PRESIDENT’S COMMISSION ON
SUBSTANCE ABUSE PREVENTION
2012-2013 Annual Report

Co-Chairs:
Dr. Paul Ludden, Provost and Vice President for Academic Affairs
Dr. Lori S. White, Vice President for Student Affairs

Members:
Students: Bryan Collins, Billy Embody, Deionna Hill, Samantha Jarvis, Nick Jehlik, Katie
Klein, Alex Mace, Kacey Nelson, John Oakes, Lauren Wahlquist

Faculty/Staff/Associates: Jim Barnett, Joan Jackson, Ernest Jouriles, Galen Laprocido, Mary
Logan, Michael Morton, Steve Rankin, Harold Recinos, John Sanger, Raj Sethuraman, Rick
Shafer, Anthony Tillman, Lisa Webb, Richard White
SUMMARY
The 2012-13 President’s Commission on Substance Abuse Prevention continued to focus on the six categories of recommendations from the 2007-08 President’s Task Force on Substance Abuse Prevention and to discuss substance abuse prevention, ideas, strategies and areas for further review. During the fall semester, the Commission received regular updates regarding SMU’s participation in the National Collegiate Health Improvement Project (NCHIP); planned for the assessment of the new *First Six-Weeks* program; discussed ideas for integrating Commission goals into new residential life programs as SMU transitions to a Residential Commons model and continued our deliberations regarding providing alternatives to alcohol programs for students, including a visit to a new coffee house off-campus. During the spring semester the Commission reviewed the *First Six-Weeks* evaluation report and received updates from SMU’s Task Force on Sexual Misconduct Policies and Procedures, and Anti-Hazing. We discussed the role that high-risk drinking plays regarding these critical issues. Our final meeting of the year featured a presentation from Dr. Thomas Vander Ven, Associate Professor of Sociology and author of the book titled “Getting Wasted”

A review of the initiatives that we are recommending be continued is provided below. New recommendations and further areas for exploration for 2013-14 are offered in the conclusion of the report.

CONTINUING COMMISSION INITIATIVES
A) The National College Health Improvement Project (NCHIP) Learning Collaborative on High-Risk Drinking

SMU became one of the charter members of NCHIP in June 2011. Headed by Dartmouth College, NCHIP is a collaborative of 32 colleges and universities that have committed to work together toward the goals of reducing the rate and negative consequences of high-risk drinking on participant campuses. NCHIP participants have committed to meet regularly and to share data and strategies related to the aforementioned goals. SMU’s NCHIP team is a subcommittee of the Commission. Additional information about NCHIP can be found at: www.NCHIP.org.

In addition to regular meetings with other NCHIP participants, membership requires a commitment to reviewing and assessing campus efforts to reduce high-risk drinking. SMU data from the CORE survey over the last decade show that as national rates of high risk drinking have increased, SMU’s high-risk drinking rates trend lower comparatively (see Chart A below).

Chart A

---
1 These six categories are Health, Enforcement, Academic, Social Life, Communication, and Parent Partnerships.
2 The *First Six Weeks* Program is a program of activities targeted specifically to first year students.
4 The definition of high-risk drinking is consuming five or more drinks in a three-hour period.
5 The CORE Drug and Alcohol Survey was developed in the late 1980s by the US Department of Education and advisors from several universities and colleges. The survey is used by universities and colleges to determine the extent of substance use and abuse on their campuses.
SMU will administer the next CORE survey in Fall 2013.

We believe several SMU programs are positively impacting and lowering high-risk drinking rates. Many of these SMU programs are recommended “Best Practices” by the National Institute of Alcohol Abuse and Alcoholism (NIAAA). SMU’s NIAAA best practices programs include: the Call for Help program, parental notification each time a student receives an alcohol violation, the First Six Weeks program, Training for Intervention Procedures (TIPS), and a recovery program for students struggling with addiction to alcohol and drugs (these programs are each described in further detail in later sections of this report).

Additionally, as a member of NCHIP, SMU engages in monthly data collection related to alcohol use by our students. This monthly data collection is one strategy we use to evaluate our alcohol abuse prevention programs, and to track student use and behavior trends related to alcohol. For example, while SMU’s average rate of high-risk drinking has been lower than the national average, we have been able to determine by collecting and analyzing the monthly data when there are spikes in SMU students’ high-risk drinking that are above those of other Collaborative member schools (see Chart B below). Such spikes correspond to “big party” events/time periods such as Spring Break, the end of the Spring semester, and beginning of the Fall semester. By knowing when these high-risk drinking spikes occur, we will be able to specifically target prevention education and intervention strategies in anticipation of the times of year where our data indicates high risk drinking behavior is occurring. The initiation of the First Six Weeks program in Fall 2012 is an example of an intervention strategy developed in response to our data analysis.
Additionally, as part of SMU’s work with NCHIP we set goals and reported outcome measures related to those goals. Improvements occurred in the five NCHIP goals as noted below:

- **Goal 1:** Screening 90% of incoming undergraduate students through the ‘College Alc’ online course
  - 76.4% of incoming students were screened
- **Goal 2:** Ensuring 100% of student identified as at-risk through the Office of Student Conduct and Community Standards and Caring Community Connections receive timely and appropriate evidence-based follow-up
  - 100% goal met
- **Goal 3:** Decreasing the number of students needing to be transported to our local emergency department.
  - Transports decreased from 35 in 2011-2012 to 13 in 2012-13
- **Goal 4:** Establish regular weekly meetings for students in recovery
  - Recovery meetings have increased from 17 in Spring 2012 to 18 in Fall 2012 to 21 in Spring 2013
- **Goal 5:** Increasing the number of on-campus weekend events that do not serve alcohol
  - Recovery meetings have increased from 17 in Spring 2012 to 18 in Fall 2012 to 21 in Spring 2013
  - 341 events in 2011-2012; 323 events in 2012

In 2012, NCHIP leaders contacted the Dartmouth Center for Program Design & Evaluation (CPDE) to conduct a Realist Evaluation of the Dartmouth Collaborative. The function of a Realist Evaluation is to explore what works where, in what ways, and how and why.  

---

6 The function of a Realist Evaluation is to explore what works where, in what ways, and how and why.
Evaluation to represent a diverse sample of institutional demographics, team models, and implementation strategies. SMU was selected and invited to participate in the Realist Evaluation process, which took place during the Spring 2013 semester. Representatives of CPDE conducted a document review, semi-structured phone interviews, a two-day site visit and an online survey. The findings addressed SMU’s efforts to address high risk drinking and its associated harms. The report concluded with a list of recommendations for future efforts based upon the site-specific findings as well as the results from the entire evaluation.

In summary the evaluation report identifies SMU’s strengths as having established the President’s Commission, having strong leadership at the President and President’s cabinet level for substance abuse prevention, and dedicating staff and resources to this effort. Additionally the report cites SMU’s commitment to a caring and safe environment for students and the many programs we have initiated in support of our substance abuse prevention efforts.

The report recommends focus areas for the Commission’s work including better data collection to more effectively assess to what extent our various initiatives are having an impact; more collaboration and cohesion from various campus offices around a clear vision for substance abuse prevention on campus and to continue engaging student leadership in our efforts. The report also includes recommendations regarding enhancing our outreach to student athletes. Additionally, the Realist Evaluation report encourages us to evaluate what may be perceived to be “mixed-messages” regarding the consumption of alcohol on-campus, noting that the consumption of alcohol on campus is OK in some places and at some times and not OK in other places and at other times—as well as the fact that there is not universal agreement on-campus regarding messaging to students and parents regarding alcohol (whether the message is “just say no” or “drink responsibly”) and our enforcement policies.

The Realist Evaluation report will be a central focus of the Commission’s work for the 2013-14 academic year.

B) The Caring Community Connections (CCC) and Call for Help programs:
These two safety net programs encourage SMU faculty and staff to notify the Dean of Students when they are concerned about a student, and students to call for help for themselves or for other students under the guidelines of the Call for Help program. Utilization numbers for these two programs since their inception are provided below.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Total referrals</th>
<th>Faculty referrals</th>
<th>Other referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>185</td>
<td>64</td>
<td>121</td>
</tr>
<tr>
<td>2009-10</td>
<td>257</td>
<td>111</td>
<td>146</td>
</tr>
<tr>
<td>2010-11</td>
<td>331</td>
<td>123</td>
<td>208</td>
</tr>
<tr>
<td>2011-12</td>
<td>482</td>
<td>205</td>
<td>277</td>
</tr>
<tr>
<td>2012-13</td>
<td>436</td>
<td>181</td>
<td>255</td>
</tr>
</tbody>
</table>

Call for Help Utilization
The 2012-2013 academic year marks the fifth year of the CCC program at SMU. Through annual outreach and education efforts, the program continues to be used frequently by SMU faculty and staff to refer students of concern to the Office of the Dean of Student Life. While CCC referrals declined slightly in the 2012-2013 academic year, this decline is not necessarily indicative of the number of students supported through the CCC program or the number of meetings staff members participated in regarding each student. Dependent upon the nature of a particular situation, one CCC referral might lead to several meetings with a student, or multiple referrals might have been submitted regarding one student. In addition, while the program might be experiencing some "leveling off" in its fifth year of existence, the number of referrals in 2012-13 remains above the average over the previous four years. The CCC program continues to be an important and integral support mechanism for students at SMU. In the 2013-14 academic year the Office of the Dean of Student Life will be adding an opportunity for students to also submit to CCC as has been recommended in previous Commission reports.

The number of students utilizing the Call for Help program in 2012-13 is consistent with previous years, other than 2009-10 where there was a significant increase in the number of students utilizing the program for reasons that we were not able to determine. The majority of students who Call for Help continue to be first-year students. Students "call for help" when they or a peer are in need of medical assistance and are granted amnesty from the conduct process after completing an application, meeting with a staff member in the Office of the Dean of Student Life, and being assessed by a staff member in the Center for Alcohol and Drug Abuse Prevention. The Call for Help program plays a vital role in ensuring that a student concerned about “getting into trouble” does not impact a student's decision regarding whether to obtain medical help for themselves or for another student in need.

C) Late-Night Programs

*Evening Program Initiatives and Contributions (EPIC)*

EPIC is a funding board that provides monies to individual students and student groups for alternatives to alcohol programming through evening and weekend programs on and off campus. Funded through an allocation from the Commission each year, as the chart below illustrates, EPIC programs continue to attract greater student participation each year.
<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of EPIC Programs</th>
<th>Total Spent</th>
<th>Student participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>22</td>
<td>$50,000</td>
<td>3,132</td>
</tr>
<tr>
<td>2009-10</td>
<td>40</td>
<td>$75,000</td>
<td>8,290</td>
</tr>
<tr>
<td>2010-11</td>
<td>48</td>
<td>$75,000</td>
<td>9,215</td>
</tr>
<tr>
<td>2011-12</td>
<td>70</td>
<td>$75,000</td>
<td>15,000</td>
</tr>
<tr>
<td>2012-13</td>
<td>76</td>
<td>$75,000+</td>
<td>16,450</td>
</tr>
</tbody>
</table>

EPIC helped fund 76 programs in 2012-13 utilizing all of the $75,000 allocated to EPIC programming from the Commission. An additional six proposed events were not funded because the $75,000 allocation had been exhausted. EPIC sponsored events varied from dance shows to educational events, and attracted a diversity of student participants. EPIC programs drew a large number of students and provided an entertaining alcohol-free environment for them. Several events that EPIC has helped fund have grown into annual activities that include Latin Night, Relay for Life, Bhangra Blitz, Extravaganza, Fast-A-Thon, Block Party, Pig Skin Revue, Park N Party, Open Mic Night, Masquerade Ball, and Movie on the Lawn. One hundred percent of students who completed an evaluation regarding their participation in an EPIC program rated EPIC programs as excellent or good. Student comments on the evaluation survey indicated they found EPIC programs to be entertaining, fun, and educational, and felt that the programs brought them closer to the campus community.

For the first time since the inception of the EPIC program, the EPIC committee also planned and coordinated three late night events. EPIC committee programming is focused on those evenings when there are no other late night events taking place in the Student Center. For example EPIC organized and hosted three local live bands in the Varsity (the Varsity is one of the rooms in the Student Center). The live band event also included food and a coffee bar service and made to order lattes, cappuccinos, ice coffees, espressos, etc. An average of 85 students attended each of these shows. The Student Center hired its first late night program coordinator and plans to continue expanding it’s offering of late night programs in addition to those programs sponsored by students. Several other universities including Stanford University, Boston College, University of Florida, Santa Clara University and others have developed similar late night programming models as a strategy to enhance the range of social activities and alternatives to alcohol programs for students.

In the 2013-2014 academic year EPIC, as an individual body, plans to bring a variety of programs to the Student Center ranging from comedy acts, concerts, dances, movie nights and painting parties. The goal of EPIC in the next few years is to expand the committee to collaborate with several student organizations and departments on campus to increase the breadth of EPIC programming. The need for evening programming is likely to expand with the implementation of SMU’s two year residency requirement. Beginning in 2014 both first and second year students will be living on campus.

*Dedman Center for Lifetime Sports Late-Night Programs*

The Dedman Center for Lifetime Sports continues to be open Sundays through Mondays until midnight, and Fridays and Saturdays until 10 p.m. The Dedman Center offers a special late-night program: Midnight Cosmic Climbing on its indoor climbing wall. Midnight Cosmic
Climbing is held each semester on a Friday from 11 p.m. to 1 a.m. During the event, the climbing wall is draped and highlighted with colorful lights that flash in tune with music. Because the Dedman Center is regularly open during evening hours and on weekends, and offers a wide range of recreational sports and other activities, it is one of students’ favorite and most used “after hours” facilities. With the opening of six new residence halls adjacent to the Dedman Center in Fall semester 2014, student usage of the Dedman Center including evening hours will likely see an increase.

**D) Resident Community Chaplain (RCC) Program**

In 2012-13, nine graduate students from Perkins School of Theology applied and were appointed to nine residence halls to serve as Resident Community Chaplains. RCCs are charged with being a pastoral presence in the residential community to which they are assigned and serve as mentors, educators and spiritual guides for students and hall staff. The RCCs also serve as a support resource for the residence hall staff, collaborate on hall programming and participate in small group conversations related to supporting students living in the halls. The Commission funds the RCC program as another strategy to support students making healthy and responsible choices.

The RCC program has become an important partner with the residence life and student housing staff in helping to create positive living-learning communities for students. RCCs engage students in ongoing dialogue, are available to students who need someone to speak with about a range of issues, and can help mediate differences as students engage in the process of forming a community.

According to data gathered in the 2012-13 academic year by the Office of Chaplain regarding the RCC program, Residence Life and Student Housing staff report the presence of an RCC in the community is a valuable resource, especially for first year students during the critical time of their transition to college. Data also indicated that RCCs provided guidance and support to resident assistants and to residential community directors (RCDs). Following are examples of feedback the Chaplain’s Office received from the RCDs and RCCs about the program:

“My RCC had a great presence with the RA staff which had a ripple effect on the community. She really helped them through some rough spots in their life and was a great resource during times of stress. This led to stronger support for residents.” (RCD McElvaney)

“Our RCC was an amazing asset to our community and staff. He participated in all programming and would set up meetings to discuss life and school.” (RDC Boaz)

“The RCC that served in my community was very beneficial. He became a member of our team and was supportive of staff and served as a valuable resource for them. He created appropriate relationships with staff and residents.” (RCD Shuttles)

“One of the most important reasons (serving as an RCC is valuable) is that this position (RCC) afforded me many opportunities to take what I am learning as a student at Perkins and apply it to the specific ministry I am called to.” (RCC Boaz)
“(I) facilitated a pancake “study break” at 9pm in the hall and served over 100 students. This provided a way to connect one-on-one with students. This helped opened doors for me to serve and build relationships with residents and staff,” (RCC McElvaney)

E) Social Event Registration
The Social Event Registration Committee (SERC) continues to utilize a point system to encourage student participation in the mandatory social event registration process. A student organization that has earned a certain number of points is allowed to have social events during the week or an “away” weekend in the spring. During 2012-13, 204 social events were registered which is up 8% from the 2011-12 year. As a result SERC added a mandatory training for groups who are the most frequent users of the social event registration process. Ninety-nine of these events were alcohol-free, up 19% from the 2012-13 academic year. The groups that register social events hosted an average of 4 events during the year with alcohol and 4 events during the year without alcohol. The social event registration process is a good risk management practice for students planning off-campus events, particularly because alcohol is present at many of these events under the strict guidelines outlined as part of the social event registration process.

F) Mustangs Who Care Program
A former SMU student body president created and implemented the Mustangs Who Care (MWC) program in 2009-10. Students who volunteer for the program receive training in recognizing the signs of substance abuse-related medical distress and agree to intervene as necessary. Students involved with MWC are working toward an institutionalized program that not only serves as a volunteer bystander intervention model, but is also available to student groups hosting parties as a risk reduction method.

G) Training for Intervention Procedures (TIPS)
Regular and ongoing Training for Intervention Procedures (TIPS) programs continued during 2012-13. The Inter-fraternity Council (IFC) has made TIPS mandatory for its members, as has Panhellenic (a governing body for Panhellenic sororities). SMU-in-Moscow, SMU-in-Paris and SMU-in-Taos have also made TIPS mandatory. Volunteer staff and faculty TIPS trainers certified 449 students during 2012-13, up slightly from the 435 students trained during 2011-2012.

TIPS for the University builds on the concerns students feel for the safety of their peers. The program helps students learn decision-making skills that help them weigh the consequences of their actions and those of their peers, and moderate their behavior to avoid problems with alcohol. The experiential activities contained in the TIPS course give students the confidence to intervene to prevent alcohol-related incidents on and off-campus including property damage, injury, underage drinking and drunk driving. The course builds on students’ interpersonal skills which are used to practice intervening in difficult alcohol-related situations. To achieve TIPS certification, students must attend a 2-hour session taught by a certified TIPS trainer and successfully complete a certification exam. The student certification is valid for a period of three years.
The National Registry of Evidence-based Programs and Practices (NREPP), a project of the Substance Abuse and Mental Health Services Administration (SAMHSA), has determined that TIPS for the University meets requirements for designation as a model program.

Additionally, Health Communications, Inc., the providers of the TIPS Program, awarded SMU the 2012 TIPS Award of Excellence. SMU was chosen by an internal committee based on both volume of students certified and feedback from TIPS Trainers and student participants.

During the 2012-2013 academic year, SMU piloted TIPS training with first-year students in residence halls. This program was successful and well received by students and staff, and plans are underway to expand TIPS training in first-year halls during 2013-2014. Additional capacity will be needed for the increased demand for TIPS courses and a “train-the-trainer” workshop will be held early in Fall 2013 to certify additional TIPS trainers. The Center for Alcohol and Drug Prevention, the campus department that sponsors the TIPS program, has proposed that Greek organizations begin to pay for TIPS training for their chapters, which will strengthen the ongoing financial viability of providing this course, and will also increase the incentive for strong attendance and participation by members.

H) Communication and Parent Partnerships
The Office of Public Affairs uses multiple media tools to communicate with all members of the campus community about substance abuse education and prevention efforts. These tools include a customized parent version of SMU Update, a monthly e-newsletter that is sent to undergraduate parents. This newsletter can be sent more often if there is a special need. Parents also can find news and information about resources on the SMU Parents news blog, which is regularly updated. First-year parents received an academic-year calendar, and all parents receive a print newsletter – both of which highlight substance abuse prevention and education efforts.

The Live Responsibly website is now located under the broader category of Health & Safety on the SMU home page. The Live Responsibly website contains updated information for the entire campus community. It is featured on the SMU home page, SMU Parents and Forum, a news blog for faculty and staff. Live Responsibly includes information about University alcohol and drug policies, Caring Community Connections and support services for students. Faculty can find information about recognizing students in distress, and parents can download the publication “What Should Parents Know about Alcohol and Drugs on Campus?” from the Dean of Student Life Office and Center for Alcohol and Drug Abuse Prevention.

In addition, the Live Responsibly site now includes the final report and related links of the SMU Task Force on Sexual Misconduct Policies and Procedures for maintaining and improving programs related to sexual misconduct.

The Office of Public Affairs is increasing its usage of social media, including podcasts and videos. The University’s Facebook page has more than 33,000 fans, and its Twitter feed has more than 12,300 followers. These tools provide a way to quickly connect with our community.

Additionally, all interviews with external media on this subject include comprehensive information on SMU’s preventive and educational efforts, which is provided by Public Affairs and emphasized by those interviewed.
I) The Informal Resolution Process
The Office of the Dean of Student Life first implemented an informal resolution process in response to the Commission’s 2009-10 recommendations. The Informal Resolution policy states, “A student found responsible for their first violation of the alcohol policy (where there are no other factors involved, such as but not limited to, noise, failure to comply, possession of a fictitious identification card, etc.) will have their violation handled in an informal meeting with a conduct officer. The student will be given an informal warning, parents will be notified and the student will be asked to follow up with their conduct officer. Informal resolutions are kept on file in the Dean of Student Life office. They are not reported to outside agencies such as graduate schools or employers. The informal resolution is defined as follows: A written notice indicating a violation of the student code of conduct that is not considered part of a student’s formal disciplinary record.” The majority of students participating in the informal resolution process are first year (FY) students.

Data for the first three years of the informal resolution process are provided below. In the 2012-13 academic year there was a decrease from 2011-12 in the number of students going through the process. These data suggest that fewer students received an alcohol violation that would warrant participation in the informal resolution process. One concern is that of the students who participated in the informal resolution process there was an increase in the recidivism rate over the past 3 years. (see the table below).

### Informal Resolution Referrals

<table>
<thead>
<tr>
<th></th>
<th>AY 2010-2011</th>
<th>AY 2011-2012</th>
<th>AY 2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong># of Students</strong></td>
<td>197</td>
<td>258</td>
<td>198</td>
</tr>
<tr>
<td><strong>#/% of FY Students</strong></td>
<td>n/a</td>
<td>197 (76%)</td>
<td>166 (84%)</td>
</tr>
<tr>
<td><strong>Rate of Recidivism</strong></td>
<td>12.7% (n=25)</td>
<td>17.8% (n=46)</td>
<td>21.7% (n=43)</td>
</tr>
</tbody>
</table>

However, the overwhelming majority of students who go through the process do not commit another alcohol policy violation. It is our belief that the informal resolution process assists students in understanding the University’s expectations of their behavior as members of the SMU community. We recommend continuation of this program. We will also continue to monitor the recidivism rate and make changes as necessary to the program.

J) Exploration of the Collegiate Recovery model
The Collegiate Recovery model is a comprehensive program to support college students who are in recovery for substance abuse. SMU is continuing its exploration of developing a Collegiate Recovery model at the University starting with providing regular substance abuse recovery support meetings on-campus for students who are struggling with drug and alcohol addiction.
Substance abuse recovery support meetings for students are held each Wednesday in the Dedman Center for Lifetime Sports. This SMU recovery group is open to any student in recovery from, or struggling with, addiction, substance abuse and related issues.

2012-13 showed an average of 12 students participating in the weekly recovery group with a total of about 40 students participating on one or more of the meetings during the course of the academic year. Additionally, between 4-6 students regularly attended these meetings during the summer months. Many students who are part of the recovery support group also reported going together to off-campus 12-Step meetings and social and recreational activities.

Beginning in Fall, 2012 SMU partnered with Enterhealth to provide an online recovery support program for students. This online program includes early prevention (focusing on helping those who think they might have a problem), advanced recovery (designed to aid those in an addiction treatment program or in need of treatment) and life care (recovery support for those who have completed treatment and are now in the process of recovery). This online recovery support program was piloted with students during one CRAWL class (Choosing Responsibly and Within Limits). The Enterhealth online recovery support program will be available to students on a case-by-case basis, but will not be used for the CRAWL classes. Feedback about the Enterhealth pilot program from students suggests this online program may not be as useful those who are not chemically dependent. CRAWL classes will continue for 2013-14, with two classes planned for each semester.

K) Implementation of a new online alcohol prevention course for first-year students

New students who entered SMU Summer 2012 were asked to complete the online College Alc course prior to the beginning of the fall semester. During the 2012-2013 academic year, 812 of 1426 incoming students completed the College Alc pretest survey, and 468 of those who took the pre-test, completed the post-test survey. 52% of students who took the course reported they benefited from taking College Alc, and that they were more likely to intervene with a friend who is getting in trouble with alcohol. 41% of students indicated that as a result of taking College Alc they thought more about how to avoid alcohol-related problems.

In order to expand the online education program for first-year students beyond alcohol-related topics to include information on sexual assault prevention, relationships, consent and communication, as recommended by the President’s Task Force on Sexual Misconduct Policies and Procedures, several on-line courses that incorporated these topics were reviewed. The review committee chose Campus Clarity – Think About It, and is preparing to launch this online class in Summer 2013 for incoming students. Strategies are also being explored to increase the number of students completing the online course and student feedback will be reviewed as part of the decision-making as to whether to offer his course again in 2014. The goal is for 100% of first year students to complete the course and for over 80% of the students to rate the course as providing them with valuable information.
NEW INITIATIVES

1) **First Six Weeks Committee:** One of the highest risk times for students is their initial introduction to campus. The *First Six Weeks* Program (recently re-named *Peruna Mane-ia* by the organizing committee) provides opportunities for alcohol-free social events during the first six weeks of the fall semester. While the primary focus of the program is first-year students, *Peruna Mane-ia* events are open to any SMU student. The fraternity and sorority community, religious life organizations and many other student groups and organizations are involved in the programming of events for *Peruna Mane-ia*. Student groups can apply for funding from the *Peruna Mane-ia* Program committee to host programs. Funding available to student organizations for the program (funded through the orientation budget) is in addition to the EPIC program funding. These two funding sources combined total $140,000 for student-driven, alcohol-free, late-night and weekend social programs. Fall 2014 marked the inaugural *Peruna Mane-ia* program. Evaluation information related to the program is provided in the new initiatives section of this report.

2) **TIPS in First-Year Residence Halls:** SMU students traditionally have received Training for Intervention Procedures (TIPS) during their second year on campus, often after pledging a sorority or fraternity. However, it is often the first year of college that is associated with higher rates of high-risk drinking. Therefore, we are providing TIPS in first-year residence halls, so that students learn the skills to manage high-risk situations earlier. In 2011-2012, we successfully piloted a TIPS Training program for first-year students in one residence hall. For 2012-13 the program was expanded to additional residence halls. To accomplish this task, three additional Residential Community Directors were trained as TIPS trainers. Plans are being made to not only track the total number of students certified having completed TIPS training, but how many students are trained in each residence hall.

3) **Sober Tailgate:** A partnership between the SMU Center for Alcohol & Drug Abuse Prevention and the Twelfth Step Ministries will initiate a Sober Tailgate tent on the Boulevard for all home football games beginning Fall 2013. For each home game, the tent will be sponsored by a different treatment program, which will provide food and beverages, as well as materials and information about addiction, treatment and recovery. The Commission is also providing financial support for the Sober Tailgate. Additional funding will be sought to pay for rental of needed equipment and supplies for the tent, as well as to support recovery on campus. Students representing the SMU Student Recovery Community will also be present to provide information to faculty, staff, students and parents about recovery and support available.

4) **Expanded Late-Night Programming:** As mentioned earlier in the section of this report on the EPIC program, SMU is continuing to expand its late night programming. The appointment of the first late night programming coordinator will assist with this effort. The late night programming coordinator plans to connect with other campuses that have formal late night programs to exchange ideas and strategies.
2012-13 RECOMMENDATIONS: Response

1) Continued active engagement by the Commission in the work of NCHIP and the use of NCHIP and other evaluation tools to assess the effectiveness of SMU’s substance abuse prevention efforts. Review successful substance abuse prevention initiatives at other NCHIP schools and determine whether any of these initiatives would help enhance SMU’s substance abuse prevention efforts.

The NCHIP Realist Evaluation Report, mentioned earlier in this report, will serve as the basis for developing the agenda for the work of the Commission for 2013-14 with a particular emphasis on evaluating the impact of the Commission’s work and initiatives over the past five years since the creation of the President’s Task Force on Substance Abuse prevention in 2008.

2) Develop plans for integrating Commission goals into new residential life programs as SMU transitions to a Residential Commons model.

Planning for SMU’s transition to a residential commons (RC) model is underway and the inaugural 11 faculty-in-residence (FIRS) for the 11 RCs that will open in 2014 have been appointed. A recommendation from the President’s Task Force on Sexual Misconduct Policies and Procedures is that the FIRs develop a series of discussions in their respective Commons on what it means to be a citizen of the university community, including issues related to high-risk drinking and the impact of high risk drinking on the development of community. Additionally, each RC will have at least two Faculty Affiliates (FAs). FAs, though they do not live in the RCs, have volunteered to work with the FIRs in supporting the intellectual vitality of the RCs. The RC model will also provide a better vehicle for implementing a previous Commission recommendation that monies be provided for faculty to have meals with students in the campus dining hall or in other venues as a means of facilitating student and faculty connections in more informal settings.

3) Continued exploration of the proposal submitted by the Inter-fraternity Council to allow on-campus parties with alcohol, under strict, specified conditions, in fraternity houses and perhaps other campus venues.

Student Affairs is engaged in discussion with IFC for a Spring 2014 pilot program for on-campus parties.

4) Conduct another Faculty Survey.

---

7 (SMU is building six new residence halls and is retrofitting six current residence halls as residential commons. Each commons has a live-in faculty member, classroom space and will have programs and activities in support of a living-learning model. For more information about the SMU residential commons, visit www.smu.edu/residentialcommons.)
As the Commission more clearly identifies an assessment strategy we will be better able to determine what information we hope to glean from a faculty survey.

5) Assess the Peruna Mane-ia Program.

The Peruna Mane-ia program was launched in Fall, 2012 and in total sponsored 19 events during the first six weeks of Fall semester. The primary participants in the Peruna Mane-ia events were first year students, which is consistent with the goal of the Peruna Mane-ia program to provide more on-campus activities for first year students in the first six weeks. While not every event counted the number of student participants, a survey conducted at the end of Fall semester indicated that in total the events attracted at least 1500 participants (the number 1500 includes students who may have attended one or more than one event). The three primary reasons students indicated they attended a particular event were: “The event sounded like fun;” “To meet with friends,” and “To meet new people.” While the data collected did not determine whether participation in a Peruna Mane-ia program was a deterrent to student use of alcohol, because all Peruna Mane-ia programs are alcohol free these programs provide additional social choices to students that may not have been in existence before the development of the program. Given the significant final investment in the Peruna Mane-ia program, the coordinating committee will continue to refine and assess the program going forward.

6) Engage in a deeper assessment of drug use on campus.

The Center for Alcohol and Drug Abuse prevention plans to survey all students using the CORE Alcohol & Drug Survey during the Fall 2013 semester to provide us with an updated estimate of the prevalence of drug use on campus. This survey will provide us with the information to target specific substance use trends as part of our peer education, bystander intervention and general educational programs.

7) Strengthen the Mustangs Who Care and other bystander intervention programs.

Plans are underway to reshape the Mustangs Who Care program and to expand its bystander intervention focus to include both substance abuse and sexual assault prevention. Student recruitment for the program will occur through presentations in residence halls and Greek chapters as well as through health education events throughout the school year.

8) Develop “Be a Good Neighbor” strategies for our students living off-campus in local neighborhoods.

We want to continue encouraging our students living off-campus to be good neighbors. SMUPD has worked collaboratively with the management team of a large off-campus apartment building on minimizing student conduct issues. We want to also work with student leaders to develop additional strategies for
students to interact positively with their neighbors in the local community surrounding SMU.

9) Continue to work with off-campus retailers, bars and restaurants to partner with SMU in lowering risk for our students and our community.

The Center for Alcohol and Drug Abuse Prevention are joining the Coalition to Reduce Alcohol Impaired Driving Among College Students in Texas. This Coalition consists of a group of 10 college and university campuses in Texas that are working collaboratively to develop Peer-to-Peer prevention programs to reduce alcohol impaired driving among students. This project is funded by the Texas Department of Transportation (TXDOT). SMU plans to host a symposium of this group in Spring 2014.

10) Fill the open Health Educator position and expand health education, social norms and other marketing

A new Assistant Director for Health Education was appointed in the Summer of 2013 and plans are underway to expand health education programming and marketing, including social norming. There are also plans to create an SMU Health Center Facebook page in order to begin to use social media to reach out to students and to create awareness of health related issues and programs. A number of prevention program are being planned for first six weeks of 2013 which in the future could be incorporated into the Mustang Mane-ia program.

11) Develop a peer education and bystander intervention program that incorporates alcohol and drug abuse prevention as well as sexual assault prevention

See number 7 above.

2013-14 Recommendations

- Implement recommendations from the Realist Evaluation Report: As mentioned earlier in the NCHIP Realist Evaluation offers a number of recommendations the Commission will use as a framework for its focus in 2013-14.

- Coordinate the work of the Commission with the President’s Task Force on Sexual Misconduct Policies and Procedures: Both the work of the Commission and the President’s Task Force are focused on the theme of “Living Responsibly.” There are a number of recommendations from both of these groups that should be coordinated.