

## **HEOA Act Compliance –**

### **Alcohol and Other Drug Prevention Programs – taken from the Biennial Review 2006-2008**

Prevention initiatives are designed to reduce individual and environmental risk factors and to increase resiliency factors in high-risk populations. Several strategies are used to reach these goals, such as information dissemination, education, identification and referral, community mobilization, and public policy initiatives. There are a number of features that effective prevention programs share (Price, R., et al 1989). They are targeted, designed to effect long-term change, strengthen the natural support systems of family, school, and community, and they can document their success in meeting stated goals and objectives. To define prevention programming, the task force used the following themes:

1. Promote a positive valuing of health and wellness, and a complete understanding of the relationship between alcohol, other drugs, and health.
2. Discourage alcohol use by students under 21 and delay its onset.
3. Discourage any alcohol or other drug use by high-risk groups, such as children of alcoholics, children of substance abusers, and persons who suffer illnesses or take medications that contraindicate the use of alcohol and other drugs.
4. Discourage any alcohol or other drug use in high-risk situations, where injury to self or others would be more likely due to impaired judgment or coordination.
5. Discourage any alcohol use in quantities sufficient to produce impairment.
6. Promote an understanding of effective strategies for identifying and helping people with alcohol and other drug problems.

It was determined in the Spring of 2004 that to measure prevention programming efforts, the following items need to be involved in the process evaluation: goals, objectives, methods or activities to accomplish the objectives; time frame for accomplishment; and designation of staff responsible for implementation. In assuming responsibility for the assessment of the effectiveness of prevention programs offered by Health Services, Counseling Services, Student Life, and University Police, a list of on-going prevention programs offered throughout the year were reviewed.

Alfred State College has in existence a comprehensive approach to substance abuse prevention through programs offered to students in the residence halls and across the campus. These programs assist the college in our goal to reduce substance abuse at Alfred State College by helping to create a safe and healthier campus learning environment that maximizes the potential and promotes the success of all students inside and outside the classroom.

### **National Collegiate Alcohol Awareness Week**

The National Collegiate Alcohol Awareness Week programs are designed to maintain a consistent message about responsible alcohol use. Although the programs might vary slightly each year, the intention is to keep the message and the targeted audiences the same.

The Fall 2006 and 2007 semesters began with mandatory orientation sessions that address alcohol use and substance abuse issues. The College hosts programs during National Collegiate Alcohol Awareness Week (NCAAW), observed in October each year. This week begins Monday morning at 7:30 a.m. with coffee and donuts and information about NCAAW served at the front entrance to faculty, staff, and commuter students. Some of the activities throughout the week are demonstration of walking a line wearing "beer goggles", wearing the goggles while playing video games to test hand/eye coordination, and "mocktails" served by students who are members of Greek-lettered organizations. A Leadership Achievement program on hazing, not just a Greek issue, is offered. A candlelight vigil was also held in honor of those that have died or been affected by alcohol in their life. The New York State Police come to campus and set up an obstacle course where students experience operating scooters around the traffic cones while wearing "beer goggles". Student Activities also hosted events with performers who spoke on alcohol and date rape drugs. A writing contest with prizes awarded was also held with the subject being on a current alcohol issue.

### **On-going Campus Prevention Programming**

A host of prevention programs have occurred over the past two years. These events include Tug-o-Fun, which is held in the Fall, and an obstacle course held in the Spring. In December, awareness and education about driving and

drinking is observed during National Drunk and Drugged Driving Prevention Month. In February, Sexual Responsibility Week is observed in which education on the responsibility of sex and the issues of alcohol and sexual responsibility are addressed. March consists of education on alcohol safety tips and alcohol responsibility, as well as other wellness issues such as tobacco, eating disorders, and stress during the National Collegiate Health and Wellness Week and Safe Spring Break. In April, Alfred State College again does alcohol prevention with an array of programming during Alcohol Awareness Month. This month consists of programming such as Victim Impact Panel, New York State Police demonstrating a "rollover" device, education on alcohol, and speakers brought on campus for alcohol related issues as well as provide a joint effort between Health Services and Counseling Services to administer alcohol screenings.

Alcohol prevention for Alfred State College consists of on-going everyday programming such as residence hall educational programs where the health educator, counseling staff, or university police officers, provide alcohol education to residents in one-hour sessions. In 2006, Counseling Services and the College Health Educator collaborated in a mini-research study on wellness. The study focused on two groups of students who ostensibly made a commitment to wellness, the students living on wellness floors. During the study, targeted wellness programming was provided by various college professionals and faculty over a 12-month period to students on one wellness floor. The group was selected based on an expressed interest in participation by the residence hall director and their student staff. The second group was a control group. These students participated in the pre- and post-assessments but did not receive the targeted programming. The wellness research study has been designed to address the following questions:

1. How can Student Affairs professionals facilitate intentional learning experiences that translate into higher levels of overall wellness and quality of life for students?
2. Are there assessments we can use to determine if a wellness initiative really makes a meaningful difference for students?
3. Does promoting a healthy lifestyle for students lead to a decrease in risk-taking behaviors?
4. Will engagement in wellness related educational experiences correlate with increases in student academic achievement?

Findings of the wellness project was hard to measure because the control groups that are measured, changes. There were always different students attending the wellness educationals so population measuring is not consistent. It is also concluded that too many variables are exposed to the students to know if they have wellness changes due to the wellness project.

Positive conclusions of the wellness educationals were the increase in the number of educationals that Counseling Services' staff provides. Outreach to students has increased dramatically. The array of wellness programs offered to the students has also increased dramatically. Students' knowledge of wellness programming and alternative wellness stress relief has also increased.

The University Police Department also initiated several prevention programs and resources for the campus. The following programs were offered during the 2006-2008 review period:

- Dying High: Teens in the ER – this award-winning program shows treatment of drug overdose, alcohol poisoning, and more outcomes resulting from high-risk behaviors.
- Just Call Me Crash – this program is centered on former model Denise Wagoner, who was permanently disfigured and disabled following an accident (she was intoxicated).
- Sudden Impact: After the Crash – this program, narrated by Tom Brokaw, goes behind the scenes of a drunken driving accident and shows the aftermath in the year following the accident.
- Substance Abuse Identification Kits – these informative and eye-catching displays and pamphlets were used by UP staff at the Health Fair and are being disbursed to student life staff members for their use.
- Marijuana scent sticks – these “imitation” marihuana sticks were purchased in order to help train paraprofessional staff on the odor of marijuana during staff training later this summer.
- The effectiveness of these programs will be reviewed and new programs will be identified for implementation in the residence halls. We also participated in the DWI Patrol during Hot Dog Day weekend (April, 2008).
- University Police participates on the Alfred Community Coalition, which meets monthly; one of the common agenda items involves curbing community AOD issues and high-risk behaviors. The Web site: [http://my.alfred.edu/index.cfm/fuseaction/student\\_affairs.AlfredCommunityCoalition.cfm](http://my.alfred.edu/index.cfm/fuseaction/student_affairs.AlfredCommunityCoalition.cfm).

### Additional Highlights of Program Impact (training UP provided)

- Students - the University Police Department offered programs for both the general student population and the paraprofessional staff in residence halls. These included:
  - R.D. training on UPD Responses & AOD Intervention, August 8, 2007, by Officer M. Rounds and Lt. M. Heller in the Townhouse Commons
  - R.A. training on UPD Responses & AOD Intervention, August 17, 2007, by Lt. M. Heller in SET 215.
  - Dozens of community policing visits to residence halls in the evening.

### Assessment of Effectiveness of Prevention Programs

Although the CORE survey is critical to assessing the overall student perceptions and behaviors, this instrument does not allow the College to effectively assess the quality of the educational programs (not including the outcomes assessed in the social norming program and the *Signals* program noted above) offered by various departments across the campus. The health educator will be developing an evaluation instrument for educational programs offered across the campus during the 2006-2008 biennial review period. For residence hall educational programs, a simple evaluation form will include programmatic and student learning outcomes questions. For example, the question of whether any health behavior change would occur due to something learned in the program is also asked. The results of these evaluations will provide direction in how to improve prevention programming in years ahead.

The evaluation tool used in 2006-08 is listed below with four basis questions: *Did you learn anything new?* *Presenter's ability to present topic*, *Presenter's ability to interact w/class*, and *Will you change any health behavior?* Each question was answered on a nominal scale with 1 being the lowest and 10 being the highest.

### Health Educator Educational Workshops 2007-2008

Balancing life/college	Number of Students attending	Did you learn anything new?	Presenter's ability to present topic	Presenter's ability to interact w/class	Will you change any health behavior?
<b>6 programs</b> <b>(Patty Amidon)</b>					
<b>9/7/07 Braddon</b>	<b>13</b>	<b>8.2</b>	<b>8.5</b>	<b>8.2</b>	<b>8.5</b>
<b>9/06/07 Burdick</b>	<b>12</b>	<b>7.9</b>	<b>9.0</b>	<b>9.0</b>	<b>6.3</b>
<b>10/19/07 R/C</b>	<b>5</b>	<b>5.8</b>	<b>8.6</b>	<b>8.6</b>	<b>2.6</b>
<b>11/20/07 Main Gate A</b>	<b>9</b>	<b>9.3</b>	<b>9.9</b>	<b>10.0</b>	<b>9.0</b>
<b>11/27/07 Mack South</b>	<b>7</b>	<b>7.7</b>	<b>8.1</b>	<b>7.6</b>	<b>4.9</b>
<b>3/6/07 Library</b>	<b>11</b>	<b>9.1</b>	<b>9.6</b>	<b>9.2</b>	<b>5.8</b>
<b>Average</b>		<b>8</b>	<b>8.9</b>	<b>8.8</b>	<b>6.2</b>
<b>Total # of students</b>	<b>57</b>				

<b>Body Art</b> <b>9 programs</b> <b>(Patty Amidon)</b>	Number of students attending	Did you learn anything new?	Presenter's ability to present topic	Presenter's ability to interact w/class	Will you change any health Behavior
10/12/07 Braddon	13	6.2	8.4	7.3	3.7
9/14/07 Mack South	15	8.5	8.0	7.7	3.6
4/26/07 Mack South	5	8.4	8.4	8.8	8.2
10/25 Mack East	8	7.5	9.3	8.3	4.4
11/20 Mack West	5	9.8	10.0	10.0	7.2
10/19Main Gate A	9	9.4	9.4	9.4	7.9
9/27 Mack East	15	7.1	9.3	8.4	3.3
10/4 Mack North	4	8.0	9.5	9.3	4.0
4/19 Mack North	15	7.5	8.4	8.5	6.2
<b>Average</b>		<b>8.0</b>	<b>8.9</b>	<b>8.6</b>	<b>5.4</b>
<b>Total # of students</b>	<b>89</b>				

<b>Health Jeopardy</b> <b>5 programs</b> <b>(Patty Amidon)</b>	Number of students attending	Did you learn anything new?	Presenter's ability to present topic	Presenter's ability to interact w/class	Will you change any health behavior
10/05/07 Braddon	9	9.1	9.3	9.1	7.3
11/1/07 Main Gate A	17	8.4	7.9	8.2	5.1
1/25/08 Mack West	6	9.3	9.2	9.3	6.3
10/18/07 SDC	14	8.1	9.0	9.2	5.3
10/4/07 Peet	15	7.7	8.7	7.9	4.4
<b>Average</b>		<b>8.5</b>	<b>8.8</b>	<b>8.7</b>	<b>5.7</b>
<b>Total # of students</b>	<b>61</b>				

<b>Hygiene</b> <b>2 programs</b> <b>(Patty Amidon)</b>	Number of students attending	Did you learn anything new?	Presenter's ability to present topic	Presenter's ability to interact w/class	Will you change any health behavior
9/14/07 Mack South	12	6.7	7.2	7.5	5.5
10/5/07 Mack South	13	6.8	7.3	7.5	5.6
<b>Average</b>		<b>6.8</b>	<b>7.3</b>	<b>7.5</b>	<b>5.6</b>
<b>Total # of students</b>	<b>25</b>				

<b>Sexuality/Safe Sex</b> <b>7 programs</b> <b>(Patty Amidon)</b>	Number of students attending	Did you learn anything new?	Presenter's ability to present topic	Presenter's ability to interact w/class	Will you change any health behavior
9/20/07 Braddon	15	8.2	9.3	8.3	4.9
10/26/07 Mack West	11	7.4	8.9	9.2	5.4
10/26/07 Main Gate B	8	8.5	9.5	9.0	5.0
12/6/07 Shults	20	6.8	9.3	9.4	3.9
11/29/07 Mack East	21	7.7	9.0	9.0	4.7
10/11/07 Peet	23	7.1	8.2	7.4	4.3
10/11/07 MGA	18	8.4	8.3	8.6	5.3
<b>Average</b>		<b>7.7</b>	<b>8.9</b>	<b>8.7</b>	<b>4.8</b>
<b>Total # of students</b>	<b>116</b>				

<b>Booze, Body, Girl Power</b> <b>1 program</b> <b>(Patty Amidon)</b>	Number of students attending	Did you learn anything new?	Presenter's ability to present topic	Presenter's ability to interact w/class	Will you change any health behavior
<b>2/22/08 Main Gate A</b>	<b>6</b>	<b>6.2</b>	<b>8.3</b>	<b>8.2</b>	<b>4.7</b>
<b>Average</b>		<b>6.2</b>	<b>8.3</b>	<b>8.2</b>	<b>4.7</b>
<b>Total # of students</b>	<b>6</b>				

<b>Wellness/Alcohol Awareness</b> <b>3 programs</b> <b>(Patty Amidon)</b>	Number of students attending	Did you learn anything new?	Presenter's ability to present topic	Presenter's ability to interact w/class	Will you change any health behavior
<b>3/22/08 Mack North</b>	<b>3</b>	<b>8.7</b>	<b>9.7</b>	<b>9.7</b>	<b>4.7</b>
<b>2/15/07 Peet</b>	<b>7</b>	<b>8.9</b>	<b>8.6</b>	<b>8.4</b>	<b>7.6</b>
<b>4/19/07</b>	<b>8</b>	<b>8.1</b>	<b>9.4</b>	<b>9.0</b>	<b>7.5</b>
<b>Average</b>		<b>8.6</b>	<b>9.2</b>	<b>9.0</b>	<b>6.6</b>
<b>Total # of students</b>	<b>18</b>				

<b>Date Rape drugs</b> <b>1 program</b> <b>(Patty Amidon)</b>	Number of students attending	Did you learn anything new?	Presenter's ability to present topic	Presenter's ability to interact w/class	Will you change any health behavior
<b>11/15/07 R/C</b>	<b>16</b>	<b>8.8</b>	<b>9.2</b>	<b>8.9</b>	<b>6.6</b>
<b>Average</b>		<b>8.8</b>	<b>9.2</b>	<b>8.9</b>	<b>6.6</b>
<b>Total # of students</b>	<b>16</b>				

#### Counseling Services' Educationals

<b>College Dating (Holly)</b> <b>2 programs</b>	Number of students attending	Did you learn anything new?	Presenter's ability to present topic	Presenter's ability to interact w/class	Will you change any health behavior
<b>10/17/07 Braddon</b>	<b>13</b>	<b>8.3</b>	<b>9.6</b>	<b>9.5</b>	<b>3.2</b>
<b>10/25/07 Main Gate A</b>	<b>14</b>	<b>8.6</b>	<b>9.1</b>	<b>9.5</b>	<b>5.1</b>
<b>Average</b>		<b>8.4</b>	<b>9.4</b>	<b>9.5</b>	<b>4.2</b>
<b>Total # of students</b>	<b>27</b>				

<b>Dream Interpretation (Rex Olson)</b>	Number of students attending	Did you learn anything new?	Presenter's ability to present topic	Presenter's ability to interact w/class	Will you change any health behavior
<b>7 programs</b>					
11/30/07 Braddon	11	8.7	8.9	8.9	6.6
4/3/08 Mack South	9	9.0	9.4	9.9	3.0
4/17/08 Peet	11	8.6	9.5	9.6	3.6
2/21/08 Mack West	9	8.6	9.2	9.0	6.4
10/25/07 Getman	9	8.7	9.4	9.6	5.0
2/20/08 Mack North	10	9.1	9.1	9.8	4.9
10/2/07 MGB	13	8.4	8.9	9.1	4.6
<b>Average</b>		<b>8.7</b>	<b>9.2</b>	<b>9.4</b>	<b>4.8</b>
<b>Total # of students</b>	<b>60</b>				

<b>Yoga (Merry Coburn)</b>	Number of students attending	Did you learn anything new?	Presenter's ability to present topic	Presenter's ability to interact w/class	Will you change any health behavior
<b>1 program</b>					
9/25/07 Shults	7	9.0	9.7	10.0	9.6
<b>Average</b>		<b>9.0</b>	<b>9.7</b>	<b>10.0</b>	<b>9.6</b>
<b>Total # of students</b>	<b>7</b>				

<b>Drum Circle (Darryl Huels)</b>	Number of students attending	Did you learn anything new?	Presenter's ability to present topic	Presenter's ability to interact w/class	Will you change any health behavior
<b>2 programs</b>					
11/16/07 MGA	14	9.1	9.2	9.1	8.5
9/20/07 MGB	14	8.8	9.1	9.4	7.1
<b>Average</b>		<b>9.0</b>	<b>9.2</b>	<b>9.3</b>	<b>7.8</b>
<b>Total # of students</b>	<b>28</b>				

	<b>Total programs</b>	Total number of student evaluations	Did you learn anything new? <b>Average</b>	Presenter's ability to present topic <b>Average</b>	Presenter's ability to interact w/class <b>Average</b>	Will you change any health behavior <b>Average</b>
<b>Health Educator</b>	<b>34</b>	<b>388</b>	<b>7.8</b>	<b>8.7</b>	<b>8.6</b>	<b>5.7</b>
<b>Counseling</b>	<b>12</b>	<b>122</b>	<b>8.8</b>	<b>9.4</b>	<b>9.6</b>	<b>6.6</b>
<b>Total</b>	<b>46</b>	<b>510</b>				

The conclusive data shows that out of 46 programs for the time period of fall 2006 to spring 2008 serving 510 students the mean average was 8.3 for *Did you learn anything new*, 9.1 for *Presenter's ability to present topic*, 9.1

for *Presenter's ability to interact w/class*, and 6.3 for *Will you change any health behavior*. Changing health behavior question results are above 50 percentile which is considered successful in that it shows the students are considering a move toward recognition and possible action.

For the 2008-2010 biennial review period the evaluation tool will move more toward stimulating thoughts and expressions to change from the student with each wellness program having a tailored pre- and post- individual evaluation. These evaluations will consist of open-ended questions eliciting detailed written responses. The pre/post will help recognize the learning outcome received from each student. An example of a future wellness evaluation (caffeine) is included.

### **Late Night events**

In addition to existing campus programming initiatives, the Student Activities office and student leaders began to fund late night events for students. Late night events occur after 10 p.m. and support the notion that students desire to meet others and socialize between 10 p.m. and 2 a.m. on weeknights and weekends. Funding for late nights was obtained through the student activity fee. Twenty-seven late night programs were offered during the 2006-2007 academic year (seventeen in Fall 2006 and ten in Spring 2007). Twenty-nine programs were offered during the 2007-2008 academic year.

The Alfred State Late Night Events program finds itself in an extremely successful position at the end of the 2007-2008 academic year. The program has made significant growths and strides throughout the year which promise to continue in next year's developments. Late Night made collaborative efforts with several other departments, programs, and organizations around campus in order to further the goals of each one respectively, creating strong ties in both in the Alfred State community, and outside of it.

In its outreach to the campus community, Late Night resources were utilized by clubs and organizations such as the Black Student Union, Pi Rho Zeta, Resident Assistants from all over campus, International Club, as well as many others including individual student leaders with an interest in programming excellence. Late Night also had a great collaboration with Judi Grant and Health Services as well as Alfred Programming Board in order to put on a special Casino Night which promoted safe sexual health choices. It is expected this program will become an annual event which will grow in popularity over the years.

Late Night is excited to launch its Web site at the end of this year which will provide students with easy access to what programs are coming up in the semester. Pictures from events will be posted, as well as a list of Late Night administrators and staff members. In an effort to become more eco-friendly as well as to improve the efficiency of the program, Late Night will also be eliminating paper event grant applications. Students and organizations will be able to apply for event grants on the Web site beginning Fall of 2008.

Survey data from the students and organizations that put on the programs show that most aspects of the programming experience were "Very Good" to "Excellent" except for Attendance, which they reported on average as "Good". About 46% of students who attended Late Night events claimed they would have been drinking otherwise, and 29% of students stated they learned something new at the event. All but one student reported that they liked the program they attended, although 23% reported that they would like to see the program begin at an earlier time. This year the marketing which drew students into and made them aware of programs were: Posters (51%), and Word of Mouth (40%).