chug     | CHANCE, alcohol free sporting events | Bar assessment, alcohol-free sporting events, e-Chug, consortium | Alcohol-free sporting events, consortium |
| Environmental change  | Overall wellness, relaxation room                                  |  |                                      |  |  |
| Health protection   | Basics, e- Chug, Counseling Center, AA, pharmacological treatments |  |                                      | Parent involvement   |  |
| Intervention and treatment  | 21 <sup>st</sup> birthday card                                     | Classroom presentations, tabling, events, curriculum infusion, newsletters, brochures, | CHANCE                               | Parent Involvement, 21 <sup>st</sup> birthday card, webpage      |  |

The typology particularly emphasizes five strategic areas of environmental management (from NIAA materials):

- Offer and promote social, recreational, extracurricular, and public service options that do not include alcohol.
- Create a social, academic, and residential environment that supports health-promoting norms.

- Limit alcohol availability on and off campus.
- Restrict marketing and promotion of alcoholic beverages on and off campus.
- Develop and enforce campus policies and enforce local, state, and federal laws.



### **Specific strategies and campaigns**

WAVE strategies target individuals and groups, particularly high risk groups such as first-year students, the Greek community, and athletes. WAVE's goal is to create or support a culture that encourages safe environments regarding alcohol and violence prevention.

#### ***Curriculum infusion: (Tier 4)***

Alcohol education has been incorporated into several general education courses. Pilot groups for this effort worked through a WebCT module and had a WAVE presentation; classroom topics focused on alcohol. With the English Department and University 150, WAVE continues to explore effective means of disseminating information.

#### ***21<sup>st</sup> birthday card initiative: (Tier 4)***

WAVE, with support from Information & Communication Technologies (ICT), created electronic birthday cards for students and postcards for their parents with information on making good choices relating to alcohol. This initiative targets students on their 21<sup>st</sup> birthday. WAVE's biggest challenge in this effort was gaining access to current addresses of students.

#### ***Special events: (Tier 1-4)***

WAVE participates in Aggie Welcome Week, Take Back the Night, RAINN Day/Clothesline Project, Spring Break Crush, DWI Go Carts, Easter Egg Hunt, Respect is Sexy, Standing Together, Wellness Fair, Aggie Experience, Mike Domitrz' presentation *Can I Kiss You*, Get Carded Day, National Alcohol Screening Day, National Depression Screening Day, and a health and fitness screening at the Activity Center.

#### ***Presentations: (Tiers 1 + 4)***

WAVE's peer educators are available for presentations to campus audiences on topics like alcohol risk reduction and signs of alcohol poisoning; DWI laws, alcohol and violence; alcohol and athletics; alcohol and the Gay-Lesbian-Bisexual-Transgender population; violence including domestic, intimate partner and sexual assault, stalking; media literacy; tobacco; eating disorders; gender specific cancers; and sexual health. Presentations are tailored to specific audiences; WAVE visits nearly all University 150 classes and other general education courses in addition to upper class and graduate courses.

#### ***Synergize campus entities including alcohol policy formation: (Tiers 2 + 3)***

WAVE works closely with Housing and Residential Life; Counseling and Student Development, Student Health Center; Police and Fire Departments; Athletics; Campus Activities; Judicial Affairs; Dean of Students; and several academic departments. WAVE is an integral part of two university committees that work toward reducing high-risk drinking. One, the CHANCE committee, is administrative with a focus on policy; the other committee focuses on multi-departmental collaboration.

***Mocktails: (Tier 3)***

WAVE Peer Educators provide mocktails (non-alcoholic drinks) at Housing events (Casino Night, Spring Break, Super bowl) and provide information about responsible alcohol use, sexual assault prevention, and alcohol-free events.

***New Mexico Higher Education Consortium: (Tiers 1, 2, + 4)***

NMSU is a grantee with University of New Mexico's (UNM) CASAA/COSAP (Center on Alcoholism, Substance Abuse, and Addictions/ Campus Office of Substance Abuse Prevention) on a Strategic Prevention Framework State Incentive Grant. The Strategic Plan and Scopes of Work is located in appendix 2 and the 2008 End of Year Report is located in appendix 3. The grant funds assessment, capacity building, strategic planning, implementation, and evaluation. Projects funded include the Core Survey, focus groups, Community Access Assessment Tool, Bar Assessment Tool, and work groups. New projects include a DWI simulation course, and distribution of safe party kits. The Consortium published a detailed report in 2009 report and can be found at:

<http://www.unm.edu/news/2010/february/newsreleases/NM%20HEPC.pdf>

***Tabling & Outreach: (Tiers 1 + 4)***

The WAVE Peer Educators table across campus, with their primary focus at Corbett Center during lunch on Wednesdays and Fridays. By using games, drawings, and timely themes (such as Homecoming, Valentine's Day, St. Patrick's Day), WAVE grabs students' attention. WAVE also supports events such as Chicano welcome events, Sex & Gender Awareness Month, Tailgating, Aggie Welcome, and Aggie Day.

***BASICS (Brief Alcohol Screening & Intervention for College Students): (Tier 1)***

The BASICS program targets students who have or are at high risk of developing an alcohol problem. The majority of referrals come through Housing. All first-time offenders complete e-Chug. The second time students violate the alcohol policy, they must attend a BASICS session at the Counseling Center. By using non-confrontational, non-judgmental techniques, therapists provide feedback to students regarding their alcohol use or abuse.

**Publications and literature**

***Newsletters (Tier 4)***

WAVE publishes two newsletters monthly. One newsletter is written by Peer Educators and intended for students. This newsletter is distributed in English 111 classes, at presentations and events, tabling, and via web page. The second newsletter is written by WAVE staff for NMSU faculty and staff. It is distributed electronically and announced through campus communication channels.

***Parent involvement (Tier 3)***

Parents are given brochures during first-year student move-in weekend along with a workshop that addresses safety issues, including alcohol. In addition, all parents of first-year students get a letter from WAVE explaining program details and an informational brochure regarding college students, parents, and alcohol.

### ***WAVE website (Tiers 1 + 4)***

In addition to providing educational information regarding wellness, alcohol, and violence, the WAVE website is the portal into the e-Chug and the e-Toke simulations. e-Chug (electronic Check-Up to Go) allows students to enter information about their drinking patterns and receive feedback about their use of alcohol. This assessment takes 6–7 minutes and requires no face-to-face contact with a counselor or administrator.

e-Toke is a similar assessment tool that focuses on marijuana use. Both of these research-supported tools have been shown to significantly reduce harm from substance abuse. The Intoximeters Inc. Drink Wheel is another interactive tool linked from WAVE's website that estimates blood/breath alcohol concentration (BAC/BAC) based on question responses. The Intoximeter provides useful information about the responsible use of alcohol. On average, the WAVE website has 7,191 unique visitors in a month, and 86,288 in a year.

### ***Educational brochures, cards, posters and other materials: (Tiers 1 + 4)***

- Coasters that detect spiked drinks, magnets with important phone numbers
- DWI and state laws
- Social norming posters
- Laminated Alcohol Poisoning Cards
- Alcohol Poisoning posters
- One time use breathalyzers
- *Do You Know How to Party?*
- *NM Alcohol Laws*
- *Parents, Students, & Alcohol*
- *Brief Alcohol Screening and Intervention for College Students (BASICS)*
- *LGBT and Alcohol*
- *Women and Alcohol*
- *The Skinny on Alcohol and Sexual Assault* for sororities
- *Binge Drinking at College* for fraternities and sororities
- *How To Talk To Your Child About Alcohol*
- *Semester Schedule of Events*
- *How to Help a Friend/ Every Two Minutes...*
- *Drug Risk/You May Have Been Drugged*
- *BAC Cards*
- *Alcohol Poisoning Posters*

- *DWI Checkpoints Posters*
- *Dona Ana County DWI Program*
- *Alcohol in the LGBT Community*
- *Alcohol Use and You: Decisions on Tap*
- *Media Literacy and Alcohol*
- *Parents, Students, and Alcohol: Whey You Talk They Listen*

**Needs assessment and surveys**

Each fall semester the CORE Alcohol and Drug Survey is distributed to a sample of NMSU students. The CORE is a national survey with established benchmarks designed and used specifically for college students. In addition to the CORE survey the Student Lifestyle Survey is distributed to students in the spring semester. These surveys serve as a needs assessment and as a measure of program effectiveness. The CORE survey also is used in our social norming campaigns. A brief description of differences follows.

| <b>Differences: CORE and Lifestyles Surveys</b>                                 |   |
|---|---|
| <b>CORE</b>   | <b>Lifestyles</b>   |
| 1.) Nationwide Benchmark & Comparison (Southern Illinois University Carbondale) | 1.) Statewide Benchmark & Comparison (University of New Mexico)   |
| 2.) Administered since 1999   | 2.) Administered in 2008, 2010  |
| 3.) Does not explain serving size   | 3.) Explains alcohol serving size   |
| 4.) Limited enforcement questions.  | 4.) Several enforcement questions (likelihood of arrest, DWI). Also questions re: ease and availability for minors to obtain and consume alcohol. |
| 5.) Asks about volunteer activities   | 5.) Does not ask about volunteer activities   |

**Evaluation of WAVE**

The key question WAVE’s evaluation seeks to answer is: How many students do our services and activities serve and benefit? Our analysis is based in part on the matrix from Table 1 (see page 8).

WAVE counts students who attend WAVE presentations on alcohol or receive information at an event (Table 2).

|                         | <b>Fall 07</b> | <b>Spring 08</b> | <b>Fall 08</b> | <b>Spring 09</b> | <b>Total</b> |
|-------------------------|----------------|------------------|----------------|------------------|--------------|
| Alcohol presentations   | 1,033          | 371              | 493            | 788              | 2,685        |
| Alcohol outreach events | 3,037          | 4,881            | 2,410          | 2,421            | 12,749       |

In addition students receiving a WAVE classroom presentation are requested to complete an evaluation which includes both a quantitative and qualitative section (Appendix 4). Students are specifically asked

**What concepts or issues did you find the most valuable?**

**What concepts or issues were the least helpful?**

See Appendix 5 and 6 for evaluation results.

The CORE and Lifestyle Survey's can also provide trends regarding NMSU and alcohol use. The following changes have occurred between 2006-2009:

1. There has been a 14% decrease in reported binge drinking (2006 51% none versus 2009 58% none)
2. There has been a 28% decrease in average number of drinks consumed weekly (2006 5.69 versus 2009 4.10)
3. Significantly less alcohol is also being consumed on campus, residence halls and in Greek housing. Campus 18% decrease, residence hall 24% decrease, Greek Housing 16% decrease
4. There was a 19% decrease in reported driving while under the influence and with that a 40% reduction in reported DUI's
5. There was a 33% reduction in "Taken Advantage of Sexually" with 2006 at 12.7% and 2009 at 8.5%

***Qualitative evaluation***

Student benefit can be difficult to measure, particularly qualitatively. Research on techniques used by WAVE has demonstrated their effectiveness, so NMSU students attending WAVE events are likely positively influenced, in varying degrees, by education about the dangers of binge drinking and related topics.

These serious issues affect student retention (29% of student academic failures are due to alcohol misuse), and education could be the difference between life and death.

An additional student benefit is the practical experience Peer Educators gain from employment at WAVE. Nearly all of the Peer Educators major in related fields, and WAVE provides them with excellent opportunities to help launch their careers. Additionally, being a WAVE Peer Educator provides an opportunity for students to help others with serious issues and to help them have a more meaningful college experience.

### ***Additional accomplishments***

1. Hired two part-time temps and eleven Peer Educators in addition to the three full time positions.
2. Increased program funding by obtaining I&G funding for the Program Coordinator and Assistant Coordinator positions.
3. Increased program funding by obtaining three different state grants.
4. As stated above NMSU evidenced significant reductions in binge drinking, average number of drinks consumed weekly, and DUI's.
5. Significant increases in outreach efforts with a 47% increase in number of students who were supplied with WAVE alcohol information and a 300% increase in yearly visits to the WAVE website.

## **Counseling Center**

<http://www.nmsu.edu/~counsel/>

The NMSU Counseling Center offers confidential services to students at no cost. Services are based on brief intervention models and there is typically a 15 session per year limit however there is no limit on group sessions. Services are provided by licensed psychologists and counselors and advanced trainees supervised by senior staff. The focus of the Counseling Center is student development.

### ***Education and outreach***

The Counseling Center for many years provided students with outreach and educational programs on issues of alcohol and other drugs. Those efforts and programs are now delivered by WAVE, which works with the Center and shares staff and resources. The Center's clinical staff provides students with services related to alcohol and other drug use, including assessment, brief therapy, referrals, and sobriety support.

### ***Assessment and intervention***

Students with a concern about their level of abuse can see professional staff to objectively assess the impact that their use has on their lives. This assessment is accomplished using clinical tools, through online tools such as e-Chug, or through the clinical interview.

One specific strategy for assessment and intervention is the BASICS (Brief Alcohol Screening in College Students) program. This two-session intervention accepts referrals from Student Judicial Services, Housing and Residential Life, Student Health Center, and

from Counseling Center caseloads. Once an assessment is completed, staff assists the student to set appropriate goals with strategies to attain those goals. If the assessment determines that the student needs additional services beyond what the Counseling Center can provide, he or she is referred to off-campus resources such as an off campus Alcoholics Anonymous group.

### ***Support***

The Counseling Center provides students with support for their efforts to maintain sobriety. Many students have had treatment or have ended their use of harmful substances independently. Through group interventions, crisis services, and individual counseling, the Center helps students avoid relapse by assisting with stress management, self-regulation, and relationship issues. Counseling Center staff has provided students with options and support.

### **Student Success Center - Hardman**

<http://ssc.nmsu.edu/hardman/courses/index.html>

The Student Success Center course, University 150: Freshman Year Experience, covers issues related to University policy and procedures; health and wellness; and value and choices—all areas where issues of alcohol, drugs, and regulations are discussed. Most instructors schedule presentations through WAVE to supplement a customized text, which includes material on safety and the Juarez, Mexico experience.

Instructors also cover the Student Code of Conduct from the *Student Handbook* in early class sessions. The handbooks are an important component of teaching time management skills and organization, and many instructors address the Code of Conduct as a part of these sessions. Additional information is covered in activities related to becoming familiar with the Undergraduate Catalog and in activities related to identifying values.

### **Student Health Center**

<http://www.nmsu.edu/~shc/>

### ***Publications***

The Student Health Center provides information on their website and in print. Website information covers alcohol poisoning, emergency contacts, Student Health Center Services, mental health screenings, and includes links to the Centers for Disease Control, NMSU WAVE and Counseling Center. The free health brochures include:

- *Alcohol Use & You*, American College Health Association (ACHA)
- *How to Help a Friend with a Drinking Problem*, ACHA
- *WAVE*, NMSU
- *Alcoholics Anonymous*, Las Cruces Chapter
- *Alcohol, A Women's Health Issue*, US Department of Health & Human Services
- *A Family History of Alcoholism*, US Department of Health & Human Services
- *Real World Marijuana*, ETR Associates

- *Getting What You Want From Drinking*, ETR Associates
- *Tips for Cutting Down on Drinking*, NMSU Student Health Center

### ***Alcohol evaluation and treatment***

The Student Health Center employs 8 health care providers to meet student health care needs. All providers are trained in alcohol and drug assessment and evaluation. Psychiatric providers have in-depth knowledge of treatment for substance abuse and high risk behaviors. SHC providers work closely with the Counseling Center to provide therapy for substance abuse diagnosis. Inpatient and specialty referral is available through the SHC and Counseling Center. In collaboration with the Counseling Center, the SHC offers in-house BASICS appointments.

### ***Health education and outreach***

Health education and outreach for alcohol and substance abuse is conducted through: New Student Orientation (Freshmen, Athletics, International, Graduate), University classes, Housing and Residential Life Programs, Student Organizations, Greek Programs, Special Health Observance Weeks (April: *Alcohol Awareness*; October: *Depression & Mental Health, Red Ribbon Week, Collegiate Alcohol Awareness*; March: *Safe Spring Break*; November–December: *Tie One on for Safety Red Ribbon*). The SHC also has programs on sex, violence, general health and wellness, and professional staff training.

### ***Alcohol assessment***

All students who visit the Student Health Center as patients are screened annually for alcohol use by the following question: *In the last 3 months have you had 5 or more drinks (male) or 4 or more drinks (female) in one sitting?* If screening is positive (yes), alcohol education is provided through *The Alcohol Use Disorders Identification Test (AUDIT)*, alcohol information (includes social norms), contact number for BASICS alcohol counseling, and evaluation. Alcohol education is noted in patient chart to alert staff to engage in further patient education and referral.

### ***Outcomes assessment, monitoring and professional affiliations***

The SHC provides health education evaluations, screening participation and assessment, diagnosis tracking, and quality improvement analysis. The SHC participates in strategic planning and development for health education based on the American College Health Association (ACHA) Standards of Practice for Health Promotion in Higher Education and Healthy Campus 2010 and is accredited through the Accreditation Association for Ambulatory Healthcare (AAAHHC).

## **University Health Center—Employee Assistance Program**

<http://wellness.nmsu.edu/eap>

NMSU Employee Assistance Program (EAP) is housed within the University Health Center (UHC), an employee medical clinic. EAP has two full time counselors (Licensed Clinical Mental Health Counselors). The UHC administrative staff collaborates with EAP to preserve employee anonymity and confidentiality.

NMSU EAP's mission is to provide confidential professional services to faculty and staff who are experiencing personal or work related problems, including alcohol and drug abuse, that negatively affect job performance. Employee's spouses or partners may also use this benefit to a limited extent.

In addition to this mission, EAP mediates conflicts and consults with supervisors to identify and intervene with employees experiencing personal and or work-related problems. The promotion of a healthy work environment through seminars on coping with stress, bereavement, and difficult co-workers is a major component of EAP.

EAP refers employees with issues with alcohol or drug abuse. Services for drug and alcohol awareness, assessment, and referral are in accordance with provisions stipulated by Federal Drug-Free Workplace, Drug-Free Work Force, and Drug-Free Schools and Communities legislation.

### ***EAP Goals***

Program goals include a continued effort to promote drug and alcohol education programming for NMSU faculty and staff. A targeted effort toward providing supervisors with the necessary tools to be proactive in addressing employee's drug and alcohol issues is an ongoing goal for EAP.

## **Campus Activities**

<http://campusactivities.nmsu.edu/>

Alcohol and drug programs that are part of Campus Activities from 2007 to the present include the following.

### ***GAMMA (Greeks Advocating Mature Management of Alcohol)***

This student organization comprised of Greek students plans and presents hour-long, monthly programs about alcohol, drugs, and other topics. Attendance ranges from 10–75 students, depending on program, guest speaker, and incentives. Some 2007-2009 programs were: Sexual assault and abuse (WAVE); Alcohol legal tips (Chris Ray, attorney); Spring Break tips; DUI (NMSU Police); The dangers of Juarez (Chris Ray, attorney); the risk of using a fake ID (Special Agent Howard Baker). Special Agent Baker made a second presentation on Identity Theft and use of on line sites.

Fraternalities who have had incident reports related to alcohol are often required to attend all GAMMA meetings as a condition of their conduct probation.

These programs have no formal evaluation, although the programs are well received. Occasionally, attendees are asked to evaluate programs with generally positive results. A formal evaluation program needs to be developed

### ***New Student Orientation***

During 2008 and 2009, the structure for new student orientation was a three hour workshop that preceded registration for classes. The workshop was organized by groups of 10-15 students and one orientation leader (upper class student). Topics covered in this workshop were: differences between high school and college; common problems and solutions; alcohol facts; and academic basics. Each topic was introduced by a skit done by the leaders, followed by review of a handout provided to each student, and concluded with a 15-20 minute discussion about the topic.

The alcohol facts section was based on Jason Kilmer's 'Alcohol Skills Training for College Students' (ASTP). In the 2008 workshops, the overall theme of the discussions which followed the skit and facts handout was 'I've been there.' High school students, in general, were very ready to share their drinking experiences with a boastful edge, for the most part. The 2009 workshops benefited from a better trained leader group, better skits, and a more serious message from the leaders. Resulting discussions about alcohol use were more serious and less gregarious. The twelve facts were, in fact, discussed.

In both years (08 and 09), student comments on the workshop evaluation (which used a critical incident format) often singled out the alcohol sections as informative and useful, providing new information and thoughtful reflection.

For the 2008 New Student Orientations, ~1700 students sign up, with 1175 completing evaluations. Another area of improvement for 2009 was our record keeping. For the 2009 New Student Orientations, 2529 students had signed up with 2165 signing in and completing the workshop.

### ***Additional resources and requirements for student organizations (started in January 2006)***

To become chartered or renew a charter, leaders of student organizations sign a *Leader Responsibility Form* and complete an Activity Summary form indicating the events and activities they implemented the previous year. The responsibility form raised expectations and consequences of not adhering to responsibilities. Alcohol was one of the issues of concern. Anecdotal responses and formal evaluations continue to be favorable.

### ***Student organizations' Administrative Review (starting January 2006)***

The policy governing student organizations was expanded in 2006 to define accountability through administrative review process and consequences and is separate from the NMSU Student Code of Conduct (<http://www.nmsu.edu/~vpsa/SCOC/non-academic.html>).

From January 2007 through January 2009, reports were received on five student organizations that were resolved through administrative review. Four of the student organizations involved were fraternities. Two of the incidents involved alcohol. Letters of reprimand were issued. One chapter created a power point on the use/misuse of Facebook and presented it to most of the chapters during spring semester, 2009.

Additional consequences included discussion with leadership, warning letters, denial of privileges and chapter attendance at GAMMA meetings.

### ***Commitment to personal and community responsibility (starting fall 2007)***

Each semester fraternity and sorority presidents are charged with responsibility for illegal and irresponsible alcohol use and risk management, including hazing, harm reduction education, and care for members and guests. Presidents currently have a clearer understanding of their increased responsibility for these incidents.

### ***Alcohol policy poster (spring 2008)***

One chapter president created a 24 x 36 inch poster of alcohol policies for the University, Housing and Residential Life, and New Mexico. This poster was presented to each chapter and prominently displayed. This service was in partial fulfillment of community service requirements associated with a University judicial sanction.

Chapter members report having been affected by this president's experience and the consequences he has faced as a result of a chapter alcohol incident.

## **Athletics**

<http://www.nmsu.edu/athletics.html>

### ***Activities***

The Athletics Department has student-athletes visit local schools for Red Ribbon Week. They speak, participate in parades, and interact with students with the message of say no to drugs. NMSU recently had football players and Doña Ana Action for Youth collaborate on a Sticker Shock Campaign, where they chaperoned teenagers to businesses that sell alcohol (our students were over 21). They put warning stickers on alcoholic beverages explaining the consequences of providing alcohol to underage people. At basketball games, these same students hand out candy and flyers that warn individuals of the penalties for DWI/DUI.

### ***Drug/Alcohol education***

The Athletics Department makes every effort to educate student-athletes throughout the year about the dangers of drug and alcohol abuse (specifically binge drinking). The Wellness, Alcohol and Violence Education program on NMSU-Las Cruces campus, also known as WAVE, has come to speaking engagements with individual teams and during new student-athlete orientation. The WAVE presenters primarily address binge drinking and violence education. They had out informational materials about where students can go for advice, help or just someone to talk to. Additionally, the athletic training staff has educational materials available to all student-athletes.

### ***Student Athlete Drug testing***

The Department is committed to preventing the use of illegal drugs by student-athletes. Testing for banned drugs is one way of deterring use. It also ensures that student-athletes are medically fit to participate in intercollegiate athletics and minimizes the risk of injury to self or others. A student-athlete found to use a drug banned by the National Collegiate Athletic Association (NCAA) or any other prohibited drug will be required to participate in drug assessment, education, counseling, and treatment and will be suspended with other sanctions (including termination from a program) as directed by this policy. The NMSU Drug Policy for athletes is available upon request.

### **Staff Related Drug and Alcohol Testing**

New Mexico State University operates with some positions requiring a Commercial Drivers License (CDL). As per the Department of Transportation (DOT) regulations, positions requiring a CDL are subject to the following drug and alcohol testing procedures:

Random drug and alcohol testing is a mandatory requirement on a monthly basis. Twenty-five percent of the CDL requiring position pool must be tested for alcohol on an annual basis and fifty percent of the CDL requiring position pool must be tested for drugs on an annual basis.

Reasonable suspicion testing is conducted on an employee requiring a CDL based upon specific, contemporaneous, articulable observations concerning an employee's appearance, behavior, speech, and/or body odors.

Post accident testing must be conducted on an employee requiring a CDL as soon as practical after an accident in which the driver was operating a commercial motor vehicle if: 1. There is a fatality involved, or; 2. The driver is cited for a moving violation and either: a) The vehicle is towed from the scene or; b) Someone is medically evacuated from the scene.

Return-to-duty testing is conducted when an employee requiring a CDL has failed an initial drug or alcohol test and has been allowed to remain in service with NMSU if it was his/her first disciplinary offense, federal and state laws were not broken, and no one was injured.

Follow-up testing is conducted when an employee has passed a return-to-duty test and is

allowed to return to work in a full capacity and continue performing safety-sensitive duties. Follow-up testing is conducted randomly as determined by a Substance Abuse Professional

Pre-employment drug and alcohol testing is required for any employee who accepts a position that requires a CDL.

HRS Employee and Management Services, in collaboration with the NMSU Police Department and the Employee Assistance Program Counselors, provide supervisory training sessions for CDL requiring units on a semester basis or as requested by individual departments. The training session consists of a Supervisor manual, a PowerPoint presentation, interactive role playing and handouts. The training times are designed to comply with DOT regulations. Supervisors are informed of the effects of drugs and alcohol on the human body as well as their effects on employees in the workplace.

HRS Employee and Management Services is developing a training session for employees whose position requires a CDL. The focus will be on the effects of alcohol and drugs as it relates to the human body and as it relates to the testing procedures the employees are subject to. All drug and alcohol testing records are maintained confidentially within the department of HRS Employee and Management Services.

## **Student Judicial Services**

<http://success.nmsu.edu/judicial.html>

The annual report for Student Judicial Services as related to alcohol and drug use reflects trends in both reported student misconduct and disciplinary action for the 2007-2009 time frame. During 2007-2009, all students found responsible for an alcohol related incident received the baseline sanction of one semester probation, completion of e-Chug, and a \$25 administrative fee. Second offenders or 1<sup>st</sup> time serious offenses received a sanction of one year of probation, BASICS and a \$100 administrative fee. As these baselines were followed by both Housing and Student Judicial Services, consistency of sanctions is very high. Student Judicial Services emphasizes alcohol education with regard to sanctioning options.

### ***Programs***

The web-based assessment e-Chug is our first offense sanction. e-Chug evaluates student alcohol consumption and provides feedback about alcohol use. It takes about 6–7 minutes and does not involve direct contact with a counseling professional. If referred by Student Judicial Services, the cost to the student is \$25. Students must complete this program in the Career Exploration Center in Garcia Annex.

As advised initially by the Counseling Center and Housing and Residential Life, our program of choice for second or serious offenders continues to be BASICS, an intervention that does not judge, confront, or label. BASICS is aimed at students identified, through behavior, as experiencing serious or repetitive alcohol, drug, or related difficulties. It is conducted over two 50-minute sessions with a facilitator from the Counseling Center. Following the first session, 30–45 minutes are provided for the student to complete a questionnaire. The first session helps the student explore positive and negative aspects of

their alcohol use. The follow-up session, about 10 days later, allows the facilitator and student to discuss ways to decrease the negative consequences of drinking and to compare the student's behavior with that of peers. When referred by Student Judicial Services, the cost to the student is \$100.

Early indications are that recidivism following BASICS is low.

**Parental notification program**

In fall 2007, the Office of the Dean of Students and Housing and Residential Life implemented the Parental Notification Program, as provided for in recent FERPA law changes, to involve parents of minor students who were transported to a hospital emergency room as a result of alcohol or drug use. Numbers are not available for 07-08. In the fall of 2008, this responsibility was assigned to the Social Worker in the Student Health Center. During fall 2008, there were five notifications made; during Spring 09, one notification occurred.

**Student Judicial Services: 2007-08 & 2008–09 Alcohol and Drug Violation Report**

Because some violations result in more than one sanction, tallies of sanctions are greater than tallies of violations.

| <b>Total Violations</b> | <b>2007-08</b> | <b>2008-09</b> |
|-------------------------|----------------|----------------|
| Alcohol                 | 289            | 169            |
| Drugs                   | 46             | 55             |

| <b>Total Alcohol Violations by semester</b> | <b>Fall 2007</b> | <b>Spring 2008</b> |
|---|------------------|--------------------|
|   | 188              | 101                |
|   | <b>Fall 2008</b> | <b>Spring 2009</b> |
|   | 102              | 67                 |

| <b>Total Alcohol Sanctions</b>    | <b>Fall 2007</b> | <b>Spring 2008</b> |
|-----------------------------------|------------------|--------------------|
| Echug/other educational sanctions | 84               | 97                 |
| BASICS                            | 15               | 9                  |
| Disciplinary Probation            | 126              | 85                 |
| Written Warning                   | 26               | 7                  |

| <b>Total Alcohol Sanctions</b>             | <b>Fall 2008</b> | <b>Spring 2009</b> |
|--|------------------|--------------------|
| <b>e-Chug/ other educational sanctions</b> | <b>90</b>        | <b>43</b>          |
| <b>BASICS</b>                              | <b>13</b>        | <b>2</b>           |
| <b>Disciplinary Probation</b>              | <b>81</b>        | <b>46</b>          |
| <b>Written Warning</b>                     | <b>0</b>         | <b>8</b>           |
| <b>Suspension</b>                          | <b>0</b>         | <b>1</b>           |

| <b>Total Drug Violations by semester</b> | <b>Fall 2007</b> | <b>Spring 2008</b> |
|--|------------------|--------------------|
|  | 32               | 27                 |
|  | <b>Fall 2008</b> | <b>Spring 2009</b> |
|  | 14               | 28                 |

| <b>Total Drug Sanctions</b>       | <b>Fall 2007</b> | <b>Spring 2008</b> |
|-----------------------------------|------------------|--------------------|
| Etoke/other educational sanctions | 19               | 10                 |
| BASICS                            | 4                | 2                  |
| Disciplinary Probation            | 23               | 12                 |
| Written Warning                   | 0                | 1                  |
| Suspension                        | 0                | 1                  |
|                                   | <b>Fall 2008</b> | <b>Spring 2009</b> |
| Etoke/other educational sanctions | 24               | 18                 |
| BASICS                            | 6                | 2                  |
| Disciplinary Probation            | 25               | 21                 |
| Written Warning                   | 0                | 2                  |
| Suspension                        | 0                | 2                  |

\*During Fall 2007 the Judicial Officer database went from being more of an archival database to an active database and may have lost some data during the upgrade as the violation numbers and sanction numbers appear to be off.

## NMSU Police

The NMSU Police Department offers courses on-demand for groups regarding alcohol and drug abuse. These courses are taught in housing areas (at the request of residential assistants), for student organizations (particularly sororities and fraternities), for university supervisors, and for athletic teams (at the request of the Athletic Department) and are coordinated through the department's Crime Prevention office.

In addition, the course "Drugs and Behavior" (HLS 300) reaches 80-90 students per semester. Students enroll from all colleges.

Drawing from the HLS 300 courses, the NMSU Police Department started offering an "Alcohol Issues Train-the-Trainer" program in 2005. This 3-hour course provides detailed information regarding alcohol to attendees and prepares them to help teach the material to others. The most consistent group in receiving this training is the Housing and Residence Life staff. (NOTE: Housing did not schedule this training for their staff during 2009.)

The statistics on arrests for violations of law regarding alcohol and other drugs are published annually by the Police Department. This includes disciplinary referrals and sanctions in accordance with the Jeanne Clery Act. Statistics and reports can be viewed online at [www.nmsupolice.com](http://www.nmsupolice.com).

| <b>CRIME/CATEGORY</b>                             | <b>2007</b>    | <b>2008</b>    | <b>2009</b>    |
|---|----------------|----------------|----------------|
| Giving or Selling Alcohol to Minors               | 7              | 11             | 2              |
| Minor in Possession of Alcohol                    | 207            | 143            | 116            |
| Driving while Intoxicated/Impaired (DWI)          | 35             | 37             | 20             |
| Aggravated DWI                                    | Incl.<br>above | Incl.<br>above | Incl.<br>above |
| Open Container                                    | 27             | 23             | 6              |
| Drinking in Public (no such crime in New Mexico)  | Not tracked    | Not tracked    | Not tracked    |
| Drinking in Vehicle (part of Open Container)      | Not tracked    | Not tracked    | Not tracked    |
| Public Intoxication (no such crime in New Mexico) | Not tracked    | Not tracked    | Not tracked    |
|   |                |                |                |
| Arrests   | Incl.<br>above | Incl.<br>above | Incl.<br>above |
| Citations   | Incl.<br>above | Incl.<br>above | Incl.<br>above |
|   |                |                |                |
| DWI Crashes resulting in injuries                 | 3              | 0              | 0              |
| DWI Crashes without any injuries reported         | 2              | 3              | 1              |

### III. Action plan for the next two years

The following action plan was established two years ago and a review indicates that NMSU has met each goal as planned.

1. Secure additional internal funding for NMSU WAVE Program. ✓
2. Continue to seek and secure additional grant funding related to alcohol and other drug education and support. ✓
3. Continue to improve upon departmental collaborative efforts in education and outreach to students. ✓
4. Continue ongoing assessment of programs and services. ✓

The action plan for the next two years include:

1. Continue to seek and secure additional grant funding related to alcohol and other drug education and support.
2. Continue to improve upon departmental collaborative efforts in education and outreach to students.
3. Continue ongoing assessment of programs and services.

## Appendices

### Appendix 1: Peer educator training

| FALL 08 Training |                                     |                        |                        |                        |                         |                        |
|------------------|-------------------------------------|------------------------|------------------------|------------------------|-------------------------|------------------------|
| Time             | Monday                              | Tuesday                | Wednesday              | Thursday               | Friday                  |                        |
| 9:00             | Intro /<br>Policies &<br>Procedures | Presentation skills    | Presentation skills    | Family Violence        | Student<br>Judicial     |                        |
| 9:30             |                                     |                        |                        |                        | Audience<br>interaction | Stress<br>Management   |
| 10:00            |                                     | WAVE Alcohol           | Presentation<br>skills |                        |                         |                        |
| 10:30            |                                     |                        | Lunch                  |                        |                         | Lunch                  |
| 11:00            |                                     | Tobacco                | Domestic<br>Violence   |                        | Healthy sexuality       | Presentation<br>skills |
| 11:30            | Lunch                               |                        |                        | Presentation Skills    |                         |                        |
| 12:00            | Lunch                               | WAVE Sexual<br>Assault | Eileen                 | Wellness               |                         |                        |
| 12:30            |                                     |                        |                        | Presentation<br>skills |                         |                        |
| 1:00             | Lunch                               | WAVE Sexual<br>Assault | Eileen                 | Presentation<br>skills |                         |                        |
| 1:30             |                                     |                        |                        | Eating<br>Disorders    | Presentation<br>skills  |                        |
| 2:00             | Sensitive<br>Issues                 | Presentation<br>skills |                        |                        |                         |                        |
| 2:30             |                                     |                        | Presentation<br>skills |                        |                         |                        |
| 3:00             | Sensitive<br>Issues                 | Presentation<br>skills |                        |                        |                         |                        |
| 3:30             |                                     |                        | Presentation<br>skills |                        |                         |                        |
| 4:00             | Sensitive<br>Issues                 | Presentation<br>skills |                        |                        |                         |                        |
| 4:30             |                                     |                        | Presentation<br>skills |                        |                         |                        |

Appendix 2: The New Mexico Higher Ed Prevention Consortium  
 SPF Strategic Plan for WAVE



NMSU WAVE Program

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June 26, 2008

**From:** Debra Darmata, M.S., Coordinator of WAVE Program

**To:** NM Higher Ed AOD Prevention Consortium

**Cc:** John Irvine, Ed.D., Director of WAVE Program

**Re:** The New Mexico Higher Ed Prevention Consortium SPF Strategic Plan  
 (REVISED 6-20-08)

**ACTIVITIES EVALUATION**

| <b>Intervening Variable:</b> Low Enforcement of Alcohol Laws and Policies   |  |
|---|--|
| <b>Contributing Factors</b>   | <b>Objectives and Strategies</b>   |
| <ul style="list-style-type: none"> <li>• Inconsistent and inadequate alcohol policy enforcement by Resident Advisors</li> <li>• Lack of RA understanding of importance of early alcohol intervention and adequate RA training on enforcement</li> </ul> | <p><b>Objective:</b> Increase consistent and adequate alcohol policy training and enforcement by Resident Advisors (RA) by significantly enhancing their knowledge of the importance of early alcohol intervention.</p> <p><b>Activity 1:</b> Hold monthly meetings with Director of Housing, Judicial Affairs Officer, and NMSU police with the purpose of increasing collaboration between departments</p> <p><b>Activity 2:</b> Conduct RA training, focusing on importance of early alcohol intervention</p> |

|  |  |
|--|--|
|  | <p><b>Activity 3:</b> Hold RA focus groups to gain knowledge regarding problem areas and potential solutions</p> <p><b>Activity 4:</b> Due to an NMSU policy implementation, students under 25 who get transported to the hospital for alcohol poisoning have their parents notified</p> |
|--|--|

| <b>Process and Outcome Measurements</b>   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Evaluate records of meetings (sign-in sheets, agendas, etc) and compile list of strategies developed by work group</li> <li>• Measure number of RA's attending training</li> <li>• Pre- and post- training outcome measuring increased knowledge and attitudes regarding consistent policy enforcement by RAs</li> <li>• Compare percentage of alcohol violations written from FY08 to FY09</li> </ul> |  |

| <b>Intervening Variable: Social Norms Accepting / Encouraging Binge Drinking</b>   |   |
|--|---|
| <b>Contributing Factors</b>  | <b>Objectives and Strategies</b>  |
| <ul style="list-style-type: none"> <li>• Lack of knowledge regarding the consequences of binge drinking</li> <li>• Misperceptions of others' drinking behaviors</li> </ul> | <p><b>Objective 1:</b> Increase student's knowledge regarding the consequences of binge drinking</p> <p><b>Activity 1:</b> Give presentations at the majority of University 150 courses at the beginning of the semester, hold alcohol prevention events</p> <p><b>Activity 2:</b> Monthly E-CHUG tabling</p> |

|  |  |
|--|--|
|  | <p><b>Activity 3:</b> Have a computer equipped with E-CHUG available at every WAVE alcohol-prevention event. Offer incentives to students for taking E-CHUG</p> <p><b>Activity 4:</b> Social norming exercise to be conducted at the majority of University 150 presentations</p> <p><b>Objective 2: Correct student misperceptions regarding social norms of binge drinking of NMSU students</b></p> <p><b>Activity 1:</b> Create posters, flyers, and other promotional materials with messages comparing public perceptions of alcohol and other drug use with self-report data from the CORE survey</p> <p><b>Activity 2:</b> Monthly E-CHUG tabling</p> <p><b>Activity 3:</b> Have a computer equipped with E-CHUG available at every WAVE alcohol-prevention event. Offer incentives to students for taking E-CHUG</p> |
|--|--|

|   |  |
|---|--|
| <b>Process and Outcome Measurements</b>   |  |
| <ul style="list-style-type: none"> <li>• Copies of media materials, number and location of placements on campus</li> <li>• Analysis of CORE survey for comparison of freshman versus upper class NMSU students regarding behavior, attitude, and accurate perception of alcohol use on the NMSU campus</li> <li>• Look for a significant decrease in binge drinking as reported by the CORE survey</li> <li>• Pre- and post- presentation quiz to measure increased knowledge of consequences and misperceptions of binge drinking</li> <li>• Look for a 10% decrease in number of hospital transports due to alcohol poisoning on NMSU's campus</li> </ul> |  |

| <b>Intervening Variable: Low Perceived Risk of Drinking and Driving</b>  |   |
|--|---|
| <b>Contributing Factors</b>  | <b>Objectives and Strategies</b>  |
| <ul style="list-style-type: none"> <li>• Students do not perceive their risk of being arrested as very high should they choose to drive after drinking</li> <li>• Misperceptions of the impact drinking behaviors on students' ability to drive.</li> <li>• Lack of knowledge regarding the consequences of drinking and driving.</li> </ul> | <p><b>Objective:</b> Increase students' understanding of the risks associated with driving while intoxicated, and increase their perception of the risk of being arrested if they drink and drive</p> <p><b>Activity 1:</b> Establish a communication system and collaborate with LCPD, Sheriffs Department, NMSU Police Department, and NM State police.</p> <p><b>Activity 2:</b> Collaborate with above organizations in the coordination of a drinking and driving simulation on campus.</p> <p><b>Activity 3:</b> Develop materials to increase awareness of DWI check-points &amp; saturation patrols for prominent display at university events and monthly student email messages</p> <p><b>Activity 4:</b> Develop mass marketing materials (i.e., mass e-mails, table tents, posters) to increase awareness of risks associated with drinking and driving as well as the consequences of being arrested for DWI</p> |

| <b>Process and Outcome Measurements</b>   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Copies of media materials, number and location of placements on campus</li> <li>• Copies of promotional materials, list of media placements</li> <li>• Analysis of the CORE survey question assessing students' perceptions of their likelihood of being arrested for DWI should they drive after drinking to determine differences between freshman and upper class NMSU students</li> <li>• Analysis of a open-ended intercept interview question on what the simulation (or the entire experience) meant to the students participating in it</li> </ul> |  |

**Intervening Variable:** Educating Parents on Their Role in the Prevention of Hazardous College Drinking

| Contributing Factors  | Objectives and Strategies  |
|---|--|
| <ul style="list-style-type: none"> <li>• Lack of knowledge regarding the signs and symptoms of binge drinking</li> <li>• Lack of knowledge regarding University policies and procedures regarding substance use.</li> <li>• Lack of clearly established expectations for the student’s behavior with regard to alcohol while at college.</li> </ul> | <p><b>Objective 1:</b> Increase parents understanding of the signs, symptoms and risks associated with binge drinking, and their ability to discuss alcohol with their child</p> <p><b>Activity 1:</b> Distribute pertinent information to parents on Freshman move-in day</p> <p><b>Activity 2:</b> Distribute pertinent information to all new incoming parents at Orientation</p> <p><b>Objective 2:</b> Increase parent’s awareness of WAVE program, university policies on AOD, and interventions (ie. Counseling, E-CHUG, and BASICS)</p> <p><b>Activity 1:</b> Mass mailing campaign to all freshmen parents with a brochure and information on the WAVE program, AOD policies, and interventions</p> <p><b>Activity 2:</b> Parental notification of students under 25 who are transported to the hospital due to alcohol poisoning</p> |

**Process and Outcome Measurements**

- Number of pertinent materials given to parents during Orientation and freshman move-in day
- Copies of materials and letters to parents
- Track number of parents notified of child taken to hospital due to alcohol poisoning

Appendix 3: The New Mexico Higher Ed Prevention Consortium  
End of the Year Report 08



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From: Debra Darmata, M.S., Coordinator of WAVE Program

To: NM Higher Ed AOD Prevention Consortium

Cc: John Irvine, Ed.D., Director of WAVE Program

Re: WAVE FY08 End of Year Report

**Yearly Totals for FY08:**

Alcohol Presentations: 52

Number of Students Reached at Presentations: 1,697

Alcohol Outreach Events: 18

Number of Students Reached at Events: 4,161

**Scope of Work: Enforcement of Alcohol Laws and Policies on NMSU Campus**

\*Due to implementations in NMSU campus policy, all students cited for alcohol infractions are seen by Angela Arvizo, the campus Judicial Affairs Officer. A database kept by Mrs. Arvizo allows WAVE to track the number of citations for alcohol infractions. Judicial Affairs also is responsible for giving out student sanctions which could include a mandatory e-Chug assessment, Basics or suspension depending on the number of times that a student violates alcohol polices and the severity of this violation.

\*Through collaboration with Judicial Affairs and Residential Life, WAVE designed and distributed a Residential Student Staff Survey aimed at eliciting feedback about concerns or barriers Resident Advisors (RAs) might have experienced in their enforcement of AOD policy. The resulting data is being used to guide ongoing RA training.

\*Jason Kilmer, PhD., from Evergreen State University and the University of Washington trained 85 Residence Hall staff members on how to detect and respond to student alcohol use in

campus residence halls. The Core Survey showed a reduction in alcohol use both on campus and in residence halls and a reduction in alcohol availability.

### **Scope of Work: Increasing NMSU Student's Knowledge and Correcting Misperceptions of Social Norms Regarding Binge Drinking**

\*The goal of collecting 400 CORE surveys was reached. Promotional materials were developed from CORE data to correct student misperceptions of alcohol use. NMSU/WAVE participated in the University of Michigan "Healthy Minds" study, which allowed for collection of data on student wellness issues and helped WAVE determine norms of NMSU students.

\*WAVE training and presentations to NMSU athletes were provided. BASICS interventions and counseling sessions were required for athletes found violating team substance abuse policy.

\*WAVE purchased an updated version of e-chug, which allowed WAVE to determine NMSU student drinking norm information.

\*In September '07, WAVE set up an informational table for Chicano Programs Welcome Week.

\*In October '07, WAVE established a presence at Homecoming at the Car Show and Tailgating events. At a Halloween-themed event, WAVE Peer Educators distributed and discussed harm-reduction strategies at Corbett Center Student Union. 220 goody bags containing harm-reducing party tips were distributed.

\*In January 2008, 50 students were reached during a 2-day event at Corbett Center Student Union. WAVE Peer Educators helped NMSU students set up e-chug accounts. Incentives, in the form of a card for a free drink from Java City, were distributed.

\*In February '08, WAVE Peer Educators set up an e-chug station and distributed Mardi Gras beads. Information about alcohol was attached to the beads, as were date rape drug testing coasters. At a separate tabling event in February, WAVE Peer Educators made mocktails and distributed information to South Campus Housing residents.

\*In March '08, students participated in "Get Lei'd the WAVE Way!" At a separate event, students participated in WAVE-sponsored St. Patrick's Day mocktail tournaments.

\*In April '08, WAVE hosted three events in conjunction with Housing and Residential Life. A total of 120 student residents were reached. WAVE Peer Educators made mocktails, distributed information on how to cheat at drinking games, and other alcohol awareness information. Students participated in an obstacle course using Fatalvision goggles.

### **Scope of Work: Increasing NMSU Student's Knowledge of the Risk of Drinking and Driving**

\*Results from the CORE survey provided WAVE with an assessment of student perceptions of drinking and driving behaviors.

\*In August '07, a WAVE-sponsored drinking and driving awareness event reached 196 students. Participants at the event experienced the "Drunk Go Cart" and received a "safe party kit." In addition to this material, each student made a pledge to either be a designated driver or to use a designated driver. Pledges were displayed throughout the event.

\*In December '07, 150 NMSU students were reached through a tabling event in which WAVE Peer Educators partnered with the Student Health Center to distribute BAC charts, provide information about designating drivers, and discuss social norms.

\*In January '08, a new brochure designed by WAVE entitled "New Mexico Laws-Underage Drinking and DWIs" was distributed at a 2-day tabling event at Corbett Center Student Union.

### **Scope of Work: Educating Parents on Their Role in the Prevention of Hazardous College Drinking**

\*A committee was formed to develop policies regarding notification of parents when students under the age of 25 are transported via ambulance to the hospital because of hospital poisoning. The new policy has been implemented and parents of students under the age of 25 are notified upon incidence of transportation to the hospital due to alcohol poisoning.

\*In August '08, students received information regarding alcohol and violence awareness at Freshman Orientation (Aggie Welcome Week). Tabling at freshman dorms throughout move-in week provided parents with informational pamphlets. 50 parents attended the WAVE presentation on August 19. (Index 11)

\*A mass mailing went out to all NMSU parents containing a letter from WAVE and two pamphlets. (Index 12)

\*In April '08, WAVE Peer Educators distributed information to prospective students and their parents at the New Student Orientation/New Student Fair, a 2-day event.

Appendix 4: Evaluation Form for Classroom Presentations



NMSU WAVE Program  
 Phone: (505) 646-2813  
 Fax: (505) 646-5675  
 E-mail: peered@nmsu.edu

WAVE Presentation Evaluation Form

CONFIDENTIAL

Please fill out the questionnaire below.

1. What did you learn today?

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2. What concepts or issues did you find the most valuable?

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3. What concepts or issues were the least helpful?

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4. How will you apply this information?

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5. Please rate the following:

|                                   | Poor | Needs<br>improvement | Good | Excellent |
|-----------------------------------|------|----------------------|------|-----------|
| <b>Presentation:</b>              |      |                      |      |           |
| Content                           | 1    | 2                    | 3    | 4         |
| Organization                      | 1    | 2                    | 3    | 4         |
| Relevance to my life              | 1    | 2                    | 3    | 4         |
| <b>Speaker:</b>                   |      |                      |      |           |
| Confidence                        | 1    | 2                    | 3    | 4         |
| Credibility                       | 1    | 2                    | 3    | 4         |
| Ability to relate to the audience | 1    | 2                    | 3    | 4         |
| Time management                   | 1    | 2                    | 3    | 4         |

6. Comments or suggestions:

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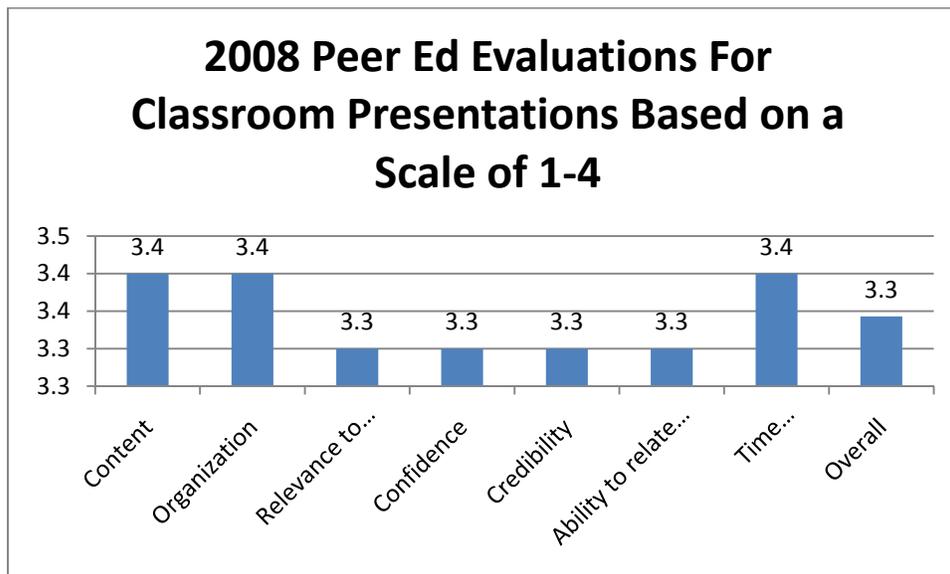
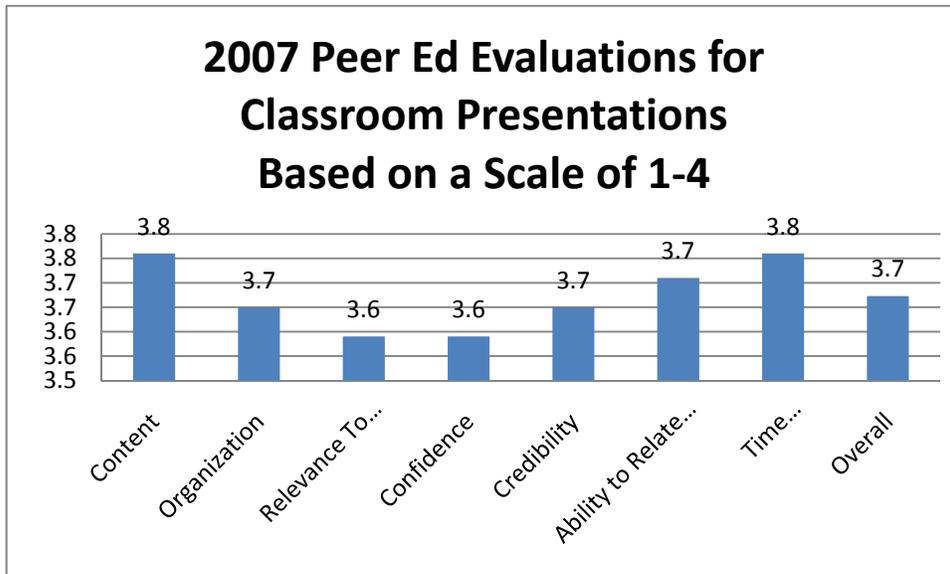
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Thank you!

Appendix 5: Results of Quantitative portion of Evaluation Form for Classroom Presentations



## **Appendix 6: Qualitative: Student comments from presentation evaluations**

**2007**

**What concept or issues did you find the most valuable?**

uh, all of them

Knowing the statistics

It was all pretty equal

The real life scenarios

That drinking and sex don't mix well so try to avoid it . It causes too much problems

I found most valuable the little cards given to me

Having a few drinks doesn't mean that your okay to drive and all was use the buddy system

all of it

warning signs of date rape drugs

the drinking card

The blood alcohol level chart and phone numbers

What to do in a bad situation

I found the alcohol- blood levels most valuable

A;; the information on sexual assault and date rape

Learning about what is actually considered sexual assault is very valuable

the types of date rape drugs and how they are used and how to avoid being a victim

Not to drink too much

Everything I learned today was valuable to me

Time is the best way to get sober

What rape is , what you can do about it. How to drink responsibly

All, even though I don't drink or take drugs

How BAC is absorbed and how it impairs you. The rape aspect on what it actually is.

Drinking limits

I found the reality of what can happen to you with the law or with your health most valuable

I think really understanding you limits and where to get help is most important

How to take care of someone, the right amount to drink.

Everything was valuable and informative

The BAC chart

BAC

526-taxi. Plan B. Always find designated driver plan A little yellow card. Set limit for yourself

I feel although all the concepts and issues were valuable because all college students need to be informed

Open containers don't have to be necessarily open in order for you to get charged

Probably the signs of alcohol poisoning

The amount of what is considered a drink

How much one drink is, the dangers of alcohol

I found the yellow and valuable , it shows me where my relevant limit is of alcohol

I think learning how to manage your alcohol intake is very important

How much people drink and use drugs

About the proofs

the resources available for people with problems

how much alcohol is in drinks like 12 oz beer= one 5 oz wine that time cleans out alcohol not anything else

Knowing how much a "drink" actually is. 12 oz beer, 4-5 oz wine, 1.5 oz of 80 proof liquor

the buddy system

none of them

Knowing how many drinks get you past your limit

the(?)

the signs of alcohol poisoning

If you don't have a designated driver plan b will be crimson cab

That only 1 in 3 NMSU students drink

that alcohol is the number one drug to facilitate sexual assault

the facts about alcohol

The weight to drink scale

The most important were the facts she said and the number she gave out

things like if a girl says yes then changes her mind it is still sexual assault

It never occurred to me someone I knew could slip something in my drink

the information on how to be more safe when you are out partying

that there is help for people that have these programs

The concepts of drinking while in a crowded surrounding and what suspicious things that may happen

the way to notice symptoms of drugs

The numbers given, The names of the drugs and their affects

The information on the different types of drugs along with the side effects

All the numbers for where to go if you are a victim

How to avoid people slipping things in your drink.

Watch what you drink, when you go out

The most valuable issues was the information on drugs and alcohol that is used.

the taste and effects of the drugs

The dry cab

the concepts about roofies and rape

sexual assault facts

Alcohol abuse and sex abuse

How to stay safe and avoid being taken over

that women can dress how they want and men has no excuse to rape

Even young men have become rape victims

Sexual assault, rape, and what drugs with alcohol can do to you

If you have been raped once you are a victim of being raped again

The whole racing cart

Drink/ weight index chart

The drinking limit for my body also the signs of date rape and alcohol poisoning

Blood alcohol levels

BAC info

The facts about alcohol

I found that all the facts and precautions for drinking that I didn't know were good

tips for safe drinking

alcohol poisoning , blacking out, crimson cab

Standard drink size

all of them

That coffee doesn't sober you up

The scale on intoxication

That we can call a taxi her on campus and I didn't know that

That men and women consume alcohol differently. And the levels are much more different

that not every person in college drinks a lot. Also about different sizes of drinks

Crimson cab, the BAC index- differences between male and female effects.

Law Statistics

the legal fines are nice as a deterrent and good to know

BAC for under 21, campus taxi service

I found the standard size for a drink and the myths about coffee and cold showers to sober you up aren't true are most valuable

I liked the yellow card very informative

There is no way to sober up except time , 526-taxi

the consequences of drinking and driving, that is , the fees that you end up paying.

All of the concepts and presentation were valuable especially what happens at different BACs

Blood alcohol level

The legal ramifications of drinking and the yellow card with BAC on it. And the Cab #

how much more men can drink than women

Everything is valuable cause its informative in its own way

As much alcohol a particular person can consume and how long it takes alcohol to leave the body, also signs of alcohol poisoning

don't drink and drive, serving sizes

the drinks that are equal 1 shot is = 1 glass of wine= 1 beer

price of getting caught drinking

going over the myths and learning what the actual facts were

The crimson cab

The law breaking issues

BAC=BAL

Actual drink size, different laws, Taxi service

I liked WAVE's approach to this issue they aren't telling people not to drink but just encouraging them to drink safely

tips for safe drinking- DD or safe ride, setting a limit, having a plan

Everything was very helpful and I learned a lot of new things

alcohol poisoning

The little yellow BAC chart really is going to help me when I drink

The alcohol poisoning part of the presentation

what an actual drink is

Everything was very helpful and I learned a lot of new things

That we have a free taxi program

The laws

Amounts of drinks Blood alcohol level

the information on what to do when someone looks like they have alcohol poisoning

The fines and sentences for alcohol related arrests

the myths about sobering up and alcohol in general

don't drink and drive no matter what

How much alcohol effects you blood level

What factors help you to not get so drunk

Mainly the rolling procedures and the consequences for DWI

not drinking

How to handle situations of alcohol poisoning

On how to react in case someone passes out.

Letting everyone know you can still have fun w/o drinking

The blood alcohol limits and how to take care of someone who had had too much  
passing out and what to do if you feel your friend has a little too much alcohol

The fines, the BAC levels and safety tips  
calling the taxi service

How to help a friend who has had too much to drink

The way you help someone who is passed out in the floor

The amounts of alcohol til you coming against the law

If you are going to drink what to do so you don't harm yourself or others

Taxi cab number

It can take 2 hours for your body to process one drink  
to never leave your drink unintended

Always use the buddy system limit yourself

how to take care of a friend who has had too much to drink and is passed out  
that people can convince you to have sex when your intoxicated

that if your rapist target at a party and you leave an open drink out and they happen to  
drug it you may not taste the drug they used

What to do if you were raped or uncomfortable in any way

The ways to keep yourself protected

How actually to avoid an assault, how to act in similar situation

About the drinking and substances put into drinks  
tip on how to avoid it and what actions you should take

Most of the information was valuable

Never leave a drink unattended  
just the basics don't leave with someone you don't know. Don't leave a drink  
unattended

Instinct

Knowing the different drugs that can be used. The bill of rights on dating , where to  
get help

All about the different drugs also how to never take an open drink or drink jungle juice

The phone #s they gave us just in case

Weight matters when you drink

the statistics of how many people drink

alcohol poisoning and to deal with them in need of alcohol poisoning

the alcohol level

Dangers

the alcohol poisoning

to drink responsibly

all.

Myths about drinking and getting sober

the stuff I learned about rape

trusting instincts

Alcoholic related information info as well as sexual assault infor

never leave drink unattended

drug info

avoidance of situations

the contact info

that a intoxicated individual cannot give consent

Everything

sexual assault info

same as number 1

sexual assault info

All

What signs to look for who to call what to do

all of them

How many drinks someone can have in a time.

Binge drinking

The signs of alcohol poisoning and the number to get crimson cab

Most of the presentations all alcohol facts

That women have a higher BAC than men

The weight limit and percentages with male and female drinkers

Binge drinking unwanted sexual encounters differences between men / women

Knowing the percentage of alcohol you body can handle (index card)

I did not know that 1/3 of people here at nmsu do not drink and it makes it better for me cause now I know I am not the only one

What the signs are if someone has alcohol poisoning

Not to keep up with a guy on drinks because a females enzyme in their stomach is different

How fast girls get drunk

The different misdemeanors and stuff and what to do if someone passes out

The phone # you gave us

Don't put people in showers/ girls really can't drink much

To not let anyone sleep their drunkenness off call 911

Probably the legal limits and signs of alcohol poisoning

Be safe tips

About the rape and violence

Just to be careful

to watch for yourself while you are at a party

The (?) of drugs and alcohol

The buzzing rate which is .05 and .06

That I can't drink and drive

The reduce of alcohol

The taxi program that they can take you to your house with out having problems

That how faster the alcohol affects you organism

About passing out and blacking out

the information on the help we can get

That just because you are drinking you could kill innocent people

The safe ride number

Don't drink and drive

the phone numbers to different things

The safe ride

The date rape issues

different date rape drugs How many drinks to have every 40 minutes (what is safe)

the drugs used in date rape and about STDs

Statistics and explanations

All of them

About rape

rights of women whether or not she/ he is considered rape

How to take care of a drunk friend

all useful

don't want to die YO!

the moderate drinking helped

All the concepts and issues were valuable

The safe ride numbers and the whole keeping people on their side deal

the whole alcohol poisoning awareness and how it helped it

All

How to handle a person with alcohol poisoning

don't drink so much

Not putting someone in a cold shower I have known a lot of people who do that

the myths about sobering up and bodily effects of alcoholism overtime

they were all valuable

I think the slide about how beer=shot=a glass of wine was good to know and what to do to a drunk person

drink / weight index chart numbers for different help resources

the charts of how much to drink and how to help someone with alcohol poisoning.  
Also the taxi thing that's really neat

When they talked about how much alcohol a person should consume to keep their  
buzz

the stories about alcohol abuse

the numbers I can call to help a friend

All

That binge drinking can lead to serious affects

Saving someone from drowning in their own vomit

I thought the fact that how much you weigh along with your sex can effect the way  
your body handles certain amounts of alcohol

Blood alcohol levels- when drinking becomes dangerous

BAC level card was valuable because I can use it if I need to when I am drinking

the number of drinks I can drink and how drunk I will be

the effects drinking has on a person. And what alcohol poisoning can do to your  
body

Only 1 in 3 kids decide not to drink

I found the info on body weight / sex compared with the number of drinks valuable

Alcohol poisoning, planning your night

the signs to look for when you suspect someone has alcohol poisoning

I think the most valuable for me was learning the BAL= BAC and pretty much  
everything

What happens to your body when the more drinks you take

the different affects of alcohol of at certain levels

that your body takes a long time to break down the alcohol and lot of people think  
coffee and cold showers can sober you

About the differences between blackouts and passing out

Women are affected more than men. So women should drink less and not partake in a  
drink off with men

I found that the only thing that will make you sober is time

Knowing the laws and the yellow card with BAC on it with sex and weight is very good to know

I liked knowing something about alcohol poisoning and ways to avoid death

1 in 3 decide not to drink or drink much

**What concepts or issues were the least helpful?**

none of them

none of them

How to say no

All was Helpful

Everything was helpful

N/A

I think they all were helpful

none of it

alcohol concepts

they were all helpful

reducing risks when drinking because I don't drink

the different kind of date rape drugs

Everything was informative and helpful

some of the stuff about drinking because I heard that presentation before

The drinking, I already knew most of it, but lots of people might not.

Nothing

Everything was helpful

Nothing. Everything was helpful

none of it

None; all the topics gave good info about real-life situations that may come in hand in the future

Knowing that getting caught. You will end up in the pinta

I would say the specific levels for each level of intoxication because you won't care about it anything . Just how inebriated you are

None. I think overall they were very applicable to everyone

The DD or taxi, already knew, but some may not

none. All of them were helpful.

They are all helpful it's just that I've heard a lot of these thing before

Nothing

None

all the information was helpful

The BAC concerning weight

It was all helpful information

The graph is confusing

The chart

The little chart with the euphena and dysphonoa

I think it is all valuable and helpful, but the crimson cab number, I didn't have before.

None

Why do people drink?

The bottle opener key chain

Nothing really. Everything was helpful

Why people drink is pretty obvious

?

all of them

Nothing.

Why people drink.

Didn't understand the .05% and things like that  
the graph was a little confusing

Nothing. It was all very helpful

Nothing over drug use

the information was all helpful but I guess some of the obvious information she gave

In general just the saying if a girl says no its no, cause that is so repetitive

I know everyone needs to hear no means no, but we've heard it a millions times and its still not working

The stats on sexual assaults

This was all helpful information

Concepts about sexual assault are never least helpful because they all can help

All was pretty helpful or helped clarify

N/A

the whole presentation was very informative and helpful

Everything was helpful to me

the concept that was least helpful was.....

The ratios

Alcohol is bad

The ones about alcohol

Alcohol facts, some.....

I think that everything that they said was important for my life to think about the next time that I drink or consume a drug

nothing, everything was pretty much informative

not to drink and drive

binge drinking is not my thing and I am usually the one taking care of the drunks

None I learned a lot today

Not to drink and drive

binge drinking info because I don't drink

They were all helpful.

the things about the date rape drugs

N/A

N/A

n/a

All was good

None the more we know the better

Black outs vs passing out

Everything was pretty helpful

Nothing. Everything was useful

Nothing . All helped me

Everything was pretty helpful.

None, they were all useful.

I really think all the info was extremely helpful

It was all relevant information

The legal age for drinking and the laws of drinking like the BAC and the everyone talks about binge drinking But it was still helpful It just seems over talked the legal drinking age

All were helpful

Nothing I liked everything

N/A

That the projector turned off  
methods on trying to sober up  
none all are helpful

It was all helpful

I just am confused how you know personally how to monitor you BAC

The BAC chart

All was helpful

All was useful

21 legal age

I don't think there was any unhelpful information

laws / consequences

None

They were all actually quite helpful

None

nothing

Everything

Stuff aimed towards girls

Probably all the little things, they were just thrown out there

The information aimed towards girls

none

all were helpful

none

drinking a little

repetitive info

How to lower you alcohol level

drinking age

None

Everything was helpful

They were all helpful

Everything was helpful

everything was helpful

None

How many drinks in different kinds of drinks

taxi cab number , Laws

cheating in drinking games

That you have to make your own decisions drinking

Everything was most helpful

Open containers, we already covered it!

none, it was all stuff the class should know

Everything was more/less helpful

Everything seemed to be pretty helpful

none, it was all stuff the class should know

They were all helpful in one way or the other

They were all helpful.

there really wasn't information that was less valuable

the information was repetitive

they were all pretty informative

there wasn't anything in the presentation that wasn't helpful

none, it was all stuff the class should know

none, it was all stuff the class should know

that alcohol effects your common sense

Everything was helpful

none.

everything was helpful

None

to not drink and drive

none.

What a drink equals

None

How much a drink of alcohol is

n/a

Why people drink

They were all good

None

None

Nothing

information on alcohol

None

None

There was only helpful tips

BAC/BAL

I found everything to be helpful in some way

None

None all were very helpful

It was all helpful

N/A

Things I already knew

None really, the information was very good. And I think it will be helpful at some point in time

the negatives about it

None

Everything was helpful

How many drinks I can handle because I am not a drinker

?

Everything was very helpful there were many things I didn't know

I thought everything was helpful

the date rape brochure

I will apply this in the future in frat activities

how alcohol impaired you

Nothing was least helpful

The shower and the coffee drink to sober up

I think they were all helpful

I think they were all helpful

I think they were all helpful

That coffee and cold shower doesn't reduce the alcohol poison

All of them were helpful

to just drink 2 beers

Everything was good

How much amount because almost more people drink and drink and do not care

I think that pretty much everything was important

None of these all of it was interesting

n/a

They were all helpful

All was pretty important

nothing really

They were all helpful

Alcohol

none

How to keep a buzz

all useful

Out of date survey

non

None of the concepts or issues weren't helpful

None.

all were helpful

Nothing

The BAC

N/A

there wasn't any least helpful concepts they were all very helpful

everything was helpful

nothing

none

The BAC

none

all were very informative and helpful

I think this whole thing was helpful, but at the same never tell someone drinking has benefits

telling people drinking has benefits!

none all were helpful

It was all valid

Everything was helpful

MIP's

All of the concepts were very helpful

I already knew all of the information on alcohol poisoning

All were helpful

it was all pretty helpful

talk more about it with friends

I thought it was all pretty helpful

None

None

What to do instead of drinking

everything was helpful

they were all helpful

I already knew the signs of a person with alcohol poisoning and so I didn't need to know that but most don't know this thing

the numbers because no one will use them

no drinking is safe drinking

## **2008**

### **What concept or issues did you find the most valuable?**

The signs for drinking alcohol and warning signs for sexual assault.

The one on sexual assault that we are not at fault, that took me a long time to realize.

The amount of alcohol a person could drink, and the types of drugs that could be used to commit sexual assault.

There are people that care and you can call them if you need to talk to someone.

The information on how alcohol is difficult to consume and keep good judgment.

Situations that could lead to sexual assault.

Rape, was one of the most valuable.

All the information about the sexual assault, alcohol, and phone numbers where we can get assistance.

The numbers cause you can call to anyone and they would help you.

On how to cheat at drinking games so I don't go over my limit.

Rape, was an interesting subject I didn't know some stuff they talked about.

I found that even drinking a little bit isn't good.

The part on how much it takes to be drunk.

The alcohol portion I learned a lot.

All of them!

The date rape drugs.

Rape issues and alcohol.

To not leave a open container and then drink it later.

The resources and that we are not alone.

That drinking can be used as a drug.

There are different types of drugs.

The pie chart that shows how many people know their aggressor.

That one beer is equivalent to one shot.

Just because you have more beers than your friend that is taking shots doesn't mean that you are more drunk.

The different warning signs of a binge drinker.

That you can go to a party and not drink to have fun.

The amount you drink and how drunk you will be.

I found that sexual assault is a big deal.

Sexual Assault.

All the information on sexual assault.

Information on drugs that can knock you out, and facts about rape.

I like the information handed out, to get help if assaulted.

Penalties, laws, and servings of different alcohol types.

If drunk you cannot consent to sex.

All of it, but more so on how to help someone not to die of alcohol poisoning.

Preventing and recognizing alcohol poisoning.

Information on different date rape drugs and BAC.

Numbers of drinks and BAC depending upon weight.

The concepts I found most important are the laws of underage drinking how to protect

yourself and how long it takes a person to get the alcohol out of there system.

The one about alcohol poisoning seem most valuable also the flyer given about drinking in Juarez.

Date rape while drunk or drinking alcohol that had been slipped the date rape drug.

How to take care of someone who has suffered alcohol poisoning.

The serving sizes of a drink.

How many drinks it would take me to hit the legal BAC

The information on the alcohol laws in N.M.

How to cheat at drinking.

The issues of determining how much you can digest.

The drink/weight index chart.

Legal information/Laws, sexual assault/date rape, alcohol poisoning.

The idea that even 1-2 drinks can cause impairment while driving. This fact should be mentioned more often.

Just all the information about alcohol and how dangerous a little can be.

Think before you drink.

**What concepts or issues were the least helpful?**

All were very helpful non were not un-useful.

Everything was helpful.

None.

I found that the whole presentation was very helpful.

About the drinking problem and effects.

Problems on alcohol.

The tips for getting help when you're raped or someone is intoxicated.

Nothing was least helpful it was a terrific experience.

I thought that they gave a great presentation.

Sexual content.

None

The explanation of the taxi cabs that doesn't exist anymore

Like who and just most the sexual assault stuff.

It was all helpful.

The Blood Alcohol stuff.

The statistics some of them just were not necessary.

All were helpful.

The reasons to drink, I've heard these a million times over and over. Give some real life examples-will stick in memory better.

The demonstration of how to put someone into the recovery position-because it was INCORRECT fix this.

How to cheat at drinking.

Binge drinking.

How to cheat at drinking games can always say no.

The information about violence.

