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Syracuse University's Twelve Point Plan for Substance Abuse Prevention and Health Enhancement: Achieving Culture Shift Through Shared Governance

ABSTRACT

Syracuse University's Twelve Point Plan for Substance Abuse Prevention and Health Enhancement¹ provides education, intervention, and outreach based on the bio-psycho-social theoretical construct for personal and community health. (Donovan & Marlatt, 1988). The Twelve Point Plan, winner of the *1999 Exemplary Programs Promising Practices Award* from the Center for Substance Abuse Prevention, promotes research and the application of knowledge to support healthy behavior in the context of harm reduction. The Twelve Point Plan is a collaborative effort that fosters communication and involvement among University departments, individual students, faculty, and staff, and with the local community.

The effects of initial implementation of the Twelve Point Plan include: heightened student awareness of AOD policies; a reduction in the frequency and severity of AOD-related incidents; and, an increase in community support for and involvement in AOD initiatives. Moreover, assessment reveals numerous opportunities to expand the reach of the Twelve Point Plan to move from a model focused primarily on responding to negative behavior to a model focused on preventing negative behavior and promoting good citizenship and healthy choices related to alcohol and other drugs.

Grant funds will be used to sustain and expand data collection initiatives related to AOD issues among multiple departments; to support enhanced student awareness and education efforts; to increase curriculum infusion related to AOD issues; and, to support dissemination of the Twelve Point Plan.

¹ (1.) Campus Leadership, (2.) Awareness and Information, (3.) Environmental and Targeted Approaches, (4.) Curriculum Infusion, (5.) Peer-Based Initiatives, (6.) Training of faculty and staff, (7.) Support Services, (8.) Staff and Resources, (9.) Policies and Implementation, (10.) Enforcement, (11.) Assessment and Evaluation, and, (12.) Campus-Community Coalition.

Program Narrative

A. Significance of the Program and Dissemination Plan

1. Philosophy

“Higher education has a responsibility to promote the human development of students, to teach citizenship and leadership skills. As role models, university people have the opportunity to pass on key life skills that lead to maturity, motivation, self-discipline, judgment, and esteem for one’s self and others.” (The Inter-Association Task Force on Alcohol Other Substance Abuse Issues, 1998).

It has been well documented in both scholarly journals and popular media that substance abuse negatively impacts college student living environments and the higher education environment as a whole. Secondary effects of substance abuse include violence, sexual harassment and assault, unwanted sexual encounters, impaired driving, and disruptions to study. Research shows that the most effective substance abuse prevention strategies in higher education are those that employ a coordinated, environmental approach, as opposed to addressing substance abuse as solely individualized behavior. (McCorry, 1999). Students need to hear that they are responsible as individuals to their community as well as to themselves.

Substance abuse prevention cannot be accomplished in isolation. Prevention must be embedded programmatically into the complex structures in place on a college campus. In addition substance abuse prevention must be rooted philosophically in a comprehensive prevention, education, and intervention framework which includes information on: health and safety, study skills, disabilities, stress management, depression, responsible decision-making, co-curricular activities, diversity and multicultural issues, behavioral standards, community standards, community traditions, citizenship, and community service. Therefore, prevention efforts need to form seamless structures for intervening and providing referral to appropriate resources (O.N.D.C.P. National Drug Control Strategy, 1999). The framework presented here broadens what we have traditionally considered to be alcohol and other drug issues, and seeks to address environmental conditions that support or discourage substance abuse on the

Syracuse University campus. The strategy focuses on current needs of the campus community and allows for continuous evaluation and adaptation to respond to emerging trends and identified risks. While this comprehensive, environmental management plan includes strategies for addressing both alcohol and other drug abuse, alcohol-related issues have been the primary focus to date due to the prevalence and severity of alcohol-related behaviors within the University community.

2. *Background and Needs Assessment*

Over the last five years, the Syracuse University community has experienced several tragedies and near-tragedies related to student substance abuse, including 135 students requiring emergency medical assistance due to extreme intoxication during the 1998-99 academic year alone. Moreover, the sheer number of student violations of the Code of Student Conduct related to alcohol and other drugs has been increasing over the past five years (1994-1999), with alcohol-related cases more than doubling during the last academic year to over one thousand cases of student misconduct. Among these acts of

Core Survey 1996, 1999		
Binge Drinking Rate	43.0%	48.6%
Marijuana Use	41.3%	39.7%
Designer Drug Use	4.6%	2.5%

Figure 1

misconduct was an alcohol-fueled student riot occurring prior to commencement in May, 1999.

Syracuse University has conducted the Core Alcohol and Drug Survey, used on college campuses nationwide, and determined in the most recent survey (spring, 1999) that almost one half of Syracuse University students (48.6%)

reported binge drinking in the two weeks before the survey. (See Figure 1.) Of those who binged in the two weeks prior to the survey, most of those (26%) binged one to two times; 16.3% binged three to five times; and, 1 in 16 (6%) reported six or more binge drinking episodes within the two weeks prior to the survey. The percentages of Syracuse University students who drink and those who binge are in line with, but slightly higher than, the norm based on the 1996 National Core Alcohol and Drug Survey. Designer

drug use, is not nearly as common as drinking and has reduced by over 50% from 1996 (4.6%) to 1999 (2.5%).

Despite a slight reduction in marijuana use since 1996 (41.3% down to 39.7%), the current level of marijuana use remains nearly 8% higher than the national average of 32%. Based on the results of the Syracuse University PREVIEW '99 summer orientation survey² and current national trends in adolescent drug use, AOD abuse appears to be on the upswing with first-year students reporting marijuana use at 47.7% and inhalant use at 11.3%.

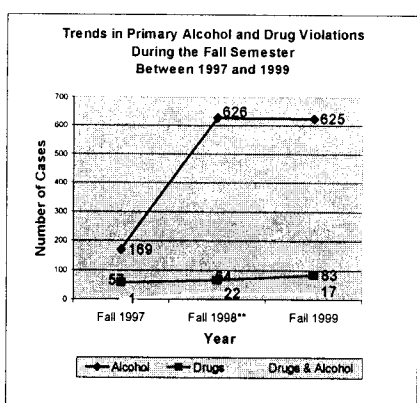


Figure 2

in the 1998-99 academic year are attributed to the introduction of the Syracuse University Policy on Alcohol, Other Drugs, and Tobacco, resulting in enhanced enforcement.

A Chancellor's Commission on Substance Abuse Prevention and Campus Security was formed to oversee the implementation of strategies designed to respond to the AOD problems identified through the initial needs assessment and to identify additional areas in need of attention. The major challenges identified by the Commission included:

1. Inconsistent messages concerning the institution's values and policies related to AOD issues;
2. Lack of comprehensive student and parent education related to AOD issues;
3. Insufficient offering of activities for students to provide an alternative to AOD abuse;

A graph depicting the rate of fall semester behavioral violations related to AOD over a three-year period (Figure 2.)

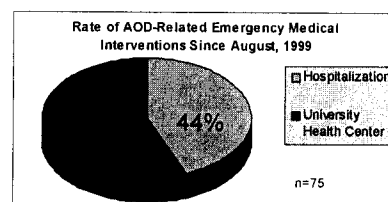


Figure 3

and, a graph demonstrating the rate of emergency medical interventions related to AOD matters (Figure 3.) are included.

Significant increases in the rate of reported student misconduct

² Four hundred and twenty-three incoming first-year students participated in the PREVIEW '99 survey.

4. Inefficiency in the student discipline process leading to a lack of consistent handling of student discipline cases among case managers;
5. Overburdening of helping resources with inappropriate student referrals (indicating a need for staff re-training);
6. Lack of visible, consistent enforcement of underage drinking laws and regulations in the off-campus community; and,
7. Insufficient involvement of academic affairs units in designing approaches to prevention.

While the entire campus community, including non-campus establishments frequented by University students, were targeted through the Twelve Point Plan, specific attention has been paid to: residential students, off-campus students, first-year students, and fraternity and sorority students. Students, faculty, staff, and the University community at large have participated at all levels of the Commission's policy development and review process. In addition, community members, neighborhood associations, local government officials, tavern owners, and other local colleges have been involved in program design and implementation related to off-campus neighborhoods where students reside. Syracuse University's Twelve Point Plan recently received a national award: *The 1999 Exemplary Programs Promising Practices Award* from the Center for Substance Abuse Prevention.

3. *Dissemination Plan*

The processes, programs, and outcomes associated with the Twelve Point Plan will be disseminated in the following ways:

- **Web-based access.** We will design and implement web-based resources to disseminate the Twelve Point Plan and its related programs, including alcohol and other drug prevention curricula; data collection methods and findings; on-line training for data collection and analysis; lessons learned

from implemented strategies, including quarterly reports of the University Judicial System documenting case activity, data trends, and current research (see the following URL: <http://students.syr.edu/depts/judicial/CASEQ3-2000.pdf>); and, developing community-based initiatives. This information will allow others in higher education to access the Twelve Point Plan and use it as a resource in designing AOD prevention plans to meet the needs of their local communities.

- **Conference presentations.** We propose to present the processes, programs, and findings to date associated with the Twelve Point Plan at a minimum of three national conferences during the grant period. For example, we propose to present our experiences in designing, implementing, and assessing a plan to restructure the Syracuse University Judicial System using a shared governance approach, including extensive public discussion of all aspects of the project from proposal, to pilot, to assessment, to formal adoption. We propose to offer the strategies we have developed to reduce AOD abuse among off-campus students, including service of alcohol to minors, disorderly conduct, and related violence. In addition, we are prepared to present on the intersection of the work of Syracuse University's Counseling Center, Substance Abuse Prevention and Health Enhancement Office, and Office of Judicial Affairs related to AOD issues, including prevalence rates based on gender, time of year, severity, and co-occurring mental health issues. Particular conference populations to be targeted are student affairs senior administrators (National Association of Student Personnel Administrators); student affairs generalists (Association of College Personnel Administrators); and, substance abuse and student discipline specialists (American College Health Association and the Association for Student Judicial Affairs).
- **Publications.** We propose to submit a minimum of two articles related to research associated with the Twelve Point Plan to peer-reviewed journals for publication as a means of contributing to the scholarly literature. Specific topics may include: the impact of student discipline system restructuring on student substance abuse patterns; the correlation between gender, race, and ethnicity

and substance abusing behaviors; and, the impact of a multifaceted, environmental and educational approach on the rate of substance abusing behaviors, as determined through pre-post assessment and evaluation of the knowledge gained by students.

B. Program Design, Implementation, and Future Directions

1. Goals and Objectives

Syracuse University's vision is to become the nation's leading student-centered research University. The Twelve Point Plan for Substance Abuse Prevention and Health Enhancement contributes to this vision by providing education, intervention and outreach based on the interdisciplinary, bio-psycho-social theoretical construct for personal and community health. (Donovan & Marlatt, 1988). The Twelve Point Plan promotes student-centered research and the application of research-based knowledge that supports healthy behavior in the context of harm reduction. The Twelve Point Plan is a collaborative enterprise that fosters communication and involvement among University departments and with the local community.

The goals and objectives identified and achieved to date are as follows:

Policy Development, Enforcement, and Problem Intervention:

- In response to needs assessment and the Higher Education Act Amendments of 1998, the Syracuse University Judicial System was restructured to achieve more consistency in case outcomes, more appropriate referral of students to campus resources, comprehensive student education in response to critical incidents, and greater efficiency in resolving disciplinary cases. The University Judicial System has jurisdiction over behavioral violations occurring on campus, including residence halls, off-campus, and, in Greek chapter houses. Students found in violation of campus policies receive status sanctions and educational or therapeutic sanctions, as appropriate to the circumstances. Any member of the University community may bring behavioral issues to the attention of the University Judicial System. Parents of students found to have violated alcohol policies more than once or to

have committed any drug violation or other serious behavioral violation are informed of the problem. This parental notice strategy represents an effort to build parent partnerships and an appropriate student support structure while reinforcing expectations for behavior. Academic units are also made aware of behavioral problems so that negative patterns of social and academic behavior can be addressed. In addition, Syracuse University has implemented an Anger Management Program to respond to the negative and disruptive behaviors of policy violators, including the relationship between AOD use and aggression.

- The Options Program is a comprehensive, early intervention program designed to assess student use of alcohol or other drugs and ensure that appropriate educational and/or therapeutic intervention occurs. Intervention may occur through peer-based programming, group therapy sessions, or one-on-one treatment. Students who demonstrate serious risk factors may be referred to community resources for additional treatment.
- Syracuse University Ambulance is a student-staffed ambulance service that works on campus and off-campus and responds to emergency medical situations. The students are highly trained, state-certified, volunteers supervised by a professional staff member. Frequently, intervention includes response to severely intoxicated residence hall students. Students are evaluated and transported either to a peer-based observation clinic at the University Health Center or, in more severe cases, to a local emergency room for treatment.
- The presence of alcohol and alcohol-related advertising in the Carrier Dome and at University-sponsored events has been significantly reduced and is now highly regulated. For example, all persons under age thirty-five must show identification to purchase alcohol in the Carrier Dome; and, no alcohol is sold after the midpoint of any event. Presently, the University is considering eliminating service of alcohol in the seating areas, instead requiring patrons to walk to sales areas to obtain alcoholic beverages.

Continuing needs for Policy Development, Enforcement, and Intervention:

- Our outcomes assessment indicates a need to expand and improve methods for ensuring that students receive adequate notice of behavioral expectations, including the range of sanctions for specific violations, and education related to campus social issues, including AOD issues.

Community Education:

- The Substance Abuse Prevention and Health Enhancement Office has been established as the campus-wide oversight body for ensuring appropriate design and delivery of substance abuse education to students.
- Survey information related to Syracuse University students, together with strategies for determining and communicating expectations related to AOD issues and goals for student success in college, is comprehensively disseminated to students, parents, and campus constituencies.
- Orientation sessions for new students and parents and for students moving off-campus are used to communicate expectations, resources, and recommendations for making successful transitions related to AOD issues.
- Parent education strategies include: mailings of the Century Council brochure “Parents, You’re Not Done Yet;” letters from University administrators communicating recommended intervention strategies and the institution’s approach to AOD-related behavioral violations; and a Syracuse University-specific mailing entitled: “Alcohol, Drugs, and Your College Student.” This brochure outlines additional statistics and describes resources available at Syracuse University. Other materials related to living in a substance-free environment are under development.
- Residential student education strategies include: the LIFE and Wellness floors, which allow residential students to select residential communities that promote substance-free and wellness-focused living, respectively. In addition, newly expanded theme housing and residential learning

communities provide students with an array of choices for positive, learning-focused living environments.

- The Code of Student Conduct and Standard Sanctions for Substance Abuse-Related Violations of the Code of Student Conduct are distributed to parents and first-year students prior to students' arrival on campus.
- An umbrella Policy on Alcohol, Other Drugs, and Tobacco has been developed and is disseminated upon students' arrival on campus.
- A "Syracuse University in the Community" program was designed to reduce AOD abuse by both off-campus students and by residential students who access off-campus parties to obtain alcohol without needing to produce proof of age. Off-campus students have reported a willingness to provide alcohol to underage students to support the perceived campus culture of substance abuse and to supplement their incomes by exchanging alcohol for money. The Syracuse University in the Community program educates off-campus students about local alcohol laws; police and University approaches to responding to large-scale, off-campus parties; strategies and resources for ensuring informed selection of off-campus apartments and preservation of legal rights; strategies and resources for mediating conflict with landlords, roommates, and non-student neighbors; and, opportunities for community involvement. This program is based on a model developed by the State University of New York at Albany in cooperation with the New York State Liquor Authority but presents several unique aspects, including the strong emphasis on personal connections and community involvement, rather than solely communication of rules and consequences.
- Project CARE (Citizenship, Awareness, Responsibility, Ethics) is a service-based program designed to respond to low-level violators of alcohol and other drugs policies. This program involves students in the campus and the community immediately surrounding the campus where they encounter University staff or community members and become involved in productive projects. The program

promotes student involvement in and identification with the people who comprise their new community and, thereby, reduces behaviors that disrupt the community or cause individual harm.

- Peer education occurs through E5M (Every 5 Minutes) and the Health Education and Leadership Peer Program (HELPP S.U.) HELPP S.U. is a group of University students trained to conduct substance abuse prevention and health enhancement workshops. E5M is a peer theater troupe that conducts sexual assault prevention training through interactive theater presentations. E5M and HELPP S.U. provide student facilitated programs in the residence halls, Greek houses and classrooms.
- The Substance Abuse Prevention and Health Enhancement Office (S.A.P.H.E.) has piloted a curriculum infusion project that ties alcohol and other drug issues into students' academic work. Examples of successful curriculum infusion projects have included: presenting on the psychology of risk taking in a finance class, including drawing parallels between taking risks in the stock market and personal risk taking, such as abusing alcohol; serving as the subject of interviews on campus alcohol and other drug issues in journalism classes; discussing the social influences of substance use in relation to sexuality in a sociology class; and, serving as a guest-lecturer in a nursing course entitled Substance Use and Stress.

Continuing Needs for Community Education:

- Enhance implementation of a coordinated student education strategy related to AOD issues beginning with expanded new student orientation and ending with student graduation.
- Promote additional faculty member involvement in substance abuse education through classroom-based delivery of educational content.

Campus Activities:

Syracuse University has worked with individual students, student organizations, and through student surveys to develop new social activities, including: a “Late Night at the Gym” program on weekend evenings; discounted skiing and transportation packages; “Perc Place,” a coffeehouse offering weekly entertainment; and, an ice skating pavilion (opening in fall, 2000). In addition, University leadership and supportive action has enabled revitalization of the adjacent business district. Examples of recent or planned enhancements to the health of the University business community include: a Starbucks coffee shop, movie theatres (planned), a health juice bar, and a stress management massage center.

Continuing Needs for Campus Activities:

- Enhance number of activities for students at the beginning and mid-point of each semester when AOD-related incidents are most numerous.
 - Improve student transportation to off-campus social alternatives.
- These needs will be addressed through University resources.

2. Populations to Be Served

The target population of the Twelve Point Plan is 11,000 traditional age, undergraduate, residential, University students. This population is 80-82% white and 18-20% persons of color, representing all possible socioeconomic groups. Syracuse University is a research institution situated in an urban, northeast setting. While the entire campus community, including non-campus establishments frequented by University students, were targeted through this comprehensive analysis and intervention strategy, specific attention is being paid to the experiences of: residential students, off-campus students, first-year students, and Greek students. New initiatives are now focusing on student athletes as well. It is anticipated that all undergraduate students of Syracuse University will be reached by one or more elements of the comprehensive plan. It is further anticipated that all parents of 2800 first-year and

transfer students will be reached prior to students arriving on campus. The instruments we will use to conduct needs assessments of first-year students and parents are included as Appendices A and B, respectively.

3. *Community Coordination*

The Twelve Point Plan employs extensive community coordination. The New York State Liquor Authority has provided licensee training and conducted presentations for University staff regarding New York State alcoholic beverage control law. The Liquor Authority also has been instrumental in working with University staff to encourage licensee participation in the College Area Campus Community Coalition and in ensuring enforcement of relevant laws with regard to licensees. Further, the New York State Office of Alcoholism and Substance Abuse Services has provided funding, staff training, and technical assistance in developing the University's social norms marketing campaign.

Local government officials, other local colleges, and neighborhood associations have joined together in a University-Community Partnership to address AOD issues and their impact on the broader community. In addition, neighborhood associations have allocated grant monies for police patrols and volunteered members' time to participate in student education activities.

4. *Program Management*

Leadership for the Twelve Point Plan is provided by the Vice President for Student Affairs and Dean of Student Relations. Implementation of the Twelve Point Program is the responsibility of the Director of Substance Abuse Prevention and Health Enhancement and the Associate Dean of Student Relations and Director of Judicial Affairs in cooperation with other campus officials. Oversight is provided by the Chancellor's Commission on Substance Abuse Prevention and Campus Security. Community outreach and involvement is provided by the University Area College Community Coalition and a University-Community Partnership. The key staff involved in managing this program present a

wealth of experience in higher education administration, student development, research and assessment, curriculum design, law, and, financial management. Continuous communications among program constituents is promoted through a special subcommittee of the Commission; the institution's internal University Communications staff; and, regular reports and electronic mail updates to the University community.

5. *Future Program Directions*

Initial implementation of the Twelve Point Plan reveals that the plan has been effective in reducing the rate and severity of student substance abuse and related behaviors. In addition, assessment reveals numerous opportunities to expand the reach of the Twelve Point Plan and to move from a model focused primarily on responding to negative behavior to a model focused on preventing negative behavior and promoting good citizenship and healthy choices related to alcohol and other drugs. We seek grant support for the following four initiatives: data collection and analysis to improve staff and faculty training related to developing effective AOD programming; enhanced student awareness and education efforts; increased curriculum infusion related to AOD issues; and, implementation of the Twelve Point Plan dissemination strategy.

Data Collection and Analysis. A current strength of the Twelve Point Plan is its multi-departmental approach to data collection related to AOD issues. Presently, Syracuse University's Counseling Center, Substance Abuse Prevention and Health Enhancement Office, and Office of Judicial Affairs all collect AOD-related data using Access databases. Continued AOD-related data collection and analysis among departments must occur to allow for longitudinal analysis of trends and the impact of enforcement, education, and intervention strategies. In addition, we seek to expand the number of staff and/or units involved in data collection and analysis for the purpose of increasing staff skills in using assessment as a tool for forming future program directions. Maintaining and increasing the scope of our data collection and analysis efforts will require:

- Substantial staff training in the use of statistical software packages such as SPSS, Microsoft Access and Excel.

- Development of a workshop to train staff in data collection, analysis, and utilization in program design. The data collection process will drive the development of prevention education that can be delivered prior to the occurrence of a critical incident.

Enhanced Student Awareness and Education Efforts. Educational program delivery will be implemented as follows:

1. Purchase and implementation of Hobart and William Smith Colleges' Campus Factoid/Reactoid software, -- part of the *HWS Alcohol Education Project* that won the FY99 Alcohol and Other Drug Prevention Models on College Campuses Grant Competition. Campus Factoids is a computer screen-saver program that displays normative information on AOD-related campus issues in small info-bytes called "Factoids." Students using any of the University's computer clusters can submit reactions or "Reactoids" to "Factoids." This process facilitates discussion on AOD-related campus issues, while simultaneously supporting the development of strong positive values and correcting misperceptions of campus AOD norms. Adoption of this program by Syracuse University will allow joint research opportunities between Hobart and William Smith Colleges and Syracuse University, especially in light of Syracuse University's demonstrated success in reducing actual AOD-related behavioral violations, and Hobart and William Smith's demonstrated success in using social norms marketing to promote accurate perceptions of students' AOD use.
2. Delivery of educational programs in anticipation of high-risk periods demonstrated through data analysis:

Summer:

1. Develop and disseminate educational materials related to AOD to new students and parents.

2. Develop and produce a handbook and a video alerting off-campus students to the laws, University policies, community issues, rights, and responsibilities affecting them, especially as these relate to off-campus parties and AOD abuse.

Fall:

1. Conduct a policy education campaign for first-year students related to University policies on AOD and related violence (e.g., policies related to: violence, sexual assault, fire safety, noise, and disorder).
2. Conduct off-campus student orientation, involving staff from the S.A.P.H.E. Office, Office of Judicial Affairs and Office of Government and Community Relations.
3. Train Office of Residence Life staff regarding AOD policy and judicial procedures surrounding AOD-related misconduct. Staff from the S.A.P.H.E. Office will also provide training on how to recognize and assist students dealing with substance abuse issues.
4. Conduct monthly program development and delivery training with Office of Residence Life staff to ensure comprehensive coverage of AOD issues and the appropriateness of programming messages and strategies.

Mid-Fall:

1. Coordinate and implement programmatic activities for Alcohol Awareness Week in October, incorporating focus issues for other October awareness weeks (National Campus Week of Dialogue, National Coming Out Week, and Rape Awareness Week). Examples of some events during Alcohol Awareness Week are the display of "Alcohol & Addictions" student and faculty artwork and books on related topics; posting of facts and figures on alcohol-related statistics in classrooms, on sidewalks, and on table tents in dining halls; and weeklong *Mocktails and Virtual Intoxication* demonstrations with DWI simulations, a Victims Impact Panel, and free Alca-

Sensor Testing (BAC estimator) for students. A key component of such activities is the demonstration of the marked difference in the physiological effects of alcohol consumption based on gender.

2. Target educational messages related to drug use and abuse in residence halls in response to data that demonstrate high rates of drug abuse during the mid-term period.

Spring:

1. Coordinate programming specifically aimed at the Greek system to curb rush-related activities such as hazing and high-risk drinking;
2. Coordinate activities for Alcohol Awareness Month in April.

Curriculum Infusion. Provide a grant competition that offers faculty incentives in the form of mini grants worth \$1500.00 each, to develop and incorporate AOD-related issues into academic curriculum, particularly in the area of physiological gender differences and alcohol consumption.

Technical Dissemination of Information. Throughout the year, all AOD-related programmatic activities and publications, as well as AOD-related curricular materials and the results from data collection and analysis, will be posted on a Twelve Point Plan web site. The web-based initiatives and research associated with the Twelve Point Plan will serve as a resource for other institutions of higher education as they develop AOD prevention plans.

C. Evaluation of Effectiveness

Needs assessment and quality improvement related to the Twelve Point Plan occur through continuous data collection and analysis, with oversight by the Chancellor's Commission on Substance Abuse Prevention and Campus Security. The nature and scope of individual and group experiences in

environments where alcohol is present have been assessed at Syracuse University in the form of the Core Alcohol and Drug Use Survey (with data analyzed using SPSS software), PREVIEW '99 summer orientation survey, R.A.P.E. Center data, data from the Substance Abuse Prevention and Health Enhancement Office (S.A.P.H.E.), Counseling Center data, and University Judicial System data. Data from the S.A.P.H.E. Office and University Judicial System are collected and analyzed using Microsoft Access databases (see Appendix C), as well as Microsoft Excel. Together, past data from these various sources will provide a baseline comparison to assess the effects of the restructuring of the University Judicial System and newly implemented policies and practices. The most recent Core Survey data indicate that positive change is beginning to occur in terms of student awareness. An overwhelming majority of the students who responded to the survey (95.5%) indicated they were aware of the Syracuse University Policy on Alcohol, Other Drugs, and Tobacco; 65% indicated their belief that the policy is enforced on campus; and, 75.5% indicated that they believe the University is concerned about the prevention of AOD abuse. In addition, 53.5% of students surveyed reflected awareness of alcohol and other drug prevention programs offered by Syracuse University.

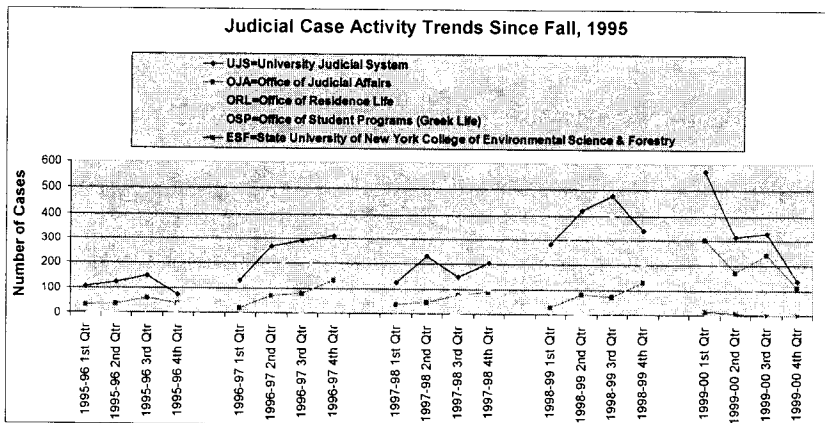


Figure 4

For the first time in the five years during which data have been maintained, the University Judicial System experienced a *decline* in case load between

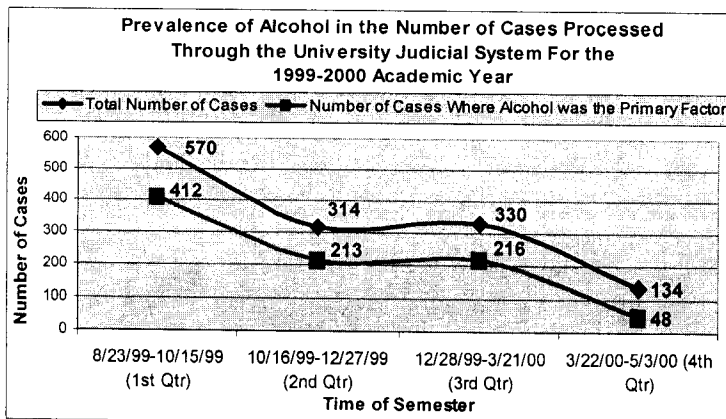


Figure 5

the first and second quarters of the academic year (see Figure 4).

Between August 23-October 15, 1999, the University Judicial System

received 570 disciplinary referrals of students alleged to have violated the Code of Student Conduct. Between October 16-December 27, 1999, the University Judicial System received 314 disciplinary referrals of students, equal to a decline in case load of 44.9%. We attribute this decline to increased awareness and enhanced enforcement of the University's AOD policy. Moreover, cases referred to the University Judicial System during the second quarter were in general less severe in impact than the cases referred during the first quarter of the academic year (See Figure 6). This too was unexpected when compared to past years in which violence and other disorder generally increased in the second half of both fall and spring semesters when compared to the first half of the same semester. For example, violations related to alcohol dropped by 48.3% to 213 cases in the second quarter down from 412 cases in

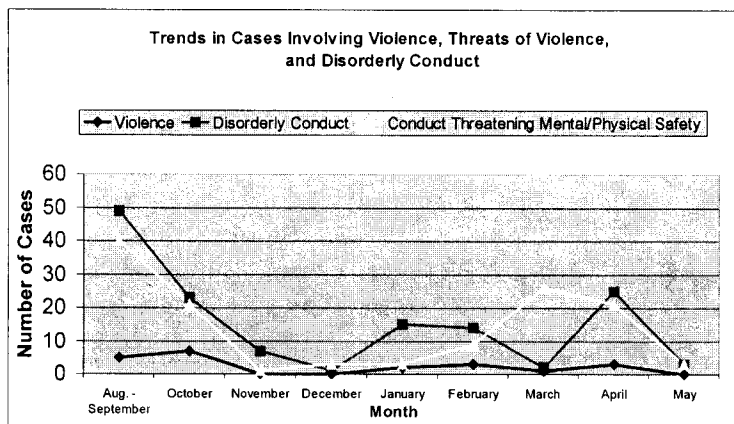


Figure 6

the first quarter (Figure 5).

Violations involving violence

decreased 81.8% to two cases in the second quarter down from eleven

cases in the first quarter. Unlawful

distribution of alcohol to underage

persons and other conduct which

threatens the mental health, physical

health, or safety of others decreased by 86.2% to eight cases in the second quarter down from fifty-eight cases in the first quarter. Disorderly conduct decreased by 62.7% to twenty-two cases in the second quarter down from fifty-nine cases in the first quarter. This reduction in disorderly conduct held largely steady until April, which reflected an expected increase in alcohol use as the school year came to a close, together with corresponding property damage, noise and other disruptive incidents.

It was disappointing but unsurprising that the University Judicial System experienced a slight increase in case activity (5.1%) between the second and third quarters of the 1999-2000 academic year (See Figure 5). While the frequency of misconduct continued below the first quarter level of 570 cases,

student social activities, including the major Greek rush of the academic year, increased early in the spring semester, resulting in greater opportunities for students to become involved in policy violations. Nonetheless, the number of non-Greek-related incidents involving the distribution of alcohol to minors was substantially smaller than the first quarter and remained unchanged from the second quarter. This suggests that off-campus neighborhoods were replaced by Greek chapters as the social option of choice for some students during the third quarter, explaining the increase in students who provided alcohol to minors in the month of March (i.e., conduct which threatens the physical/mental safety in Figure 6). The Office of Student Programs, which oversees the Greek system, is currently working closely with the Greek students to develop more effective ways of dealing with substance use and associated misconduct within the Greek system.

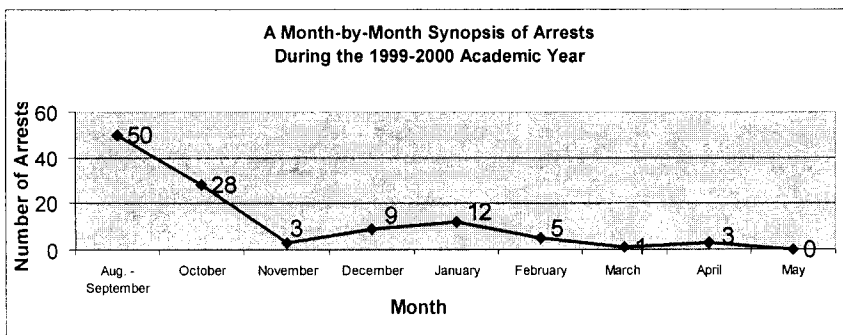
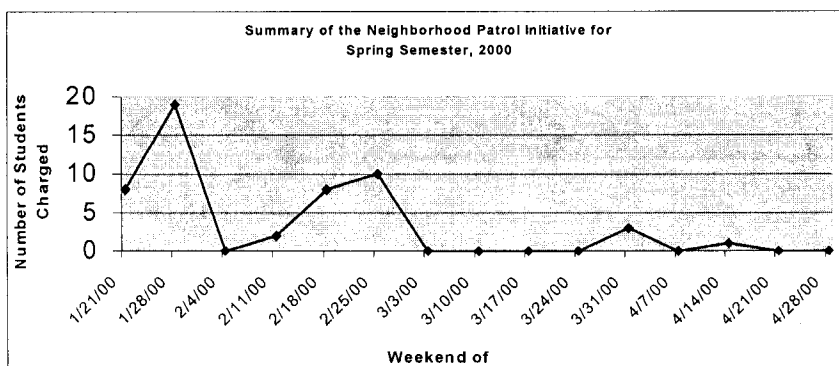
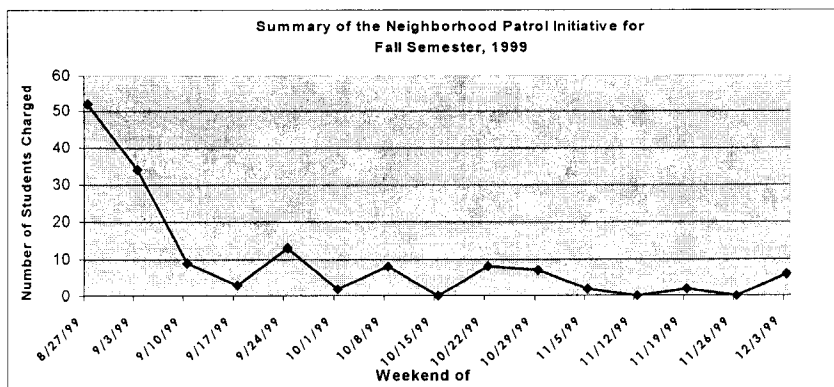
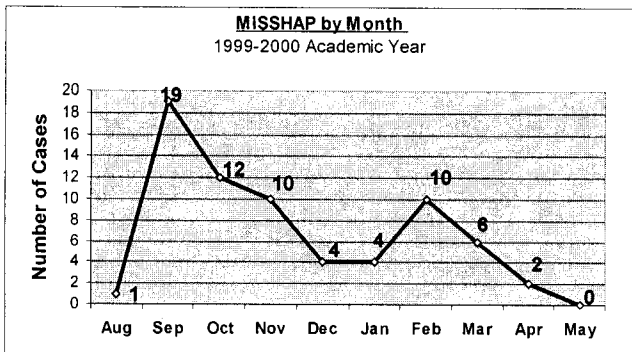


Figure 7



A total of 90 students were arrested during the entire fall semester, 1999. Of these 90 arrests, 62 occurred as a result of the Neighborhood Patrol Initiative (NPI), a special off-campus police patrol targeted at the neighborhood in which most off-campus students live. However, a notable decrease has occurred in the number of arrests since

the end of the first quarter, as evidenced in Figure 7. Figure 8 demonstrates the trend in NPI-related student discipline referrals by each weekend, reflecting that as NPI referrals decreased during the fall semester, student arrests for misconduct also decreased. These measures suggest that student behavior off-campus improved through the spring semester as students experienced consistent enforcement of law and University policy. Only three weekends demonstrated significant negative AOD-related behavior off-campus. The first weekend was the weekend preceding the official Greek rush period. Because all rush and new member education activities were officially “dry” for the first time this year, fraternity and sorority students seem to have attempted to evade the new policy by hosting alcohol-related functions the week prior to the official rush period. Similarly, the two subsequent weekends in which significant off-campus policy violations were documented again involved primarily Greek students who were reaching the height of their new member education processes. Consistent enforcement of new policies occurred in



response to these incidents. In addition, new education and enforcement strategies are being developed to reduce this phenomenon in the future.

Quantitative analysis of the number of substance abuse-related emergency medical interventions indicates a similar pattern in the rate of occurrence as other AOD-related judicial misconduct. MISSHAP in Figure 9 stands for **Monitoring of Intoxicated Students: Support and Health Assessment Program**.

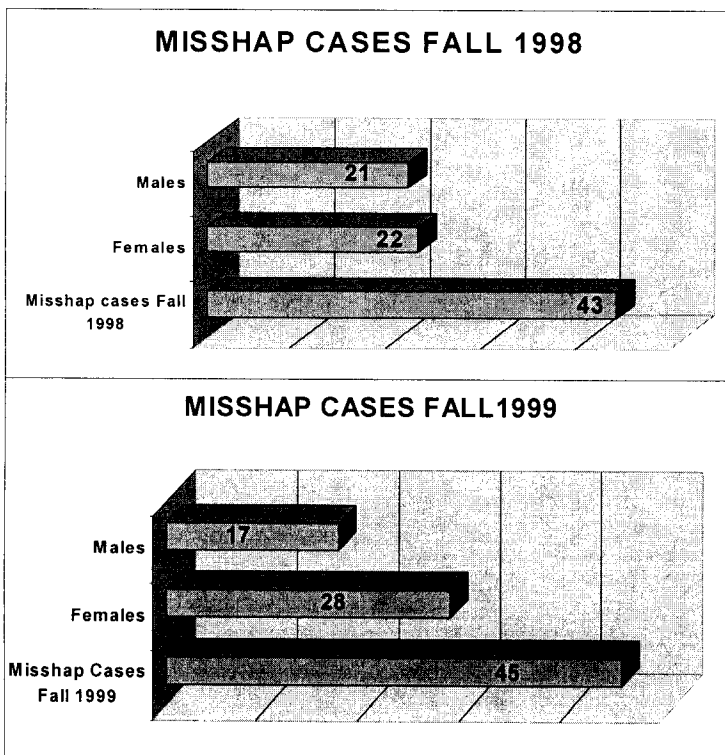


Figure 10

Figure 10 demonstrates the alarming fact that the risks to women students appear to be increasing. A comparison of gender patterns among clients referred to substance abuse counseling in response to emergency medical interventions between the fall semester, 1998 and the fall semester, 1999 demonstrates an increase in both the number and proportion of women requiring emergency services for alcohol or other drug abuse. The patterns presented in this data clearly demonstrate the need to develop outreach and prevention programs that address uniquely feminine characteristics of alcohol and drug use *in addition* to the masculine characteristics already identified through documentation of misconduct. Through the implementation of new policies and enhanced enforcement, we have addressed the male-dominated "acting out" behaviors motivated by interpersonal factors. However, in order to reach women effectively, preventive education must provide women with risk reduction education regarding women's motivation for drinking and using other drugs, which research suggests may be motivated by intrapersonal issues. Further, such education must emphasize physiological gender differences as these relate to blood alcohol concentrations. We plan to address these issues in our programmatic efforts for the upcoming year.

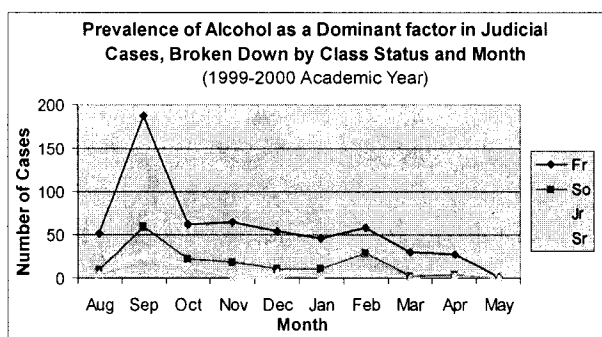


Figure 11

The number of first-year students involved in alcohol-related misconduct is disproportionately high, especially in the first six weeks of the academic year. The "learning curve" depicted in Figure 11 suggests that the Twelve Point Plan's

strategies can have a meaningful impact. These strategies include: enhanced student awareness of Syracuse University's behavioral expectations and the rights and responsibilities of Syracuse University students; enhanced parental and University community involvement in critical incidents, including the involvement of academic deans' offices; swift, consistent, and effective referral of students to educational and/or therapeutic interventions in the wake of a critical incident; firm but fair disciplinary

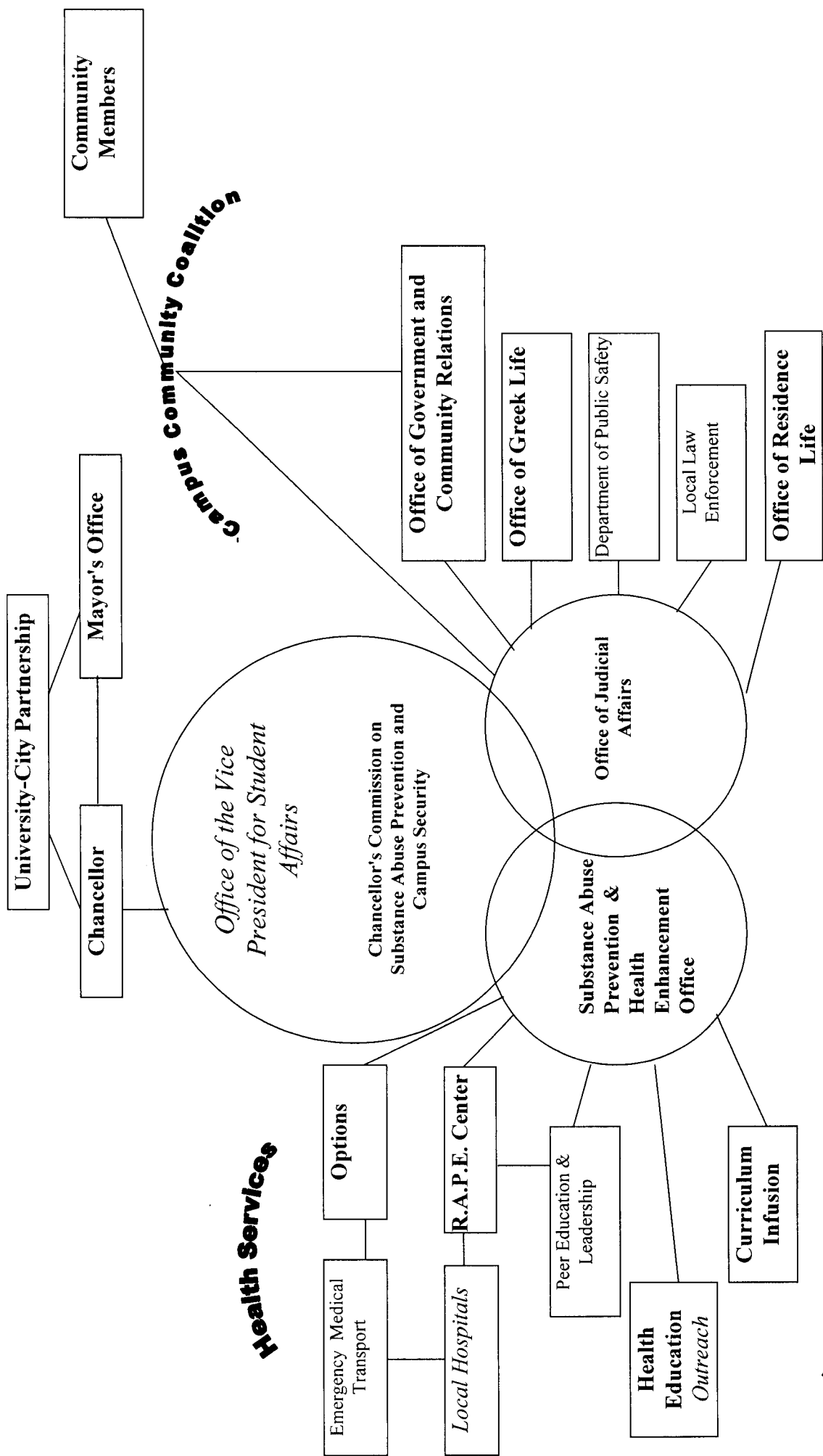
sanctions in response to behavioral violations; and, enhanced enforcement of underage drinking laws by the Syracuse Police Department, the Department of Public Safety, and the Division of Student Affairs. We hope, through pervasive campus community education of the University community's behavioral expectations, and the imposition of standard sanctions for policy violations, to reduce the initial peak (during the first part of the fall semester) of AOD-related student disciplinary problems during the second year of our environmental and enforcement initiative (2000-2001).

The Twelve Point Plan has already received national recognition as a "Promising Program" for substance abuse prevention. (See page 25 for an organizational chart of the Twelve Point Plan.) With additional grant funding targeted at student education, staff training, assessment, and dissemination, we believe the Twelve Point Plan will become a proven program for AOD risk reduction on college campuses.

References

- ◆ Donovan & Marlatt, 1988
- ◆ The Inter-Association Task Force on Alcohol Other Substance Abuse Issues, 1998
- ◆ National Drug Control Strategy, 1999, Office of National Drug Control Policy

Twelve Point Plan for Substance Abuse Prevention and Health Enhancement Organizational Chart



Health Services

Preventive Education