

Healthy Alternatives @ WPI

Drug-Free Schools & Campuses Biennial Review

October 2006



Written and compiled by:

Gregory Snoddy, Ed.D.
Associate Dean of Students &
Director, PERA Student Programs
Physical Education, Recreation & Athletics (PERA)
Alumni Gymnasium
100 Institute Road
Worcester, Massachusetts 01609
(508) 831-5800
healthyalternatives@wpi.edu

About WPI:

WPI is a pioneer in technological higher education, and is recognized as one of the leading outcomes-oriented undergraduate programs preparing people for success in our ever-changing world. Since its founding in 1865, WPI has broadened and perfected an influential curriculum that balances theory and practice.

This innovative and unique combination of educational methods, learning environment and a worldwide network of project centers is accredited by the New England Association of Schools and Colleges (NEASC). With its main campus located in Worcester, Massachusetts, WPI supports the academic and research pursuits of over 2,800 undergraduate students, 1,200 graduate students and 220 faculty pursuing opportunities that blend technological research and practice with societal needs, delivering meaningful real-world benefits.

I. WPI's Alcohol & Other Drug Program:

WPI's campus-wide Alcohol & Other Drug (AOD) Program continues to be coordinated through the Healthy Alternatives Office, with significant support and involvement of staff within Residential Services, Student Development & Counseling, Physical Education, Recreation & Athletics, Campus Police, and Student Activities. This innovative and unique program model, located within the Department of Physical Education, Recreation & Athletics, brings together WPI's alcohol education and prevention initiatives, while incorporating Recreation and Club Sports as integral components of these efforts. The Program focuses on proactive prevention efforts and activities, including extensive use of the TIPs Peer Alcohol Education and Prevention Program, as well as the incorporation of athletic and recreational facilities and programs (through a three year NCAA Choices Grant), the Bowling Center, and Student Activities and Residence Hall programs with our on-campus and off-campus living/learning communities (fraternities/sororities/off-campus apartments). Intentional programming efforts on traditional high AOD usage nights (Tuesday, Friday and Saturday) form the basis of many of our activities. Through these complimentary interactions, the Healthy Alternatives Office lends support in the development of a proactive synergy that engages students in campus life, while empowering these same students to make educated and personal choices and decisions regarding their alcohol or other drug use.

II. WPI's AOD Program Goals & Achievements

The Healthy Alternatives Office serves the university community by initiating and directing the university's efforts, and working with other offices, to address health related issues, which may include alcohol and other drug education and prevention, eating disorders, stress management, HIV/AIDS, sexuality & safety, violence prevention (including Rape Aggression Defense (RAD)), and nutrition and exercise. Our efforts require close working relationships with the Dean of Undergraduate Studies, Student Government Association, Residential Services, and Student Activities to create and implement prevention and education strategies and programs for students and staff, many of which involve participation in the recreational sports and club sports program. Lastly, the Healthy Alternatives Office facilitates data collection, assessment and public dissemination of WPI and national social and behavioral campus norms as they relate to alcohol/other drug usage and other health related behaviors and mindsets.

Individual Focus Area Goals

Healthy Alternatives/Health Education

GOAL: Implement the AlcoholEdu Program as part of the pre-arrival education and prevention initiative for all incoming students on an annual basis (Summer 2005, 2006, 2007, 2008). Facilitate data collection and dissemination on alcohol/drug usage and associated health related behaviors, permitting the design and implementation of myth reduction strategies and programs for the WPI community. Create materials for parents to initiate or continue the discussion of alcohol use and abuse with their sons and daughters (Parents Brochure, Spring Break letter). Perform annual or biennial program assessment and review.

Results: Two consecutive years of successful AlcoholEdu Program implementation (Summer 2005 & 2006) with the Dean of Undergraduate Studies and Student Government Association endorsement. Other WPI student data on alcohol and other drug usage helped create a series of Myth Reduction initiatives (posters, table tents and TechNews articles), all designed to saturate the campus with this "True Norms" data. WPI students engage in high-risk drinking (defined as 5 or more drinks for men/4 for or more drinks for women in one sitting) at similar rates as the national student population (40+ % nationally, as noted at <http://www.collegedrinkingprevention.gov/>). Additional data from student responses on the 2006 AlcoholEdu Program will be available effective February 2007. Campus policies and associated consequences, as well as information on where to get help is distributed to every student at the beginning of each academic year via the attached brochure, as well as the Campus Planner & resource Guide.

Parents continue to serve as integral partners in our prevention efforts, and are encouraged to engage in the discussion about alcohol use with their son or daughter through the annual Parents Brochure and the February Spring Break Letter. Reinforcing these two strategies are regular articles in “The Fountain”, the Student Affairs Newsletter for parents.

As noted in the following tables, WPI has been involved in a twelve (12) year College Alcohol Study (CAS) sponsored by the Harvard University School of Public Health. **Longitudinal Data** (1993 – 2005) for WPI respondents from the Harvard study is provided below. *Please note that the terminology “Binge Drinking” and “High-Risk Drinking” are used interchangeably in this report.*

Table 1: Distribution of drinking

Question	<u>1993</u>	<u>1997</u>	<u>1999</u>	<u>2001</u>	<u>2005</u>
Past Year Abstainers/Lifetime Abstainers	12.4%	19.5%	17.6%	15.3%	19.1%
Drank, but did not binge	29.5%	25.9%	36.2%	36.5%	35.5%
Binged 1 – 2 times in past two weeks	37.5%	34.5%	23.1%	26.3%	24.9%
Binged 3 or more times in past two weeks	20.6%	20.0%	23.1%	22.0%	20.6%

Brief Synopsis: Abstainers have increased in numbers over the decade; the data on high-risk drinking frequency reinforces the adage at WPI of “Work Hard, Play Hard”, with approximately 45% of our students engaging in high-risk drinking at least once every two weeks.

Table 2: Drinking styles of students who had a drink in the past month:

Question	<u>1993</u>	<u>1997</u>	<u>1999</u>	<u>2001</u>	<u>2005</u>
Drank on 10 or more occasions in the past 30 days	17.8%	21.0%	30.3%	37.2%	31.4%
Usually binged when drinking	47.3%	35.0%	43.3%	27.6%	33.8%
Was drunk 3 or more times in the past month	24.9%	32.8%	32.3%	31.3%	34.7%

Brief Synopsis: One can extrapolate from the data that the same students who indicate they get drunk 3+ times in the past month are the same students who usually “binge” when they are drinking. This data reinforces our need to continue prevention initiatives, particularly all campus peer education and safety training programs.

Table 3: Students who drank in the past year experienced the following first-hand effects:

Question	<u>1993</u>	<u>1997</u>	<u>1999</u>	<u>2001</u>	<u>2005</u>
Had a hangover	61.9%	57.2%	54.3%	66.9%	63.8%
Missed a class	25.1%	22.9%	19.8%	24.1%	16.9%
Got behind in school work	21.2%	24.0%	20.7%	21.9%	17.4%
Do something you later regret	30.2%	39.4%	35.1%	45.9%	28.5%
Argue with your friends	28.1%	28.3%	16.1%	28.8%	19.9%
Engage in unplanned sexual activity	19.2%	30.4%	18.8%	21.2%	16.5%
Damage property	21.1%	28.9%	12.7%	22.0%	13.0%
Get into trouble with campus or local police	6.6%	13.0%	7.3%	8.1%	7.8%
Get hurt or injured	15.5%	30.5%	15.4%	18.7%	14.1%

Brief Synopsis: WPI students continue to experience repercussions from their own drinking behavior, although over the decade, many of these first-hand effects decreased. Some of these responses may be attributable to current peer education/safety initiatives, as well as our focus on educational judicial action, in which students are actively learning from their mistakes.

Table 4: Students bothered by other's drinking (second-hand effects):

Question	<u>1993</u>	<u>1997</u>	<u>1999</u>	<u>2001</u>	<u>2005</u>
Been insulted or humiliated	29.4%	40.1%	37.8%	35.3%	28.4%
Had a serious argument or quarrel	27.5%	32.2%	21.0%	30.1%	18.2%
Been pushed, hit or assaulted	16.8%	22.7%	15.5%	18.4%	16.0%
Had property damaged	16.0%	27.3%	21.1%	21.5%	17.5%
Had to "baby sit" a drunken student	56.6%	53.0%	46.0%	63.2%	57.7%
Had studying or sleep interrupted	52.3%	53.9%	50.6%	54.1%	46.6%
Experienced an unwanted sexual advance	21.0%	14.9%	18.5%	23.2%	15.1%

Brief Synopsis: WPI has intentionally focused many of our efforts on students helping to influence their friend's behavior. This is likely a result of our increased expectation that students take care of each other, as well as less tolerance among the general student population for these types of behaviors.

Table 5: High school & college binge drinking behavior:

Question	<u>1993</u>	<u>1997</u>	<u>1999</u>	<u>2001</u>	<u>2005</u>
Did not binge in high school or college	33.4%	43.3%	49.2%	48.6%	49.9%
Did not binge in high school; binged in college	31.2%	32.5%	26.6%	35.0%	22.3%
Binged in high school and college	26.5%	22.5%	19.7%	10.7%	22.2%

Brief Synopsis: CIRP (Cooperative Institutional Research Program) data from past years indicates that approximately 50% of all incoming students have consumed alcohol during their high school career. Interestingly, the number of students engaging in high-risk drinking upon arrival at WPI has decreased significantly over the decade, while the number participating in this behavior in high school and college has remained relatively steady.

We still need to be vigilant about the 34/35% (Table 2) who identify as regularly binge drinking or getting drunk when consuming alcohol. We will continue to emphasize our TIPS alcohol training to increase peer influence. To help facilitate TIPS Training, IFC and Panhel have taken a strong leadership stand by stipulating that all incoming Greek members will be TIPS trained in C-Term. Individual Greek Chapters fund approximately $\frac{3}{4}$ of this program cost.

Future Strategies may include:

1. Continue to implement the AlcoholEdu Program.
2. Strengthen the peer education concept and model on campus, particularly with TIPS Training.
3. Articles in TechNews on AlcoholEdu data.
4. Share the survey data with members of the WPI community, in particular, IFC, Panhel, Alumni, and members of the faculty and staff.
5. Strengthen the facilitation of a program series on alcohol awareness for various student groups, including Greeks, Student-Athletes, Women and new students.
6. Continue to integrate our unique program model of club sports and recreation programs into our overall prevention efforts.

GOAL: Teach and/or facilitate Physical Education classes, such as Wellness (P.E. 1006), and Leisure Education (P.E. 1070), and experimental classes (4 per year).

Results: These classes are regularly filled to capacity, and have been incorporated into the PERA list of classes, with a focus on life-long physical activity and wellness. Each class (Wellness & Leisure Education) is taught two times per academic year. Another important aspect of the HAO Program has been the facilitation of credit-bearing experimental classes (Tae-Bo, Cardio Kick-Boxing, Pilates, Yoga, Hip Hop, Salsa/Merengue Dance), which are open to all students.

GOAL: Continue to work closely with student organizations to gain their involvement and sponsorship for prevention activities on traditional high AOD usage nights. Promote, implement and underwrite substance free programs and activities.

Results: On a yearly basis, the Healthy Alternatives Office works with and co-sponsors over 75 campus activities with various campus student organizations. A significant source of these co-sponsorship funds come from the Campus Center/Student Activities Office, as well as the SOAP Fund (**Stand Out and Program**). The breadth of these activities include speakers, bowling nights, club and varsity sport game nights, cultural dance classes, ballroom dance classes, karaoke nights, yo-yo competition, billiards, and working with the Greek System to sponsor campus wide social events on the hill (see attached HAO Activity Data 2005 - 2006).

Future Strategies may include:

1. Continue to work closely with student organizations, Residential Services and Student Activities/SOAP to promote activities on Tuesday, Friday and Saturday, which are traditional high alcohol usage nights.
2. Work with the WPI Greek system to create alternative social and recreational programs.
3. Increase awareness of alternative activities on campus and within consortium colleges.
4. Promote intramural or recreational sports events on high usage nights.
5. Continue current activities including the annual Super Bowl Party, SAS Rope Pull, Healthy Alternatives House Programming, National Collegiate Alcohol Awareness Week, and Spring Break Safety Kits, etc.

GOAL: Participate as an active member on various campus, city, state or national committees and conferences that relate to the health, safety and well being of students, faculty and staff.

Results: Work closely with Consortium AOD staff and the Worcester Licensing Commission regarding fake ID's and Bar closure dates for serving underage people. Present alcohol and drug workshops for Insight groups and students going abroad, including country specific AOD laws and areas of relevant concern. Serve as the Club Sports representative on the Student Organization Council to review new organizations seeking formal WPI recognition. The WPI Healthy Alternatives Program has also been recognized by the NCAA, having been awarded a three year NCAA Choices Alcohol Education & Prevention Grant (\$30,000), two NCAA Health and Welfare Speaker Grants (\$2,000), a Division III Initiatives Grant for alcohol education and Leadership Development (\$10,000), as well as selection from a national pool to participate in the NCAA Betty Ford Alcohol Education Professional in Residence Program. Other NCAA recognition includes WPI's acceptance into the CHAMPS/LifeSkills Program, presentations at the national NCAA APPLE Conference (**A**thletic **P**revention **P**rogramming and **L**eadership **E**ducation) on student-athlete health issues, and serving as the chair for the NCAA Program Proposal for the Alcohol & Drug session at the National NASPA/ACPA Conference in April 2007. Lastly, HAO was the recipient of a Massachusetts Governor's Highway Safety Bureau Grant (\$5,000) to enhance our DUI prevention efforts during academic year 2005 – 2006.

GOAL: Develop and facilitate a program series on health issues that students are faced with during their college experience.

Results: Currently work closely with Student Development & Counseling, Greek Programs, Residential Services and The Health Center in the areas of student AOD assessment, intervention, judicial sanctioning (including an alcohol assessment component) and data collection. Initiated, funded and continue the NCAA Leadership Development Program for WPI emerging student-athlete leaders. Present AOD programs to Residential Services student staff (RA Training & In-service), student-athletes at coach's request, and fraternities and sororities. Work closely with Greek Life Programs to facilitate an Alcohol Screening Day Program, several AOD speakers, and Greek Bid Night food for new members as reminders about Alcohol and Drug issues and associated behaviors. Lastly, organize the TIPs Alcohol Education & Prevention Trainers as part of our overall peer education strategy.

Future Program topic areas may include:

1. Nutrition Education and Weight Management for Athletes.
2. Eating Disorder Education for Female Athletes and Sororities.
3. Sports Psychology for student-athletes.
4. Alcohol Awareness & Education in the Residence Halls.
5. TIPS Certification Training for Fraternity and Sorority Leaders.
6. Exercise and Nutrition Education for Non-Athletes.
7. Risk Management and Responsible Usage and Service of Alcohol or Other Drugs.

Club Sports & Recreation

Goal: Utilize Club Sports participation and recreational sports involvement as integral components of AOD prevention programs. Increase awareness and broad-based student participation within the club & recreational sports programs.

Results: The club sports program includes approximately 25 different groups/teams, whose benefit to the HAO program is two-fold: student involvement in healthy activities, and inadvertently, this same involvement serves as another strategy to engage students in alternative activity to alcohol consumption. Intramural Sports offers 10 evening and weekend sports competition opportunities, of which many WPI students participate. As mentioned previously, HAO has also created four new experimental courses that generate earned Physical Education credit.

Future Strategies may include:

1. Work with the Director of Intramural Sports to expand and increase the number of students participating in these activities.
2. Explore the inclusion of additional Intramural Sports targeted at Women students.
3. Market recreational sports opportunities and facilities.
4. Develop articles on the positive benefits of co-curricular involvement.

III. WPI's AOD Program Strengths and Weaknesses

The combination of Healthy Alternatives, coupled with Recreation & Club Sports Activities brings an engaging and complimentary focus to our campus-wide AOD prevention efforts. This focus is used to encourage and facilitate student involvement in our recreational, club and varsity sports programs, providing a wide breadth of alternative activities for students to participate in. A close examination of scheduled and non-scheduled facility usage indicates that these facilities continue to be in constant use by students and employees throughout the day and into the late night/early morning.

AOD Program Strengths Include:

- ❖ Physical location and reporting structure within the Physical Education, Recreation and Athletics Department provides unprecedented access to varsity and club sports coaches and athletes. Opportunities are prevalent for AOD and other wellness related workshops.
- ❖ Close and constructive relationships with Residential Services allow for co-sponsorship of programs and activities as well as AOD presentations to staff and residents. Easy access to student staff within residence halls allows effective myth reduction marketing strategies to be put into place.
- ❖ The inclusion of a peer education focus, particularly with TIPs Trainers, serves as a highly visible outreach strategy.
- ❖ The Healthy Alternatives House provides students the opportunity to live in a co-ed smoke-free and substance-free environment. This specialized living unit provides an atmosphere that promotes non-alcohol activities, allowing the residents the flexibility to develop their own activities based upon their interests.
- ❖ The integration of staff roles (AOD and Club Sports and Recreation) facilitates a constructive and complimentary blending of these program pieces. AOD prevention efforts are strengthened through student involvement in healthy, recreational sport activities.
- ❖ Many opportunities for co-sponsorship and partnering with Student Activities and student organizations exist, and have created a nice blending of minds and greater breadth of programming efforts on campus.

AOD Program Areas to Improve Include:

- ❖ Continue to emphasize TIPs Alcohol Education & Prevention Program training for all new members of the Greek community and other campus groups.
- ❖ Reinforce commitments to peer education models, to strengthen this concept on our campus of students influencing students.
- ❖ Initiate greater efforts at market saturation with regard to myth reduction data marketing. Dissemination strategies should utilize posters, table tents in Morgan & Founders Commons, newspaper articles, etc.
- ❖ Re-initiate the Creative Sanctioning Program, using programs such as Alcohol 101 for Alcohol Violations.
- ❖ Continue the focus on out-reach to Greek letter organizations and varsity athletic teams to present alcohol and other drug programs.
- ❖ Develop strategies and processes to determine program assessment and identifying what students gained from a program/workshop. Seek specific information on how they will utilize the new knowledge or concepts.

IV. Distribution of AOD Policy to Students and Employees:

AOD policies are disseminated to members of the WPI community through the following means:

- ❖ WPI Website
- ❖ WPI Campus Planner & Resource Guide (distributed to all students)
- ❖ Annual Issuance of WPI Sexual Harassment Policy by the President
- ❖ Annual Issuance of WPI Policies and Benefits Manual to all employees.

V. Recommendations for Revising and Strengthening WPI's AOD Program:

- ❖ Foster and develop stronger collaborative relationships with State AOD coordinators.
- ❖ Engage athletic teams and Greek letter organizations in discussions regarding alcohol use and abuse, with a focus on making personal, empowered decisions.

Contact Information:

Gregory Snoddy, Ed.D.
WPI Healthy Alternatives Office
Alumni Gym
100 Institute Road
Worcester, Massachusetts 01609
(508) 831-5800
healthyalternatives@wpi.edu

