



## Student Conduct Office

### Higher Education Opportunities Act Drug and Alcohol Abuse Prevention Program

July 1, 2013

#### **Introduction:**

The following report summarizes the ways in which Notre Dame de Namur University (NDNU) continues to fulfill the obligations outlined in the Higher Education Opportunities Act (HEOA) in relation to programming and prevention of drug and alcohol abuse. This report discloses incidents related to registered students for the 2012-13 academic year.

There are two sections to this report. These are:

1. Information which is distributed in writing to each student each year,
2. Information which is provided upon request to the public

Section One fulfills the annual distribution requirements of the federal legislation. The requirements are labeled in italics. The method of distribution follows each category.

Section Two is formatted much like Section One, with the information which is required to be disclosed in italics with the actual data following each italicized section.

#### **1. Information which is distributed in writing to each student each year:**

*1A. Standards of conduct that clearly prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on the institution's property or as part of any of the institution's activities*

Conduct standards are explicitly stated in the Student Conduct Code, which in turn was published as part of the Student Handbook in 2012-13. This is updated and published annually online.

Information regarding alcohol and illicit drugs is disseminated to employees through University's Employee Handbook for Administrators and Staff, and also via a list which is distributed by the Human Resources Office each year which clarifies what activities are unlawful. Additionally, there is a written policy on alcohol and illicit drugs. University employees who need assistance regarding alcohol or illicit drugs may get support via the Employee Assistance Program.

*1B. Description of applicable legal sanctions under state, local, and federal law*

The applicable legal sanctions under state, local and federal law were published as part of the Student Handbook in the 2012-13 academic year.

*1C. Description of the health risks*

The health risks regarding alcohol and drug use were published as part of the Student Handbook in the 2012-13 academic year.

*1D. Description of available counseling, treatment, rehabilitation, or re-entry programs*

Notre Dame de Namur University has a Counseling Service which offers assistance to students who are struggling with personal issues including alcohol and/or drug issues. This service is clearly described on its webpages and in a brochure which is provided by Counseling Services.

Students who are identified through the conduct process as having potential issues with alcohol or drugs, or who require more information regarding these topics and the choices they make, received referrals. These referrals involved speaking with a counselor or a trained staff member. Interviews used both motivational interviewing techniques and the harm-reduction model. The aims of using these approaches are to help the student either contemplate or actualize change.

Some students who violated the University's policy regarding marijuana were mandated to use the online marijuana education program which is offered by 3<sup>rd</sup> Millennium Classrooms. In these instances, students took the online course and then follow-up this course with the in-person motivational interview with a staff member.

*1E. Clear statement that institution will impose sanctions for violation of standards of conduct and a description of the sanctions*

The Student Handbook clearly states that students will face sanctions, or consequences, for students who are responsible for violating the Student Conduct Code with regard to alcohol and other drug use.

**2. Each institution must make available, upon request, to the department of Education and to the public, the information distributed to students and employees and the results of a biennial review of the institution's program that:**

*2A. Determines the effectiveness of the program and implements needed changes*

2A1. The actual educational programs which were offered to students with regard to alcohol and other drugs taken in 2012-2013 include:

- 1) An AlcoholEdu online course prior to arrival at NDNU for all new freshman
- 2) An AlcoholEdu refresher online course halfway through Fall Semester for all new freshman
- 3) A presentation and assessment on marijuana facts during orientation by the Student Conduct Office for all new freshman
- 4) A presentation about the conduct code during orientation for athletes in Fall Semester
- 5) Sanctions for first-time, less serious cases (e.g., underage co-location with alcohol) included verbal and written warnings and informing coaches when students were in athletic programs. More serious cases, such as alcohol poisoning or repeated incidents of alcohol violation, resulted in parental notification, disciplinary probation and/or a warning about or removal from housing.
- 6) Educational programs in the evenings around topics relating to alcohol and other drugs were also offered in Fall Semester by Counseling Services, Health and Wellness and the Conduct Office. Health and Wellness and Counseling Services offered a workshop on drugs other than alcohol. Conduct and Counseling Services collaborated and offered a workshop on alcohol use. These were open to all residential and commuter students.
- 7) An Alcohol-Awareness Day took place in April, as a joint initiative between Health and Wellness, Conduct and the Student Programming Board. An information fair took place during the lunch hours. Organizations from around the Bay Area attended the information fair, including Alcoholic Anonymous, AlAnon, Mothers Against Drunk Driving and Belmont Police, who did mock sobriety tests. There were also activities offered such as using drunk goggles to simulate the effects various measures of alcohol might have on an individual student. In the evening a motivational speaker presented a personal story about his struggle with alcohol and drugs and ultimately how he achieved recovery. This session was followed by a video about a University of Colorado student who died from alcohol poisoning and the friends who failed to help. The late evening presenter was a hypnotist who incorporated alcohol facts into an entertaining show which demonstrated how people appear and act when under the influence. Fact sheets and informational posters were posted throughout the campus that day.
- 8) Students found responsible for serious or repeated alcohol violations received one to one intervention counseling which aimed to do an intake of use and to use motivational interviewing techniques to prompt change.
- 9) Joint publications from the Student Conduct Office and Health and Wellness concerning alcohol and marijuana were distributed to all new freshmen during presentations regarding these topics during

Week of Welcome, and also to individual students who were responsible for violating the Conduct Code throughout the year.

2A2. Effectiveness of the Program:

One way in which the programs were measured for effectiveness was by directly assessing the student learning after each program. Students were assessed in AlcoholEdu, at the end of Fall Semester’s alcohol awareness program and at the end of one of the activities at the midday fair on Alcohol Awareness Day. Additionally, students were assessed if they were referred for alcohol counseling as the result of a conduct violation (Table 1). With the exception of Alcohol EDU, assessment comprised a written quiz.

**Table 1: Results of Alcohol Assessment for the Different Programs Offered 2012-13**

*The percentage of students who demonstrated they had acquired at least a baseline knowledge of alcohol facts is shown for the programs which were assessed this past year.*

Alcohol Education Event	Fall Alcohol Education Workshop	Alcohol Awareness Day	Counseling After Conduct Incident	Alcohol EDU
Students Who Passed the Alcohol Assessment	100%	84%	82%	78%

Table 1 shows that the various programs were effective in helping students identify facts regarding alcohol consumption. The vast majority of students in each of these programs demonstrated at least a baseline knowledge of alcohol facts after the completing an NDNU-sponsored program. AlcoholEDU’s figures, although relatively low compared with the other programs, show a great improvement from the pre-test which this program issued to incoming freshman. This pre-test showed only 47% of the students had the baseline knowledge prior to taking this online program. The other programs were successful in teaching students about alcohol use, and were offered to commuter and residential students.

Another way in which the program’s effectiveness was measured is through analyzing the number of alcohol and drug related incidents on campus (Table 2). This past year there were significantly fewer alcohol-related incidents on campus relative to the previous year. There was a slight increase in the drug-related incidents. All of the drug-related incidents involved marijuana.

**Table 2: The Number of Alcohol and Drug Related Incidents on Campus**

*The number of alcohol and drug related incidents occurring on campus dropped relative to the previous year.*

	2011-12	2012-13
Alcohol-related incidents	114	73
Drug-related incidents	19	22

Measurements of progress can also be seen as the percentage of students who violated alcohol and drug policies this year compared with the past two years (Table 3). These data show that the same percentage of students (1%) were responsible for violating the drug policy as the previous year (n=24 for 2012-13).

The percentage of students who were responsible for violating the campus' alcohol policy increased from 5.7% to 8.8% (Table 3) (n=177 for 2012-13). This increase is interesting considering the positive assessment results for the alcohol education program. It may indicate that although students are aware of the risks associated with drinking, they nonetheless choose to consume alcohol and/or to violate policy.

**Table 3: Percentage of Students with Alcohol or Drug Violations**

*The percentage of students using marijuana remained the same with the previous year. There was an increase with the percentage of students who were found responsible for violating the alcohol policy.*

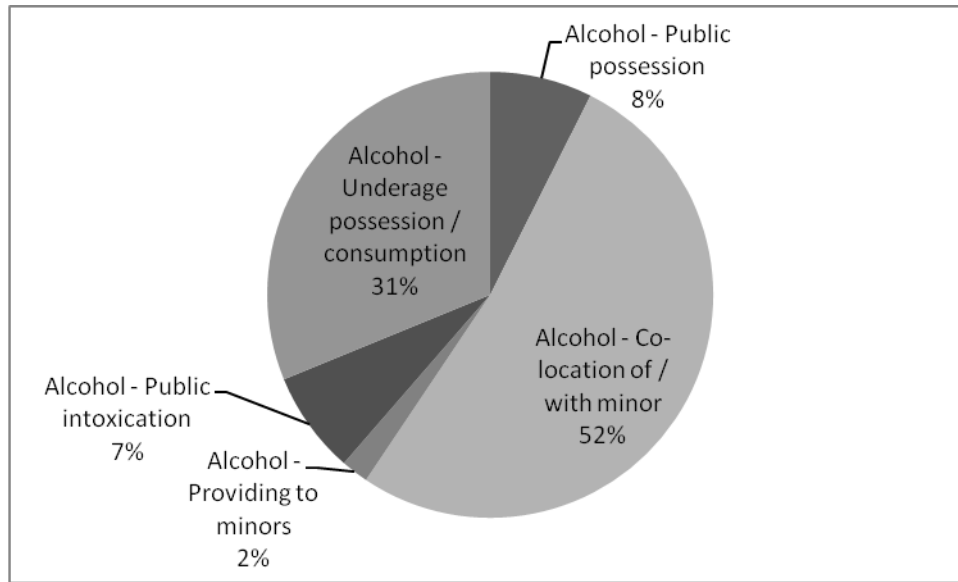
	2010-11	2011-12	2012-13
% Students Alcohol Violations	7	5.7	8.8
% Students Drug Violations	1.5	1	1

The data concerning students violating the alcohol policy can be further analysed (Figure 1). These data show that most of the violations (52%)(n=105) were strictly policy violations, of minors being co-located with alcohol and/or of-age students consuming alcohol or being in the presence of alcohol with minors present. Approximately one third (31%) of the cases involved underage students actually possessing or consuming alcohol. There were very few cases (7%) of students being intoxicated in public or possessing alcohol in public (8%). These statistics may speak to the campus culture being

largely dry in public areas. Due to a change in database management system, it is difficult to compare these data with previous years.

**Figure 1: Alcohol Violations by Type**

*The percentage of alcohol cases by type are shown and indicate that the majority of violations were policy-related (minors being co-located with alcohol).*



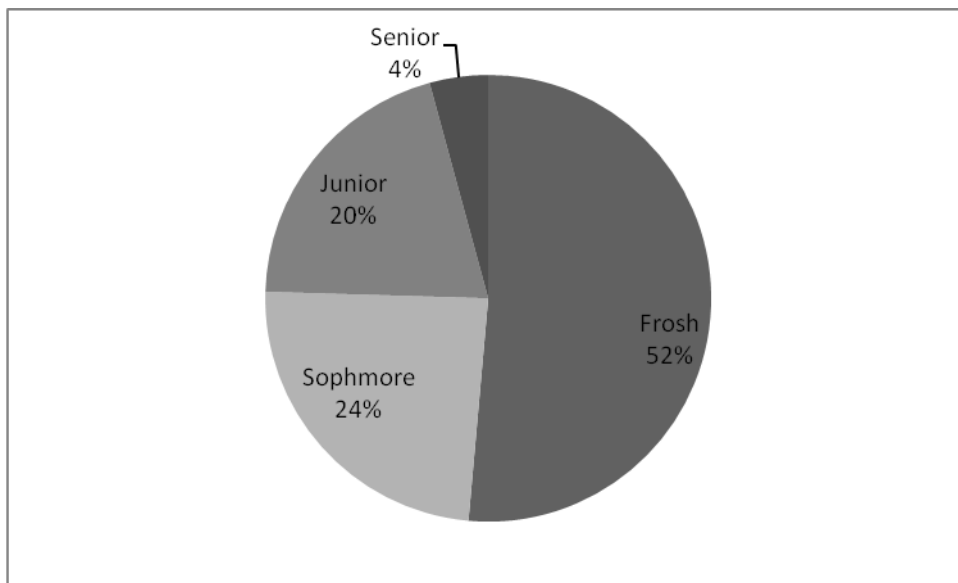
Another encouraging statistic is the relatively low number of repeat offenders for the various types of violations. There were no repeat offenders for drugs. For alcohol, eleven percent of the policy-related violators (alcohol co-location) and sixteen percent violated the underage possession/consumption policy more than once this year. No students were intoxicated in public more than once, nor did they supply alcohol to minors more than once. This relatively small percentage of repeat offenders may indicate that the developmental approach during hearings and/or the consistent sanctioning process are effective in reinforcing the policies and in helping students re-think and change their behavior.

Finally, there is a striking trend in looking at alcohol violations across the year in which students are enrolled (Figure 2). First year students were responsible for the majority of the alcohol-related violations (52%) (n=109). The relative number of violations decreased according to the year in which students were enrolled, with sophomores accruing 24% of the violations, juniors 20% and seniors only 4%.

This trend is similar for drug violations (all of which involved marijuana), where freshman accrued 67% of the violations (n=16). Sophomores accrued 17% of the violations, followed by juniors, who accrued 16%. No seniors were found in violation of the drug policy. Given that the level of educational resources concerning alcohol and marijuana for freshman is relatively greater than for other classes, the number of violations in these areas is striking. One reason for this spike could be freshman experimentation and adjusting to the relative freedom of living away from home for the first time.

**Figure 2: Percentage of Alcohol Violations by Class of Student**

*The relative percentage of violations is shown by the year in which students are enrolled.*



2A3: Implementing Needed Changes:

This past academic year the number of educational programs increased. Also, it was rare to encounter a student who was unaware of NDNU’s alcohol policy. In the next academic year, programming efforts will continue. Where possible, the incorporation of motivational interview style techniques will be used in these workshops to encourage students to make better choices.

**2B. Determines the number of drug and alcohol-related violations and fatalities that occur on the institution’s campus or as part of the institution’s activities, and are reported to campus officials**

There were no drug or alcohol related fatalities in the 2012-13 academic year. The other statistics are furnished in section 2A2 above.

***2C. Determines the number and type of sanctions that are imposed***

Each of the students who were responsible for violating the illicit drug or alcohol policy received sanctions. The spectrum for alcohol and drug sanctions ranged from warnings for first time offenses to removal from housing for repeated offenses. In between these two extremes, parents were notified and educational activities were assigned. Examples of educational activities included researching and writing reflection papers, attending evening information programs regarding alcohol or drugs and/or attending Alcoholics Anonymous or AlAnon meetings.

***2D. Ensures that sanctions are consistently enforced***

After adjudication, all students who were responsible for violating the Conduct Code were sanctioned in a manner which was consistent with the policies and past practices of the University. This year the University used Maxient, a student conduct data system to manage cases. This increased the ease with which sanction completion could be tracked. Students received e-mail reminders four days prior to their sanctions being due. This helped decrease the administrative burden and was an effective way to encourage sanction completion. When students did not follow through with sanctions, they were sent warnings and then notification that holds were placed on their student accounts until the sanctions were completed. The administrative holds prevent students from registering for classes, receiving transcripts and/or apply for housing.