

**Biennial Review of Drug Prevention Efforts  
New Mexico State University  
September 1, 2014-August 31, 2016**



## **Introduction**

New Mexico State University is the land grant institution of higher education in the state of New Mexico. NMSU is a system comprised of one four year university located in Las Cruces and four two year colleges located in Alamogordo, Carlsbad, Doña Ana County, and Grants.

The Office of the Dean of Students at New Mexico State University gathered information from university offices and departments throughout the system that deals with substance abuse for this biennial review. Programs and departments contributing to this report include: Wellness Alcohol Violence Education (WAVE), Counseling Center, Employee Assistance Program, Student Success Center, Student Health Center, Campus Activities, Greek Affairs, Athletics, Student Judicial Services, Human Resource 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. Policies
- II. Prevention
- III. Intervention
- III. Action plan

## **I. Policies Related to Drug and Alcohol Use**

The use of alcohol on property controlled by the NMSU Board of Regents or any function sponsored by those groups officially connected to the institution is regulated under policy 3.05 of the NMSU Policy Manual. The purpose of the policy states:

The Board of Regents of New Mexico State University recognizes that diversity of opinion and freedom of choice are concepts upon which higher education has been established. Inherent within these two basic concepts are the exercise of individual responsibility and making informed decisions on matters related to personal behavior.

Within the university setting, faculty, staff and students must demonstrate a mutual respect and commitment to the institution's educational mission while at the same time fostering diversity of opinion, freedom of choice, and responsibility. In this regard, the university respects the right of those of legal age to consume alcohol if they so choose, providing they do so in accordance with this policy and all applicable laws.

This policy shall apply to every function or event, including but not limited to receptions, banquets, dinners, picnics, or any outdoor event, social event, and campus-wide activity sponsored by organizations or individuals associated with NMSU. Off-campus events conducted by university approved organizations are bound by this policy.

NMSU recognizes it cannot protect its employees, and students from making decisions that could potentially cause harm to themselves or others. NMSU disclaims any intention to assume duties to protect its employees and students from their own abuse of drugs or alcohol or to protect third party persons from conduct of the employees or students.

The use of illegal drugs is regulated by policy 3.40 Drug-Free Workplace. The purpose of the policy states: “The University is a recipient of federal grants and contracts in excess of \$100,000 and is subject to the provisions of the Drug-Free Workplace Act of 1988, the special Drug-Free Workforce rules promulgated by the Department of Defense, and the Drug Free Schools and Communities Act. The Board of Regents has directed the president to institute and maintain programs that meet the requirements of federal drug and alcohol regulations. These programs are administered through the Office of Human Resource Services.

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.

The Drug-Free Workplace, Drug-Free Schools and Communities Act and Drug-Free Workforce Rules along with alcohol and drug statistics are reported in the Student Schedule of classes and made available to students every semester. The NMSU Student Handbook is reviewed and edited as needed each year. It is maintained on the Dean of Students website. Each semester students receive an email reminding them where they may find the handbook. It includes the Drug-Free Workplace, Drug-Free Schools and Communities Act and Drug-Free Workforce Rules. It also includes the University’s drug and alcohol rules and sanctions.

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

The Assistant Director of HRS Employee and Labor Relations 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 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. Prevention**

### **Las Cruces Campus**

The cornerstone of New Mexico State University’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, University Health Center) and student engagement programs (Center for

Academic Success, Campus Activities, Athletics) in addition to Student Judicial Services and the NMSU Police.

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

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 five full-time professional staff, two interns, six peer educators, and one marketing specialist.

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, social media, other publications, surveys and assessments, e-Chug, e-Toke, BASICS, alcohol-free events, and parent education. WAVE also belongs to a state-wide consortium on alcohol and higher education in addition to several community coalitions. From the Fiscal Year 2014 through Fiscal Year 2016 19,422 students participated in WAVE's alcohol-related presentations or events. In addition in November of 2015 WAVE was awarded a 5 year grant that focuses on prescription opioid abuse and underage drinking. The grant is for approximately \$100,000 per year.

### **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, events social media 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 also provides the campus with suicide and violence prevention and these three issues typically are correlated with one another.
- The WAVE staff have varied educational backgrounds along with an array of experiences.

### **WAVE challenges**

- Lack of empirical research on program effectiveness specific to NMSU, although interventions are evidence based.
- Inconsistent yearly funding.

- Budget cuts university wide.
- NMSU as an institution has become increasingly more likely to promote and serve alcohol at events such as football games etc.

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

High-risk drinking during college is a well-documented phenomenon. Combined data from the 2014 and 2015 NMSU CORE (N=1473) survey's revealed that:

- 42.5% of students had at least one episode of binge drinking within the past two weeks.
- Students who drink alcohol intake an average of 3.1 drinks per week.
- 23.4% drove under the influence at least once during the past year
- In the past year, 7.6% were in trouble with the police, residence hall or other college authorities.
- 11.1% reported being hurt or injured.
- 45% experienced nausea or vomiting, memory loss (23.7%) and doing something they regretted while drinking (27.2%)
- 6.2% 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.

### **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.**

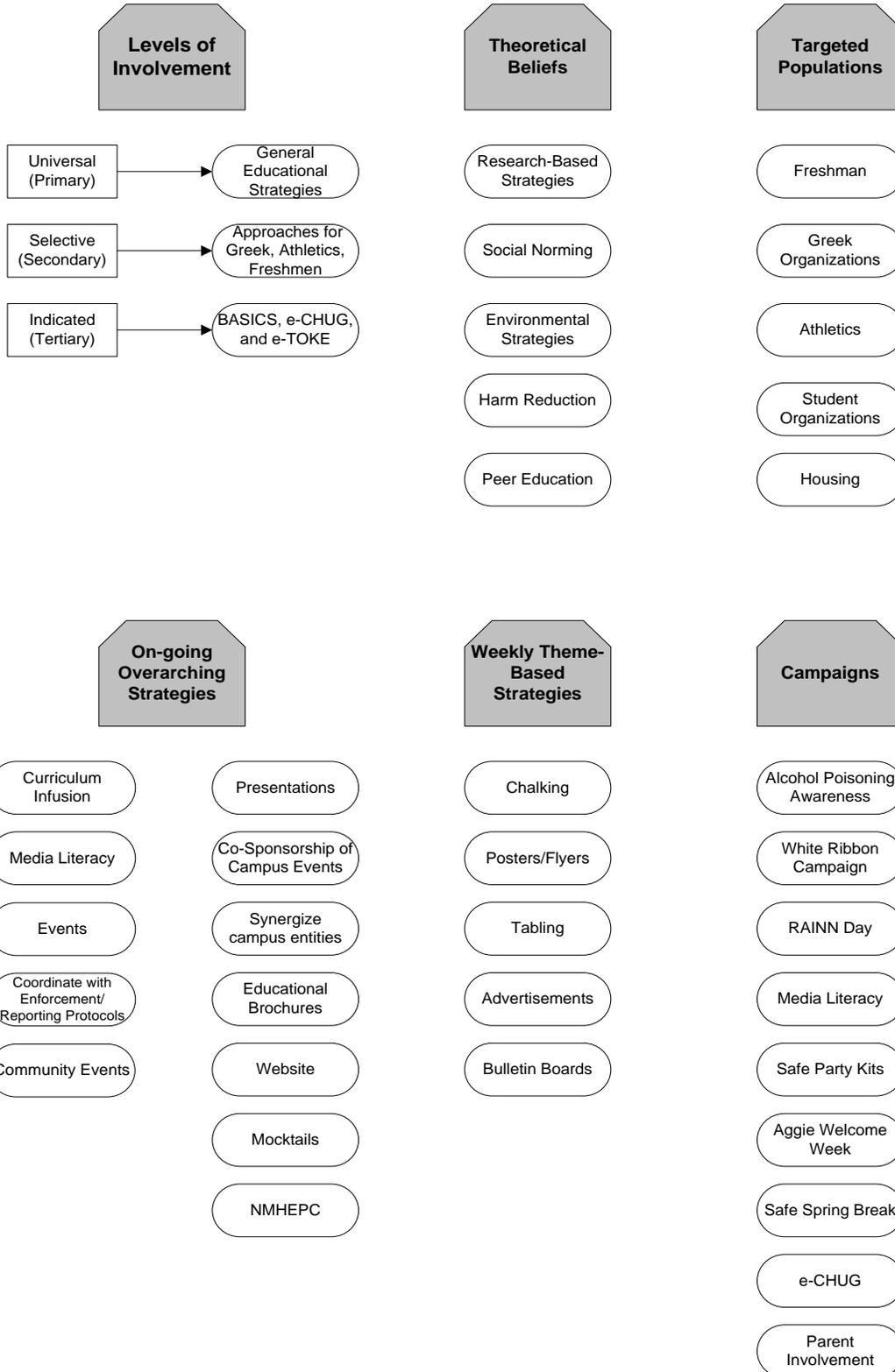
|   | <b>Social ecological framework</b><br>(Program and policy levels) |   |  |   |  |
|---|---|---|--|---|--|
| <b>Areas of strategic intervention</b>                              | <b>Individual</b>   | <b>Groups</b>   | <b>Institution</b>                                       | <b>Community</b>                                      | <b>Social influence policy</b>           |
| Prevention  | The CALL, e-CHUG, e-TOKE  | Classroom presentations, tabling, events, curriculum infusion, newsletters, brochures | Interdepartmental meetings                               | Parent involvement, web page                          |  |
| Knowledge, attitudes, skills, self-efficacy, behavioral, intentions | Relaxation room   | Mocktails, relaxation room, events, social norming campaigns, focus groups, e-CHUG,   | Interdepartmental meetings, alcohol-free sporting events | Bar assessment, alcohol-free sporting events, e-CHUG, | Alcohol-free sporting events, consortium |

|                            |                                   |  |                            |                             |  |
|----------------------------|-----------------------------------|--|----------------------------|-----------------------------|--|
|                            |                                   | social media   |                            | consortium                  |  |
| Environmental change       | Overall wellness, relaxation room |  |                            |                             |  |
| Health protection          | BASICS, Counseling Center         |  |                            | Parent involvement          |  |
| Intervention and treatment | The CALL                          | Classroom presentations, tabling, events, curriculum infusion, brochures | Interdepartmental meetings | Parent Involvement, 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.

# WAVE MODEL



### **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. By giving presentations to the University 150 courses and several others courses in key department (Psychology, Community Health, Social Work, etc.), WAVE continues to explore effective means of disseminating information.

#### ***Special events: (Tier 1–4)***

WAVE participates in Aggie Welcome Orientation, Take Back the Night, Take Back the News, RAINN Day/Clothesline Project, Safe Spring Break, Halloween Carnival, Respect is Sexy, White Ribbon Campaign, Spring and Fall Wellness Fairs, Aggie Experience, RAINN "Get Carded" Campaign, National Alcohol Screening Day, National Depression Screening Day, and Suicide Prevention Day.

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

WAVE's peer educators provide several presentations that focus on engagement with students while succinctly providing important information and strategies. These presentations include alcohol which addresses social norms and myths, alcohol poisoning, and general risk-reduction; sexual assault which outlines awareness of harmful myths, drug facilitated sexual assault, discussion about consent, prevention, and community resources; healthy relationships which addresses dating safety, signs of an abusive relationship, the dating bill of rights, and resources; media literacy which entails basic definitions and ideas of media literacy, sample media deconstruction activities, and a look at how the media portrayals alcohol, sexuality, and violence. WAVE also provides presentations on stalking, eating disorders, and tobacco. Most presentations include a short skit in which actors stay in character as participants are encouraged to ask pertinent questions and express viewpoints.

#### ***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, the Dean of Students, and several academic departments. WAVE is an integral part of two university committees that work toward reducing high-risk drinking. Interdepartmental meetings regarding alcohol and other drugs are scheduled to address these issues.

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

WAVE Peer Educators provide mocktails (non-alcoholic drinks) for most events during Aggie Welcome and Orientation and offers information about responsible alcohol use, sexual assault prevention, and alcohol-free events. WAVE also provides mocktails and information for Housing events throughout the school year (Casino Night, Spring Break, Super Bowl).

***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 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://cosap.unm.edu/new-mexico-higher-education-consortium/UNM%20NM%20Statewide%20Report\\_web.pdf](http://cosap.unm.edu/new-mexico-higher-education-consortium/UNM%20NM%20Statewide%20Report_web.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 Thursdays. 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 Program's welcome events, LGBTQ Awareness Month, Tailgating, Aggie Welcome and Orientation, 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**

***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 and other Social Media (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.

In addition, WAVE has a Facebook pages and Instagram where video's created by WAVE are posted.

<https://www.facebook.com/pages/WAVE-NMSU/502561659880314>

[https://www.facebook.com/wave.nmsu?fref=ts&ref=br\\_tf](https://www.facebook.com/wave.nmsu?fref=ts&ref=br_tf)

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

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

- *DWI Checkpoints Posters Brochures*
- *Dona Ana County DWI Program Brochures*
- *Alcohol Use and You: Decisions on Tap Brochures*
- *Media Literacy and Alcohol Brochures*
- *Parents, Students, and Alcohol: Whey You Talk They Listen Brochures*
- *Synthetic Drugs Rack Cards*

### **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.

## **Differences: CORE and Lifestyles Surveys**

| <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 Spring  |
| 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.

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

|                                | <b>Fall 14</b> | <b>Spring 15</b> | <b>Fall 15</b> | <b>Spring 16</b> | <b>Total</b>  |
|--------------------------------|----------------|------------------|----------------|------------------|---------------|
| <b>Alcohol presentations</b>   | <b>396</b>     | <b>256</b>       | <b>577</b>     | <b>149</b>       | <b>1378</b>   |
| <b>Alcohol outreach events</b> | <b>7226</b>    | <b>2812</b>      | <b>5,584</b>   | <b>2,244</b>     | <b>17,866</b> |
| <b>Total</b>                   | <b>7622</b>    | <b>3068</b>      | <b>6161</b>    | <b>2393</b>      | <b>19,422</b> |

In addition students receiving a WAVE classroom presentation are requested to complete a Presentation Evaluation which includes both a quantitative and qualitative portion.

The questions in the quantitative section includes the following with a 5 point Likert scale from 1-5, with 1 being strongly disagree and 5 being strongly agree:

I found the interactive skits engaging X= 4.2

The presentation relates to my life X= 3.3

The presenter(s) seem knowledgeable about the subject X= 4.6

The information presented was, clear, concise, and organized  
X= 4.6

I found the information provided to be helpful X= 4.5

### CONSEQUENCES

“Within the past year and as a result of AOD have you experienced (at least once)?”

|                            | <b>2012</b> | <b>2013</b> | <b>2014</b> | <b>2015</b> |
|----------------------------|-------------|-------------|-------------|-------------|
| <b>HANGOVER</b>            | <b>60</b>   | <b>61.6</b> | <b>56.7</b> | <b>50</b>   |
| <b>POOR TEST SCORE</b>     | <b>19</b>   | <b>22.8</b> | <b>23.6</b> | <b>20.5</b> |
| <b>TROUBLE WITH POLICE</b> | <b>7</b>    | <b>10</b>   | <b>8.1</b>  | <b>7</b>    |
| <b>DAMAGED PROPERTY</b>    | <b>4</b>    | <b>5</b>    | <b>2.7</b>  | <b>2.5</b>  |

|                                      |      |      |      |      |
|--------------------------------------|------|------|------|------|
| ARGUE/FIGHT                          | 24.7 | 27   | 24.1 | 20   |
| NAUSEOUS/VOMITED                     | 45.3 | 51.4 | 47.5 | 42   |
| DRIVEN UNDER INFLUENCE               | 26.7 | 28.8 | 24.9 | 21.6 |
| MISSED CLASS                         | 21.8 | 28   | 26.9 | 22.7 |
| BEEN CRITICIZED                      | 25   | 33   | 31.2 | 27.2 |
| THOUGHT I HAD PROBLEM<br>MEMORY LOSS | 7.4  | 11.4 | 10.5 | 8    |
| REGRETTED ACTION                     | 25.8 | 30   | 29.4 | 24.6 |
| DWI                                  | 0.07 | 0.08 | 0.06 | 0.08 |
| WAS SEXUALLY ASSAULTED               | 3.9  | 7.3  | 6.3  | 5.9  |
| SEXUALLY ASSULTED<br>SOMEONE         | 0.04 | 1.5  | 1.2  | 1.6  |
| TRIED BUT FAILED TO STOP             | 4.4  | 7.7  | 6.1  | 3.4  |
| THOUGHT ABOUT SUICIDE                | 3.1  | 5    | 5.4  | 6.4  |
| TRIED TO COMMIT SUICIDE              | 0.08 | 1.5  | 1.3  | 2.6  |
| BEEN HURT OR INJURED                 | 10   | 5    | 12.8 | 9    |

***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 (nationally, 29% of student academic failures are due to alcohol misuse), and prevention of high risk drinking 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 one part-time temps, eight Peer Educators, 8 actors and maintain a minimum of two interns in addition to the four full-time positions.
2. Increased program funding by obtaining several grants including local, city, state and federal. One of the grants will focus not only on alcohol but prescription opioid abuse; and will increase funding by \$100,000 each year for five years.
3. As stated above NMSU evidenced a significant reduction in the average number of drinks consumed weekly, DUI's, driving under the influence and sexual assaults connected to alcohol use.
4. Hired one full time Health Educator.
5. Increased social media types of outreach to include the production and posting of videos.
6. Incorporated skits into presentations.

### **Counseling Center**

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

The NMSU Counseling Center offers confidential services to students at no cost. The therapy services offered include individual and couples counseling, group therapy, career counseling and crisis intervention. The individual and couples counseling services are based on brief intervention models and clients work with their counselor to arrive at the number of sessions (which can be updated or revised as necessary) needed to accomplish the goals for counseling. Services are provided by licensed psychologists and counselors and graduate-level trainees supervised by senior staff.

### ***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 inventories, online tools such as e-Chug, the Alcohol Use Inventory, Minnesota Multiphasic Personality Inventory-2, and/or through the clinical interview. Motivational interviewing is utilized when working with students who are not ready to address or change their use of substances.

One specific strategy for assessment and intervention is the BASICS (Brief Alcohol Screening in College Students) program. This two-session intervention which is provided by the Operations Manager of the WAVE program and has a M.S. in Clinical Psychology, 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. Other resources utilized are community Alcoholics Anonymous groups. If the assessment determines that the student needs additional services beyond what the Counseling Center can provide, the student is referred to community outpatient or inpatient treatment programs.

### **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 or other issues (i.e., depression, anxiety) that may be contributing to relapse.

### **Student Success Center**

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.

Instructors also share the link to the Student Code of Conduct in their course syllabi. Additional information is covered in activities related to becoming familiar with the Undergraduate Catalog and in activities related to identifying values.

### **Campus Health Center**

#### **Publications**

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

- *If a friend drinks too much (ETR)*
- *Binge Drinking (ETR)*
- *Alcohol Use and You: Decisions on Tap (ACHA)*
- *How to Help a Friend with a drinking problem (ACHA)*
- *Alcohol and Other Drugs (ACHA)*

- *A Family History of Alcoholism (US Department of Health and Human Services)*
- *Alcoholics Anonymous (AA)*
- *Drugs and Pregnancy: Alcohol, Drugs, and other Drugs (ACOG)*
- *What's a Drink: Know how much you're Drinking (ETR)*
- *How to cut Down on Your Drinking (US Department of Health and Human Services)*
- *NMSU WAVE Information*

### **Alcohol evaluation and treatment**

The Campus Health Center employs 5 health care providers to meet student health care needs. All providers are trained in alcohol and drug assessment/evaluation. Psychiatric providers have in-depth knowledge of treatment for substance abuse and high risk behaviors. CHC providers work closely with the Counseling Center to provide therapy for substance abuse diagnosis. Inpatient and specialty referral is available through the CHC and Counseling Center.

### **Health education and outreach**

The CHC employs a Certified Health Education Specialist and a health educator who coordinates all educational programs, special events, and teaches an academic class, University 150, which focuses on the first-year experience to include alcohol education. 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 CHC also has programs on sex, violence, general health and wellness, and professional staff training. The CHC website also has access to free on-line mental health screening to include: depression, bipolar disorder, alcohol, eating disorders, generalized anxiety, and post-traumatic stress.

### **Alcohol assessment**

All students who visit the Campus Health Center as patients are screened annually for alcohol use with an audit assessment. Students with “at risk” audit scores are provided with alcohol information (includes social norms), contact information for WAVE and BASICS alcohol counseling, and evaluation. Alcohol education is noted in the electronic patient record to alert staff to engage in further patient education and referral.

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

The CHC provides health education evaluations, screening participation and assessment, diagnosis tracking, and quality improvement analysis. The CHC 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 2020 and is accredited through the Accreditation Association for Ambulatory Healthcare (AAAHHC).

## **Employee Assistance Program**

NMSU Employee Assistance Program (EAP) is housed within the Campus Health Center (CHC). EAP is staffed with a full time Licensed Clinical Mental Health Counselor. The CHC 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. EAP provides supervisors with the necessary information to be proactive in addressing employee's drug and alcohol issues. An ongoing targeted effort for EAP is to assist administrators, supervisor, and employees tools to help make NMSU a "Healthy Workplace."

### **Greek Affairs**

Greek Affairs comprises of 10 national social fraternity chapters, 1 national social fraternity colony, 5 social women's fraternity chapters, 1 historically black fraternity, 1 historically black sorority, and 1 historically Latina sorority. There are 700 students currently active members in these chapters overall. Four of the male fraternities have houses on-campus while four of the female chapters have on-campus housing. Three of the male fraternities have houses off-campus. Programs offered to educate students within these chapters intended to educate and reduce the risk of alcohol include.

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

This student organization comprises of Greek students. The group plans programs which educate the members of their chapters on responsible drinking and ways to reduce the risk of alcohol. Attendance ranges from 10–75 students, depending on program, guest speaker, and incentives. The Risk Management officer from Inter-Fraternity Council and Panhellenic Council serve as Co-Chairs to this organization.

These programs have no formal evaluation, but are well received. Occasionally, attendees are asked to evaluate programs with generally positive results.

### **Bring Your Own Beverage (Spring 2014)**

In the Spring of 2014 Greek Affairs endorsed and implemented the BYOB suggested by Fraternity Information & Programming Group. The policy requires that all socials, mixers and formals hosted by a Greek chapter must be registered within five days of the event to the Greek Advisor. Within 24 hours of the event the chapter must submit a guest list. Only guest on the list may enter the event. When guest arrive ID's are checked for age. If guest wish to drink alcohol at the event, and third party vender is not serving alcohol, they must bring their own alcohol. No hard liquor is allowed. The guest are limited to a six pack of 12 oz. beer or a four pack of wine coolers are allowed. As guest leave the party information of local cab companies are provided.

## **Athletics**

### ***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

### ***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 with both programs making a conscious effort to continue the partnership moving forward. The WAVE presenters primarily address binge drinking and violence education. They handed 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. Members of the athletic training staff also participated in a suicide training and prevention seminar over the summer.

### ***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 student-athletes is available upon request.

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

New Mexico State University operates with some positions requiring a Commercial Driver's 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. This is conducted on a semi-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 (SAP).
- Pre-employment drug and alcohol testing is required for any employee who accepts a position that requires a CDL.

Campus Health Center, 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.

All drug and alcohol testing records are maintained confidentially within the Campus Health Center.

### **Carlsbad Campus**

The Carlsbad campus operates a health center staffed with nurse practitioners under the aegis of the University Health Center. The campus health center provides acute care for staff and students which includes substance abuse education and treatment.

The Counseling and Advising Center maintains information racks with materials that address substance abuse and treatment. The staff also refer students to the local mental health clinic for evaluation and treatment.

The campus has a contract with the local mental health clinic to provide on campus confidential services for staff and students to address mental health issues including substance abuse.

## **Grants Campus**

Offers PSY 274 A Student of Substance Abuse through Service Learning for 3 credits. The campus also makes copies of brochures on alcohol and other drugs from the NMSU WAVE website. There is a link from the Student Service page to WAVE.

Student Services provides Resource magnets to all students at New Student Orientation for Hotline numbers and local service providers for substance abuse treatment.

The Schedule of Classes contains the “Common Drugs & Symptoms of Abuse” for students.

## **III. Intervention Las Cruces Campus**

### **Student Judicial Services**

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 2014-2016 time frame. During 2014-2016, 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 Residential Life along with 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, approximately 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**

The Office of the Dean of Students and Housing and Residential Life utilize 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. NMSU also attempts to provide services to students that are over the age of 21 and are transported as a result of alcohol or drug use.

**Alcohol and Drug Violations of the Student Code of Conduct**

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

| Total Violations | 2014-2015 | 2015-2016 |
|------------------|-----------|-----------|
| Alcohol          | 165       | 59        |
| Drugs            | 42        | 60        |

**NMSU Police**

The NMSU Police Department offers workshops to any interested on-campus student organization or academic class related to alcohol and illicit drug misuse and problems. For example, each semester the Police Department teaches an alcohol safety workshop for the CHE 395 Brewing Class in order to ensure students taking the course know about responsible consumption and how to avoid problems related to the consumption of alcohol.

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).

| CRIME/CATEGORY |  | 2012        | 2013        | 2014        | 2015        |
|----------------|--|-------------|-------------|-------------|-------------|
| <b>ALCOHOL</b> | Giving or Selling Alcohol to Minors          | 2           | 1           | 3           | 0           |
|                | Minor in Possession of Alcohol               | 90          | 112         | 102         | 87          |
|                | Driving while Intoxicated/Impaired (DWI)     | 10          | 9           | 13          | 23          |
|                | Aggravated DWI                               | Incl. above | Incl. above | Incl. above | Incl. above |
|                | Open Container                               | 6           | 10          | 10          | 7           |
|                | Drinking in Public (not a crime in NM)       | Not tracked | Not tracked | Not tracked | Not tracked |
|                | Drinking in Vehicle (part of Open Container) | Not tracked | Not tracked | Not tracked | Not tracked |
|                | Public Intoxication (not a crime in NM)      | Not tracked | Not tracked | Not tracked | Not tracked |
|                | Arrests                                      | Incl. above | Incl. above | Incl. above | Incl. above |
|                | Citations                                    | Incl.       | Incl.       | Incl.       | Incl.       |

|              |  |       |       |       |       |
|--------------|--|-------|-------|-------|-------|
|              |  | above | above | above | above |
|              | DWI Crashes                                    | 3     | 2     | 1     | 3     |
| <b>DRUGS</b> | Marijuana (reports or arrests)                 | 62    | 75    | 48    | 43    |
|              | Cocaine  | 0     | 0     | 1     | 0     |
|              | Heroin   | 1     | 2     | 0     | 1     |
|              | LSD  | 0     | 0     | 0     | 0     |
|              | Methamphetamine                                | 0     | 1     | 1     | 2     |
|              | Other (incl. possession of drug paraphernalia) | 57    | 60    | 51    | 47    |

### Alamogordo Campus

| Total Violations | 2014-2015 | 2015-2016 |
|------------------|-----------|-----------|
| Alcohol          | 0         | 0         |
| Drugs            | 0         | 0         |

### Carlsbad Campus

| Total Violations | 2014-2015 | 2015-2016 |
|------------------|-----------|-----------|
| Alcohol          | 0         | 0         |
| Drugs            | 0         | 0         |

### Dona Ana Campus

| Total Violations | 2014-2015 | 2015-2016 |
|------------------|-----------|-----------|
| Alcohol          | 0         | 3         |
| Drugs            | 0         | 8         |

### Grants Campus

Student Services provides a community referral that lists the county's behavioral health and substance abuse treatment providers. If there is a repeat offense or if it is assessed the student has a significant substance abuse issue, the student is required to receive a substance abuse assessment and treatment if recommended by the provider. A release of information is obtained so the provider will give treatment updates.

| Total Violations | 2014-2015 | 2015-2016 |
|------------------|-----------|-----------|
| Alcohol          | 0         | 0         |
| Drugs            | 0         | 0         |

## **IV. 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. 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.