

Memorandum

To: Frostburg State University Executive Committee

From: Bradford Nixon

Date: October 19, 2022

Re: Biennial Review of the Alcohol, Tobacco, and Other Drugs Program

Attached is the Biennial Review for the period 2020-2022 as required by the Drug-Free Schools and Communities Act.

The Act requires the report address the following:

- I. Description of the ATOD Program Elements
- II. Statement of ATOD Program Goals and Discussion of Goal Achievement
- III. Summary of ATOD Program Strengths and Weaknesses
- IV. Procedures for Distributing ATOD Policy to Students and Employees
- V. Ensuring that Disciplinary Sanctions are Consistently Enforced
- VI. Recommendations for Revising the ATOD Program
- VII. Copies of the Policies Distributed

Note: Many of the required topics of the Biennial Review are addressed through the work of the Division of Student Affairs. Rather than duplicating their work, this report references pertinent reports produced by the Division. The offices that may be appropriately contacted are noted herein.

BIENNIAL REVIEW

OF THE

ALCOHOL, TOBACCO, AND OTHER DRUGS PROGRAM

2020- 2022

As part of the federal compliance requirements for the Drug-Free Schools and Communities Act, each institution of higher education must conduct a biennial review of its Alcohol, Tobacco, and Other Drugs (ATOD) programs. Although the review is required by law and institutions must retain it in their files, it is not reported to any federal or state agency unless requested. This report is for the Fall 2020 through Spring 2022 period.

The review has two objectives:

- (1) to determine the effectiveness of, and to implement any needed changes to, the ATOD program; and
- (2) to ensure that the disciplinary sanctions for violating standards of conduct are enforced consistently.

I. Description of the ATOD Program Elements

Frostburg State University is dedicated to a university-wide concerted effort of numerous groups and individuals to address alcohol, tobacco, and other drug issues on campus. Although many efforts are initiated by the Office of Student Affairs, specific efforts are made by the Frostburg Community Coalition, the BURG Peer Education Network, the Substance Abuse Facts and Education office (SAFE), the Maryland Collaborative to Reduce College Drinking and Related Problems, and counseling offered to students through the University's Counseling Center.

Many departments and organizations at FSU address issues of alcohol, tobacco and other drug use through programs and initiatives that are on-going and continually reviewed for effectiveness. The areas of the University and their related programs are described below in Section II and in the attached appendices.

II. Statement of ATOD Program Goals and Discussion of Goal Achievement

A. Program Goals

General program goals include the following and are promoted by the campus offices, coalitions, and departments listed below.

- Continue to promote collaboration between University departments, the community, the University System of Maryland, and other statewide and national organizations to increase awareness of substance abuse issues.
- Increase awareness of substance abuse related programs through social marketing and educational brochures.
- Work with local authorities to discuss high risk behavior and events involving FSU students.
- Work with the Director of Athletics and Assistant Director for Greek Life to increase awareness of substance abuse issues among student-athletes and Greek students.
- Enforce a no smoking policy, including the entire campus, both in buildings and outside.
- Conduct the National College Health Assessment and the Maryland College Alcohol Survey.
- Challenge behavior that violates the University's alcohol and drug policy.
- Through the University's work with the Maryland Collaborative to Reduce College Drinking and Related Problems, establish a culture that actively supports, educates, and empowers students to make healthy choices about alcohol consumption, while engaging the University community with innovative, evidence-based, student-driven alcohol awareness and prevention programs. These initiatives also address recent drug trends including increased use of marijuana among college students and supporting local community programs addressing opioids.
- Through collaboration with the Frostburg Community Coalition, reduce the number of youth, ages 12-18, reporting past month alcohol and marijuana use, and reduce access of alcohol and marijuana through collaborative efforts with retailers, city officials, and law enforcement

1. Substance Abuse Facts & Education Office

Purpose: The Substance Abuse Facts & Education (SAFE) Office is charged with the responsibility of researching, reviewing, and approving recommendations related to substance abuse prevention at Frostburg State University. As such, key stakeholders meet monthly during the academic session to share new research initiatives, review best-practices, and make decisions regarding substance abuse prevention efforts based on available information and resources. Additionally, the [SAFE Office](#) maintains a commitment to student safety on and off campus, while working collaboratively with invested stakeholders, partners, and the community. The center also provides a website that includes evidence-based resources and tools that educate students about healthy lifestyles and wellness.

Vision: Frostburg State University will be recognized for establishing a culture of alcohol and substance abuse awareness that actively supports, educates, and empowers students to make healthy choices, and improving academic outcomes by providing comprehensive campus activities while reaching out to the University community with innovative, evidence-informed, student-driven prevention programs.

Mission: The [SAFE Office](#) will engage students, faculty, staff, city officials, and community stakeholders through intentional planning, meaningful endeavors, and collaborative efforts to reduce alcohol-related harms and substance abusing behaviors among students.

Values and Culture:

- We believe all students should live and learn in an environment that is safe from harms.
- We believe students can develop a healthy lifestyle as a choice by experiencing an environment that is conducive to student success.
- We believe we have a responsibility for the education of students through academic pursuits, student life, and community living.

Strategic Priorities:

1. Provide innovative prevention programs that are educational and informed by evidence.
2. Engage students in meaningful activities that enrich their experiences and focus on student quality of life.
3. Facilitate deterrence initiatives that assist students in contemplative thought processes regarding their behavior on and off campus.

4. Demonstrate a commitment to collaboration with the off-campus community in addressing matters pertaining to high-risk behaviors.
5. Collaborate with alcohol retail outlets to promote responsible purchase and consumption of alcohol among students of legal age.

2. BURG Peer Education Network

The [BURG Peer Education Network](#) is supported by an annual grant funded by the Maryland Department of Health and Mental Hygiene's (OPHI Division) and is administered through the University's [SAFE Office](#). Student peer educators are trained and nationally certified through NASPA/BACCHUS. Maryland DHMH grant funds support the [SAFE Office](#) and information related to the annual activities are located in the SAFE Office Annual Report.

3. Basic Screening Intervention Program (BSI)

The Basics Screening Intervention program is mandated for judicial offenders of alcohol and drug policies. This is an evidenced-based program that has been shown to be effective with collegiate high-risk drinkers and drug users. All policy violators are screened using quantity/frequency questions and referred to the [SAFE Office](#) for further individualized brief intervention if they screen in the high-risk category. The SAFE Office provides students who are interested in becoming addictions counselors an opportunity to intern through the office. The BASICS Model, motivational interviewing, role playing, and shadowing are just a few things students engage in during their experience.

4. Reality Check

The [Reality Check](#) website is designed to provide students with educational information regarding alcohol, potential harms associated with high-risk consumption, low-risk consumption protective factors, and available resources.

5. Student Conduct and Community Standards

Our [Community Standards Policy Statements](#) promotes the concept of students taking ownership of their community and taking responsibility for their behavior. One element of our [Community Standards Policy Statements](#) includes student expectations related to alcohol and other drugs. The [Office of Student Affairs](#) handles all student judicial board referrals and sanctions. Information concerning alcohol and other drug violations from fall 2020 through spring 2022 is located in the Office of Student Affairs. A summary of FSU's Substance Abuse Policy is attached as Appendix A. FSU's zero-tolerance policy for ATOD violations dictates that when a student exhibits behaviors that indicate they are under the

influence of alcohol or drugs, FSU police or University staff will consistently confront, report, and adjudicate associated University policy violations.

6. Counseling Center

[Counseling and Psychological Services \(CAPS\)](#) provides assessment, early intervention services, and referral services to students. This includes both individual and group counseling. The purpose is to assist students to assess their use, gain insight into the impact of their ATOD use, and learn behavioral methods to reduce or eliminate their use. Students who screen as high-risk may be referred to the [SAFE Office](#) for a Basic Screening Intervention. Though some students are referred through campus judicial affairs, most choose on their own or with the encouragement of family/friends to initiate treatment in CAPS.

7. University Police

The [Office of Student Affairs](#) meets regularly with the [University Police Department](#) and local and state law enforcement to discuss concerns related to student use of alcohol and other drugs in the community. Information is shared related to parties and events scheduled off-campus that may require police intervention. These collaborative efforts have significantly reduced the number of such events and the need for police intervention. The Chief of Police is responsible for publishing the [Annual Security & Fire Safety Report](#) consistent with Clery Compliance.

8. Maryland Collaborative to Reduce College Drinking and Related Problems

FSU became an inaugural member of the [Maryland Collaborative to Reduce College Drinking and Related Problems](#) in 2013. Since this time, FSU has been an integral member of the Maryland Collaborative and has participated in the Maryland College Alcohol Survey for the past eight years (2014-2022). See Appendix B for 2021 and 2022 reports. Additionally, President Nowaczyk serves on the President's Advisory Council for the Maryland Collaborative.

9. Frostburg Community Coalition

In 2014, Frostburg State University was awarded a Drug-free Communities (DFC) grant from the Office of National Drug Control Policy. Prior to being awarded the grant, the [Office of Student Affairs](#) launched the [Frostburg Community Coalition](#) in 2012 with the assistance from a Maryland Strategic Prevention Framework grant. The [Frostburg Community Coalition](#) consists of our University prevention officials, city officials, law enforcement officials,

community members, local school members, students, property managers, alcohol retailers, and other invested stakeholders that focus on two goals: 1) reduce youth alcohol and marijuana use in the community, including the University; and 2) reduce youth access to alcohol and marijuana in the community and on campus. After 2019, the DFC Grant was not funded, and our coordinator position was terminated. While COVID restrictions prohibited the coalition from meeting in 2020, the coalition began meeting virtually in 2021, and in person in 2022.

10. e-CHECK-UP for Alcohol and e-CHECK-UP for Marijuana

This initiative utilizes interactive web surveys that are designed to allow University students to enter information about their drinking and drug-use habits. Additionally, all alcohol and drug policy violators are required to complete the survey. Based upon the information entered, the instrument provides personalized feedback regarding personal risk patterns, individual level of alcohol tolerance, unique family risk factors, harm reduction strategies and available resources at FSU and the local community. Additional information concerning these programs is available from the [S.A.F.E. Office](#) and the [Office of Student Affairs](#).

B. Goal Achievement

Achievement of University-wide goals and additional programmatic activities are provided in Appendix C as part of the [SAFE Office's](#) Annual Reports. Additional information relating to the achievement of goals identified by University offices and organizations can be obtained from the respective offices and are available on the websites noted above.

III. **Summary of ATOD Program Strengths and Weaknesses**

The University will continue to address substance abuse issues that impact the campus community. Frostburg State University continues to provide a comprehensive approach to ATOD issues. FSU campus efforts include prevention, engagement and deterrence for the individual, our student population, and the community. The [Substance Abuse Facts & Education](#) office current strategy utilizes the [National Institute on Alcohol Abuse and Alcoholism's \(NIAAA\) Alcohol Intervention Matrix](#) to assist in determining the impact of each strategy with the intent of reducing our overall binge drinking rate.

The strengths and weaknesses of our efforts are discussed Appendix C as part of our SAFE Office Annual reports. Additional data and information are available from each office or department listed in Section II.

IV. Procedures for Distributing ATOD Policy to Students and Employees

Through the [Office of the Vice President for Student Affairs](#), the University annually distributes to all students and employees the University's Substance Abuse policies by campus e-mail. The distribution of the booklet occurs during the first four weeks of the fall semester. Policies are also available on the [Community Standards Policy Statements](#) for students and the [FSU Substance Abuse Policy](#) for employees.

V. Ensuring that Disciplinary Sanctions are Consistently Enforced

The University collects the following data to in an effort to ensure fairness, consistency and effectiveness of its program:

- a. The Residence Life Office and the Judicial Board system record data on the number of drug and alcohol related disciplinary actions imposed.
- b. The [Counseling and Psychological Services](#) office records the number of drug and alcohol-related referrals for counseling.
- c. The [Counseling and Psychological Services](#) and [SAFE Office](#) record the number of students and employees attending self-help counseling and/or educational groups related to alcohol or drug abuse.
- d. The [SAFE Office](#) assesses student alcohol and drug attitudes and behaviors through survey research.
- e. The [University Police](#) record the number of drug and alcohol related incidents.
- f. The [University Police](#) and [Residence Life](#) staff record the number of drug and alcohol related incidents of vandalism.
- g. The University assesses student alcohol and drug attitudes and behaviors through administration of the Maryland College Alcohol Survey and the National College Health Assessment.
- h. The University works closely with local and state police to collect information on citations and arrests within the local community involving students.

VI. Recommendations for Revising the ATOD Program

The [SAFE Office](#) and [Frostburg Community Coalition](#) makes recommendations on an on-going basis for revising and strengthening the ATOD program. [Student Affairs](#) stakeholders meet regularly to discuss alcohol and other drug issues affecting the University and local community. Suggestions for revising the program may be made to Student Affairs by any member of the University community. Additionally, the [Maryland Collaborative to Reduce College Drinking and Related Problems](#) provides annual feedback regarding initiatives. See Appendix B.

VII. Copies of the Policies Distributed

Copies of the substance abuse policies are located in our [Community Standards Policy Statements](#) (students), published by the [Division of Student Affairs](#), and the [FSU Substance Abuse Policy](#) (employees).

SUBSTANCE ABUSE
POLICY

Frostburg State University is committed to the pursuit and dissemination of knowledge and, as such, expects all members of the academic community to behave in a manner conducive to that end. Illegal or abusive use of drugs or alcohol by members of the university community severely limits their educational and human potential and their ability to achieve educational, career, and personal goals, jeopardizes the safety of the individual and the university community, and adversely affects the mission of the university. Frostburg State University is therefore committed to having a campus that is free of the illegal or abusive use of drugs and alcohol. Toward that end, it is the policy of the university that the illegal or abusive use of drugs or alcohol by employees and students is prohibited on university property or as a part of any university activity whether on or off campus.

In accordance with the university's responsibilities under the Federal Drug-Free Schools and Communities Act Amendment of 1989, and the [USM Policy on a Drug and Alcohol-free Workplace for Employees \(VII-1.10\)](#), the university provides the following information to its employees and students.

STANDARDS OF CONDUCT

The terms "controlled substances" and "illegal drugs" prohibited under this policy are those set forth in the [Annotated Code of Maryland](#).

A. Employees

The following policies and rules are consistent with those mandated under the Federal Drug Free Workplace Act of 1988 and the [State of Maryland Substance Abuse Policy: Executive Order 01.01.199116](#).

1. Employees are prohibited from unlawfully manufacturing, distributing, dispensing, possessing, or using a controlled substance in the workplace.
2. All employees must report to work in a fit condition to perform their duties. Reporting to work and/or working under the influence of a controlled substance or under the inappropriate influence of prescription drugs or over-the-counter drugs, is a violation of the State of Maryland Substance Abuse Policy and will subject the employee to disciplinary action.

3. All employees on official university business, on or off the workplace, are prohibited from purchasing, transferring, using, or possessing illegal drugs or from abusing alcohol or prescription or over-the-counter drugs in any way that is illegal.

4. Any employee charged with an alcohol driving offense or a controlled dangerous substance offense must report a finding of guilty, an acceptance of a plea of nolo contendere, or a probation before judgment to their immediate supervisor within five (5) work days of that finding or plea. That information must immediately be reported to the Chief Human Resources Officer by the supervisor of the employee affected. In the event it is determined by the university that an employee who has been finally convicted of violating a criminal drug statute was employed in the performance of a federal contract or grant, the Director of the Office of Contracts and Grants shall notify the sponsoring federal agency within ten days of receiving notice from the employee or otherwise receiving actual notice thereof.

5. All employees convicted of off-the-job drug or alcohol offenses are in violation of the State of Maryland Substance Abuse Policy and will be subject to disciplinary action.

6. Where justified by observation or reliable information, suspected controlled dangerous substance or alcohol offenses committed by an employee at the workplace shall be referred to an appropriate law enforcement authority for further investigation and prosecution. All employees must cooperate fully with appropriate law enforcement authorities in the investigation and prosecution of illegal drug or alcohol use.

7. All university employees are required to acknowledge receipt of the State of Maryland Substance Policy as a condition of employment.

8. The university shall not knowingly hire anyone who currently abuses drugs or alcohol.

B. Students

1. Expectations for standards of conduct for students are found on the [Community Standards Policy Statements](#) on the [Student Affairs](#) webpage.

1. DISCIPLINARY SANCTIONS

A. Employees

1. Employees will not be terminated for voluntarily seeking assistance for a substance abuse problem. However, continued unacceptable job performance, attendance and/or behavior problems shall result in disciplinary action up to and including termination.

2. Any employee found to be in violation of any of the provisions of this policy shall be subject to progressive disciplinary action under applicable university personnel policies for faculty and staff. Disciplinary action includes sanctions up to and including termination. As a condition of continued employment, the university may require an employee to successfully participate in a substance abuse assistance or rehabilitation program.

a. Those employees who are assigned to designated sensitive classes and who are found to have worked under the influence of a controlled dangerous substance and/or are convicted of any controlled dangerous substance offense shall be terminated.

b. Violations of certain provisions of the [State of Maryland Substance Abuse Policy](#) require implementation of a prescribed sanction, depending upon the nature of the violation, the category of employee committing the violation, and the number of previous violations. Please refer to the [State of Maryland Substance Abuse Policy](#).

B. Students

1. Disciplinary sanctions for students are found through the [Community Standards Policy Statements](#) on the [Student Affairs](#) webpage.

LEGAL SANCTIONS UNDER FEDERAL AND STATE LAWS

A. **Federal Penalties and Sanctions for Illegal Possession of a Controlled Substance**

1. Federal penalties and sanctions for illegal possession of a controlled substances can be found under the following sections of the United States Code: 21 U.S.C. 844(a); 853(a)(2); 881(a)(7); 881(a)(4); and 18 U.S.C. 922(g).

B. State Penalties and Sanctions Relating to Controlled Substances

1. State sanctions related to controlled substances can be found through the [Annotated Code of Maryland](#).

C. [MD Impaired Driving Law](#)

HEALTH RISKS

Substance abuse is recognized as a significant public health problem in the United States. Data regarding substance abuse can be found at the [National Center for Drug Abuse Statistics](#). Early detection can minimize or prevent the devastating consequences of substance abuse.

AVAILABLE DRUG AND ALCOHOL PROGRAMS

1. Employee and Student Assistance Programs

Frostburg State University believes that members of the university community who use illegal drugs or abuse drugs or alcohol severely limits their educational and human potential and their ability to achieve educational, career, and personal goals. The Frostburg State University Alcohol/Drug Education Director, through the [Substance Abuse Facts and Education Office \(SAFE\)](#), provides educational programs and activities for all members of the university community to increase their knowledge, awareness, and understanding of drugs and alcohol.

Students may receive confidential and professional counseling through the University Counseling Services. Referrals and information concerning community resources are available through [Counseling and Psychological Services](#) or the [SAFE Office](#).

Employees may receive consultation and referral by the [Office of Human Resources](#), [Allegany County Health Department](#), health insurance carrier, or primary care healthcare provider.

ADMINISTRATION OF POLICY

This policy will be distributed annually to all employees and students taking one or more classes for any type of academic credit except for continuing education units. This policy will be reviewed by the University on a biennial basis to determine its effectiveness and implement changes if they are needed, and to ensure that disciplinary sanctions are consistently enforced.

Appendix B:

MD-CAS FSU 2021 FULL REPORT (follows)

MD-CAS FSU 2022 FULL REPORT (follows)

Alcohol and Cannabis Use during the COVID-19 Pandemic:

Recommendations for Action at Frostburg State University

Fall 2021



THE MARYLAND COLLABORATIVE

TO REDUCE COLLEGE DRINKING AND RELATED PROBLEMS

For more information, please contact Amelia Arria at aarria@umd.edu or (301) 405-9795

Table of Contents

Background of the Maryland Collaborative

Results from the MD-CAS 2021: Overall MD-CAS Sample

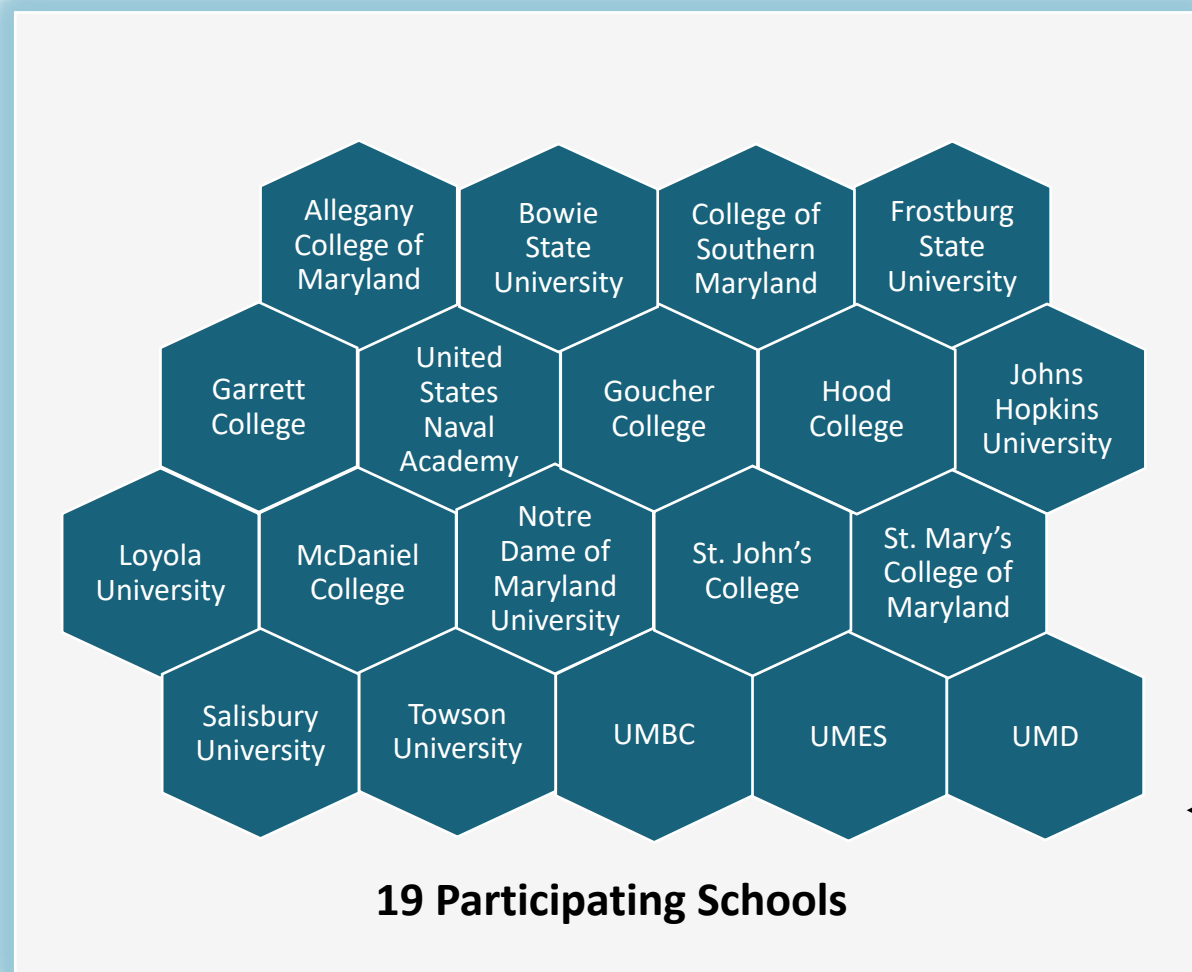
- How Did Alcohol Use Vary by Living Situation during the COVID-19 Pandemic?
- How Did Cannabis Use Vary by Living Situation during the COVID-19 Pandemic?
- How Did Parental Permissiveness Affect Students' Alcohol and Cannabis Use during the Pandemic?
- How Did the COVID-19 Pandemic Affect the Prevalence of High-risk Drinking?
- How Did Substance Use Change during the Pandemic among Student-Athletes and Students in Fraternities/Sororities?
- Was There a Relationship between Stress and Substance Use during the Pandemic?

Results from the MD-CAS 2021: Frostburg State University

- What Did FSU Students Experience during the COVID-19 Pandemic?
- Alcohol and Cannabis Use among FSU Students

Key Takeaways and Moving Forward

Maryland Collaborative Today in 2021



Structure

Governance Council
(College Presidents)

**Campus Council
&
Campus Community Task
Force**
(Campus Representatives +)

Public Health Faculty

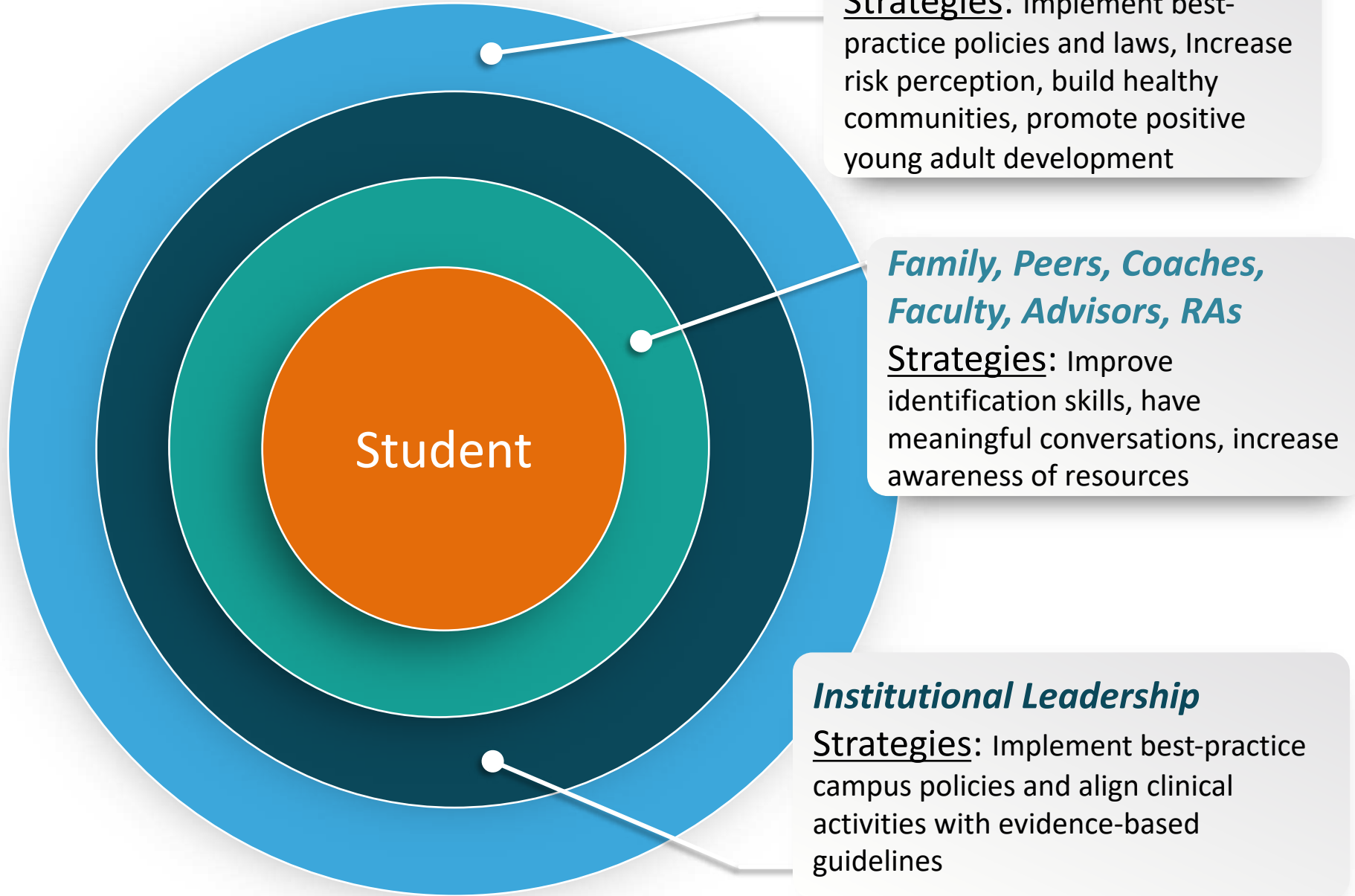
Amelia M. Arria, Ph.D. (UMCP)
Sara Benjamin-Neelon, Ph.D. (JHU)

Funding Acknowledgment:
Maryland Department of Health

LONG-TERM GOALS

- Reduce excessive alcohol use and alcohol-related harms among college students in Maryland
- Mobilize and sustain the commitment of campus and community leaders toward this goal

Change can happen if systems improve



We use a multi-level, multi-component approach

*Influencing student decisions and changing behavior
requires both environmental-level and individual-level actions*

Environmental Strategies

Changing what is perceived and seen

- Policies and their enforcement
- Advertising & Promotion

Changing what is available and accessible

- Campus social environments
- Community social environments
- Community retail environments

Individual-level approaches

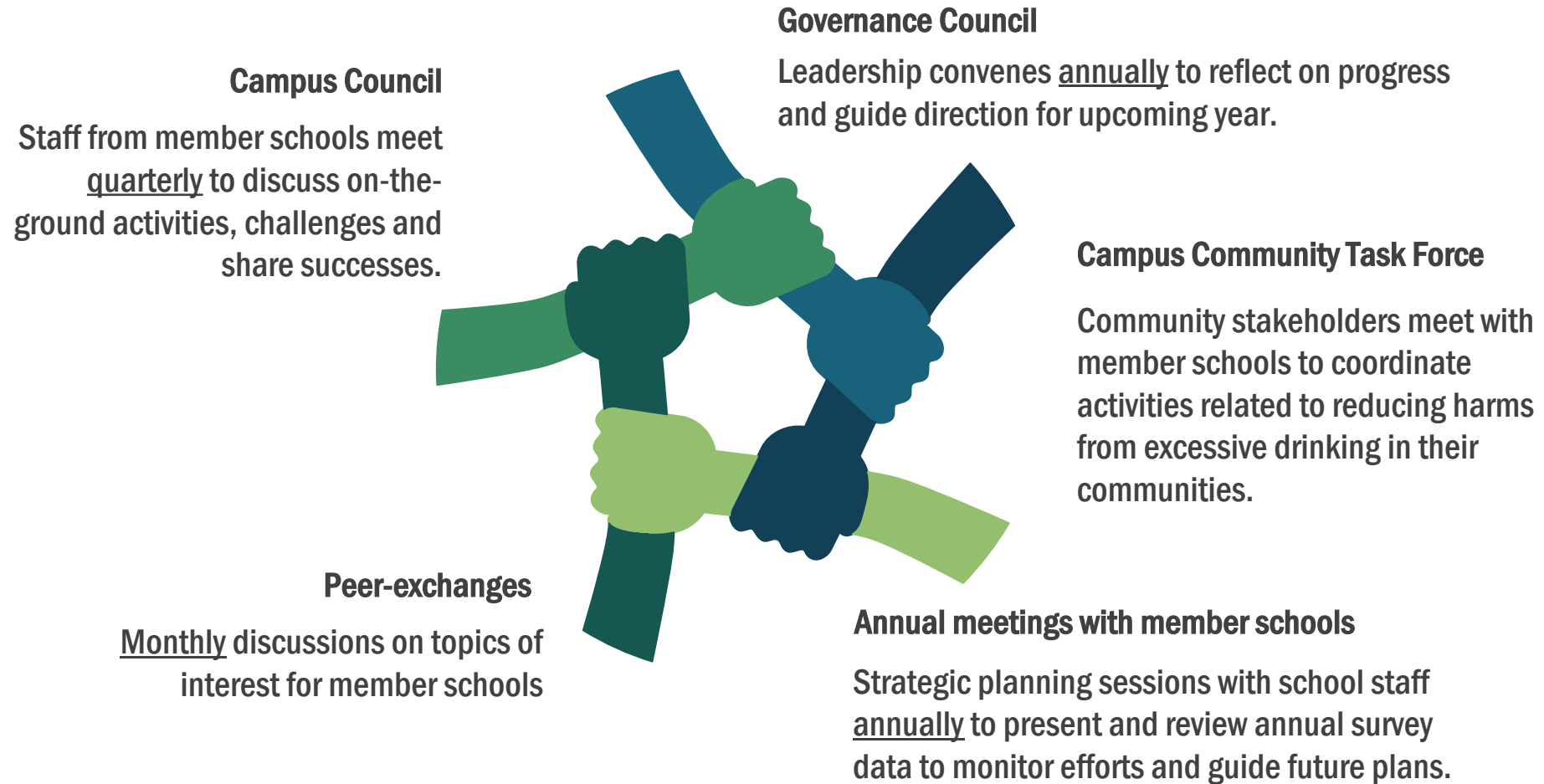


Identification and
assessment

Meaningful conversations

We build partnerships and regularly convene multiple stakeholders

“Strength in numbers, Strength in partnerships”



We provide school-specific training and technical assistance based on their needs and current challenges



Individual Level Trainings and Technical Assistance

RA / Athletics / Academics / Greek life training
Best practices for clinicians
Screening in health and counseling centers

Environmental Trainings and Technical Assistance

Environmental Scans
False-ID training
Responsible Beverage Service Training
Social Host Ordinance Development and Enforcement
Recognizing connections between sexual assault and high-risk drinking environments

Engaging schools where they are --- using a strengths-based strategy

Results from the MD-CAS 2021:

Overall MD-CAS Sample

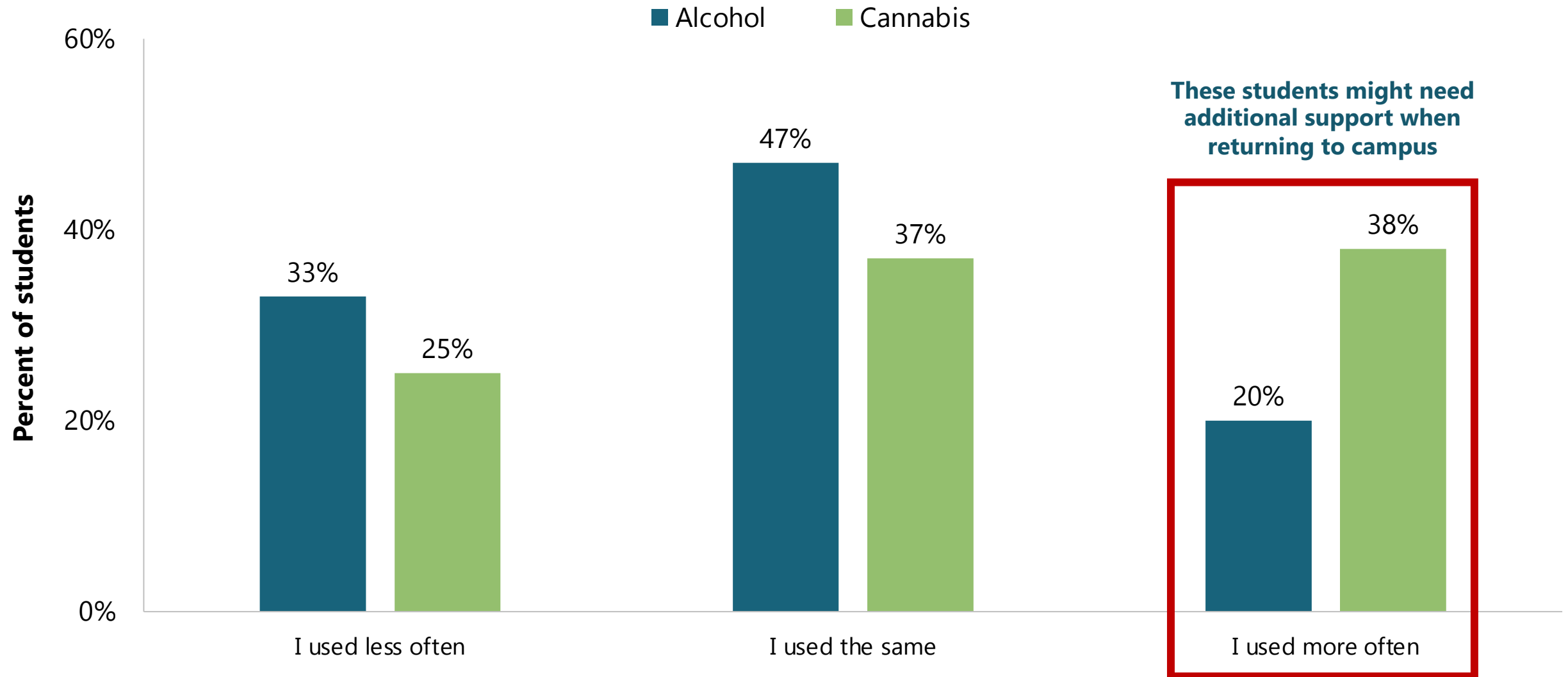
Participation in the MD-CAS 2021

- 4,176 students from ten schools participated in the MD-CAS 2021.
- The online survey was administered in March 2021.
- Frostburg State University has participated in the MD-CAS annually since 2014.
- In 2021, 665 full-time undergraduate FSU students ages 18 to 25 participated (26% response rate).
- When compared with the overall FSU student body, females were overrepresented.

	FSU MD-CAS 2021 Sample (<i>n</i> =665)	Overall MD-CAS 2021 Sample (<i>N</i> =4,176)
Gender		
Female	64%	67%
Male	34%	31%
Genderqueer, non-binary, or other gender	2%	2%
Declined to state	0%	<1%
Race/ethnicity		
Non-Hispanic White	57%	47%
Non-Hispanic Black/African American	28%	21%
Hispanic	7%	9%
Non-Hispanic Asian/Pacific Islander	2%	16%
Other or Multiracial	6%	7%
Age		
18 to 20	55%	62%
21 to 25	45%	38%

Some Students Increased Substance Use During the Pandemic

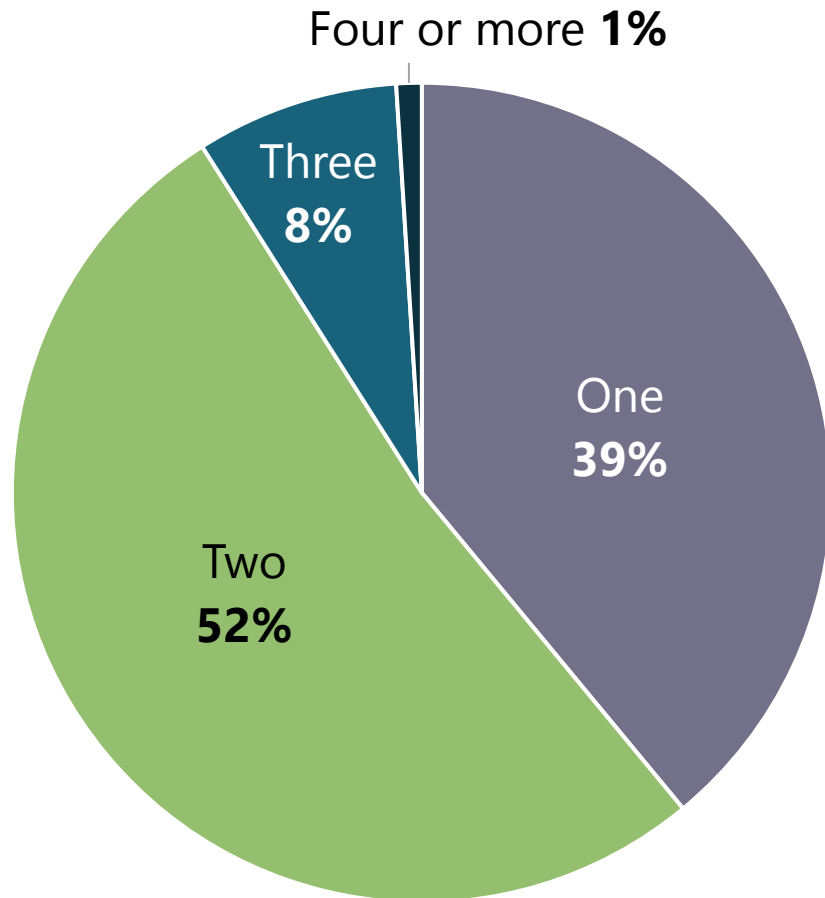
Self-Reported Changes in Alcohol and Cannabis Use during the COVID-19 Pandemic



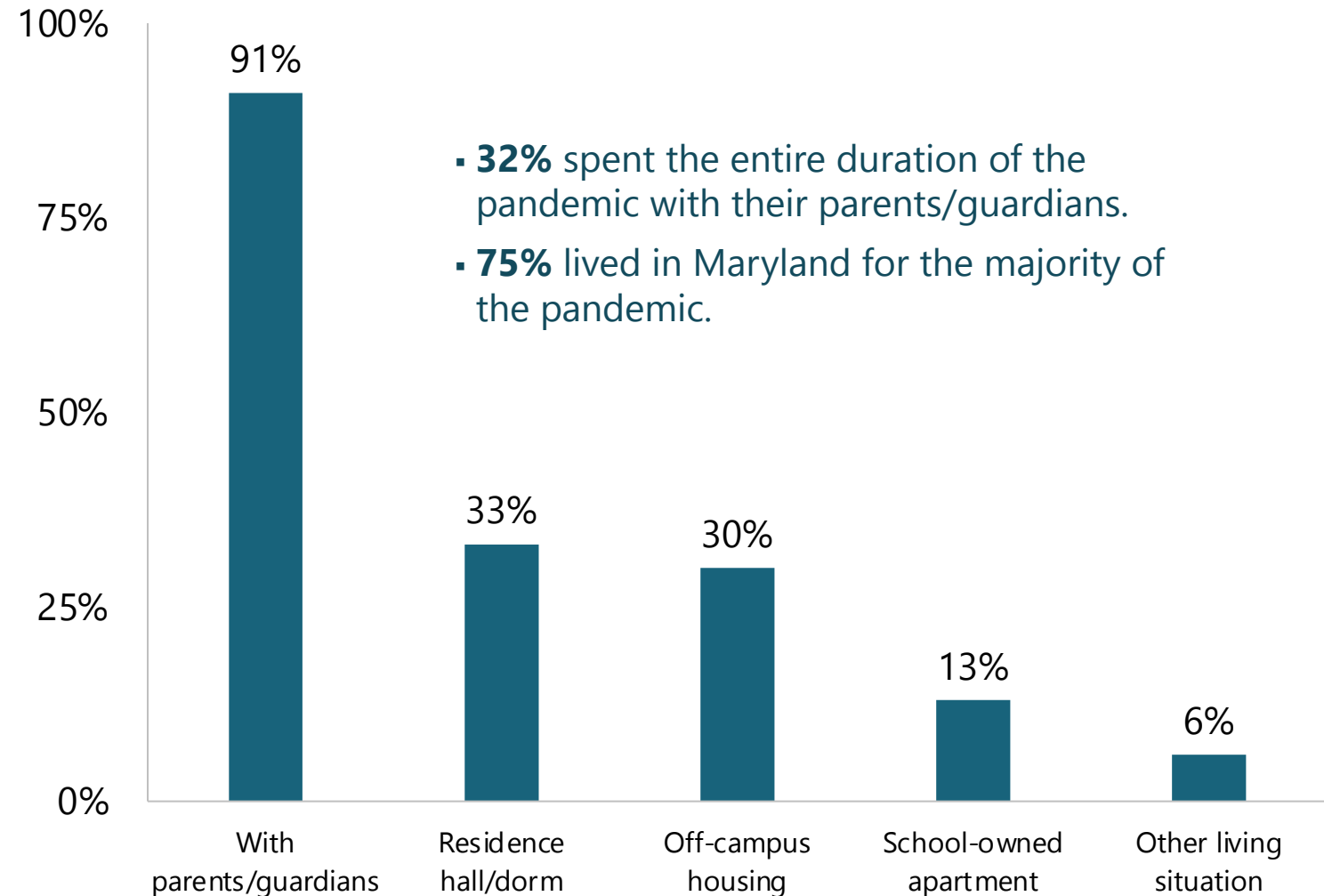
Note: Among students who drank during the past year for the alcohol bars ($n=2179$), and among students who used cannabis during the past year for the cannabis bars ($n=877$).

Where Did Students Live during the COVID-19 Pandemic?

Number of living situations during the pandemic



Percent who spent at least one month in each living situation

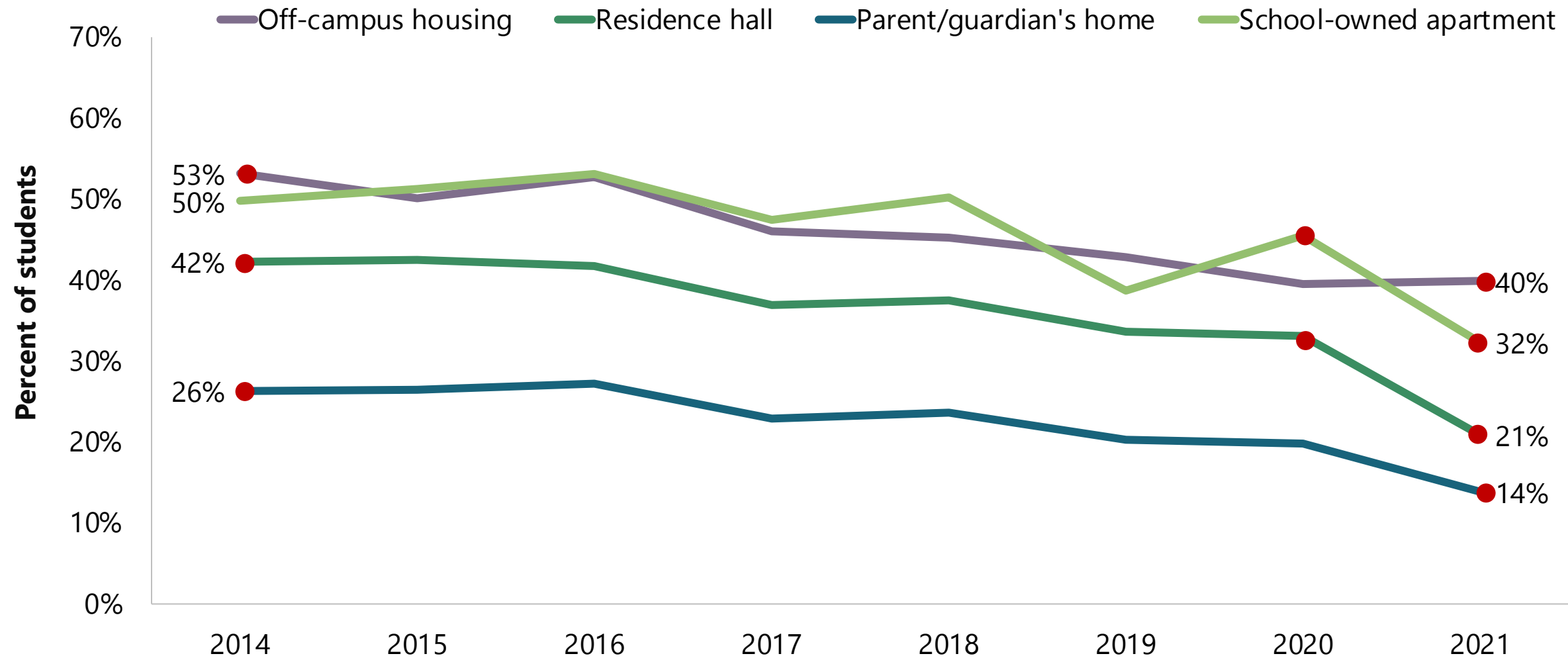


**How Did Alcohol Use Vary by
Students' Living Situation
during the COVID-19 Pandemic?**

Does the Environment Matter?

Decreases in Binge Drinking Were Seen since 2020 across Most Living Situations

Past-month Binge Drinking by Current Living Situation, 2014-2021

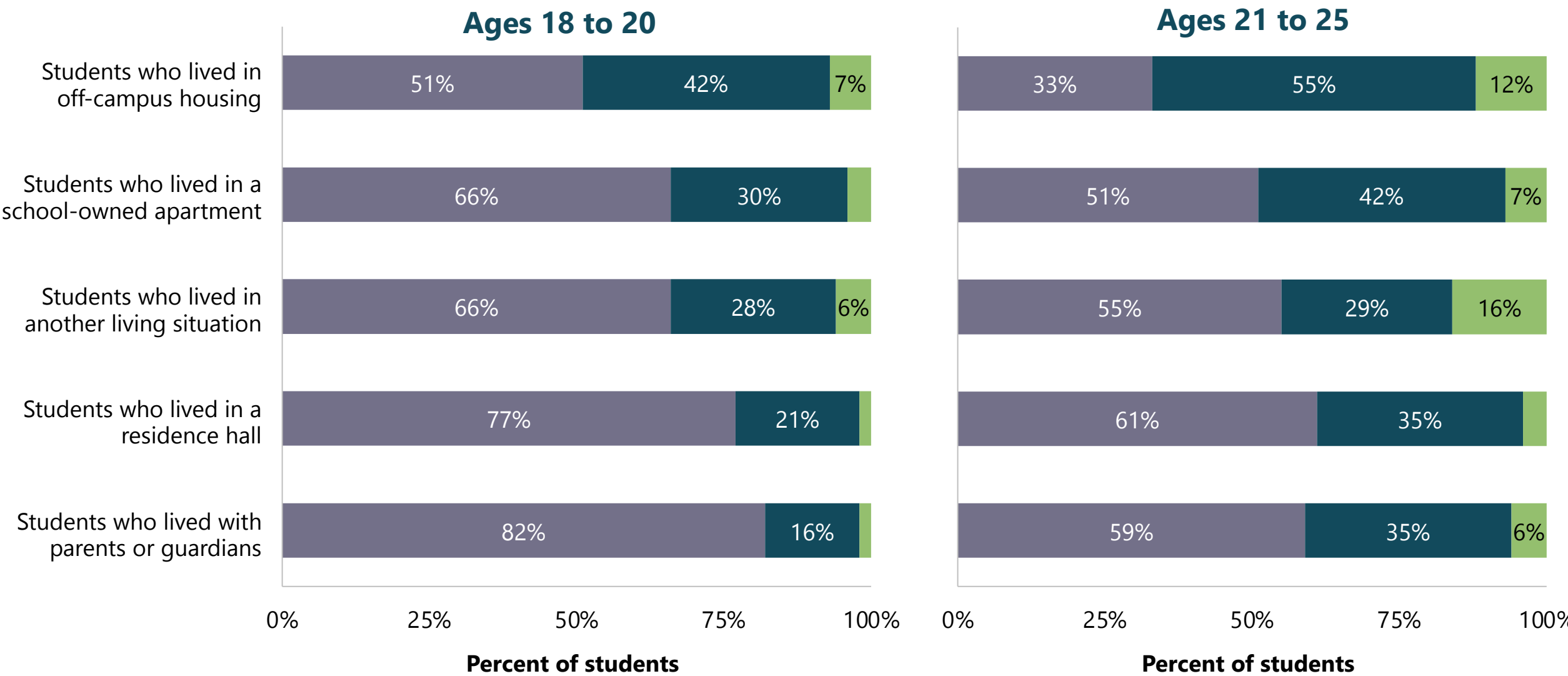


● Statistically significant change between the years indicated by the red dots.

Environment Matters for Frequency of Drinking, Regardless of Age

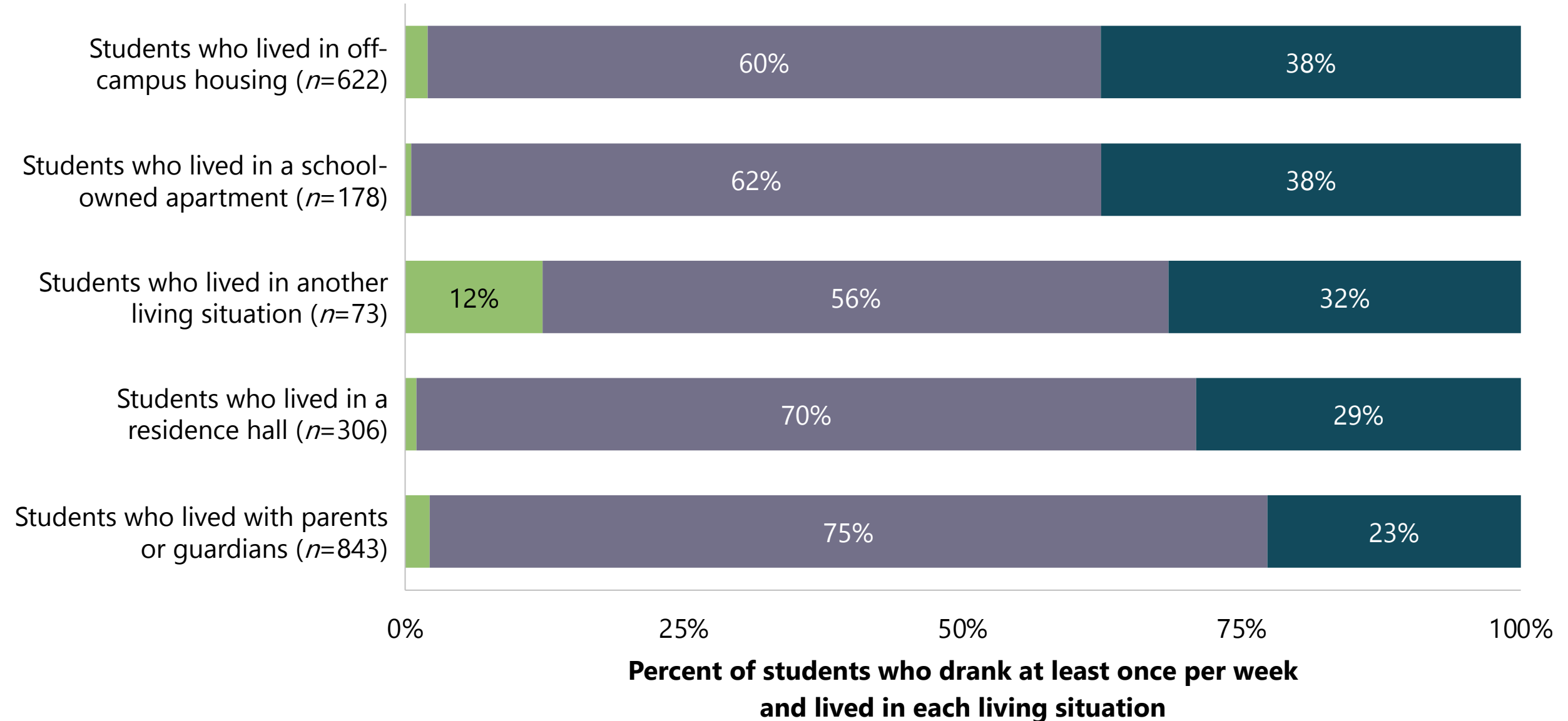
Drinking Days per Week, by Living Situation and Age Category

0 days 1 to 3 days 4 to 7 days



Weekend vs. Weekday Drinking, by Living Situation

■ Weekdays only ■ Weekends only ■ Both weekdays and weekends



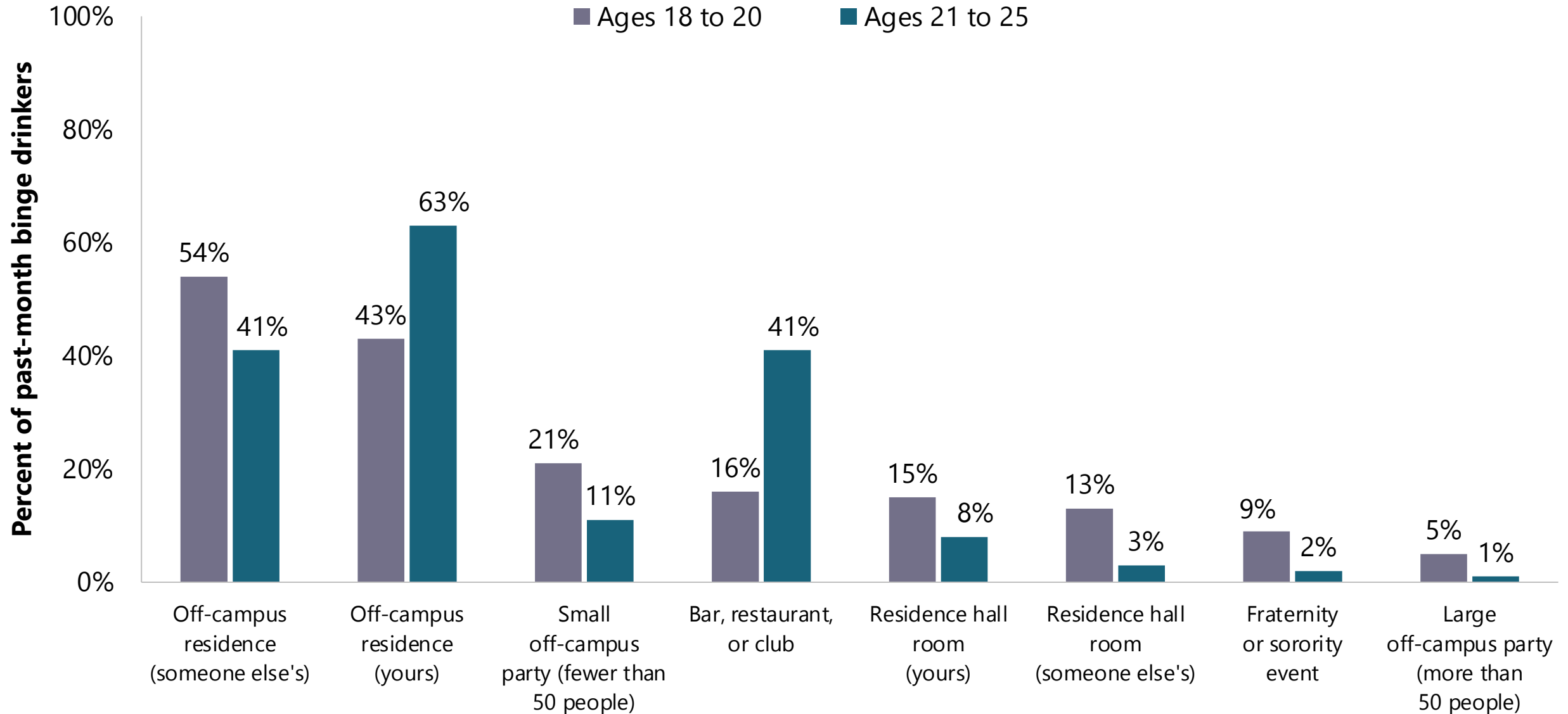
How Do Students Drink?

	Percent who said they drank alcohol in that context “sometimes,” “often,” or “frequently”				
	While living in off-campus housing (<i>n</i> =609)	While living in a school-owned apartment (<i>n</i> =173)	While living in another living situation (<i>n</i> =75)	While living in a residence hall (<i>n</i> =285)	While living with parents/ guardians (<i>n</i> =823)
Alone	41%	41%	45%	36%	39%
While engaging in academics*	21%	13%	8%	17%	13%
Before going to class	4%	<1%	4%	2%	2%
While in online class	8%	5%	4%	6%	4%
While studying	18%	10%	8%	13%	11%
With a group of friends	94%	96%	81%	93%	60%
With parents/guardians	45%	31%	21%	25%	78%

*This category includes the three categories below (before going to class, while in online class, and while studying).

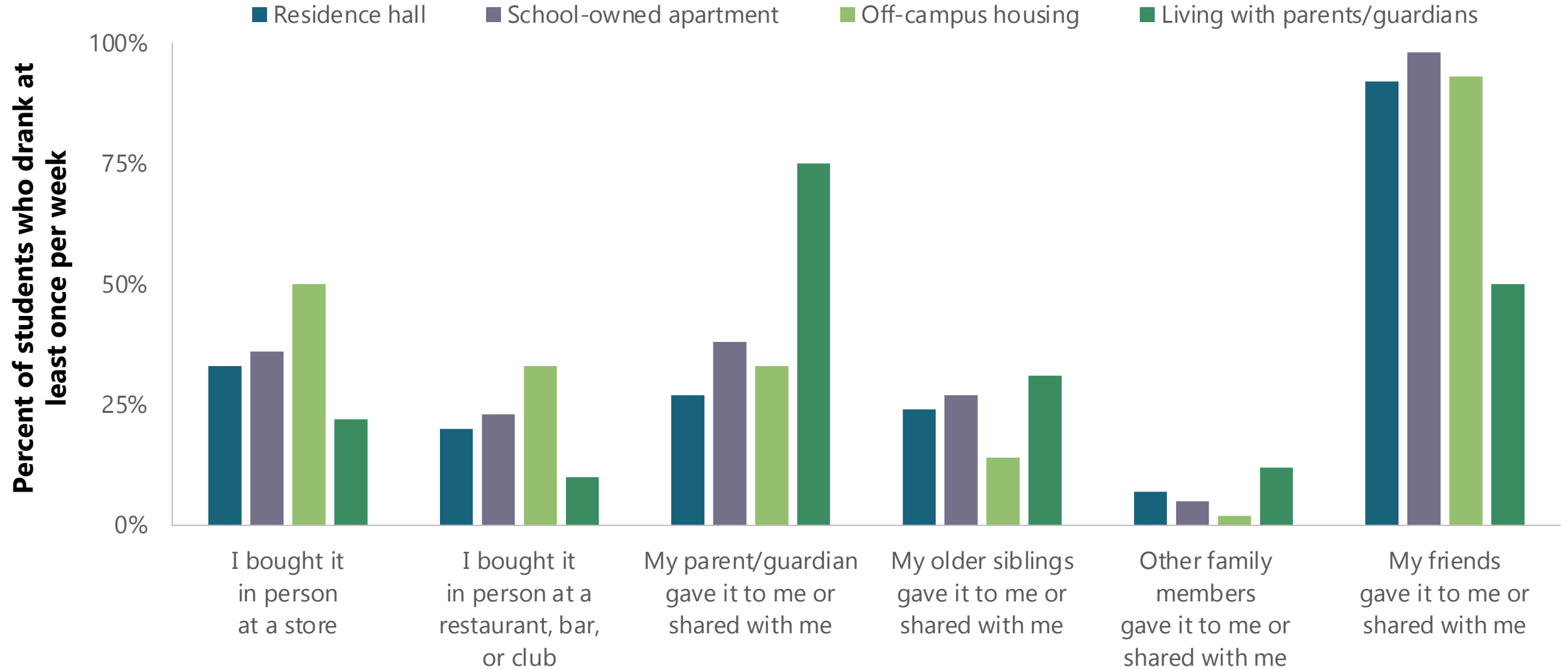
Where Do Students Binge Drink?

By Age Category, among Past-month Binge Drinkers



How Underage Students Obtained Alcohol

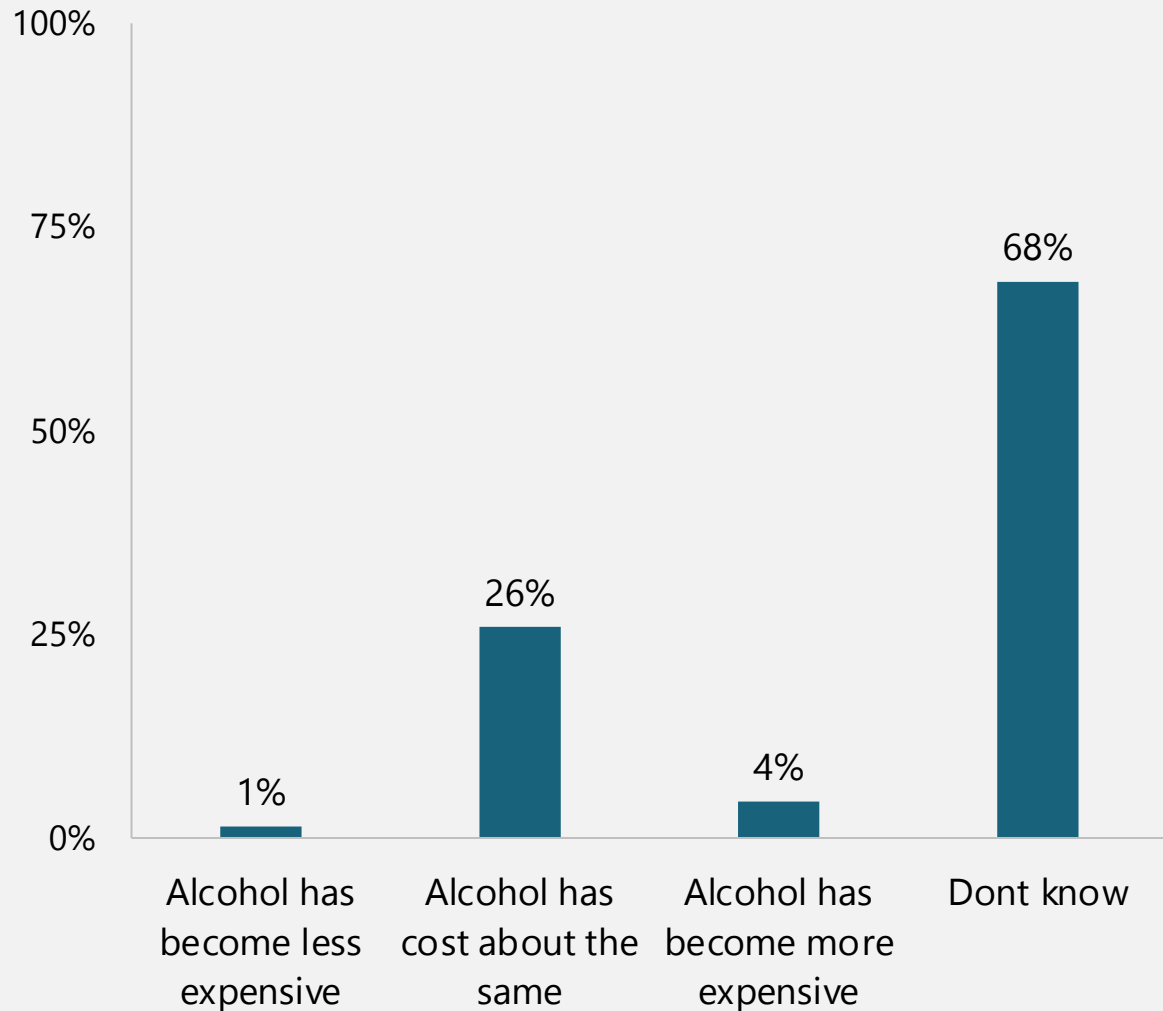
Among Students Ages 18 to 20 Who Drank at least Once per Week in Each Living Situation



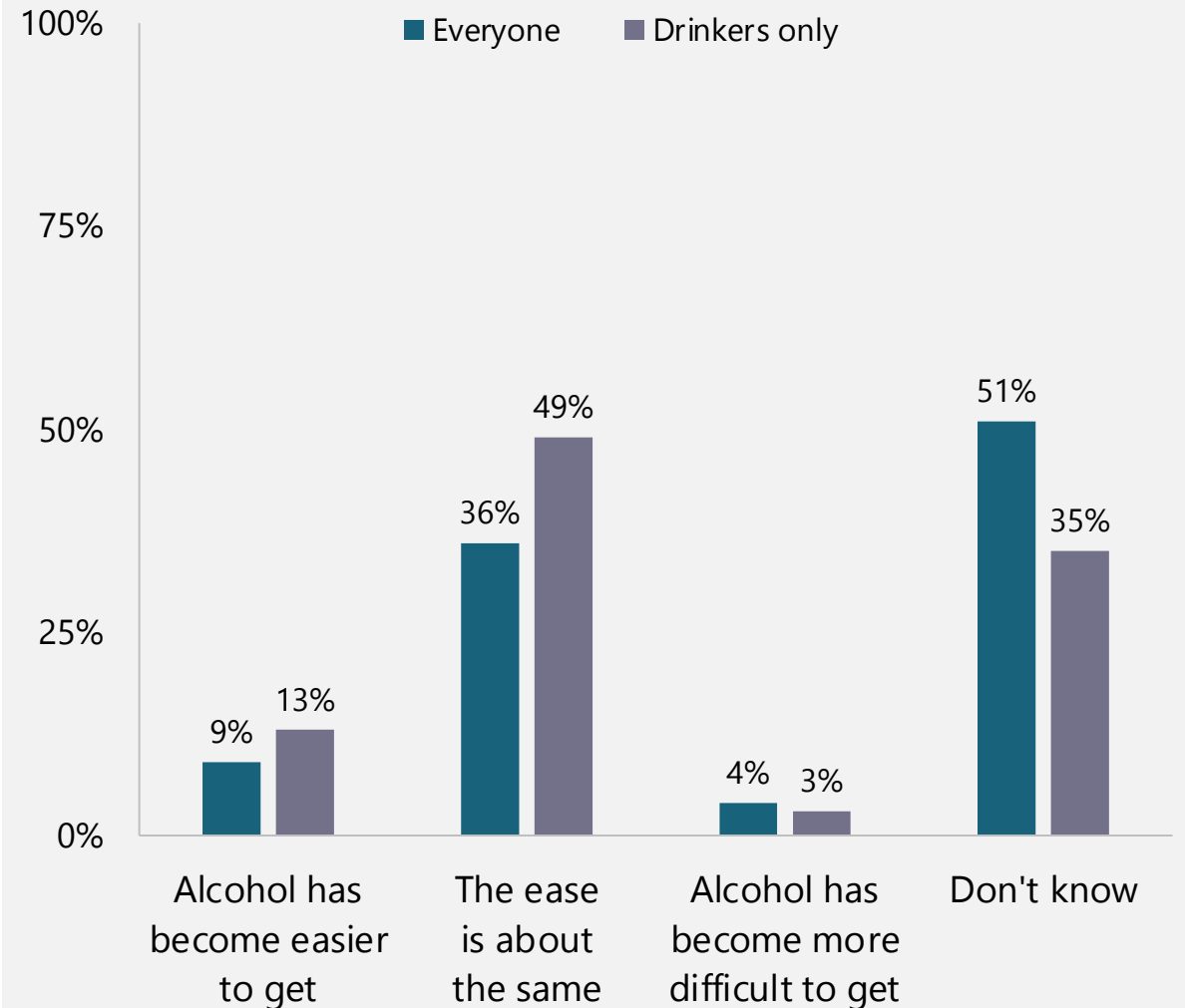
Few students reported buying alcohol using curbside pick up, delivery, or delivery apps, but this might be underestimating how many had friends who purchased alcohol using these services.

Perceived Changes in Alcohol Pricing and Ease of Access during the COVID-19 Pandemic

Change in the Price of Alcohol



Change in Ease of Accessing Alcohol



Some students lived at least three months in two different places.



488 students lived

3+ Months

and

3+ Months



With
Parents/Guardians



In Off-campus
Housing



266 students lived

3+ Months

and

3+ Months



With
Parents/Guardians

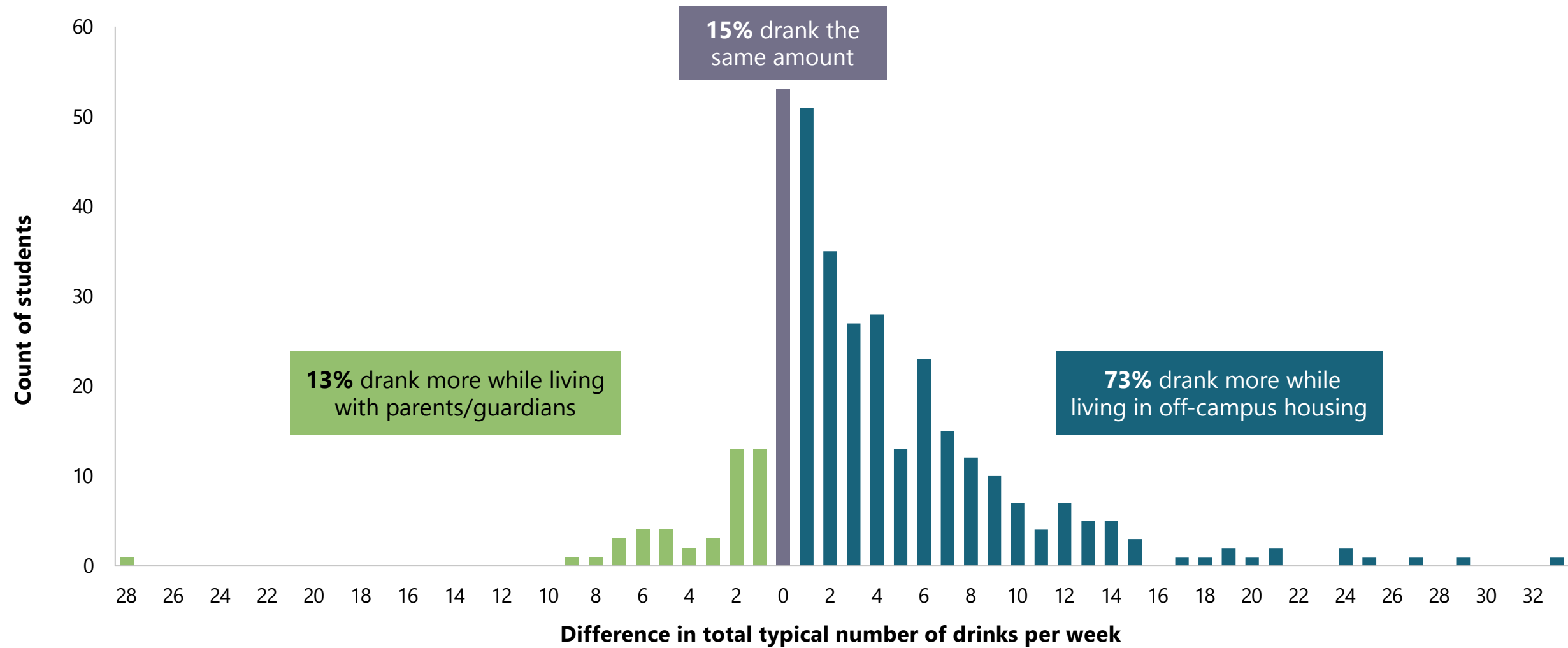


In a Residence
Hall

Did the same student drink differently in each of these living situations?

Quantity of Alcohol Use Is Higher in Off-campus Housing than at Home

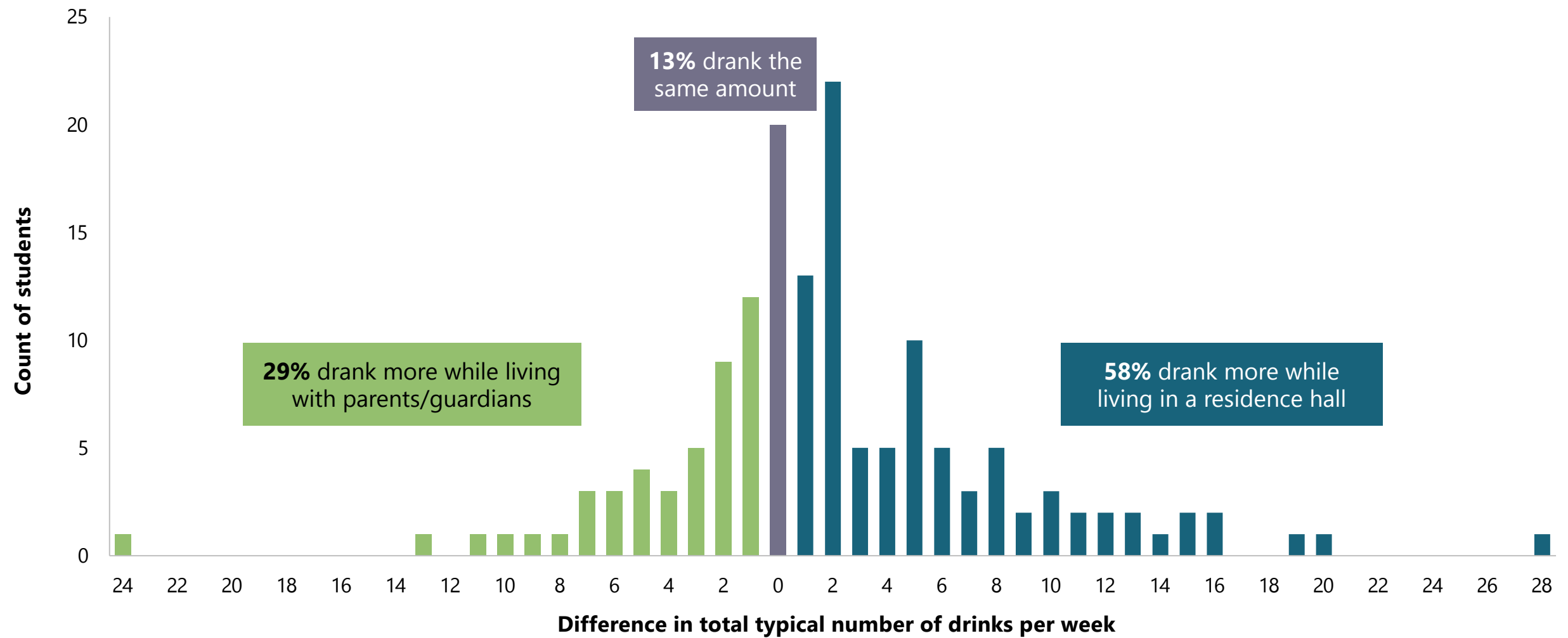
Difference in Number of Drinks per Week,
Living with Parents/Guardians vs. Living in Off-campus Housing



Note: Among students who spent at least three months in each living situation and drank at least one drink per week while living in off-campus housing and/or while living with parents/guardians ($n=358$).

Quantity of Alcohol Use Is Higher in Residence Halls than at Home

Difference in Number of Drinks per Week, Living at Home vs. Living in a Residence Hall



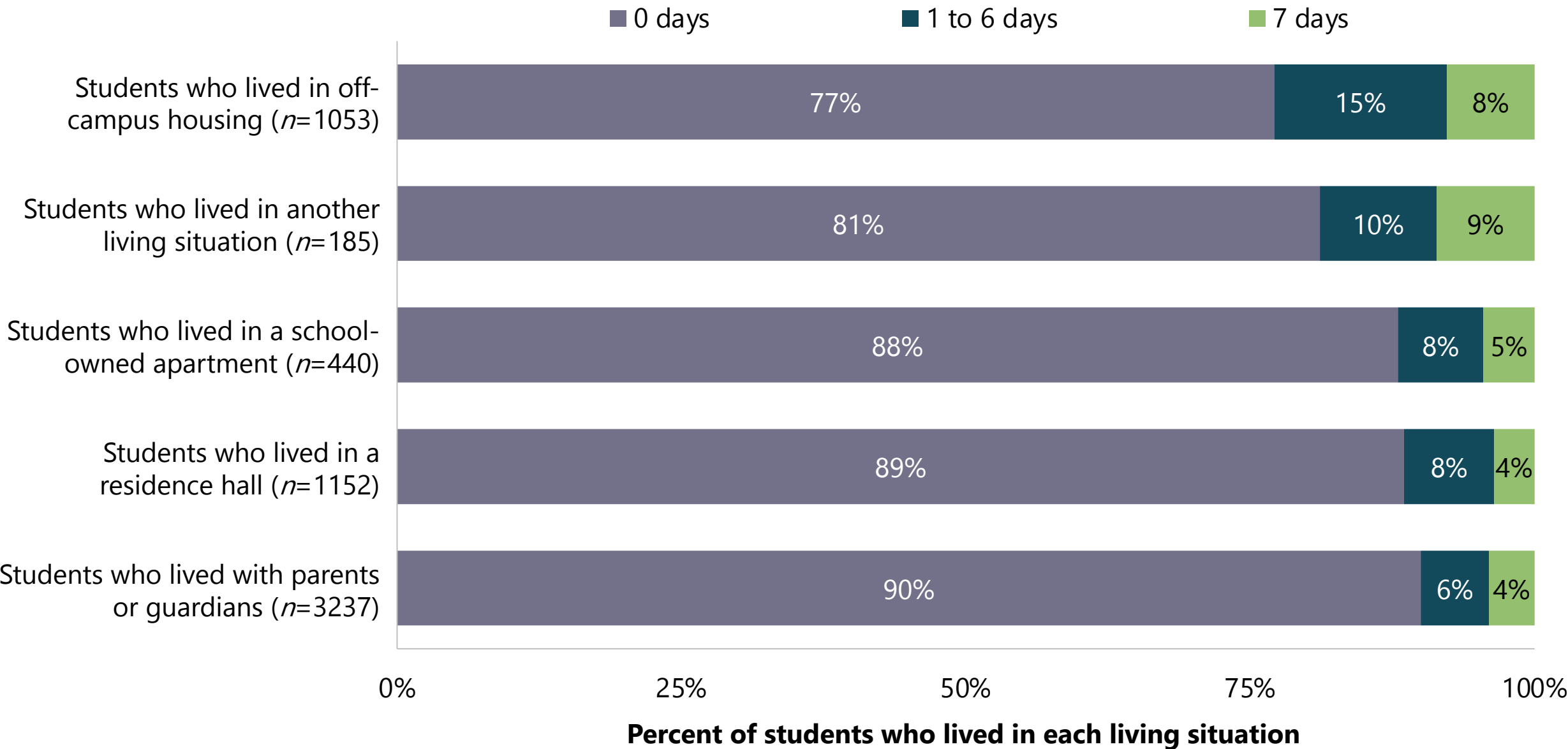
Note: Among students who spent at least three months in each living situation and drank at least one drink per week while living in a residence hall and/or while living with parents/guardians ($n=153$).

How Did Cannabis Use Vary by Living Situation during the COVID-19 Pandemic?

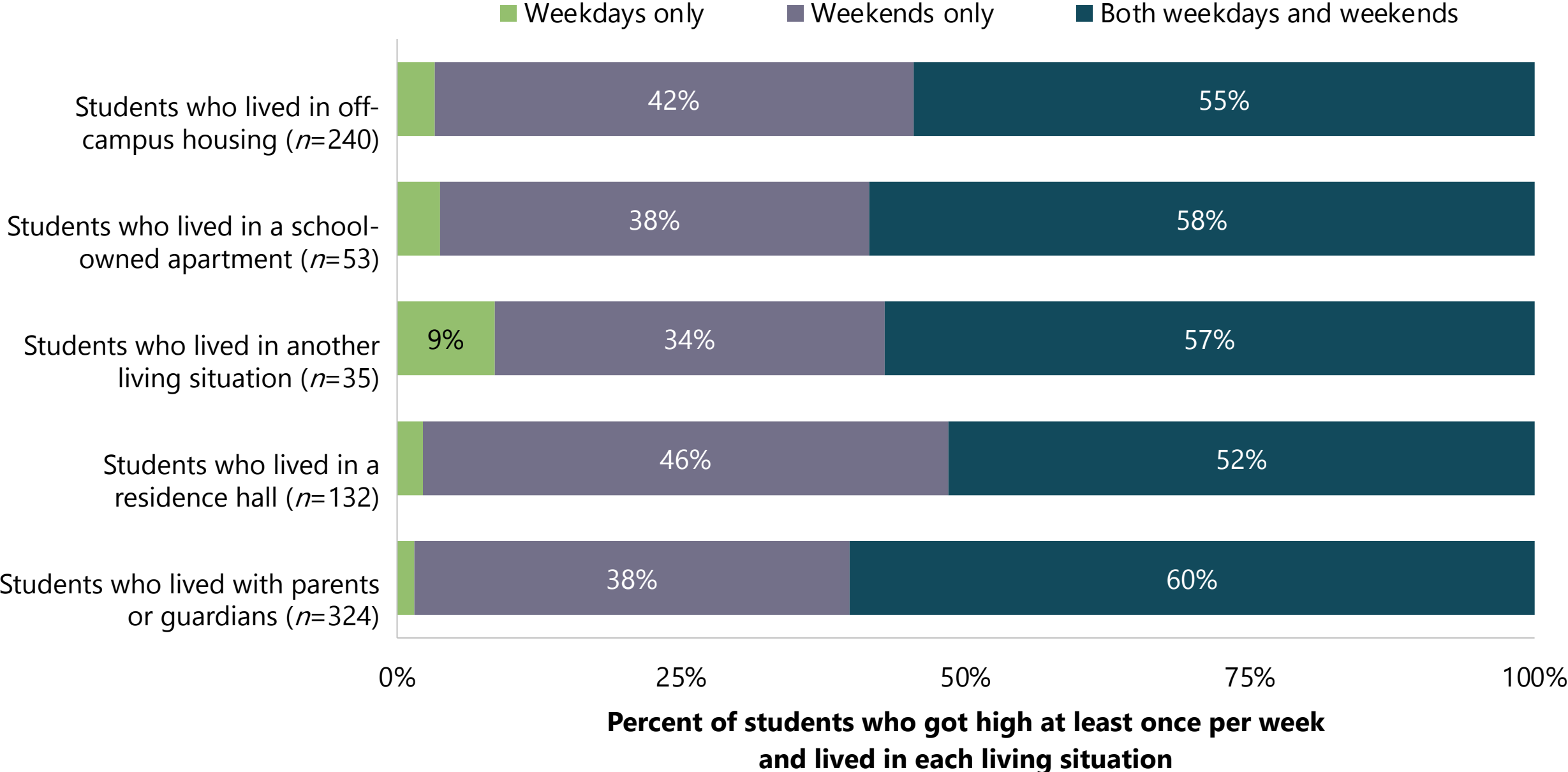
Does the Environment Matter?

Students Living with Parents Got High from Cannabis Less Often

Number of Days per Week Students Got High, by Living Situations



Weekend vs. Weekday Cannabis Use, by Living Situation



How Do Students Use Cannabis?

	Percent who said they used cannabis in that context “sometimes,” “often,” or “frequently”				
	While living in off-campus housing (<i>n</i> =238)	While living in a school-owned apartment (<i>n</i> =52)	While living in another living situation (<i>n</i> =35)	While living in a residence hall (<i>n</i> =129)	While living with parents/ guardians (<i>n</i> =321)
Alone	64%	69%	74%	68%	75%
While engaging in academics*	34%	40%	26%	33%	29%
Before going to class	20%	25%	11%	20%	18%
While in online class	18%	19%	9%	19%	14%
While studying	26%	31%	26%	29%	25%
With a group of friends	85%	85%	83%	83%	67%
With parents/guardians	8%	8%	11%	10%	16%

*This category includes the three categories below (before going to class, while in online class, and while studying).

Some students lived at least three months in two different places.



488 students lived

3+ Months

and

3+ Months



With
Parents/Guardians



In Off-campus
Housing



266 students lived

3+ Months

and

3+ Months



With
Parents/Guardians

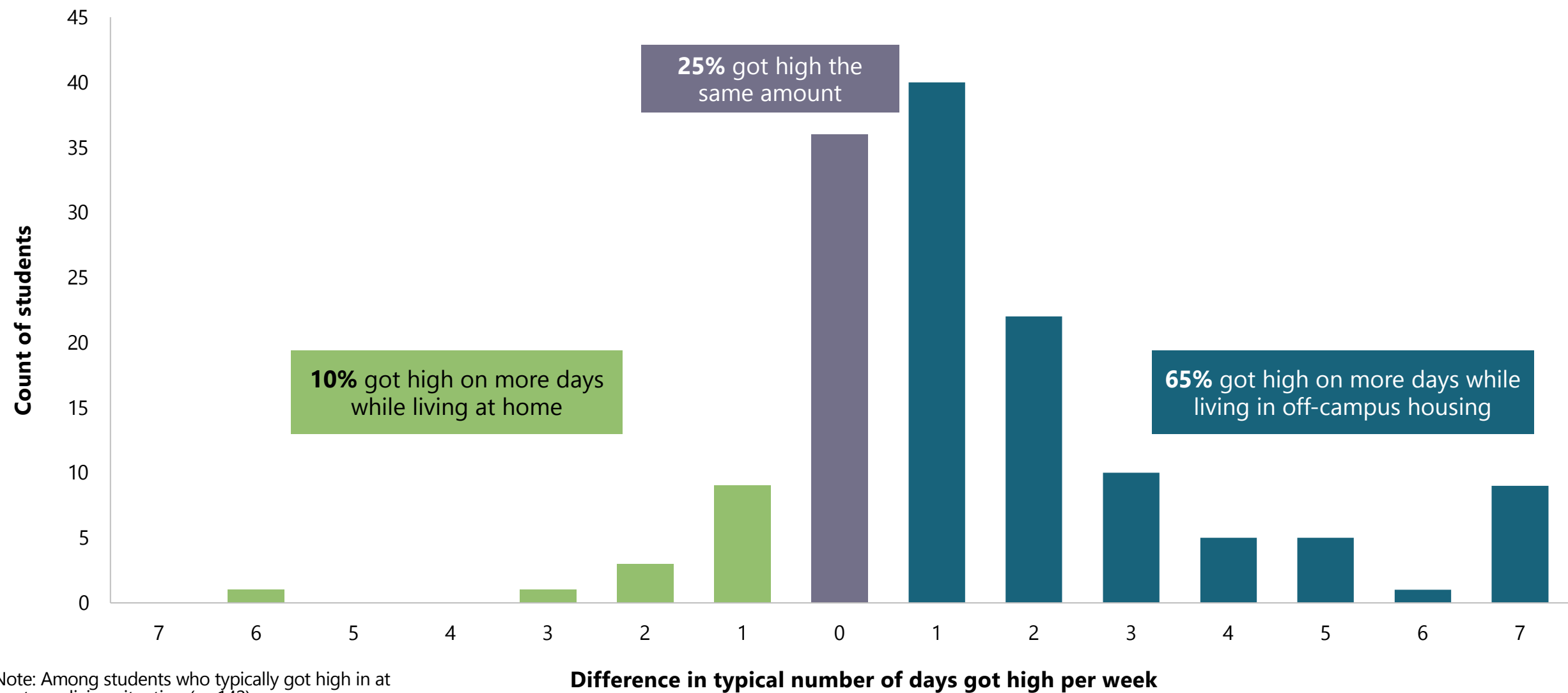


In a Residence
Hall

Did the same student use cannabis differently in each of these living situations?

Frequency of Cannabis Use Is Higher in Off-campus Housing than at Home

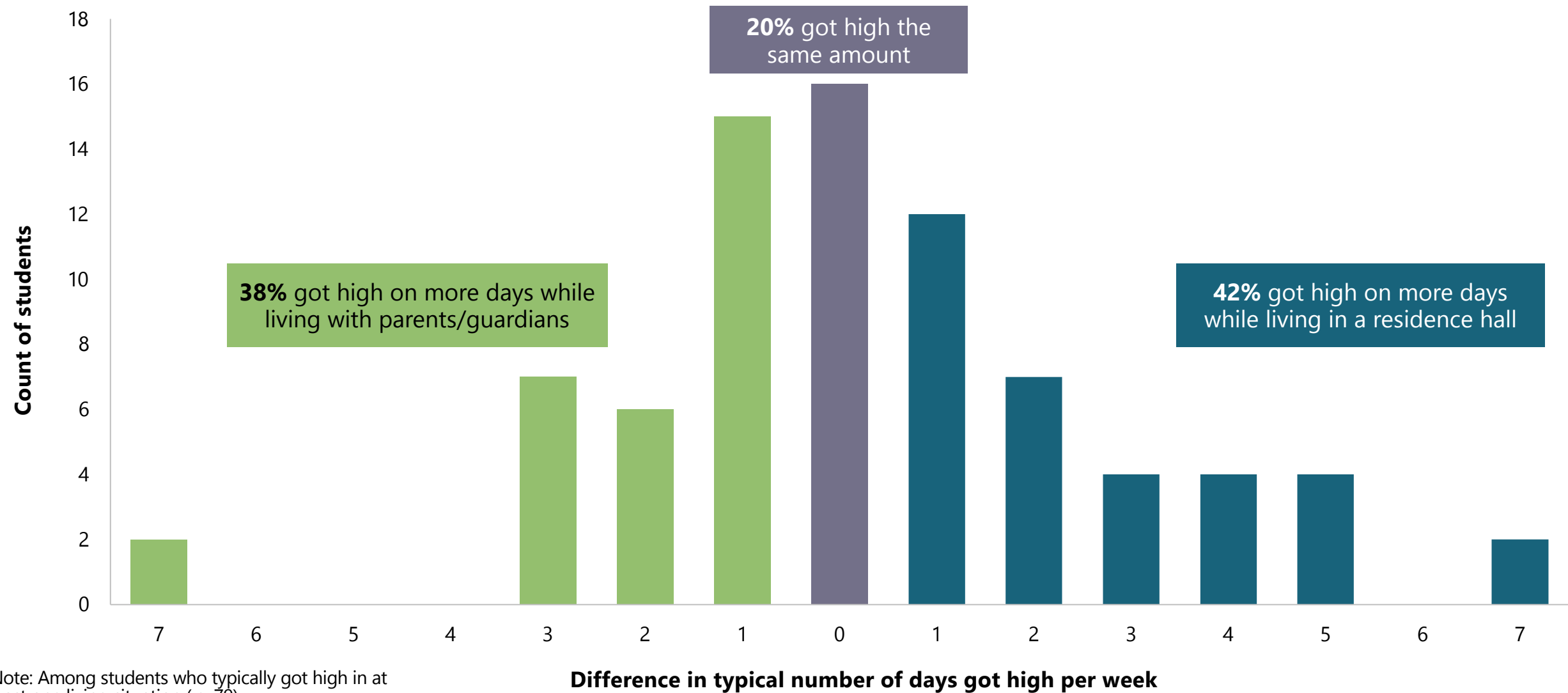
Difference in Days Each Student Got High per Week, Living in Off-campus Housing vs. at Home



Note: Among students who typically got high in at least one living situation ($n=142$).

Frequency of Cannabis Use Is Higher in Residence Halls than at Home

Difference in Days Each Student Got High per Week, Living in a Residence Hall vs. Living at Home



How Did Parental Permissiveness Affect Students' Alcohol and Cannabis Use during the Pandemic?

Permissive Parental Attitudes Are Associated with More Drinking, Even When Students Are Not at Home

Typical Number of Drinks Per Week, While Living in Off-campus Housing

0 drinks 1 to 3 drinks 4 to 6 drinks 7 or more drinks

Students
ages
18 to 20

Less permissive



Unclear
permissiveness



More permissive



Students
ages
21 to 25

Less permissive



Unclear
permissiveness



More permissive



0% 25% 50% 75% 100%

Percent of students who lived in off-campus housing for at least one month

Permissive Parental Attitudes Are Associated with More Cannabis Use

Number of Days Got High per Week, While Living with Parents/Guardians

0 days 1 to 6 days 7 days

Less permissive

95% 4%

Unclear
permissiveness

82% 12% 5%

More permissive

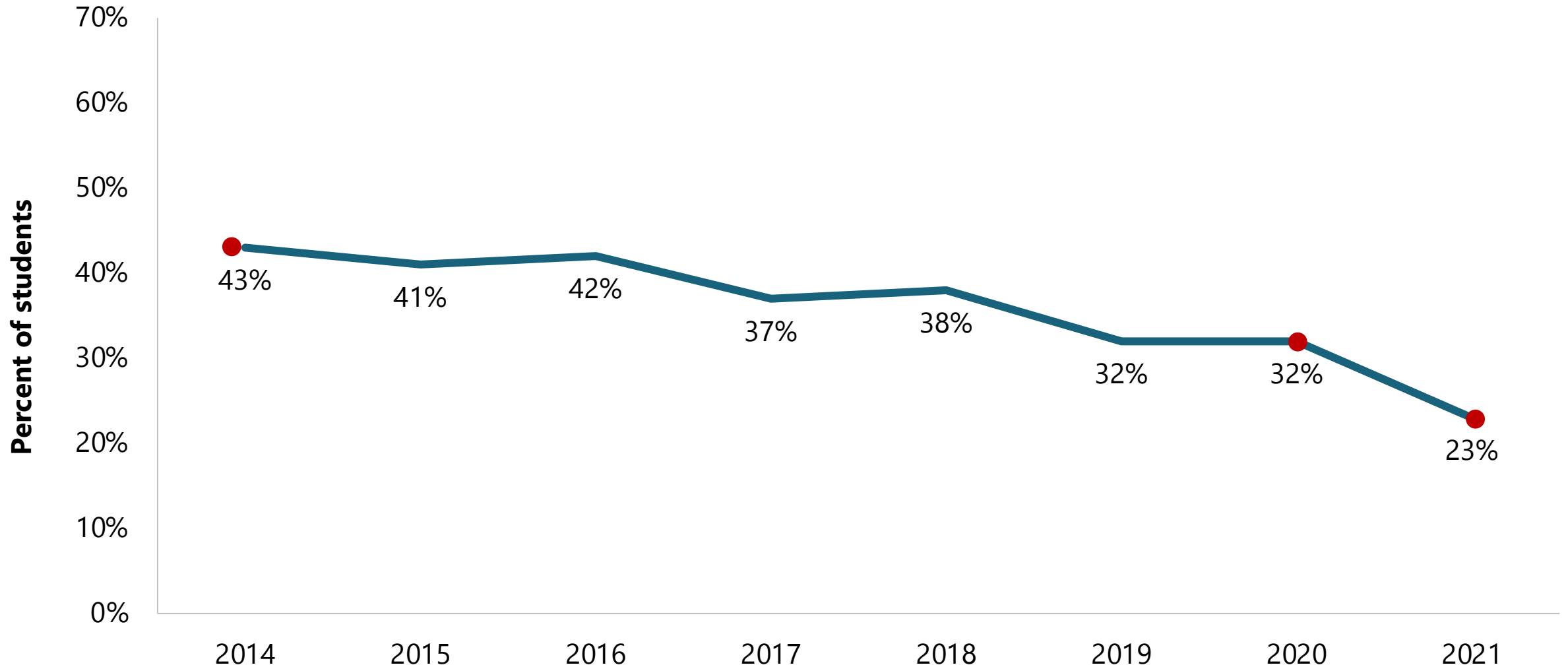
77% 10% 13%

0% 25% 50% 75% 100%

Percent of students who lived with parents/guardians for at least one month

How Did The COVID-19 Pandemic Affect the Prevalence of High-risk Drinking?

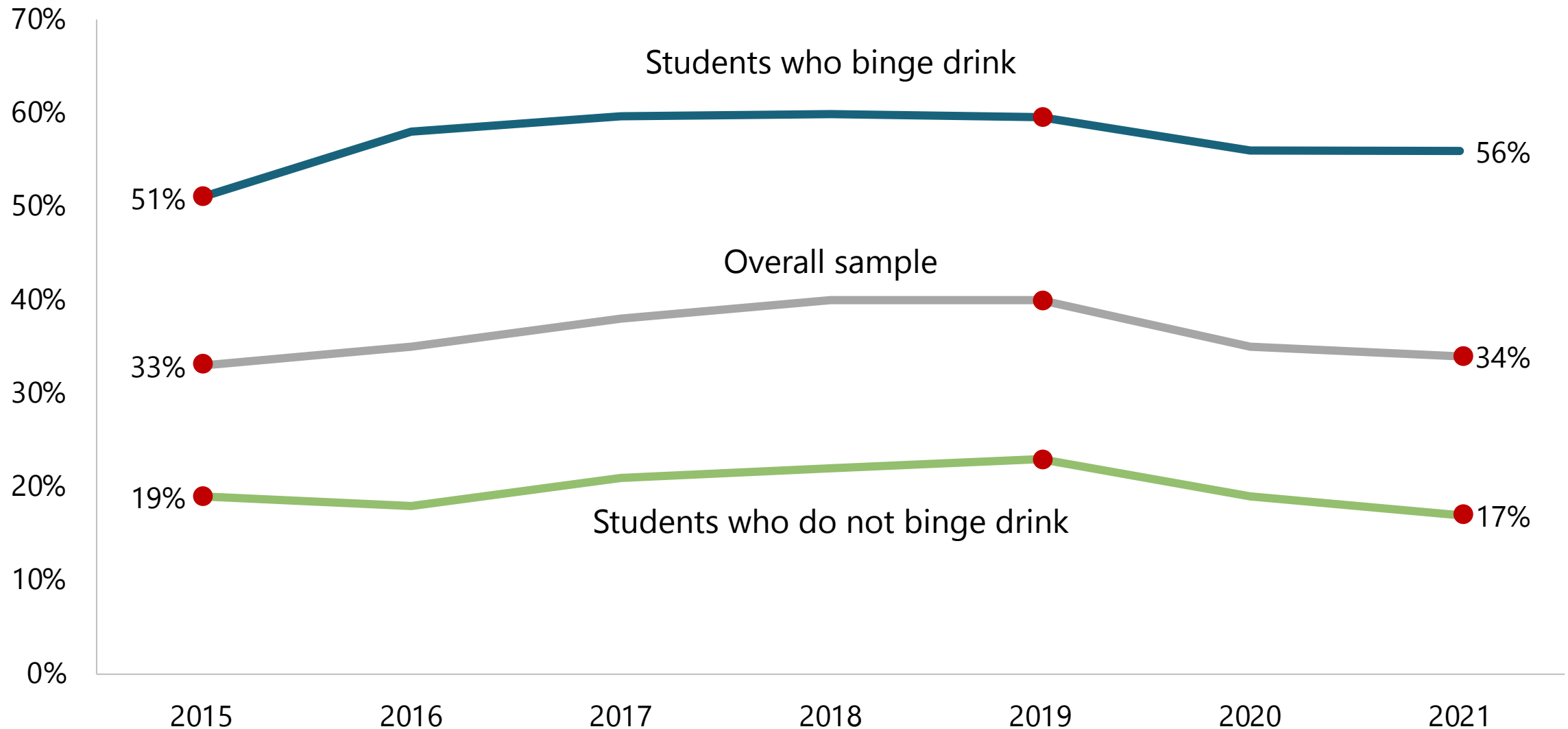
Trends in Past-month Binge Drinking, 2014-2021



● Statistically significant change between the years indicated by the red dots.

Cannabis Use During the Pandemic Remained Relatively Stable

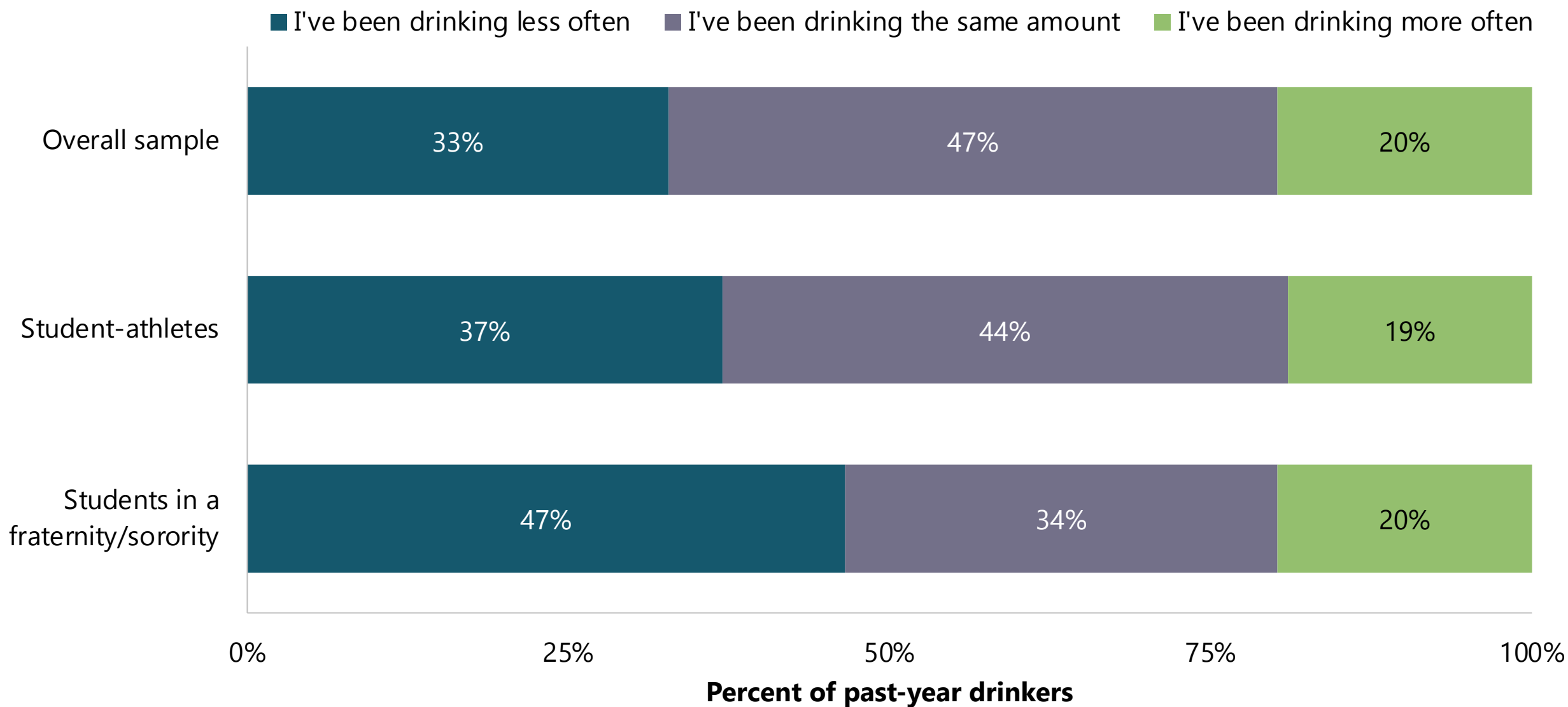
Trends in Past-year Cannabis Use, 2014-2021



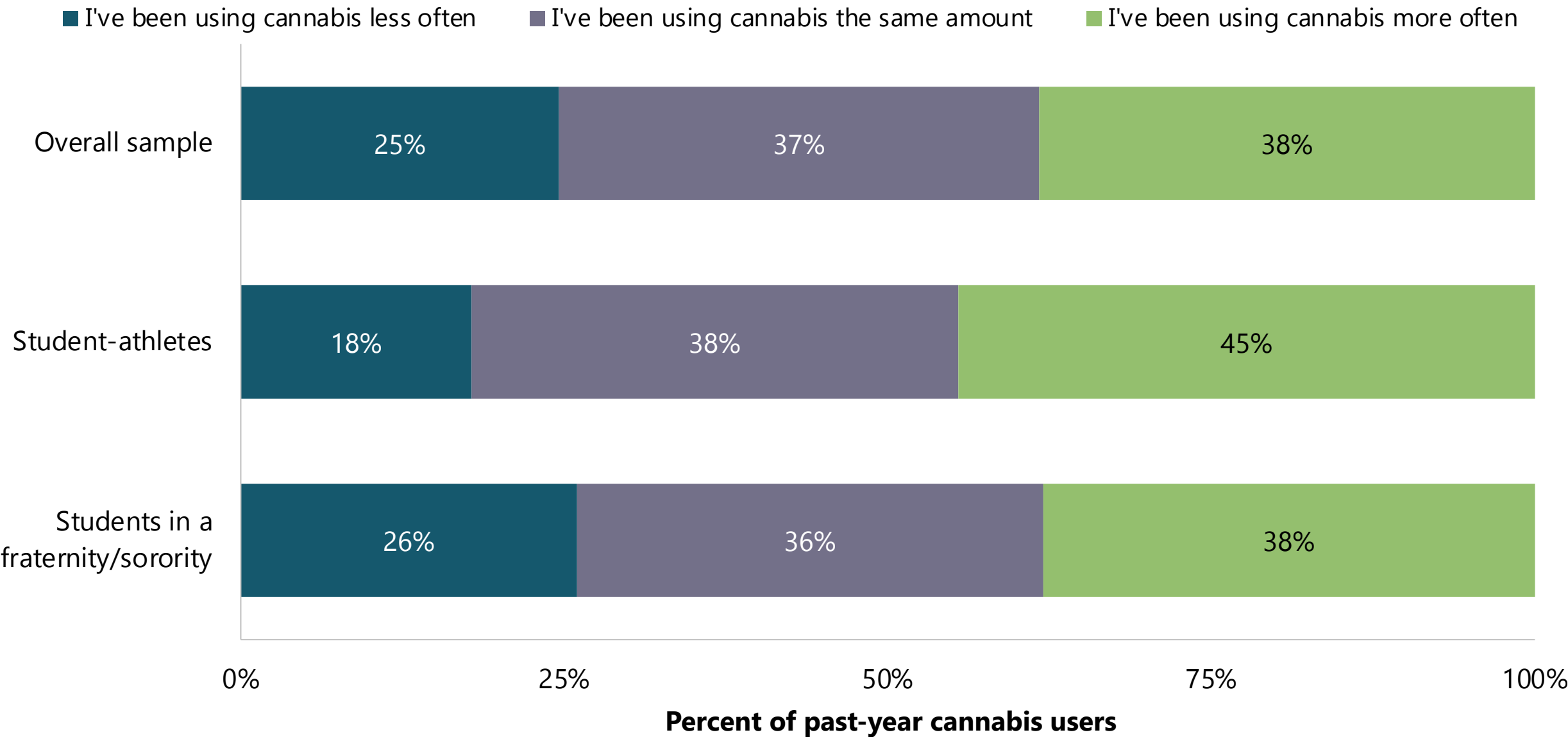
● Statistically significant change between the years indicated by the red dots.

How Did Substance Use Change during the Pandemic among Student-Athletes and Students in Fraternities/Sororities?

Self-reported Changes in Alcohol Use Frequency during the Pandemic

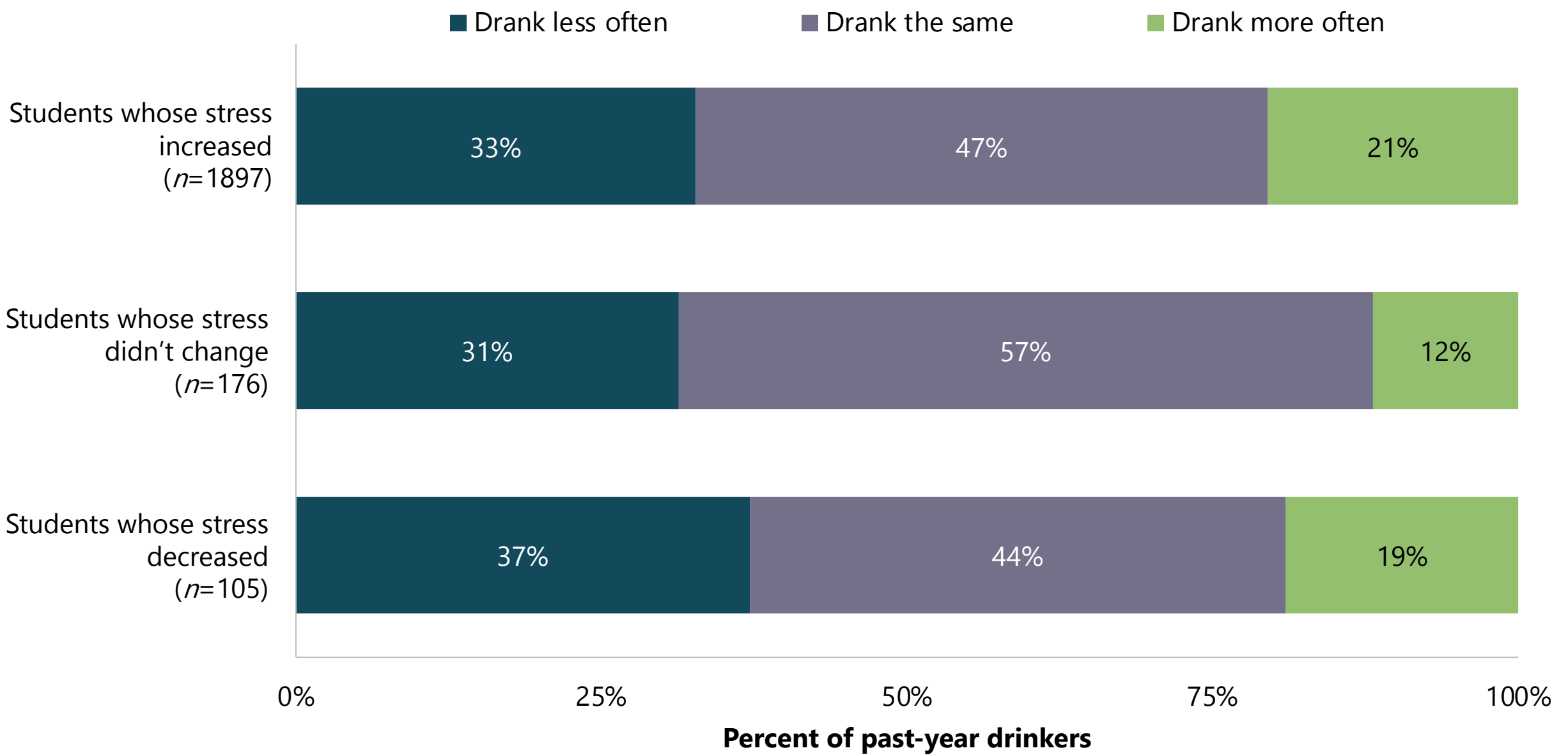


Self-reported Changes in Cannabis Use Frequency during the Pandemic

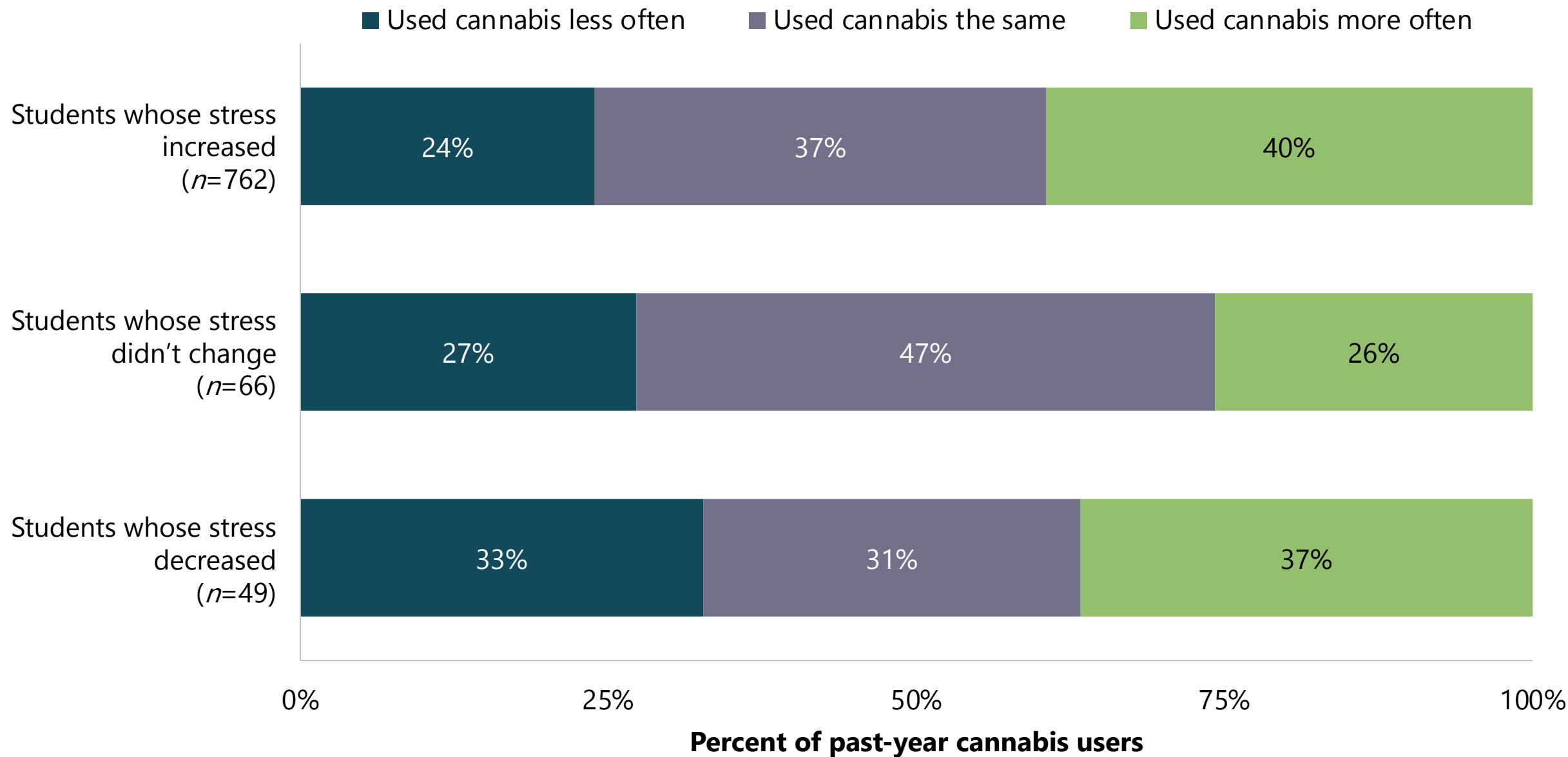


Was There a Relationship between Stress and Substance Use during the Pandemic?

Increased Alcohol Use Was Not Limited to Students Whose Stress Increased



Increased Cannabis Use Was Not Limited to Students Whose Stress Increased

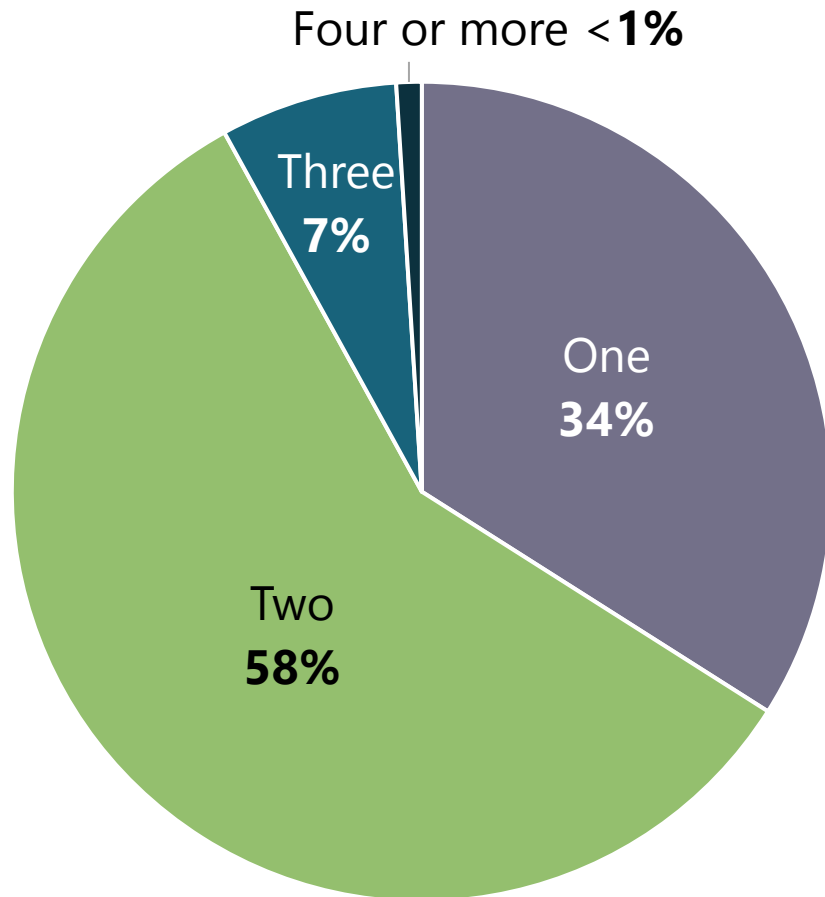


Results from the MD-CAS 2021: Frostburg State University

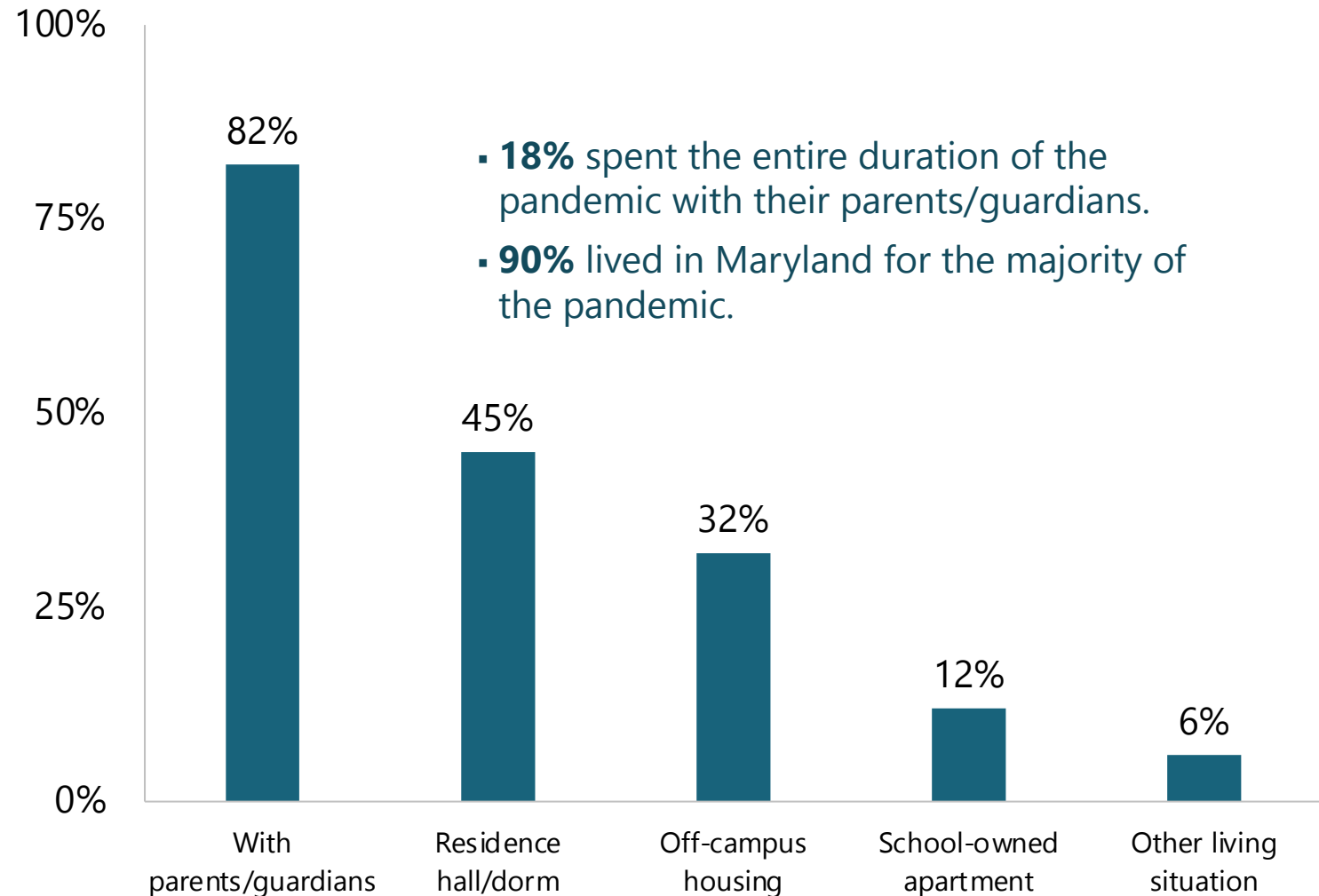
What Did FSU Students Experience during the COVID-19 Pandemic?

Where Did FSU Students Live during the COVID-19 Pandemic?

Number of living situations during the pandemic

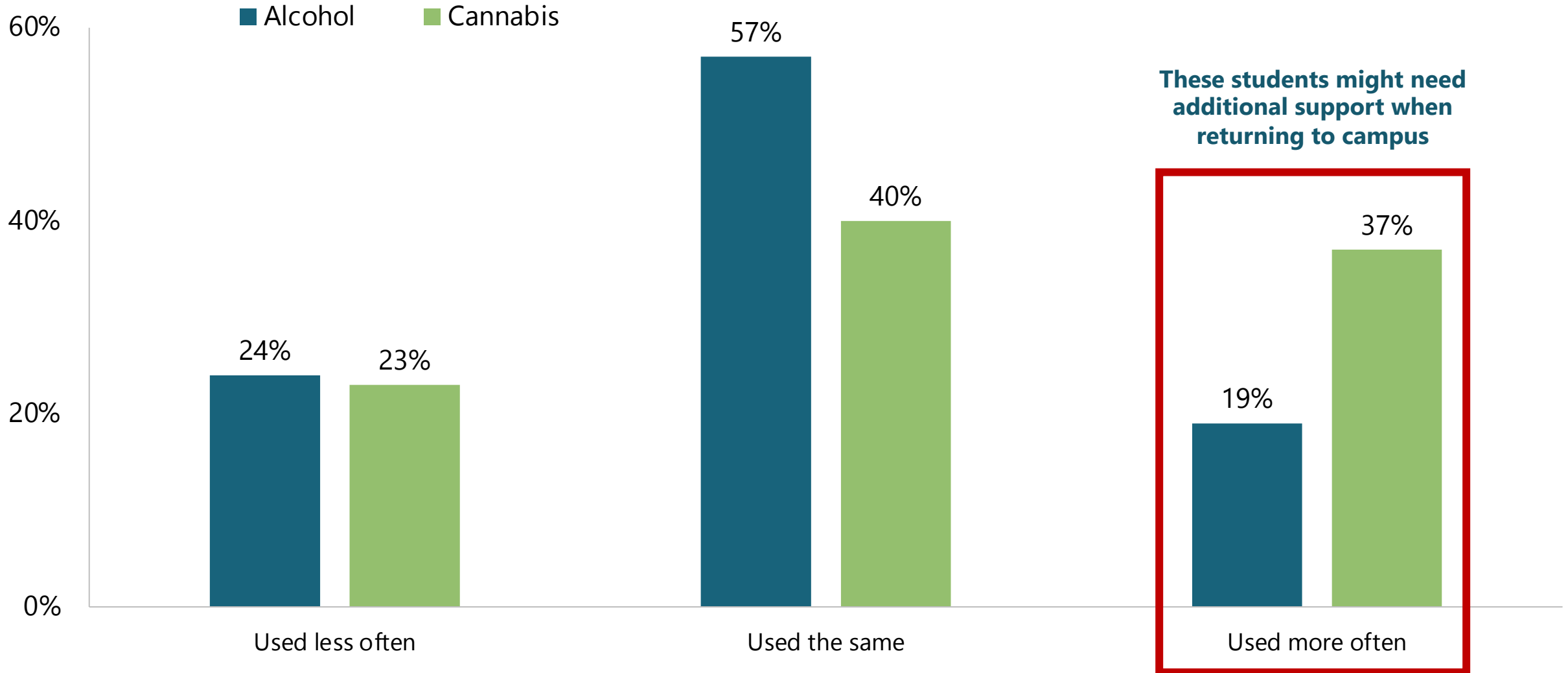


Percent who spent at least one month in each living situation



Some FSU Students Increased Substance Use During the Pandemic

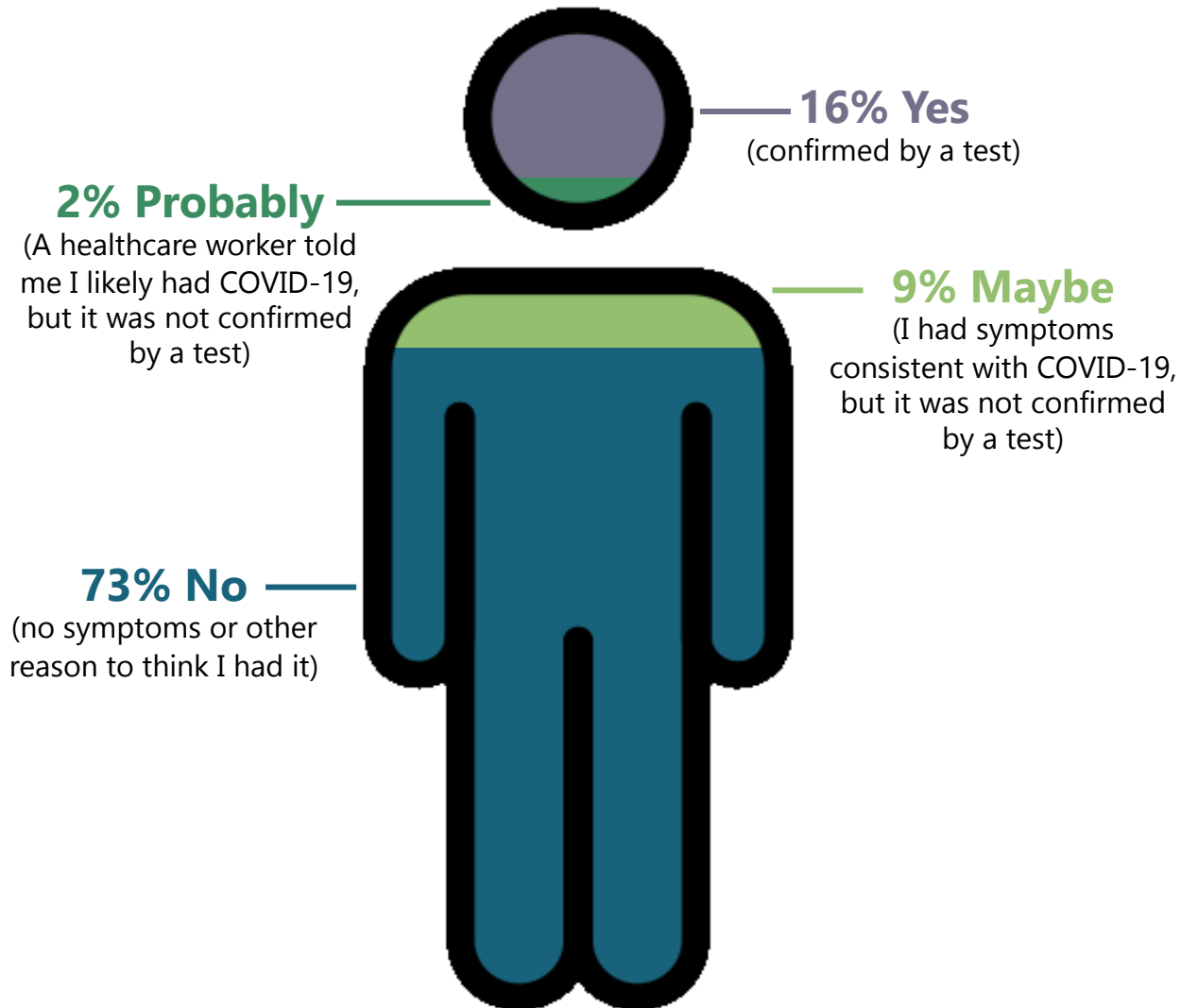
Self-Reported Changes in Alcohol and Cannabis Use among Students during the COVID-19 Pandemic



Note: Among students who drank during the past year for the alcohol bars ($n=353$), and among students who used cannabis during the past year for the cannabis bars ($n=131$).

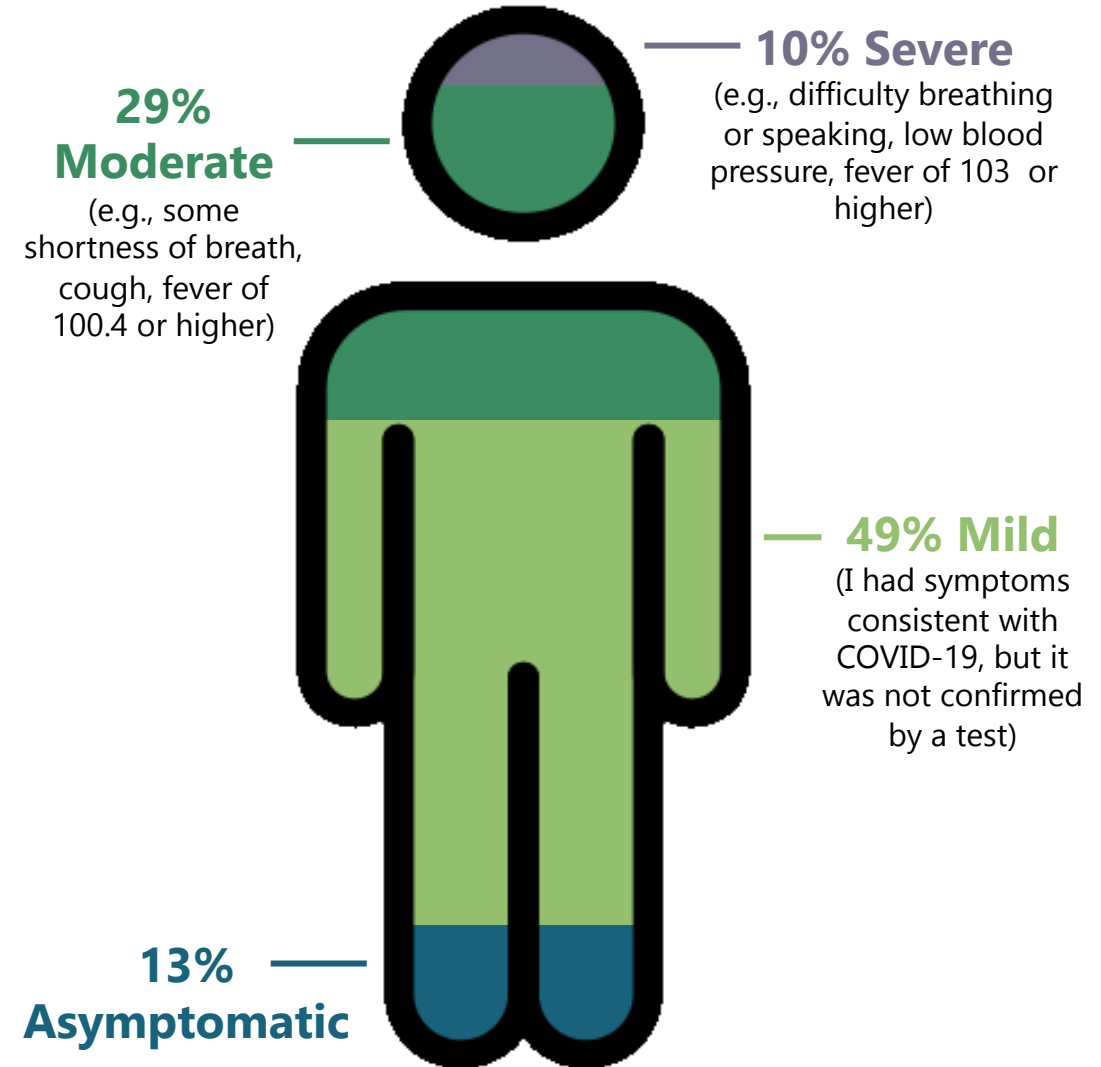
COVID Diagnoses and Symptoms among FSU Students

Did FSU Students Have COVID?

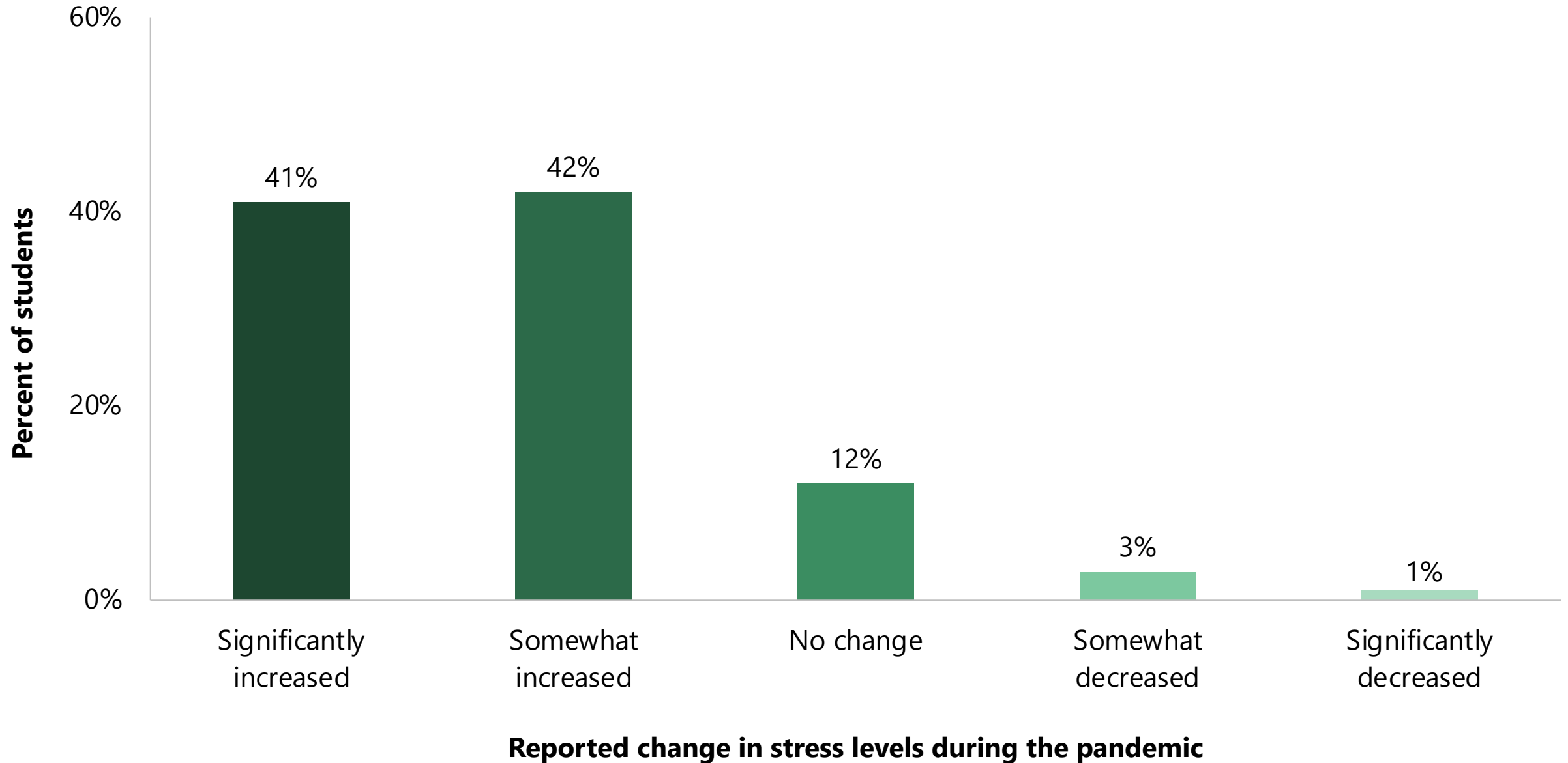


How Severe Were Their Symptoms?

Among Students Who Said Yes, Probably, or Maybe to Having COVID

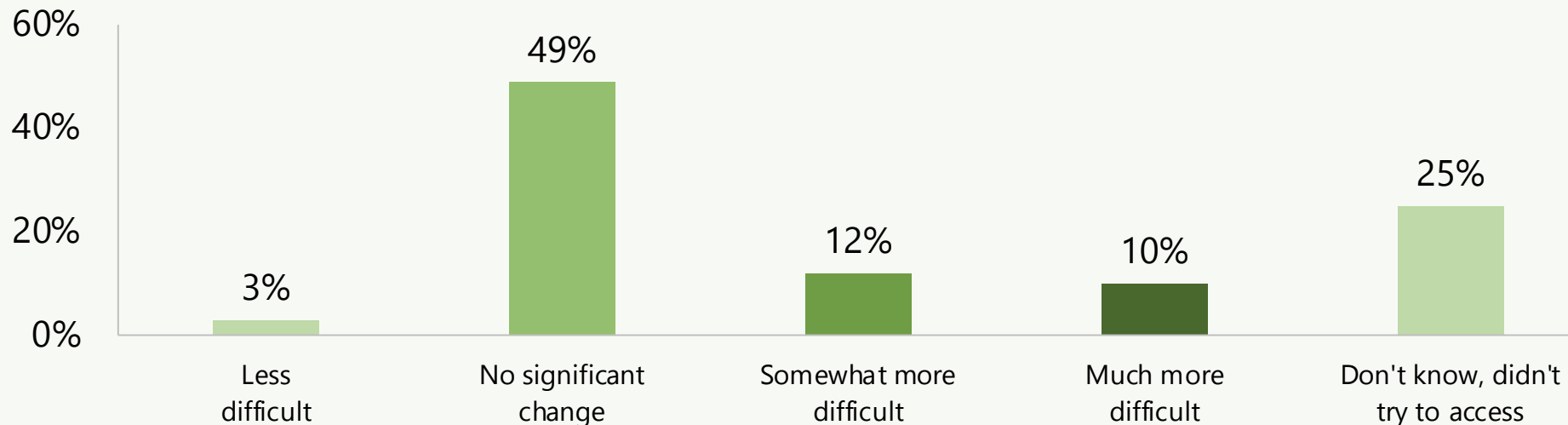
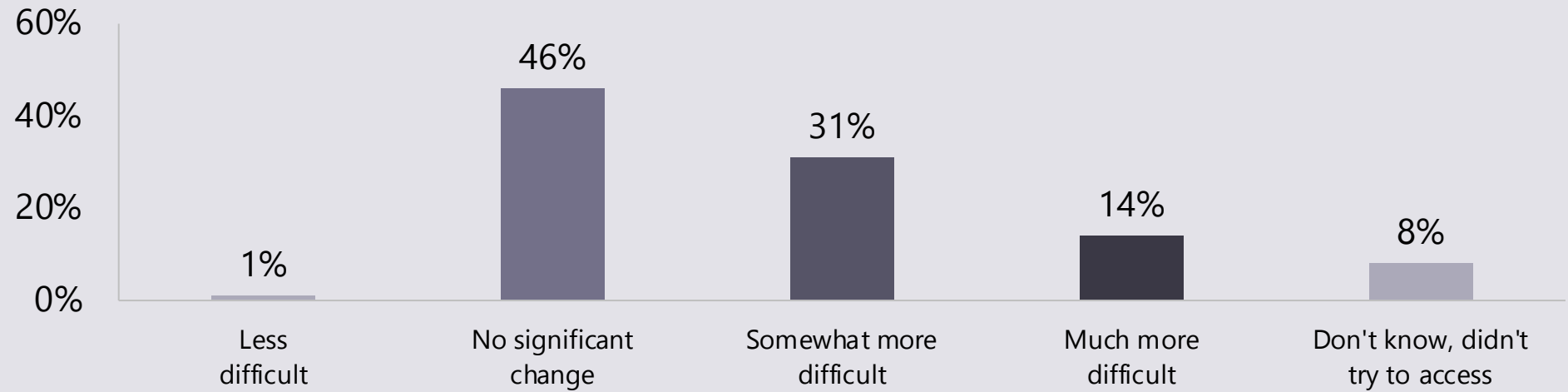


The Pandemic Increased Stress Levels among Most FSU Students



How Did the Pandemic Affect Health Care Access among FSU Students?

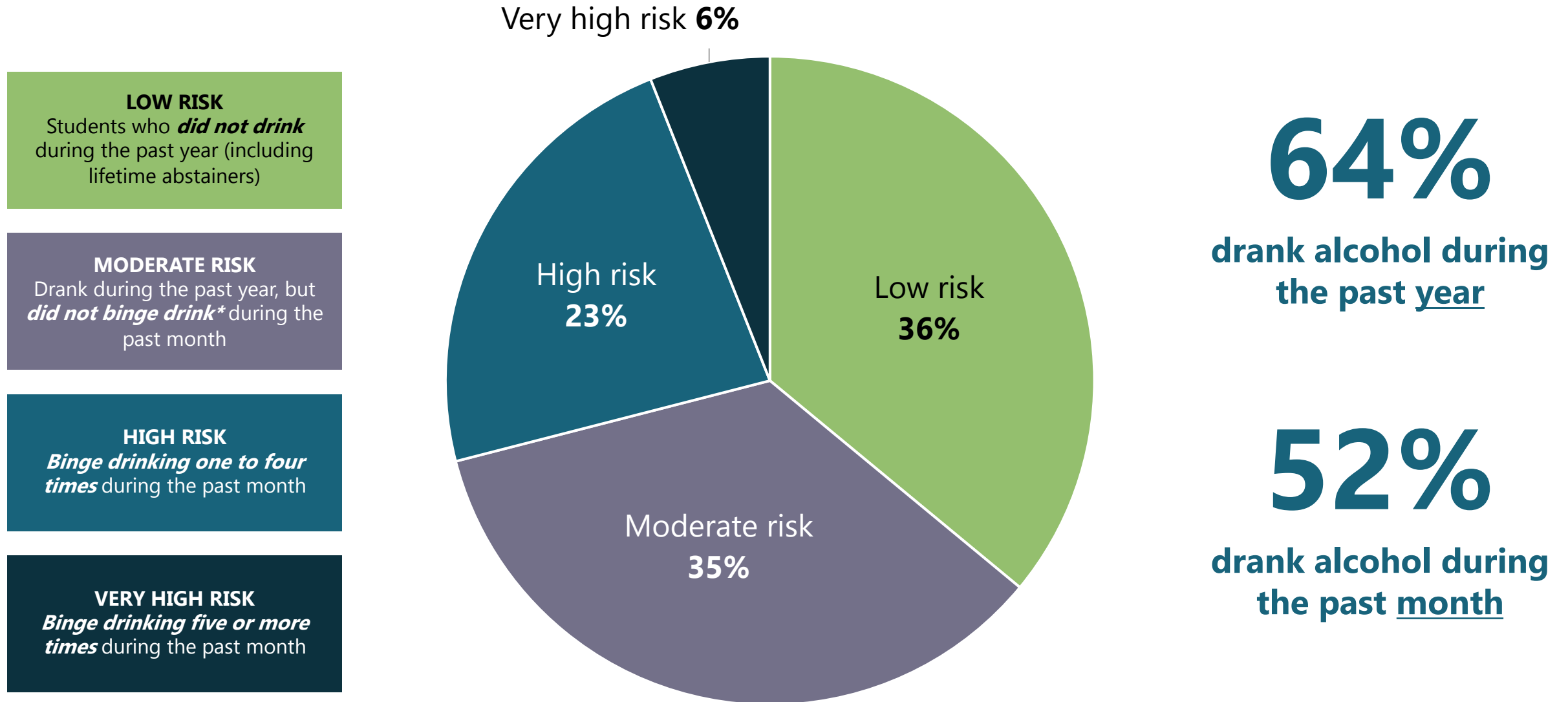
Access to Health Care Services



Access to Counseling or Mental Health Services

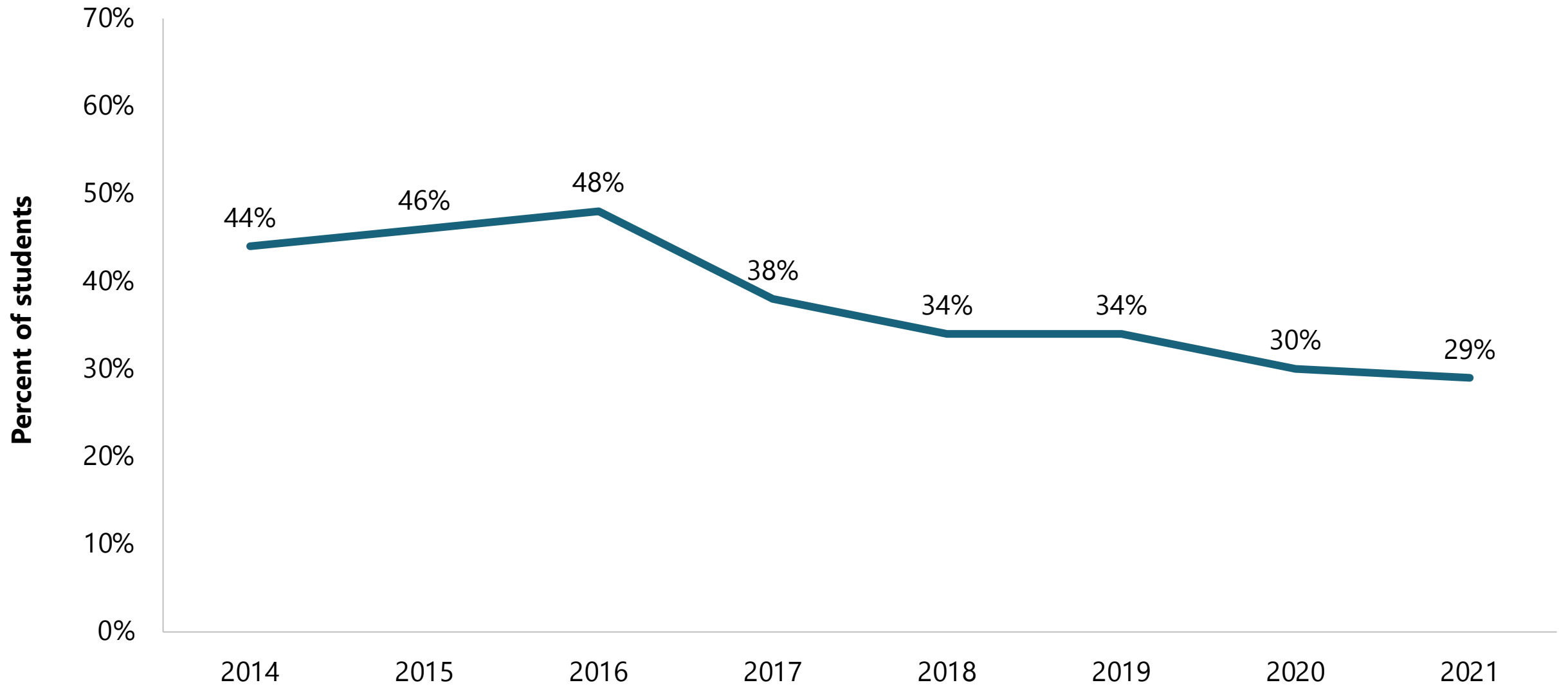
Alcohol and Cannabis Use among FSU Students

Alcohol Use among FSU Students

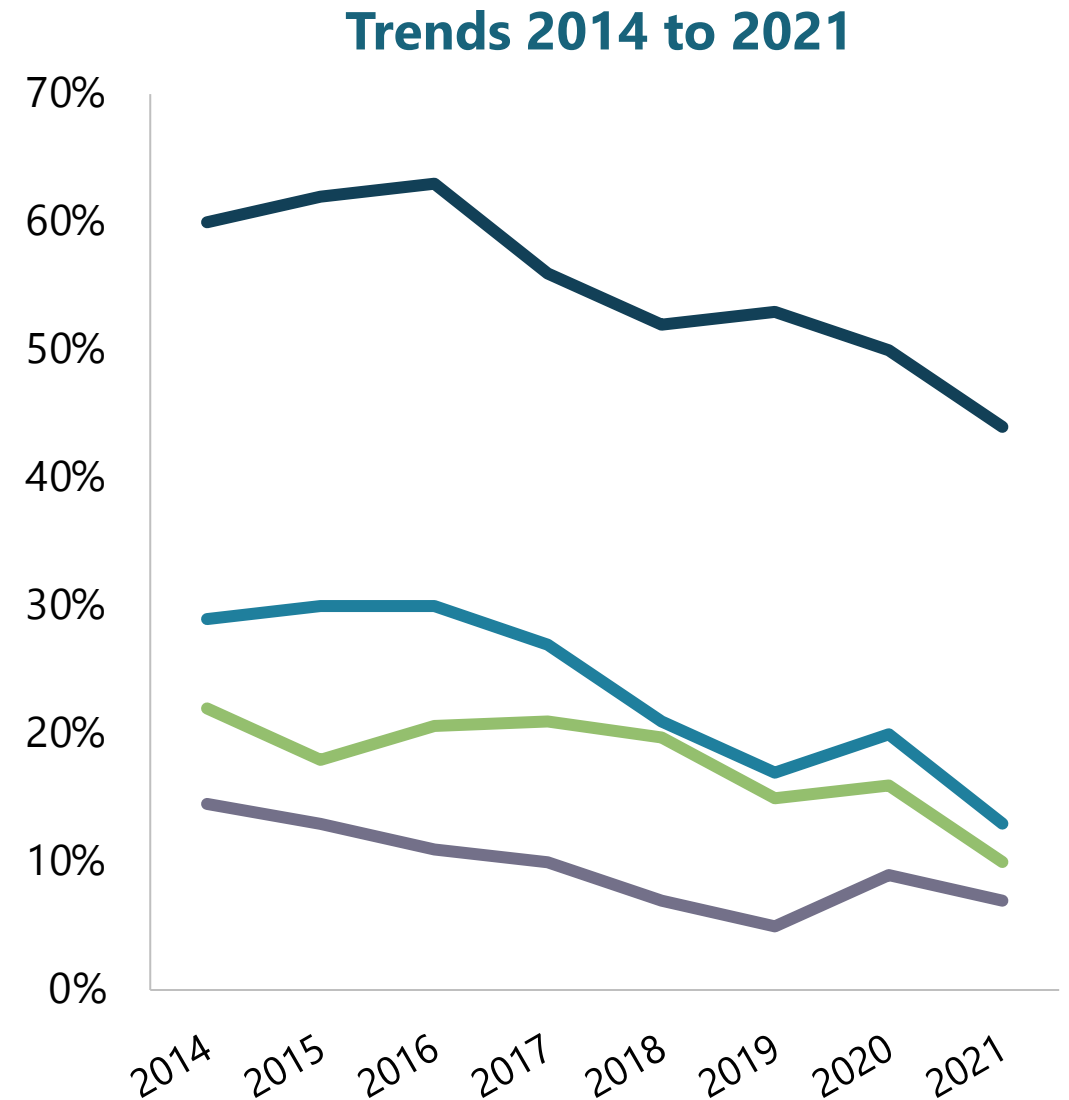
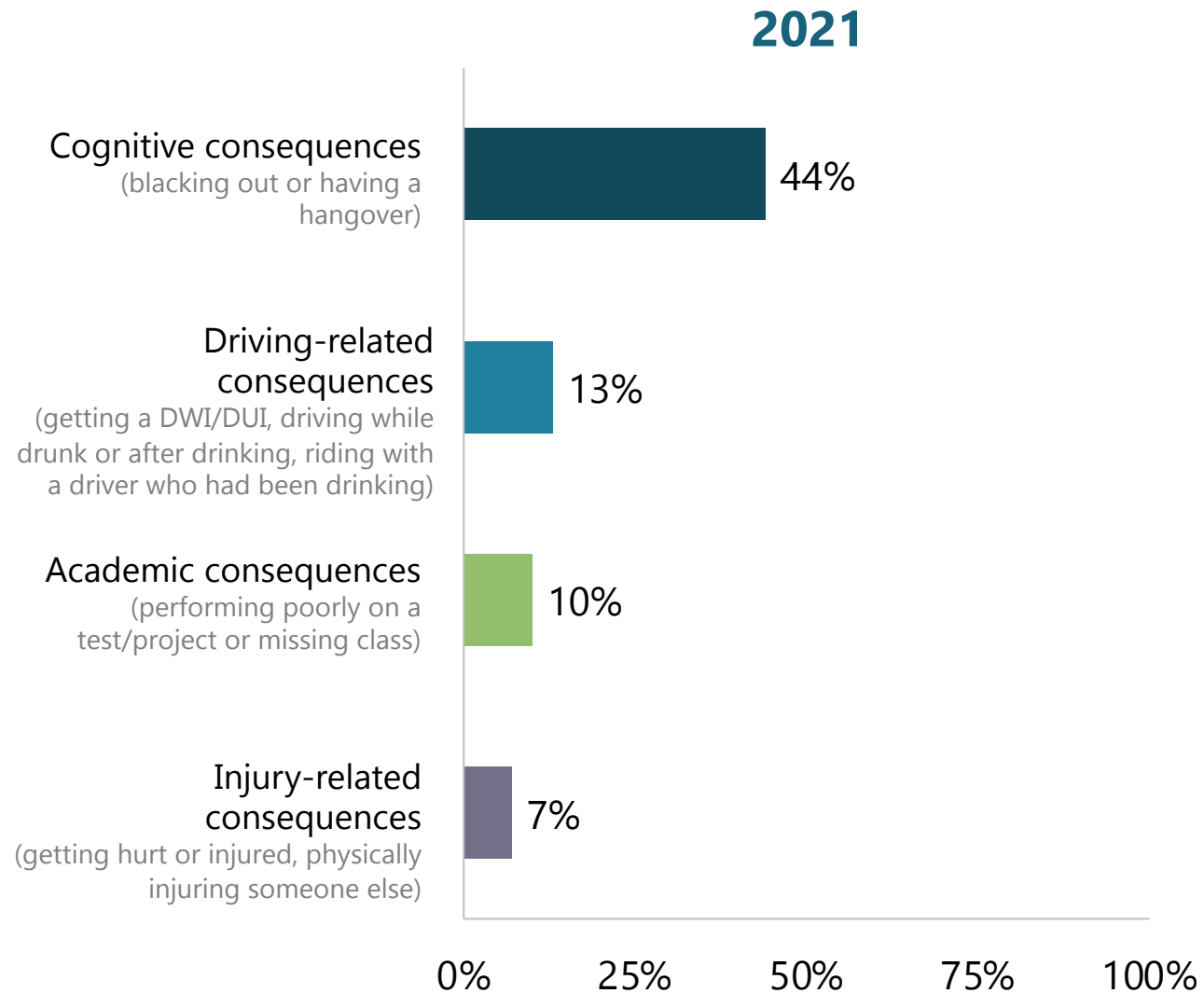


Note: Binge drinking is defined as consuming 5 or more drinks for males/4 or more for females and transgender people on the same occasion (i.e., in a row or within a few hours) on at least one day during the past 30 days.

Past-month Binge Drinking among FSU Students, 2014-2021



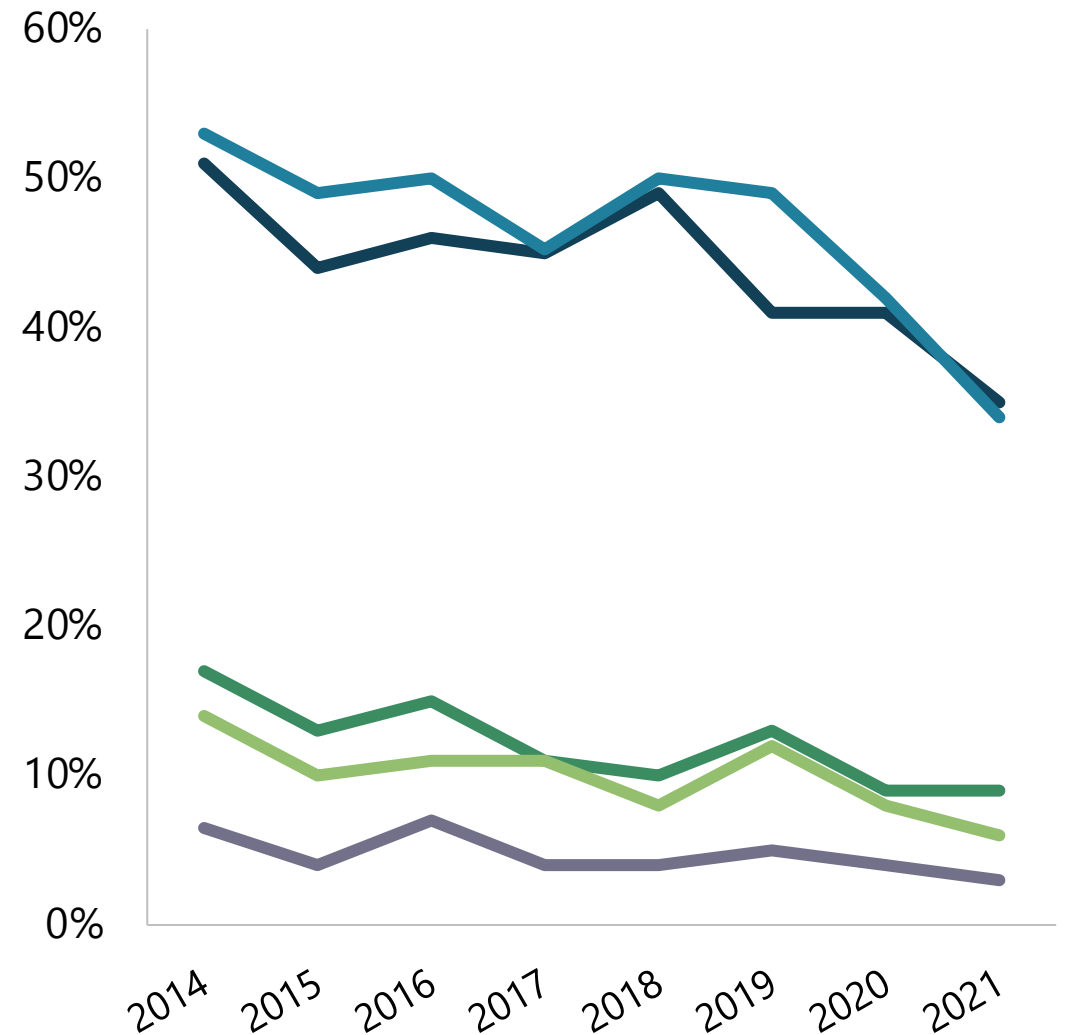
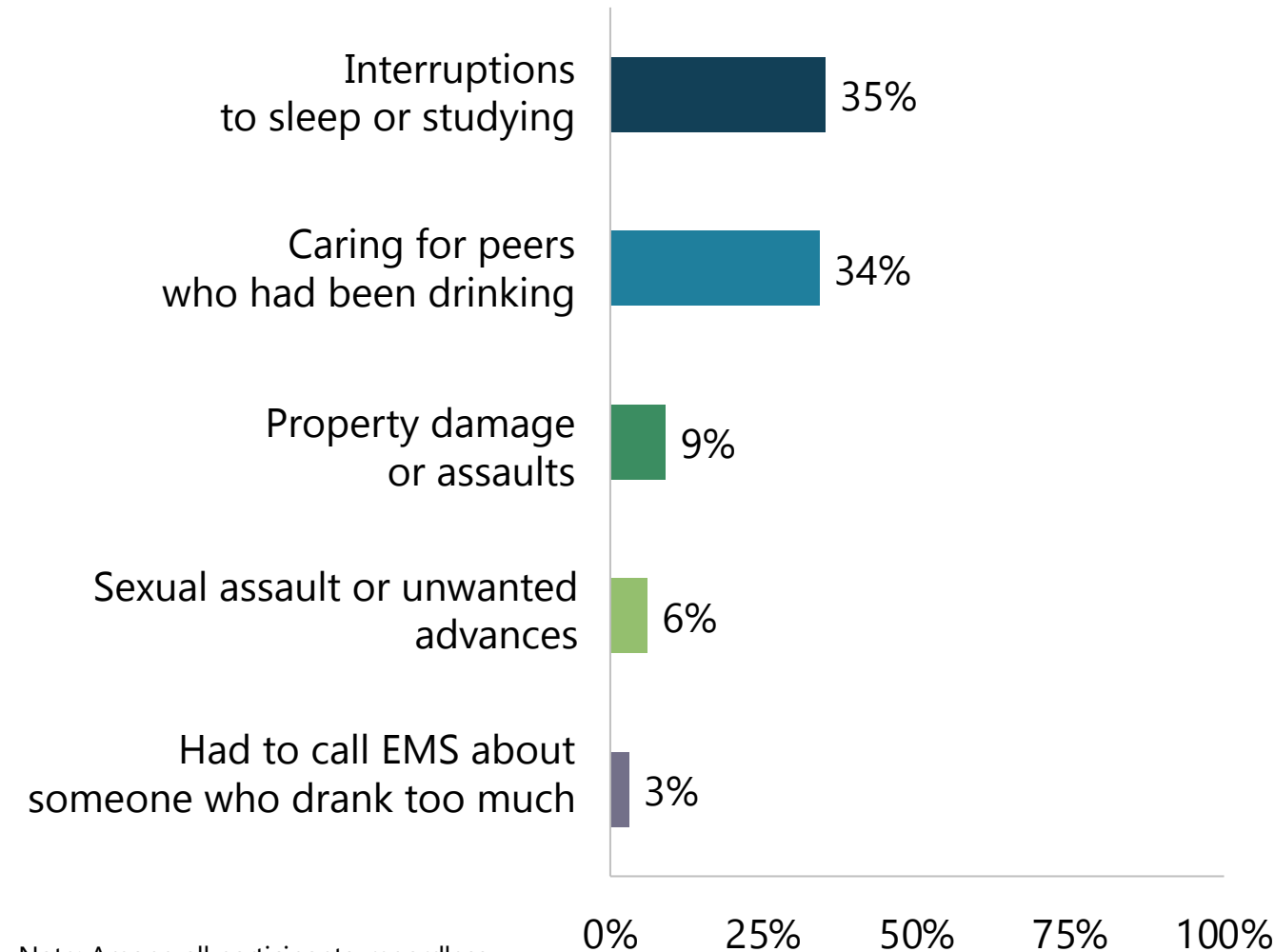
Direct Consequences of Alcohol Use among FSU Past-year Drinkers



Harms Experienced as a Result of Someone Else's Alcohol Use among FSU Students

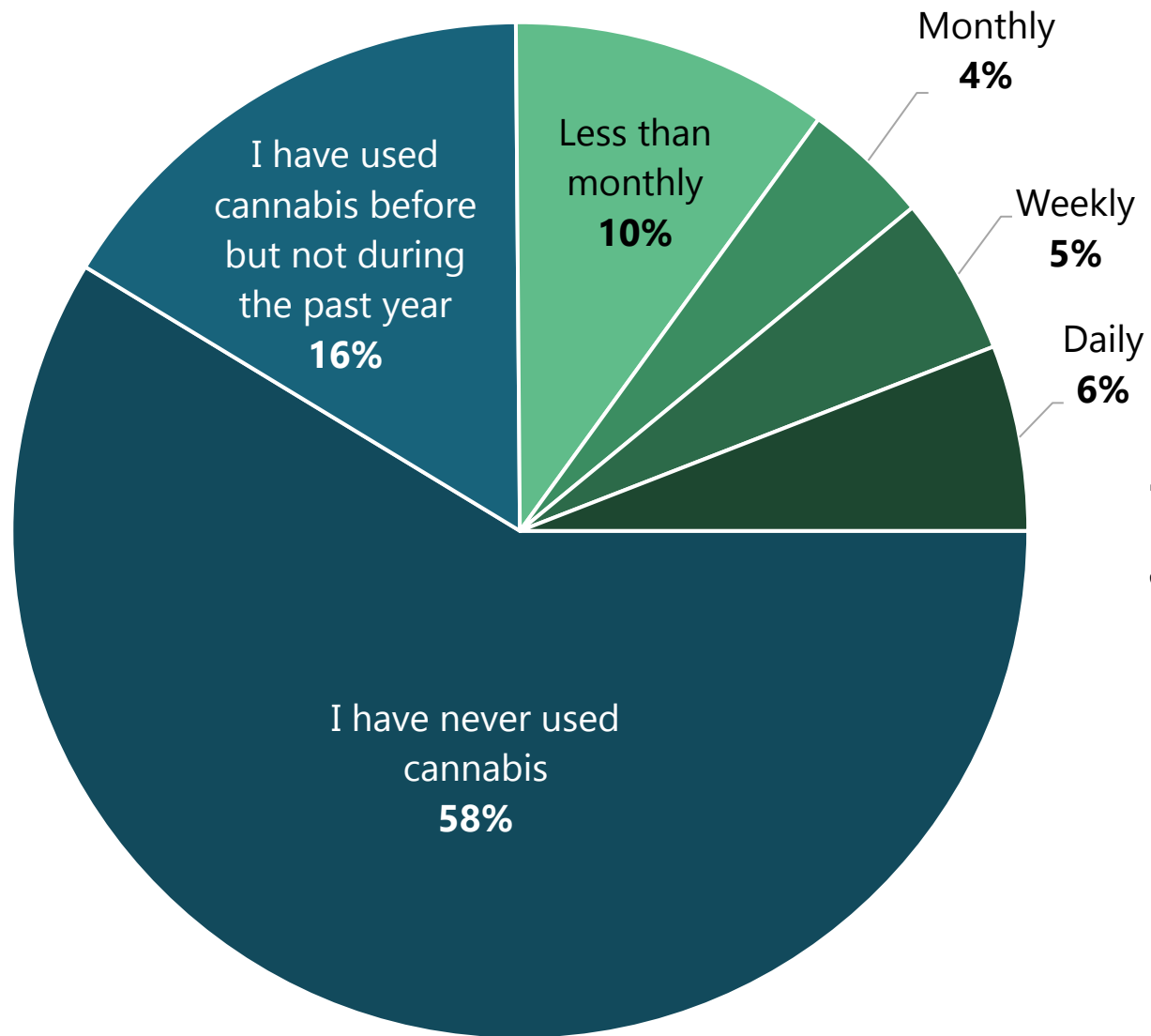
2021

Trends 2014 to 2021

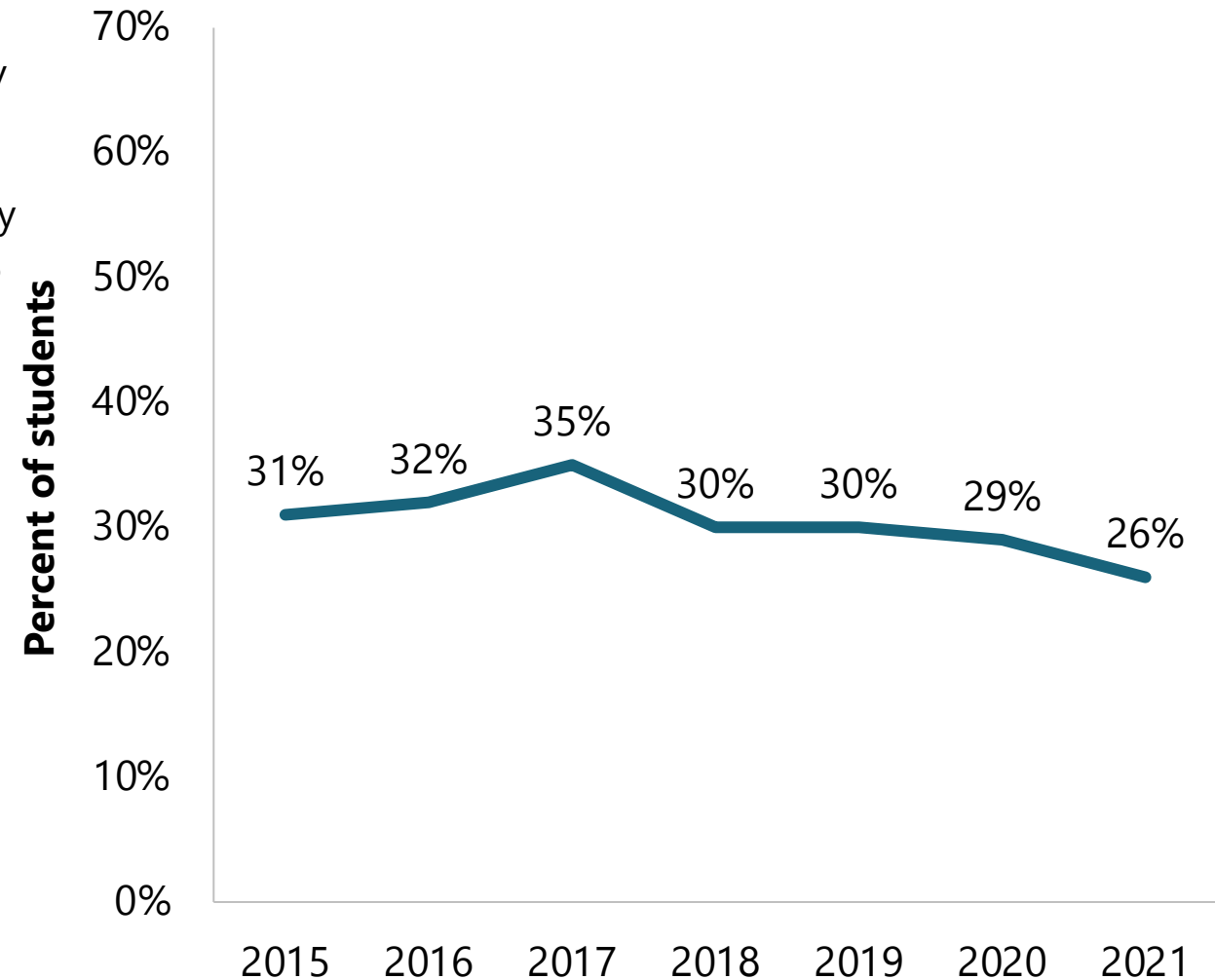


Note: Among all participants, regardless of their level of alcohol use.

Past-year Cannabis Use among FSU Students



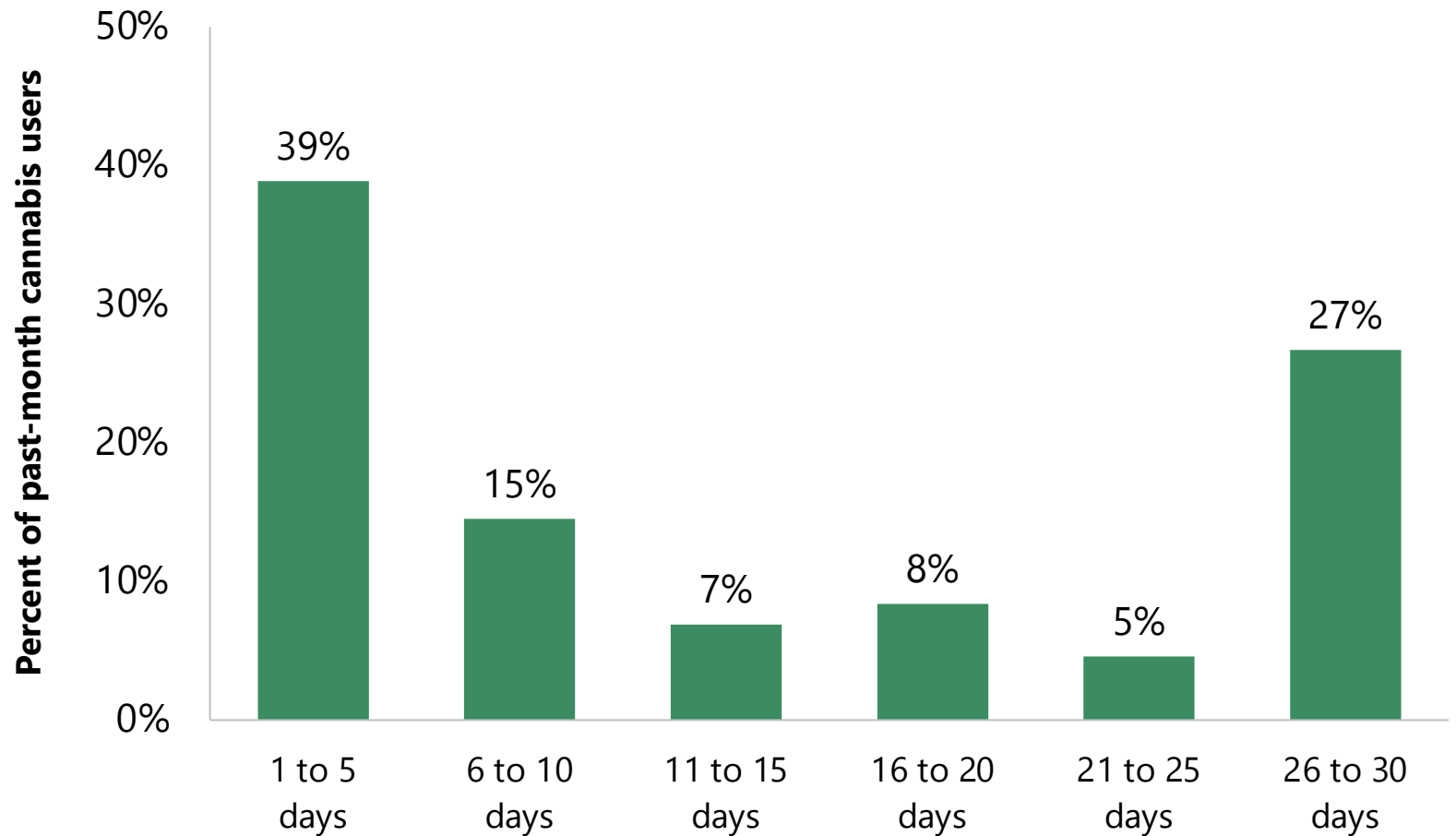
Trends in Past-year Cannabis Use, 2015 to 2021



Past-month Cannabis Use among FSU Students

21%
of FSU students
used cannabis
during the past
month

Frequency of use during the past month,
among $n=131$ past-month users



Other Substance Use among FSU Students

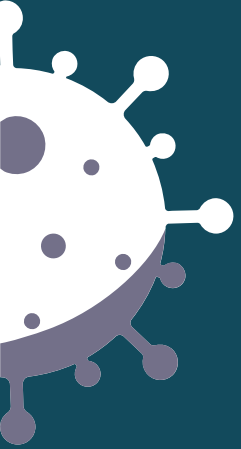
Substance	% of students who used during the past year
Tobacco	
E-cigarettes or other vape products	20%
Cigarettes	8%
Other tobacco products (e.g., chewing tobacco, cigars)	9%
Prescription drugs used nonmedically	
Prescription stimulants	2%
Prescription analgesics (pain relievers)	1%
Prescription tranquilizers	0%
Prescription sedatives	<1%
Other substances	
CBD products	14%
Hallucinogens	3%
Cocaine	2%
Ecstasy	<1%
Heroin	0%
Methamphetamine use	0%

Key Takeaways and Moving Forward

Key Takeaways

- Most students reported increased stress during the pandemic.
- Reactions to the pandemic were mixed; changes in students' substance use were varied.
- Some students increased alcohol and cannabis use, and some might have established problematic substance use patterns such as drinking and/or using cannabis while alone. These students might need additional support but might not be easy to identify.
- Parental permissiveness is an important factor in student substance use.
- Relaxed alcohol regulations might stay in place and make alcohol access easier.
- About 1 in 8 drinkers said alcohol was easier to get during the pandemic.
- A subset of students used substances while pursuing their academics.
- Students' living situation influenced their substance use patterns.





What are we concerned about going forward?

Making Up for Lost Time

“Celebrating” the end of COVID-19 in high-risk ways and environments

Problematic Patterns

Worsening of problematic substance use patterns that were established during the pandemic

Overlap with Mental Health Challenges

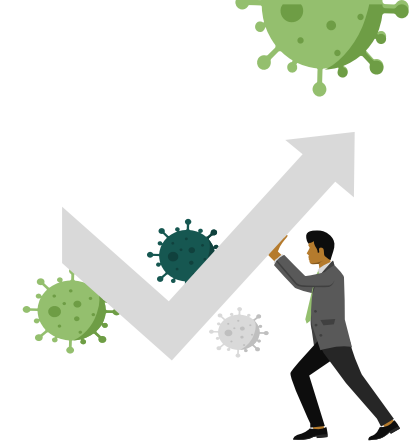
Onset and exacerbation of mental health problems and loneliness

Alcohol Access

Continued relaxation of alcohol regulations. At least 20 states are considering making permanent the relaxed alcohol regulations in place during the pandemic.

Action Items for Fall 2021

- ❑ Prepare faculty to support students
- ❑ Implement leadership training to:
 - 1) heighten awareness of “red flags”
 - 2) increase capacity for having meaningful conversations with students of concern
 - 3) increase familiarity with campus resources to address behavioral health problems

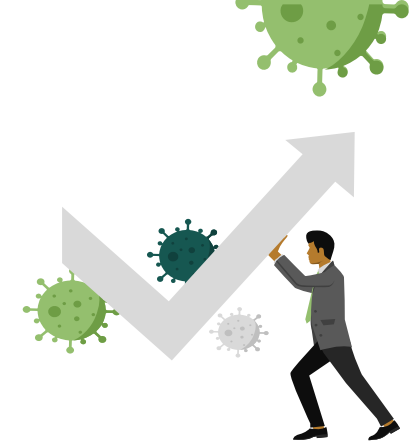


Campus Engagement

Using
Collaborative
Resources

Action Items for Fall 2021

- ☐ Adopt effective, accessible campus alcohol policies
- ☐ Increase awareness and enforcement of existing policies
- ☐ Engage business community in efforts to decrease underage drinking and excessive drinking by adopting responsible business management and service practices
- ☐ Communicate about social host law and its enforcement
- ☐ Work with law enforcement to ensure minimum legal drinking age laws and overservice laws are being enforced

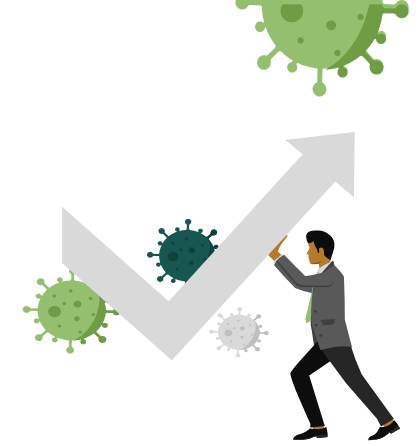


**Keeping the
Environment
Safe**

Action Items for Fall 2021

Resources:

- ☐ Training for bar owners
- ☐ Retailer agreements
- ☐ Communication about social host law



Keeping the Environment Safe

Using
Collaborative
Resources

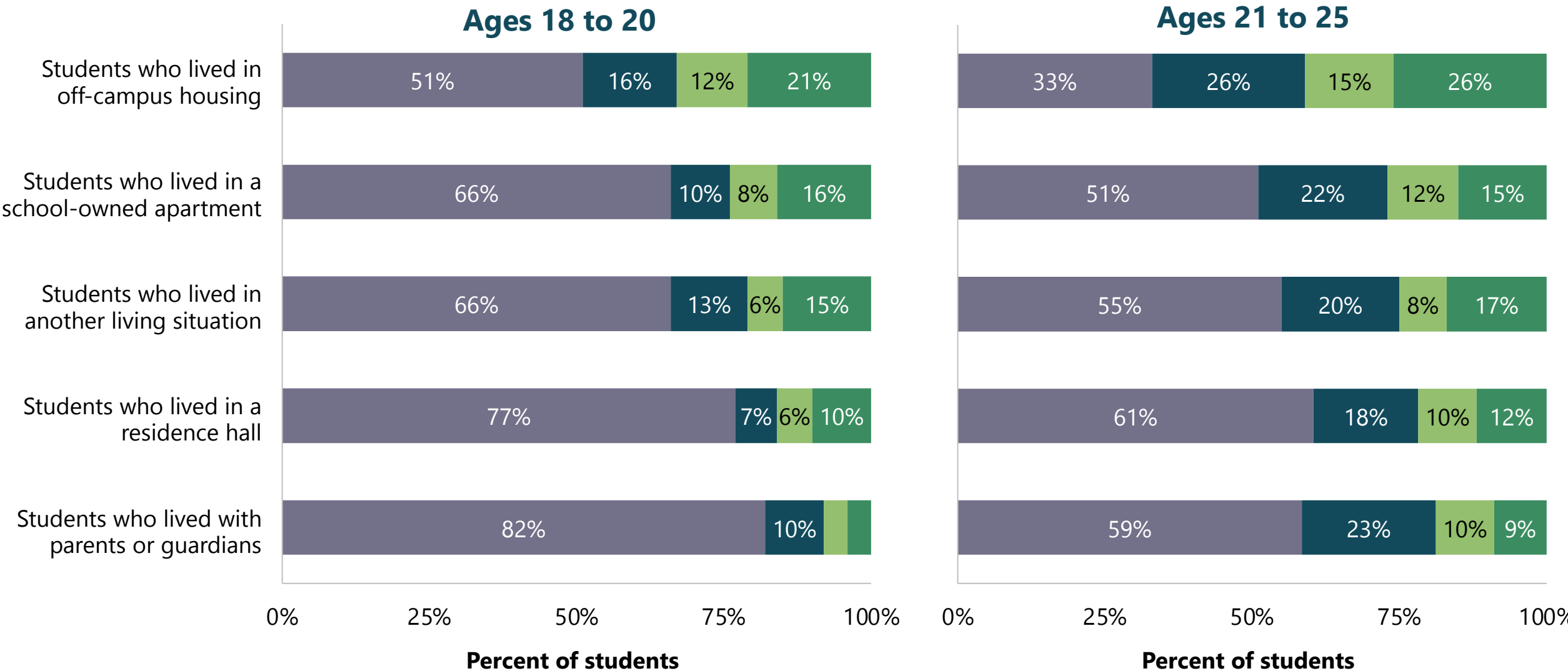
Funding and Background

- The data contained in this presentation are derived from the Maryland College Alcohol Survey (MD-CAS), an annual survey conducted by the Maryland Collaborative to Reduce College Drinking and Related Problems.
- The Maryland Collaborative was established in 2012 and aims to use evidence-based strategies to reduce college student drinking and related problems. The Collaborative is funded by the Office of Population Health Improvement of the Maryland Department of Health.
- Frostburg State University is one of 19 colleges that comprise a partnership of institutions across the state whose presidents have agreed to join the initiative and work together to address underage and excessive drinking.
- For questions about the survey or about the Maryland Collaborative, please contact Dr. Amelia Arria at aarria@umd.edu.

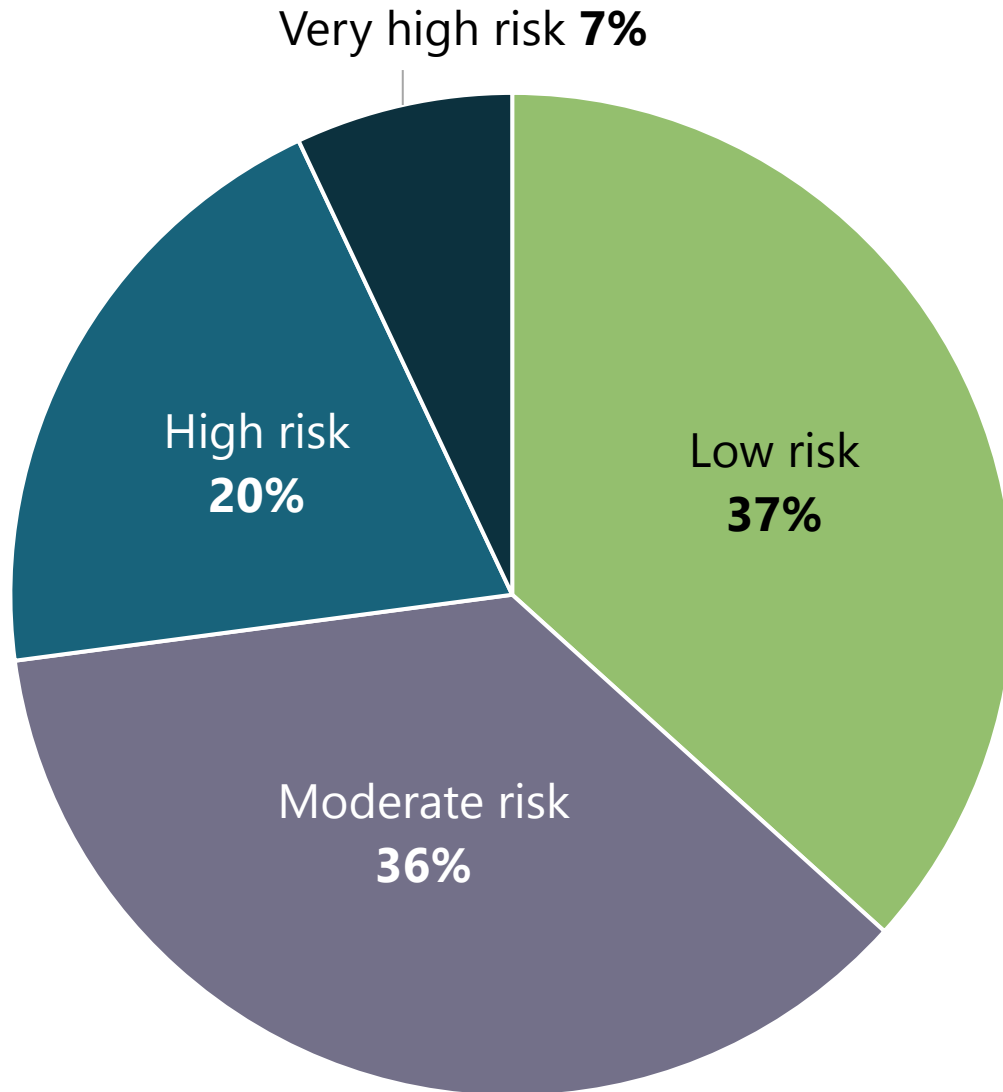
Environment Matters for Quantity of Drinking, Regardless of Age

Number of Drinks per Week, by Living Situation and Age

0 drinks 1 to 3 drinks 4 to 6 drinks 7 or more drinks



Alcohol Risk Groups



LOW RISK

Students who ***did not drink*** during the past year (including lifetime abstainers)

MODERATE RISK

Drank during the past year, but ***did not binge drink**** during the past month

HIGH RISK

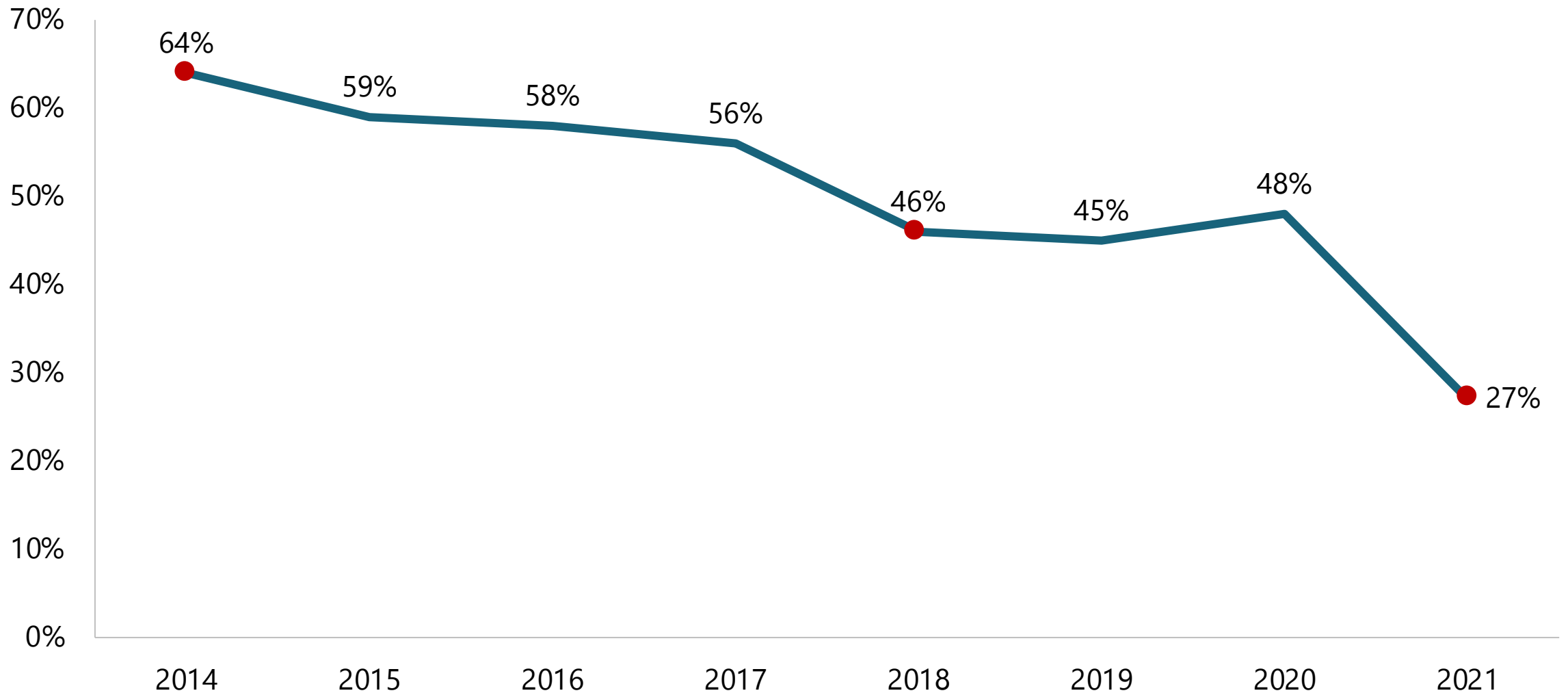
Binge drinking one to four times during the past month

VERY HIGH RISK

Binge drinking five or more times during the past month

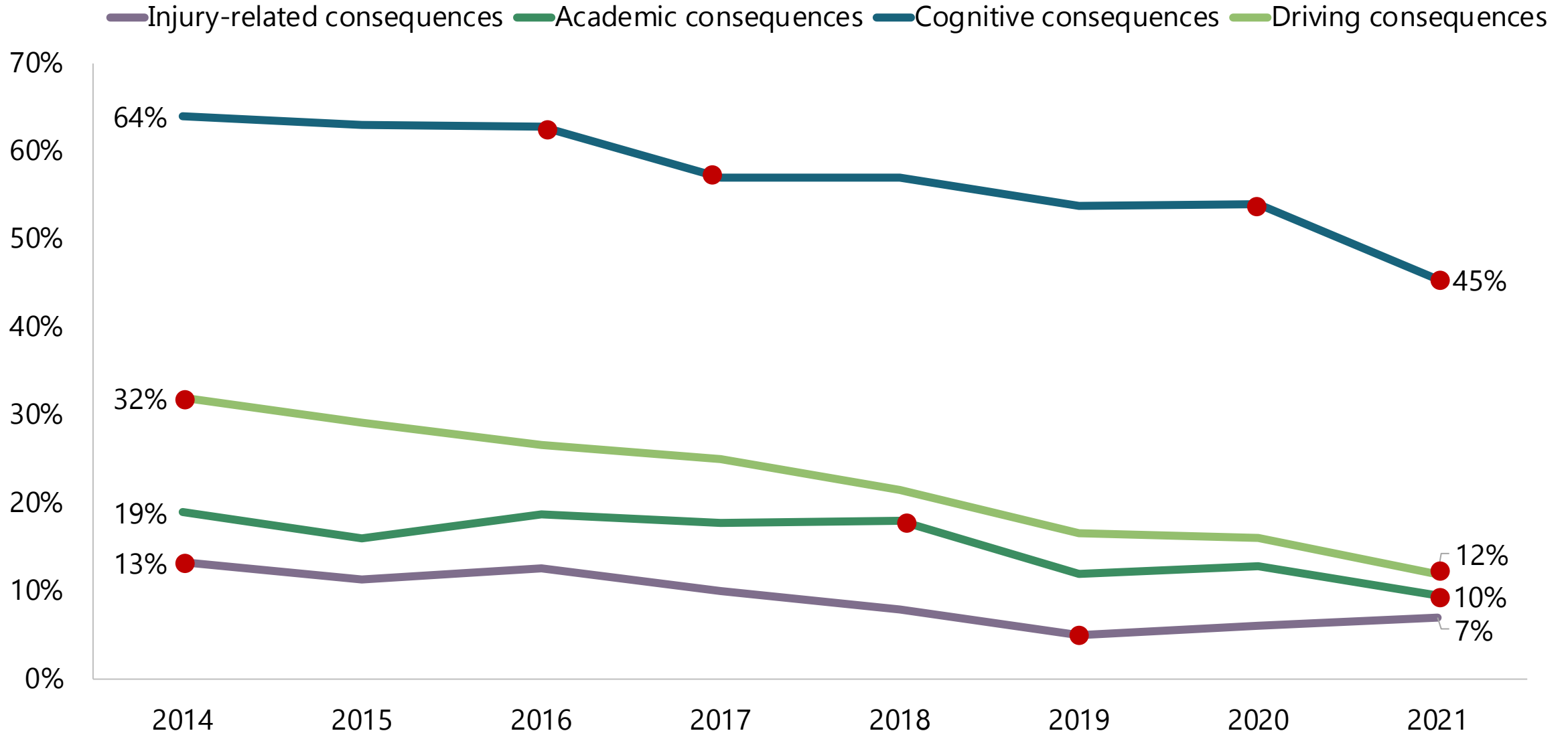
Note: Binge drinking is defined as consuming 5 or more drinks for males/4 or more for females and transgender people on the same occasion (i.e., in a row or within a few hours) on at least one day during the past 30 days.

Trends in Drinking at an Off-campus Party, among Past-month Drinkers, 2014-2021



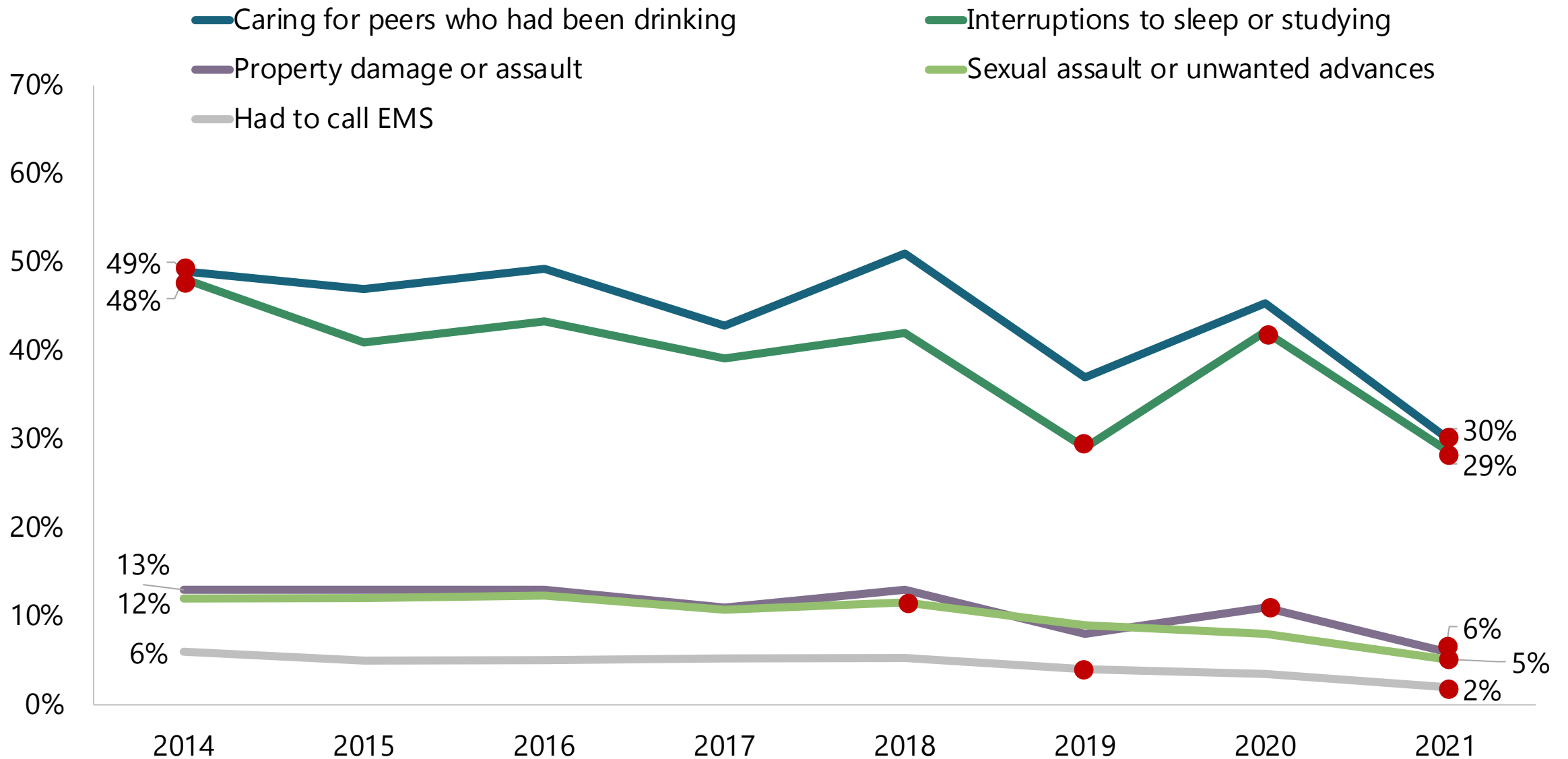
● Statistically significant change between the years indicated by the red dots.

Trends in Alcohol-related Consequences, 2014-2021



● Statistically significant change between the years indicated by the red dots.

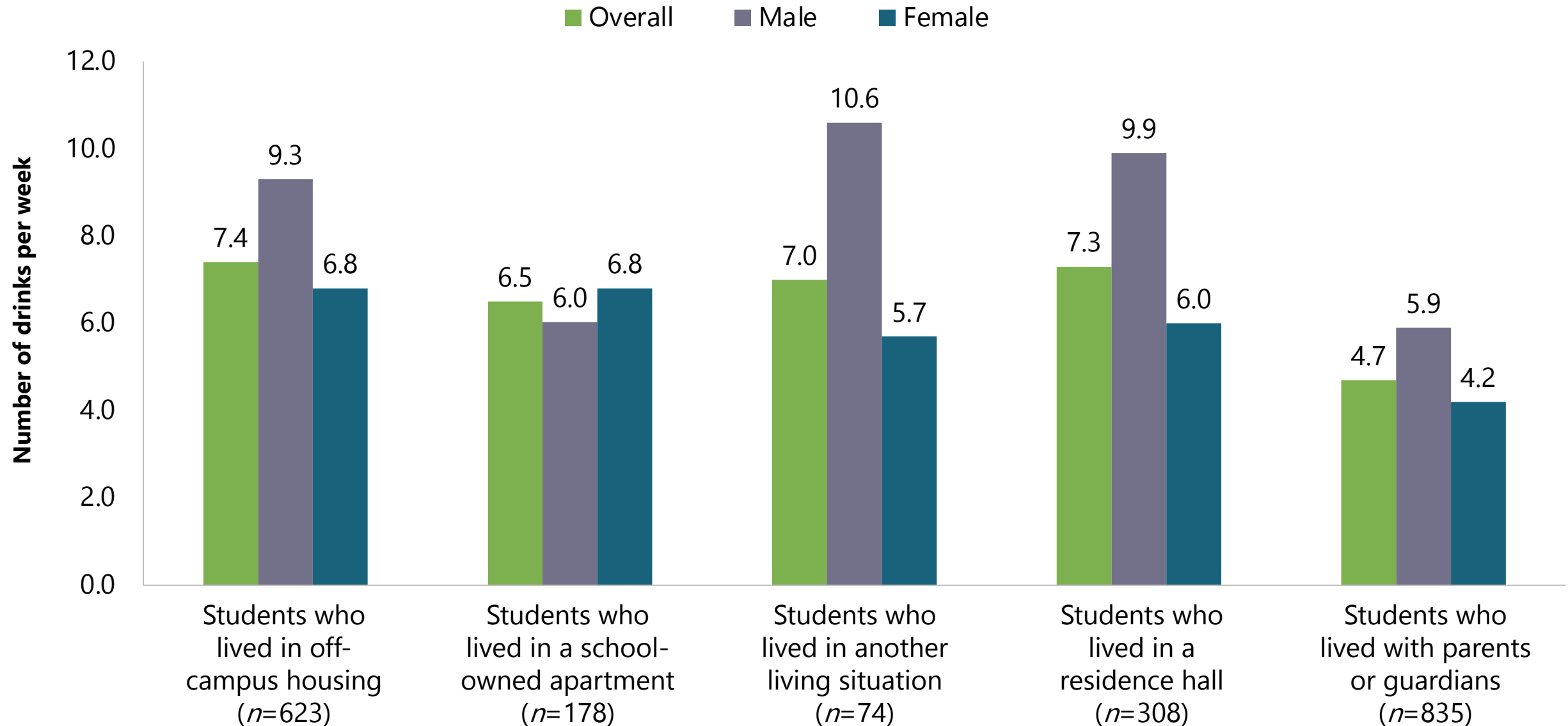
Trends in Harms from Others' Drinking, 2014-2021



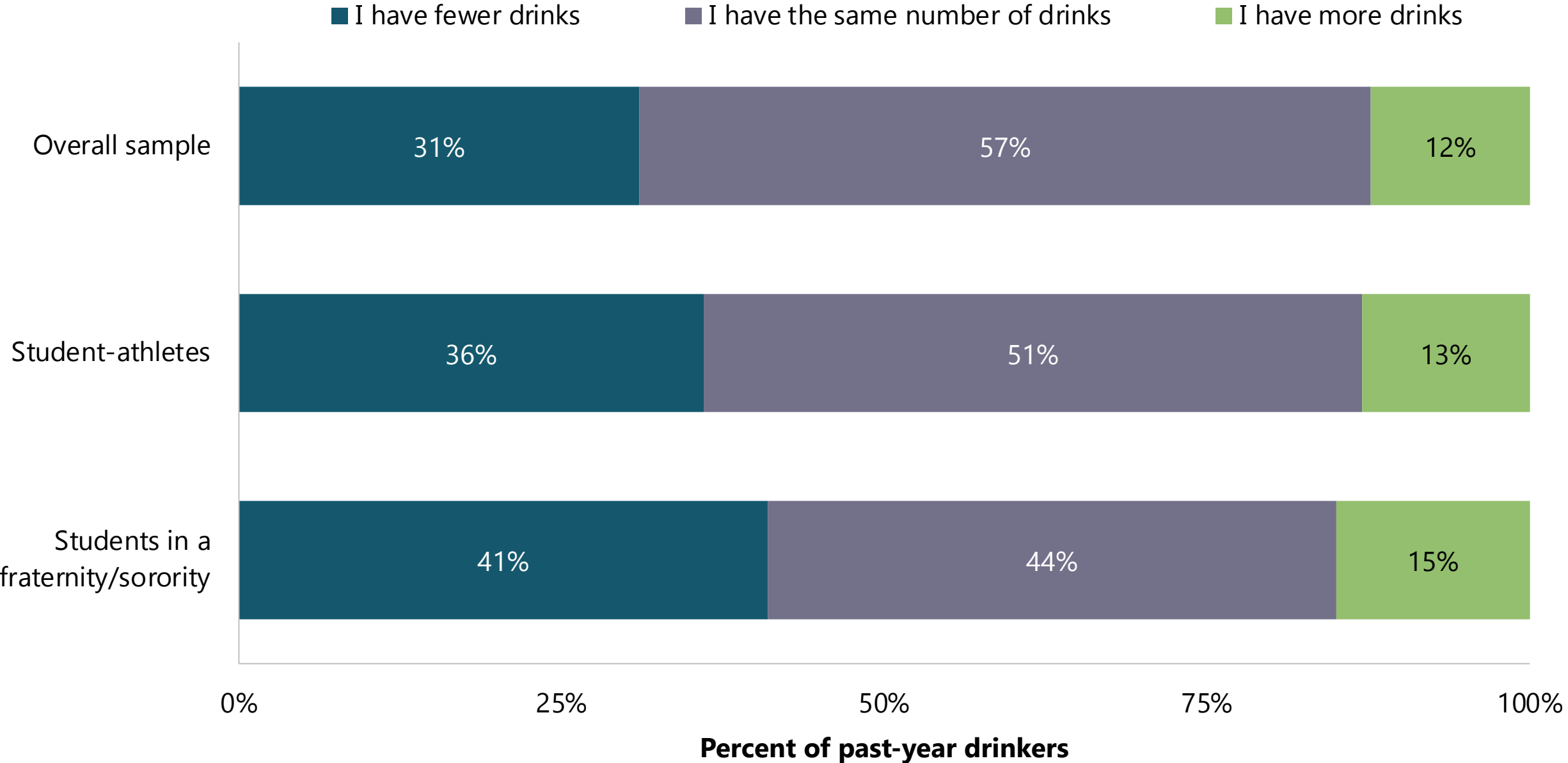
● Statistically significant change between the years indicated by the red dots.

Males Drank More than Females in Most Living Situations

Mean Number of Drinks per Week, by Living Situation



Self-reported Changes in Alcohol Quantity during the Pandemic



Permissive Parental Attitudes Are Associated with More Drinking

Typical Number of Drinks per Week, While Living with Parents/Guardians

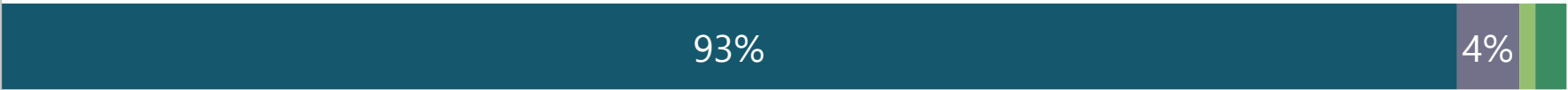
0 drinks 1 to 3 drinks 4 to 6 drinks 7 or more drinks

Students
ages
18 to 20

Less permissive



Unclear
permissiveness

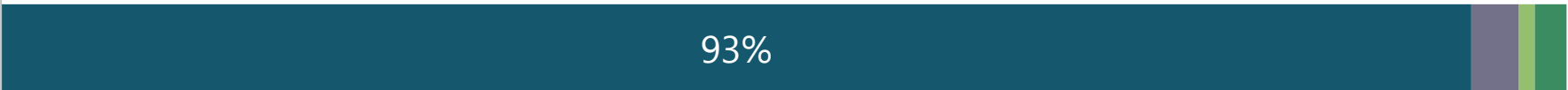


More permissive



Students
ages
21 to 25

Less permissive



Unclear
permissiveness



More permissive



0% 25% 50% 75% 100%

Percent of students who lived with parents/guardians for at least one month

Permissive Parental Attitudes Are Associated with More Cannabis Use, Even When Not Living at Home

Number of Days Got High per Week, While Living in Off-campus Housing

0 days

1 to 6 days

7 days

Less permissive

84%

11%

5%

Unclear
permissiveness

69%

22%

9%

More permissive

63%

20%

16%

0%

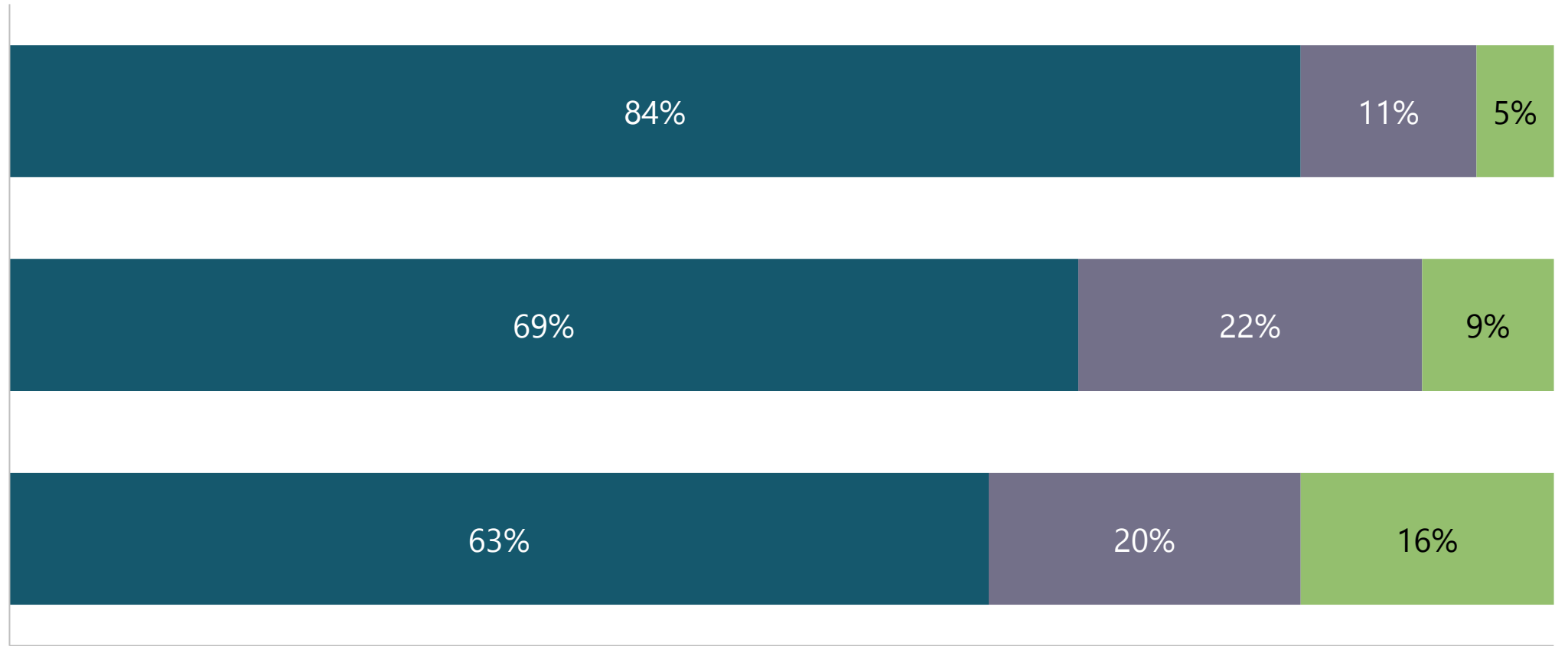
25%

50%

75%

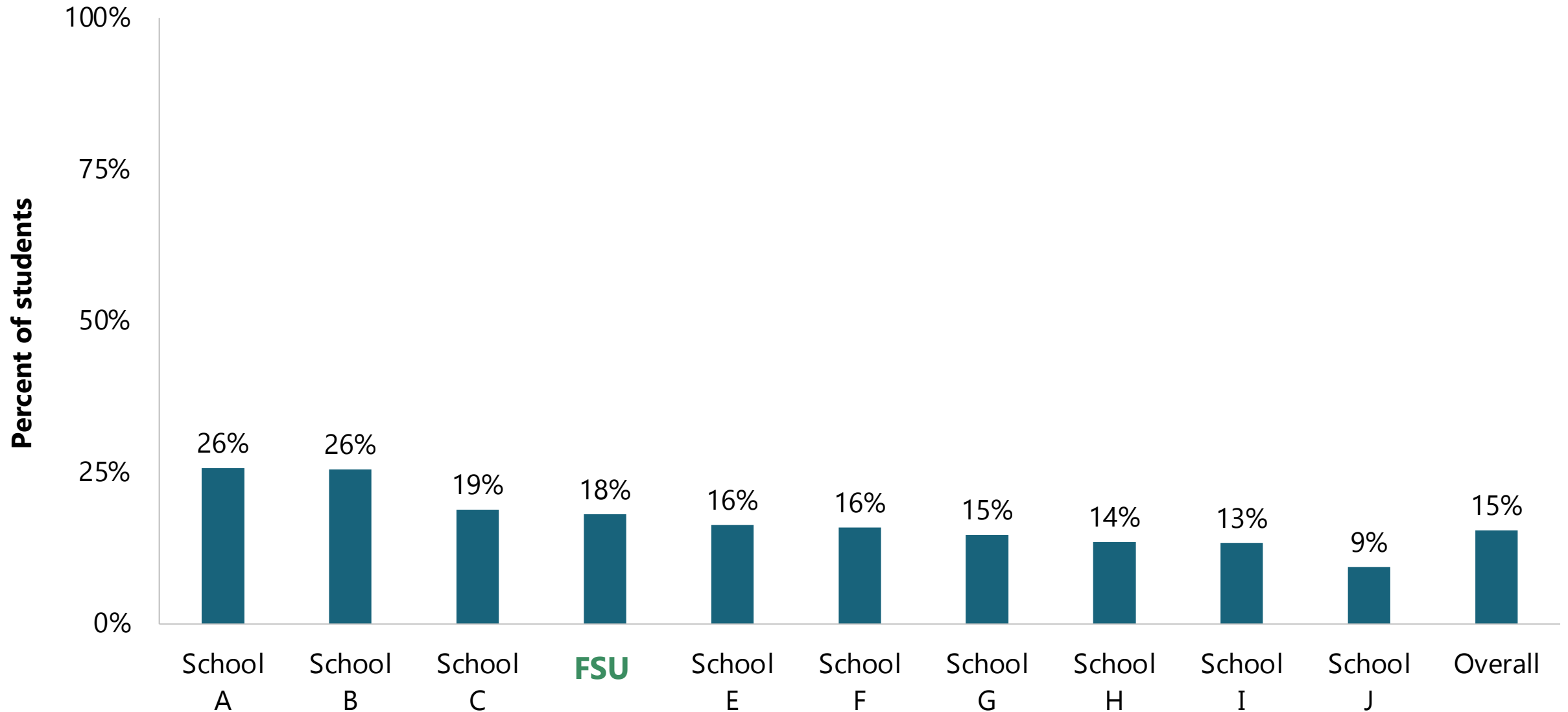
100%

Percent of students who lived in off-campus housing for at least one month



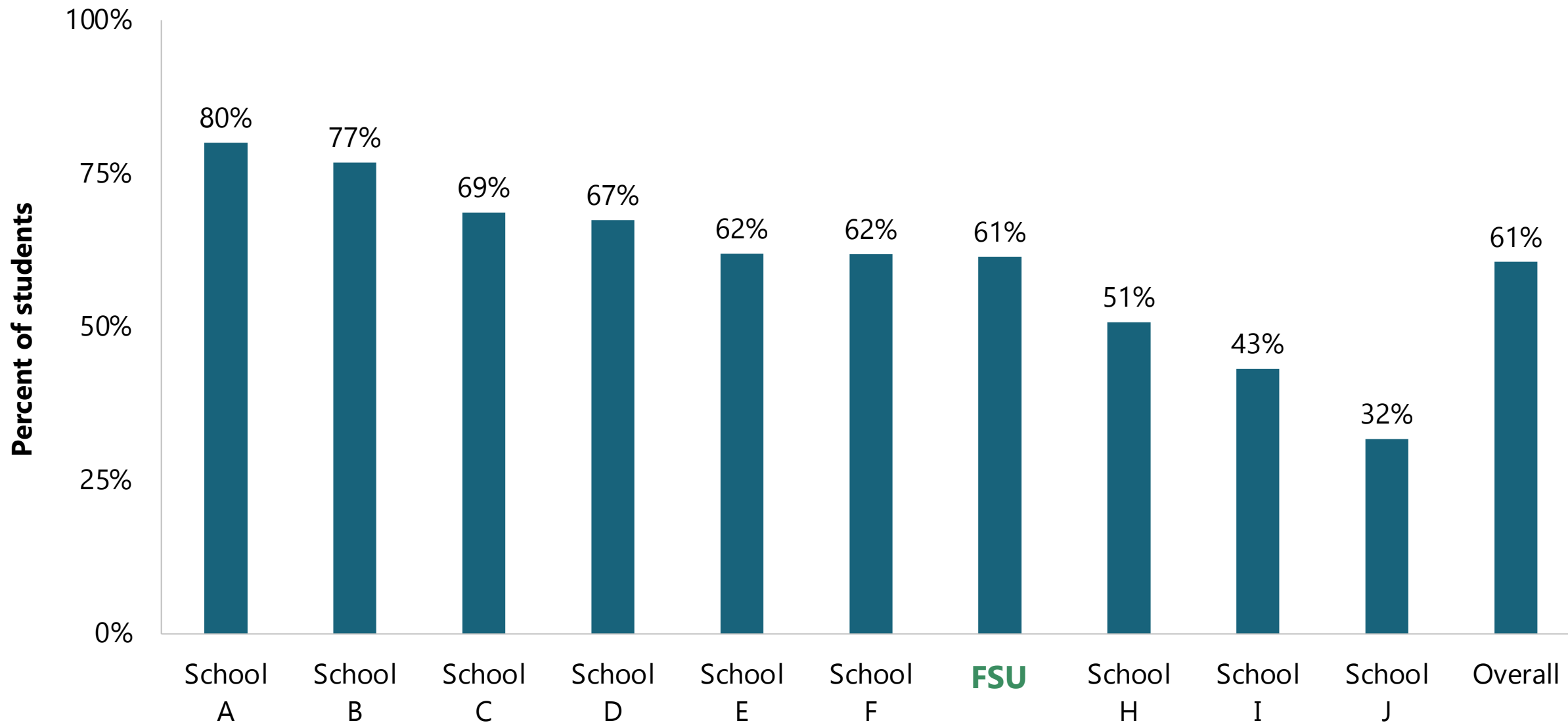
Parental Permissiveness toward Cannabis Use by School

Percent of Students with More Permissive Parents

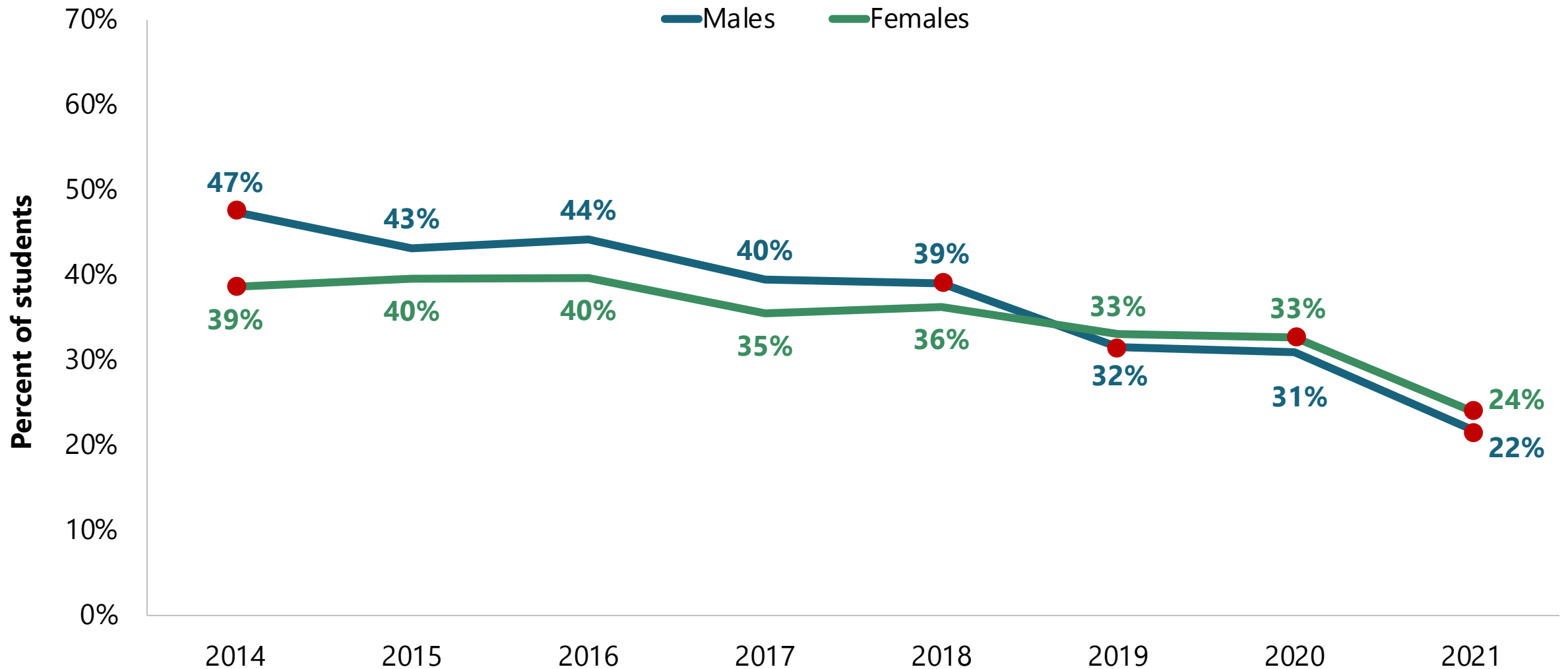


Parental Permissiveness toward Alcohol Use by School

Percent of Students with More Permissive Parents

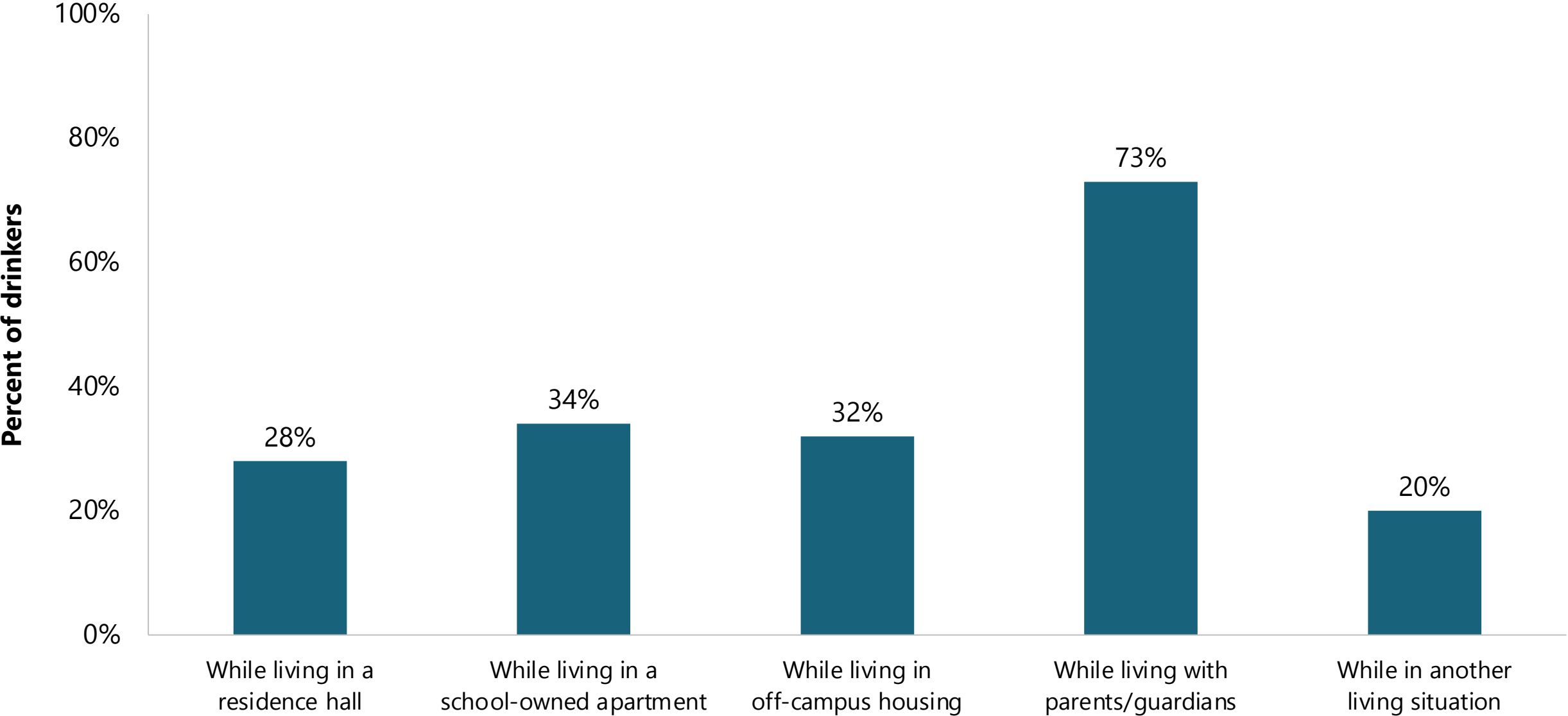


Trends in Past-month Binge Drinking by Gender, 2014-2021



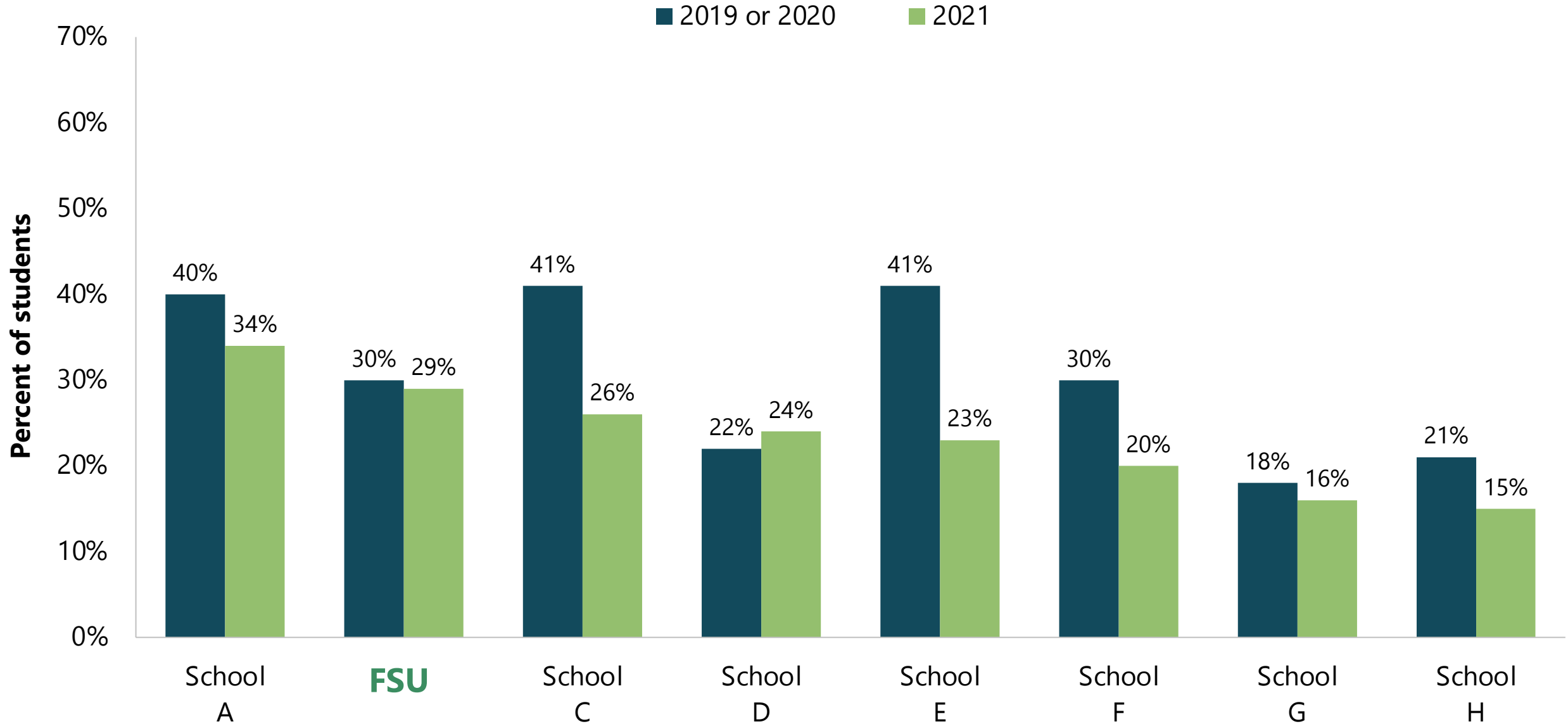
● Statistically significant change between the years indicated by the red dots.

Percent of Drinkers Who Obtained Alcohol from Parents/Guardians, by Living Situation



School Variation in Past-month Binge Drinking Prevalence

2021 vs. Most Recent Year of Previous Participation



Alcohol Consumption and Related Problems among Frostburg State University Students: *Latest Findings and Recommendations for Action*

Summer 2022

Amelia Arria, PhD¹

Sara Benjamin-Neelon, PhD, JD, MPH, RD²

Malinda Kennedy, ScD¹

Molly Mitchell, JD²

Kelsey O'Hara, MPH¹

¹University of Maryland School of Public Health; ²Johns Hopkins Bloomberg School of Public Health



THE MARYLAND COLLABORATIVE
TO REDUCE COLLEGE DRINKING AND RELATED PROBLEMS

For more information, please contact Amelia Arria at aarria@umd.edu or (301) 405-9795

Funding and Background

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- The Maryland Collaborative was established in 2012 and aims to use evidence-based strategies to reduce college student drinking and related problems.
- FSU is one of 18 colleges that comprise a partnership of institutions across the state whose presidents have agreed to join the initiative and work together to address underage and excessive drinking.

Excessive Drinking: A National Snapshot

Excessive Drinking

underage drinking

any drinking by people younger than age 21 or pregnant people is considered excessive

and

binge drinking

most common form of excessive drinking

Binge Drinking



5+ drinks
on one occasion
for males



4+ drinks
on one occasion for females
and transgender people

33%

college students
during the past month¹

High Intensity Drinking



10+ drinks
on one occasion

1 in 10

college students
during the past two weeks²

¹Substance Abuse and Mental Health Services Administration. (2020). Results from the 2019 National Survey on Drug Use and Health: Detailed tables. Rockville, MD: US Department of Health and Human Services, Office of Applied Studies.

²Schulenberg, J. E., Johnston, L. D., O'Malley, P. M., Bachman, J. G., Miech, R. A., & Patrick, M. E. (2019). Monitoring the Future: National survey results on drug use, 1975–2018: Volume 2, college students and adults ages 19–55. Ann Arbor, MI: Institute for Social Research, The University of Michigan.

Table of Contents

- A. Trends in Substance Use: Overall MD-CAS Sample, 2014-2022**
- B. Maryland College Alcohol Survey (MD-CAS) Results: FSU, 2022**
 - 1. Characterizing Excessive Drinking and Related Problems**
 - 2. Alcohol-related Direct Consequences and Harms to Others**
 - 3. Mental Health and Substance Use**
 - 4. Access to Alcohol**
 - 5. On- and Off-campus Climate and Policy Enforcement**
 - 6. Cannabis and Other Substance Use**
 - 7. Opportunities for Screening and Intervention**
 - 8. Students at Risk for Binge Drinking/Cannabis Use**
- C. Addressing Excessive Drinking and Related Problems at FSU**



Section A

Trends in Alcohol Use:

Overall MD-CAS Sample, 2014-2022

Definitions of Alcohol Risk Groups in the MD-CAS

LOW RISK

Students who *did not drink* during the past year (including lifetime abstainers)

MODERATE RISK

Drank during the past year, but *did not binge drink** during the past month

HIGH RISK

Binge drinking one to four times during the past month

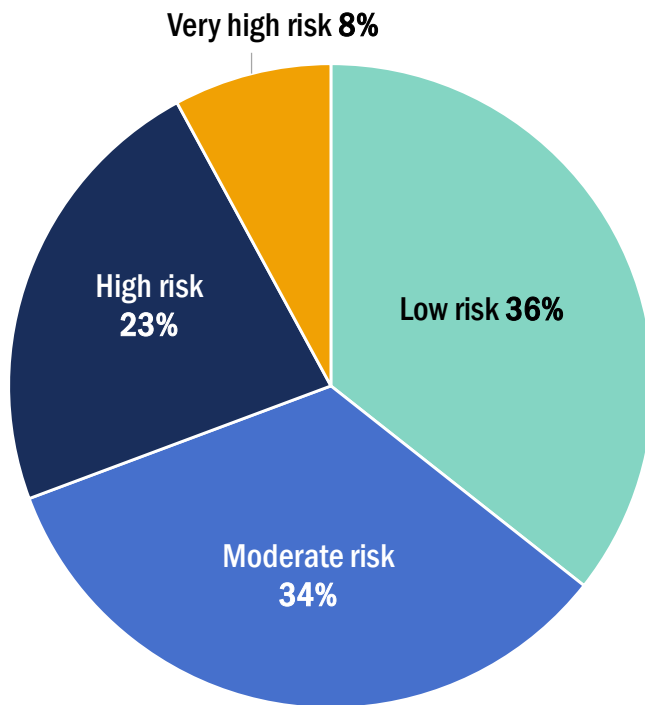
VERY HIGH RISK

Binge drinking five or more times during the past month

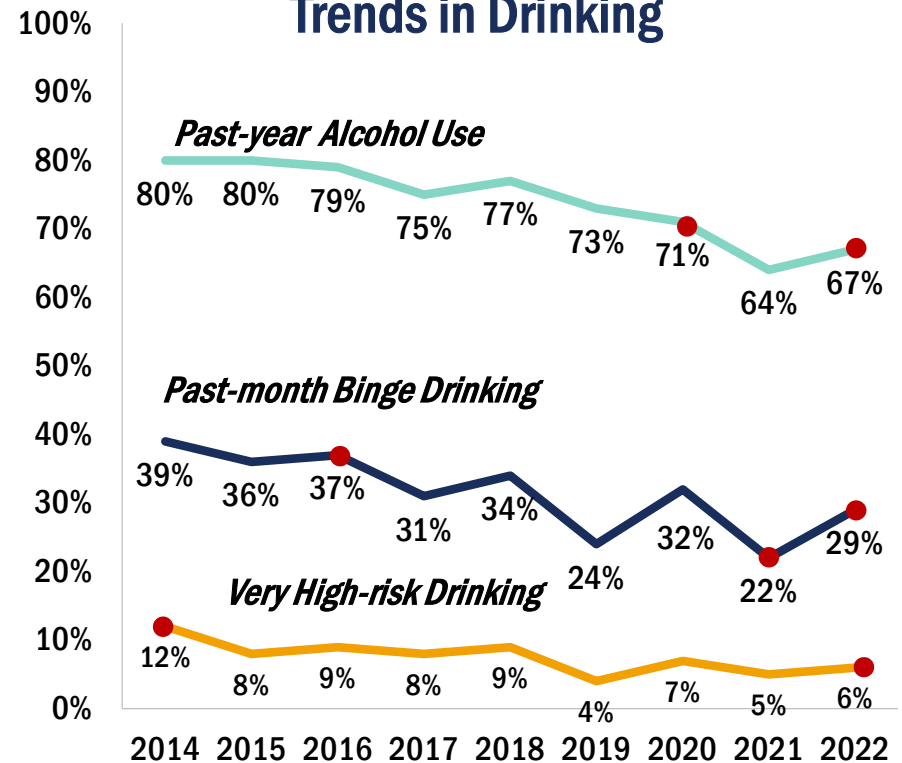
**Binge drinking is defined as consuming 5 or more drinks for males/4 or more for females and transgender people on the same occasion (i.e., in a row or within a few hours) on at least one day during the past 30 days.*

2022 Overall MD-CAS Sample (N=2,971)

Alcohol Risk Groups



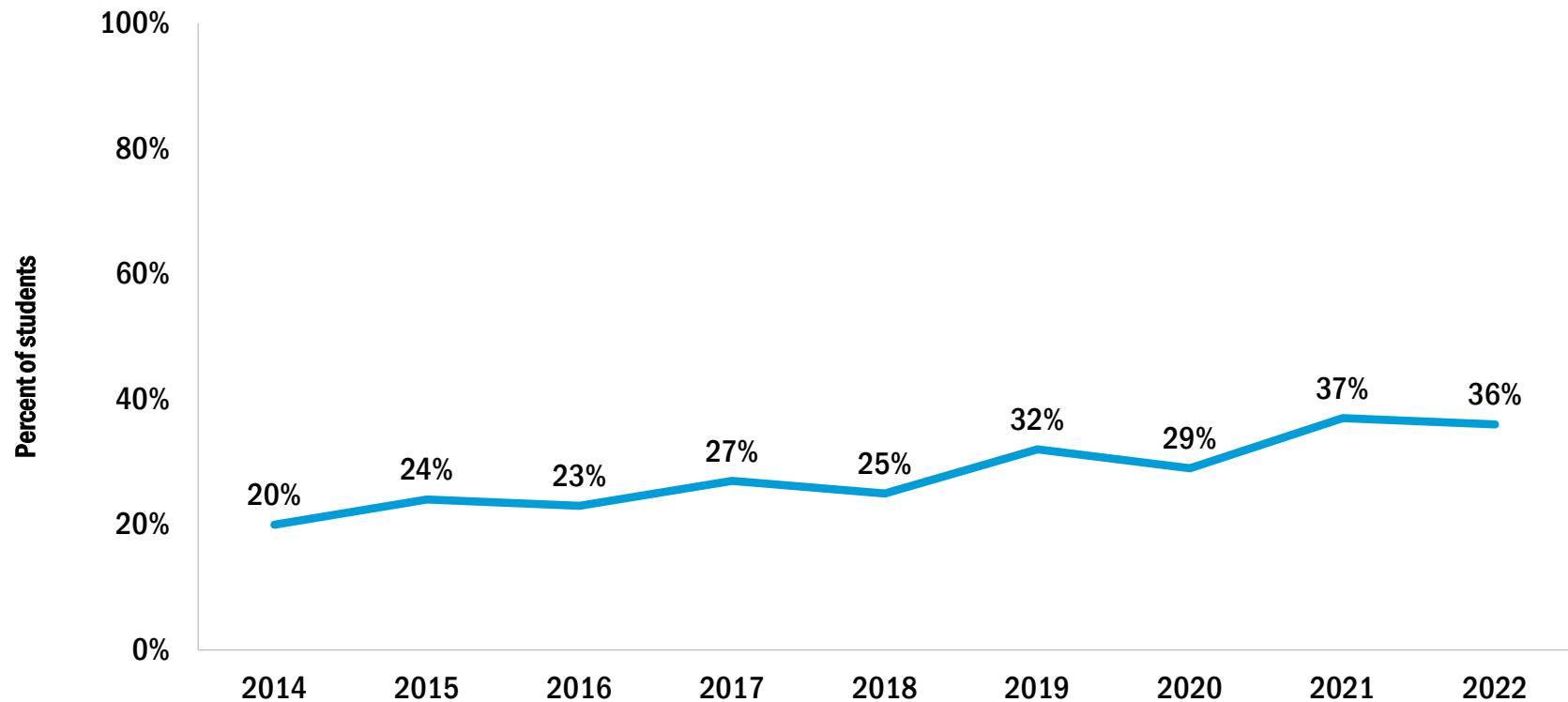
Trends in Drinking



● Statistically significant change between the years indicated by the red dots. $p=.05$ was used as the threshold for statistical significance.

Prevalence of Past-year Abstainers among All Students

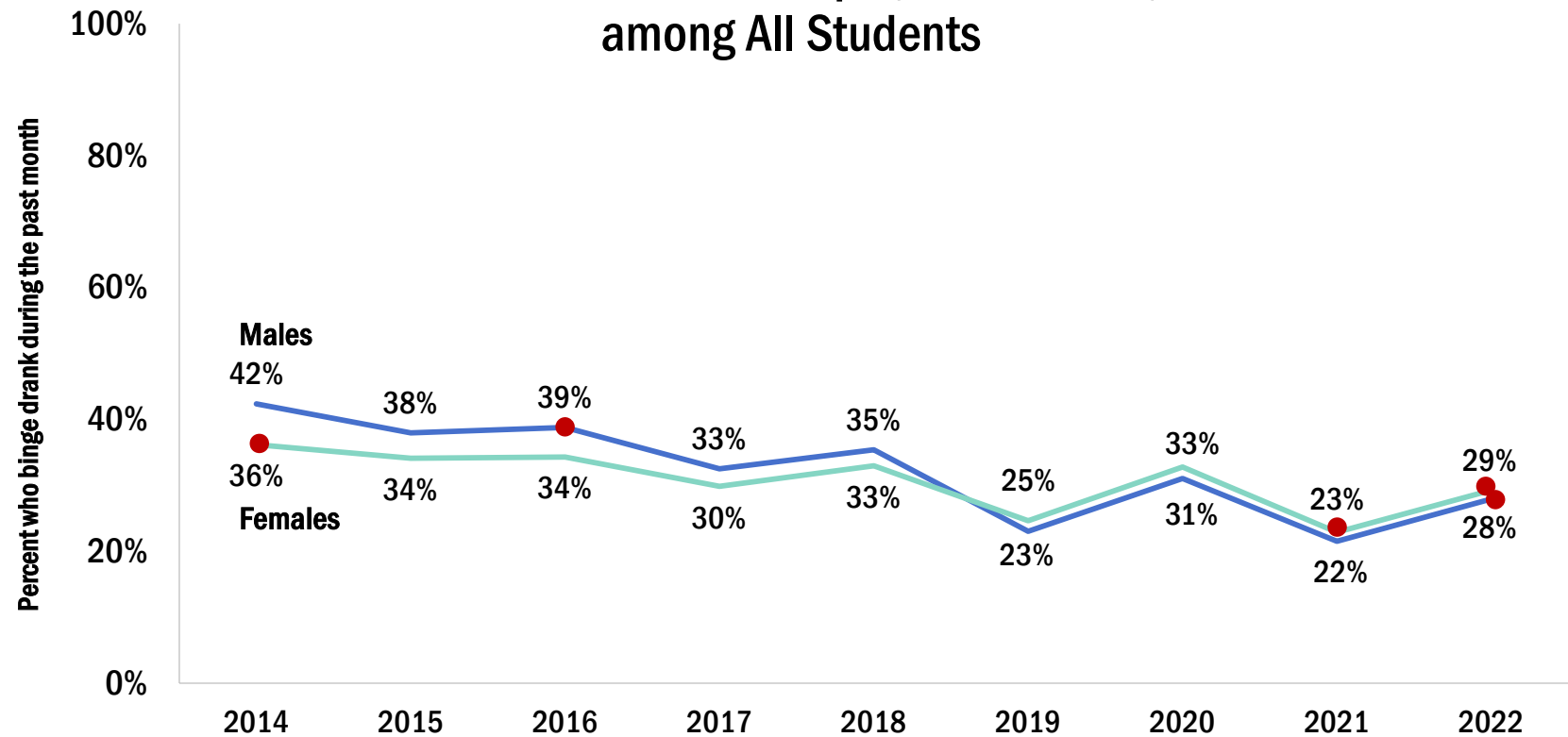
Overall MD-CAS Sample, 2014-2022



** Unadjusted trend line*

Trends in Binge Drinking by Gender

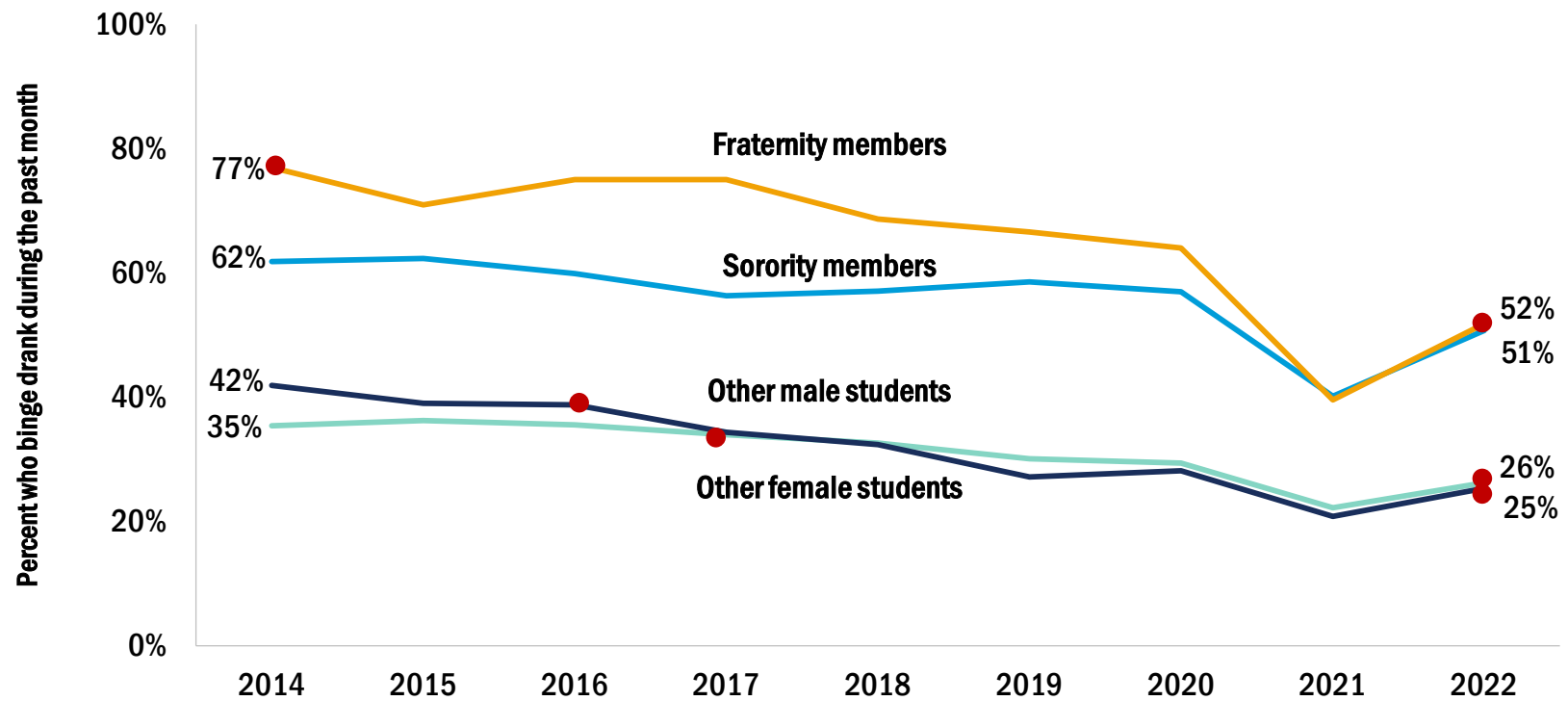
Overall MD-CAS Sample, 2014-2022,
among All Students



● Statistically significant change between the years indicated by the red dots.

Binge Drinking Trends by Fraternity/Sorority Members*

Overall MD-CAS Sample, 2014-2022

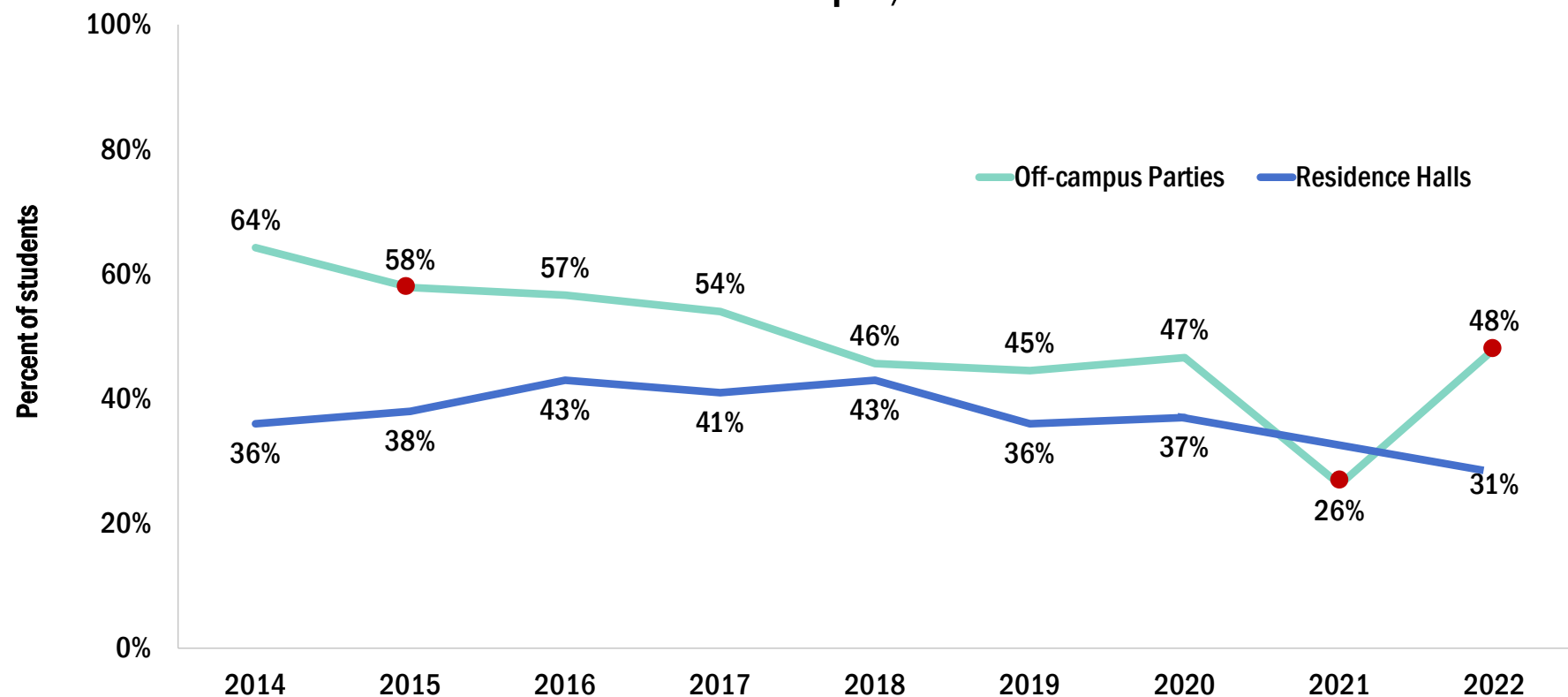


*Among students at schools with sororities/fraternities; past-month binge drinking

● Statistically significant change between the years indicated by the red dots.

Drinking in Residence Halls and Off-campus Parties

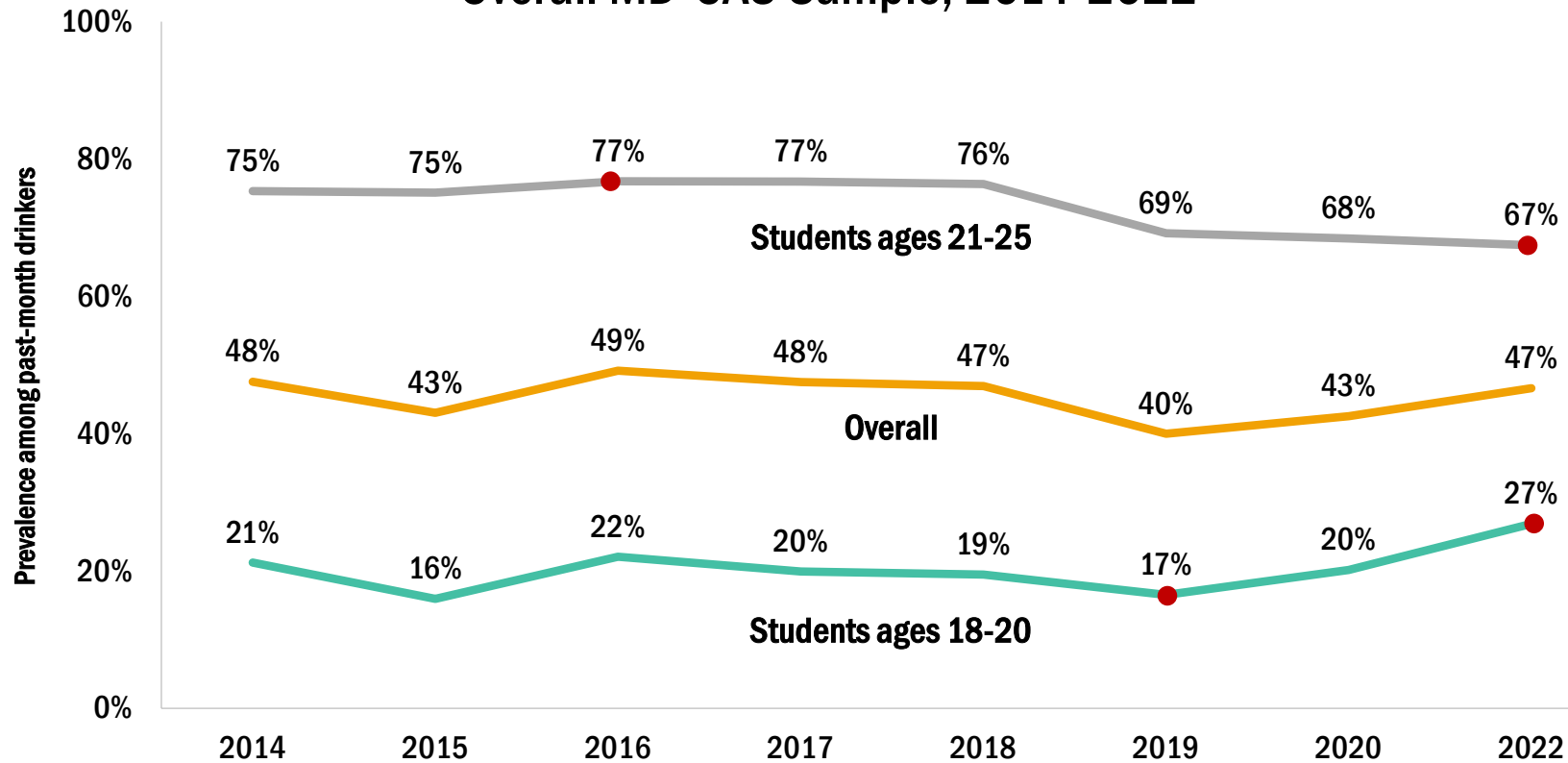
Overall MD-CAS Sample, 2014-2022



● Statistically significant change between the years indicated by the red dots. Drinking in residence hall was not measured in 2021.

Drinking at Bars, Restaurants, and Clubs

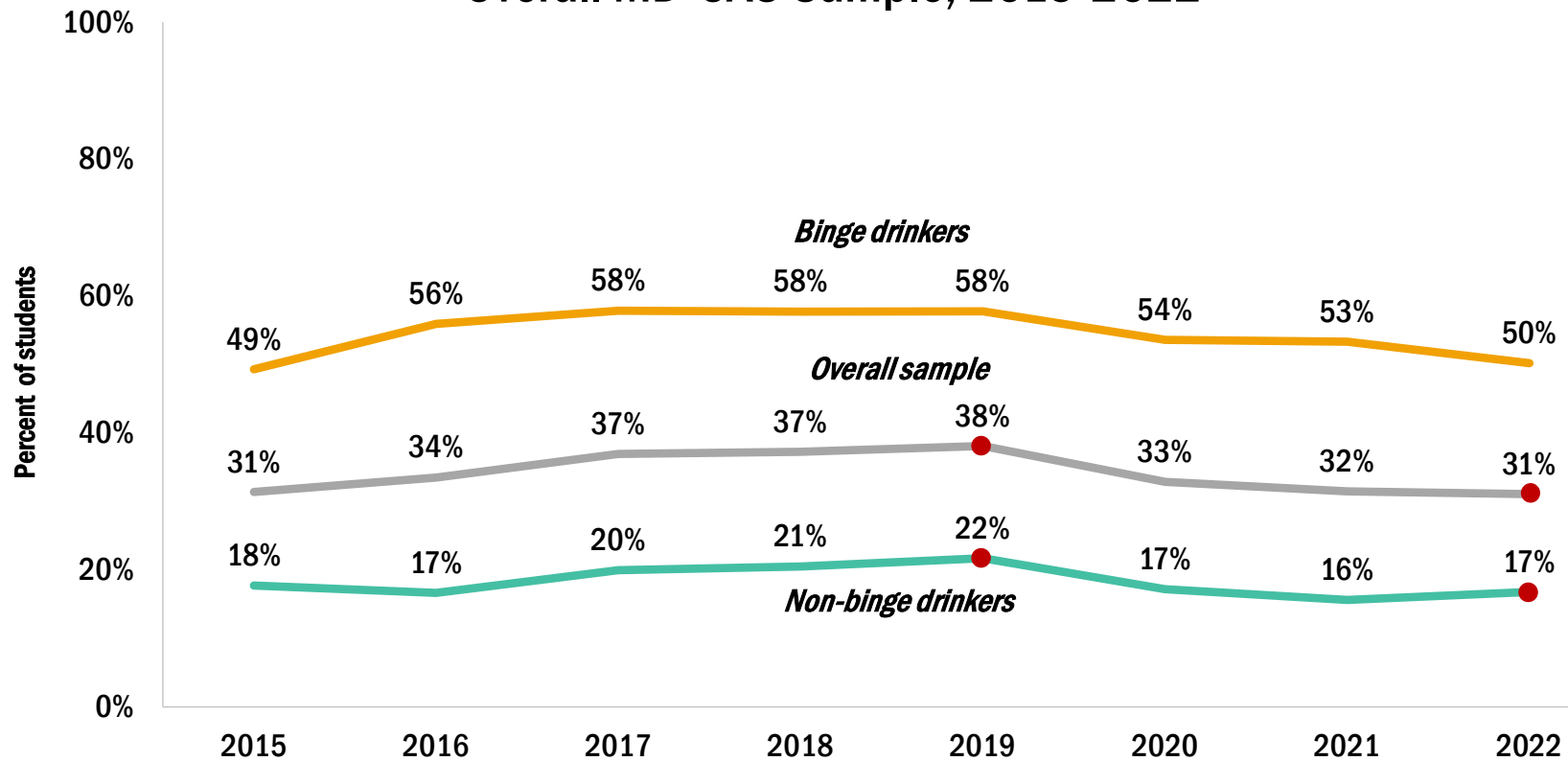
Overall MD-CAS Sample, 2014-2022*



● Statistically significant change between the years indicated by the red dots. *among past-month drinkers

Past-year Cannabis Use

Overall MD-CAS Sample, 2015-2022



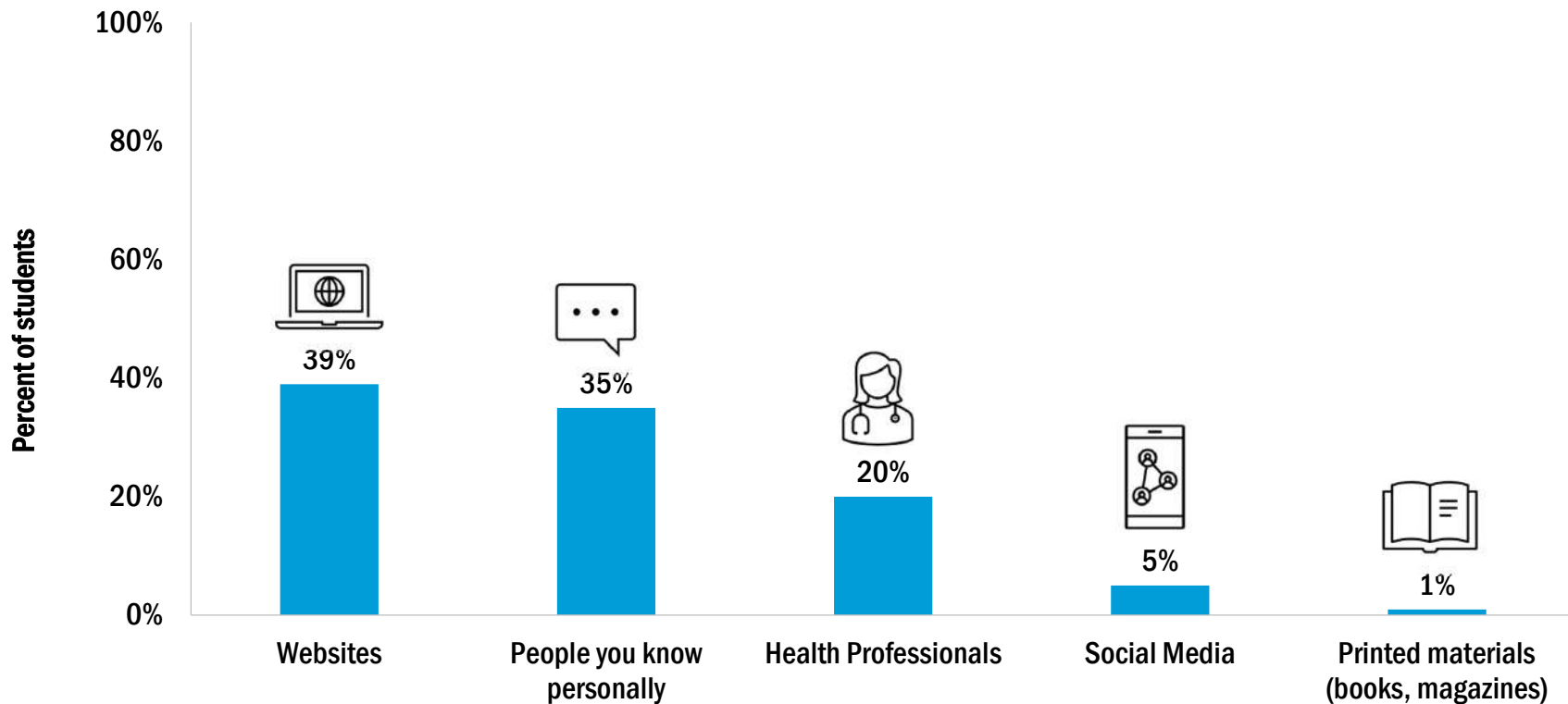
● Statistically significant change between the years indicated by the red dots.



Accessing Health Information

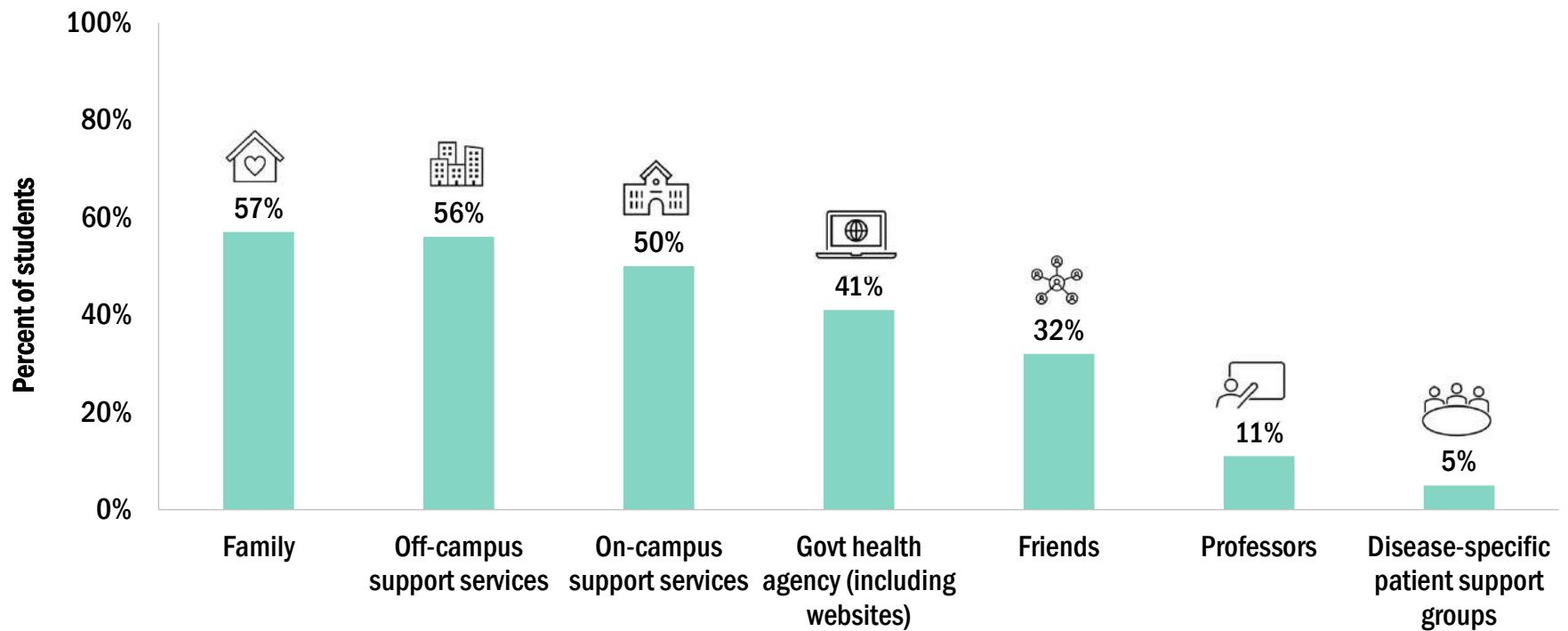
Where Students Go First to Get Health Information

Overall MD-CAS Sample 2022



Who Students Most Trust as a Health Information Source

Overall MD-CAS Sample 2022



**Note: Students were allowed to pick up to three responses.*



Section B
Maryland College Alcohol Survey
(MD-CAS) Results:
Frostburg State University, 2022

Participation in the MD-CAS 2022

- 2,971 students from ten schools participated in the MD-CAS in 2022.
- The online survey was administered in February and March 2022.
- FSU has participated in the MD-CAS every year since 2014.
- In 2022, 547 full-time undergraduate FSU students ages 18 to 25 participated (21% response rate).
- When compared with the overall FSU student body, males are underrepresented.

	FSU MD-CAS 2021 Sample (n=547)	Overall FSU Student Body*
Gender		
Male	33%	51%
Female	64%	49%
Genderqueer, non-binary, or other gender	2%	
Declined to state	0%	
Race/ethnicity		
Non-Hispanic White	57%	53%
Non-Hispanic Black/African American	30%	34%
Hispanic	5%	6%
Non-Hispanic Asian/Pacific Islander	1%	1%
Other or Multiracial	7%	6%
Age		
18 to 21	79%	79%
Living Situation		
Lived in residence hall or school-owned apartment	54%	N/A

*National Center for Education Statistics. (2022). Integrated postsecondary education data system. Available at: <http://nces.ed.gov/ipeds/>

FSU MD-CAS 2022 Overview

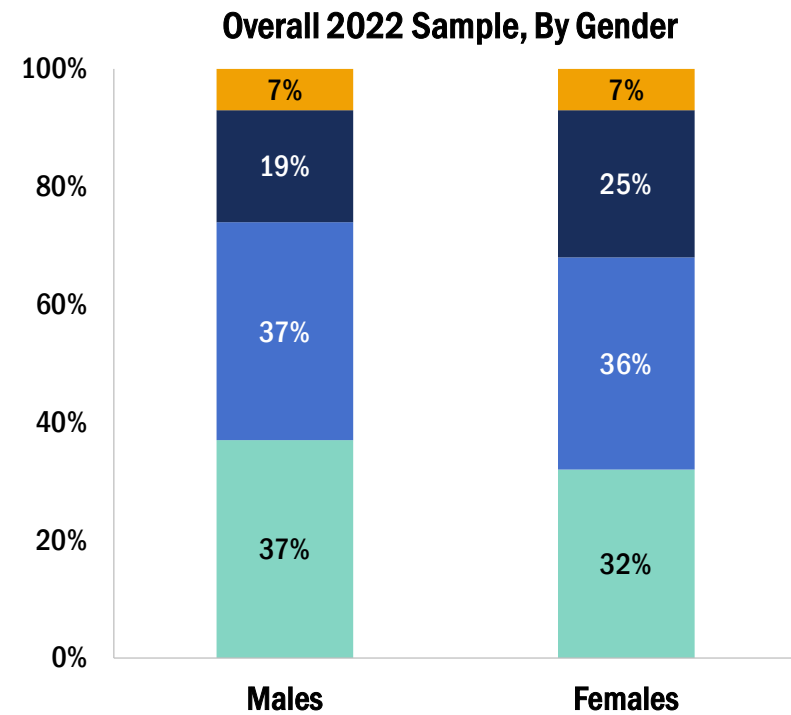
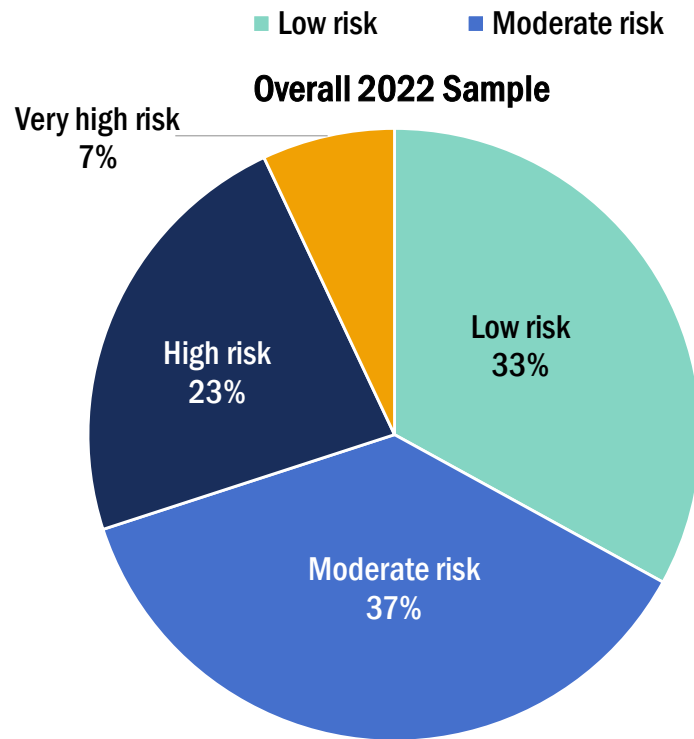
- 34% abstained from both alcohol and cannabis during the past year (n=166)
- 68% drank alcohol in the past year (n=369)
- 55% drank alcohol in the past month (n=298)
- 30% binge drank in the past month (n=160)
- 26% used cannabis in the past year (n=127)
- 20% used cannabis in past month (n=100)
- 13% binge drank and used cannabis in the past month (n=63)
- 5% engaged in high intensity drinking in the past month



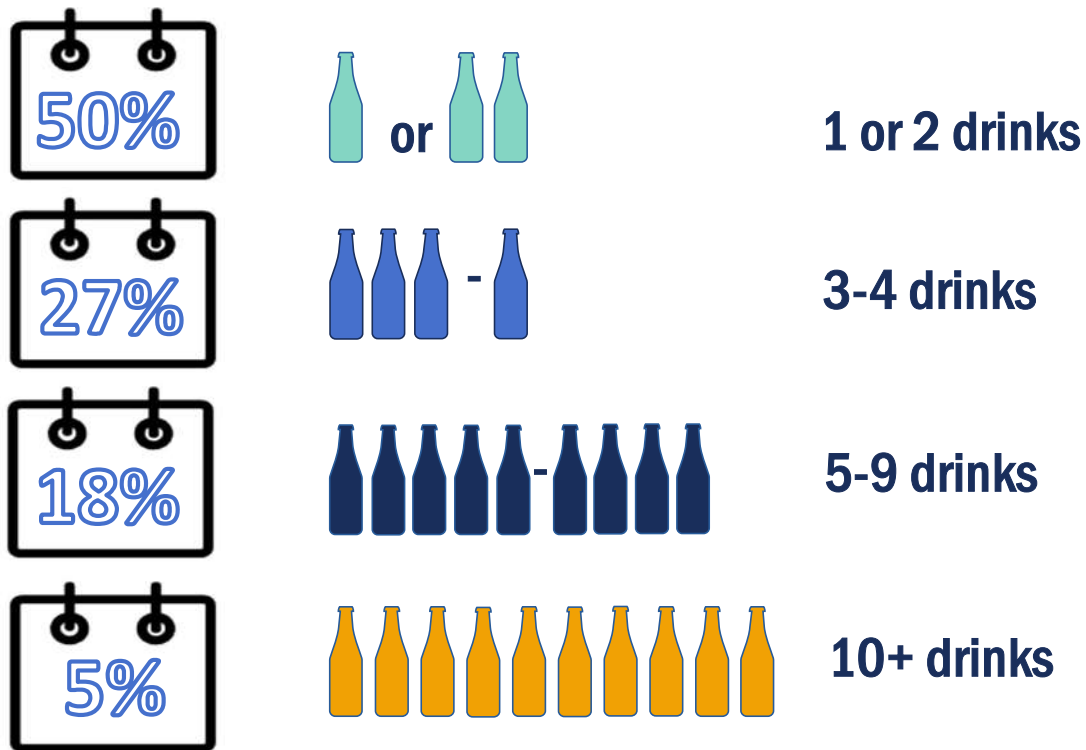
Characterizing Excessive Drinking and Related Problems

Alcohol Risk Groups

FSU MD-CAS Sample ($n=547$)

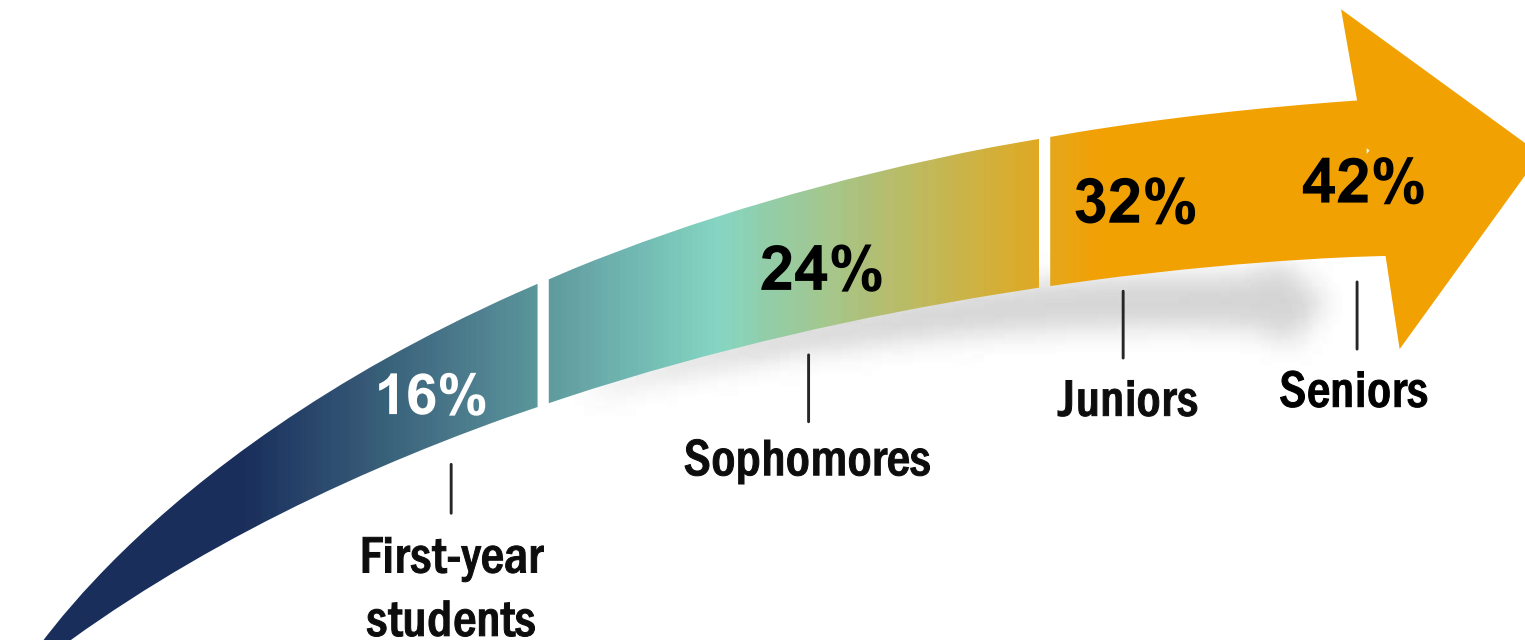


Number of Alcoholic Drinks in a Typical Week When FSU Students are Drinking



**Among past-month drinkers*

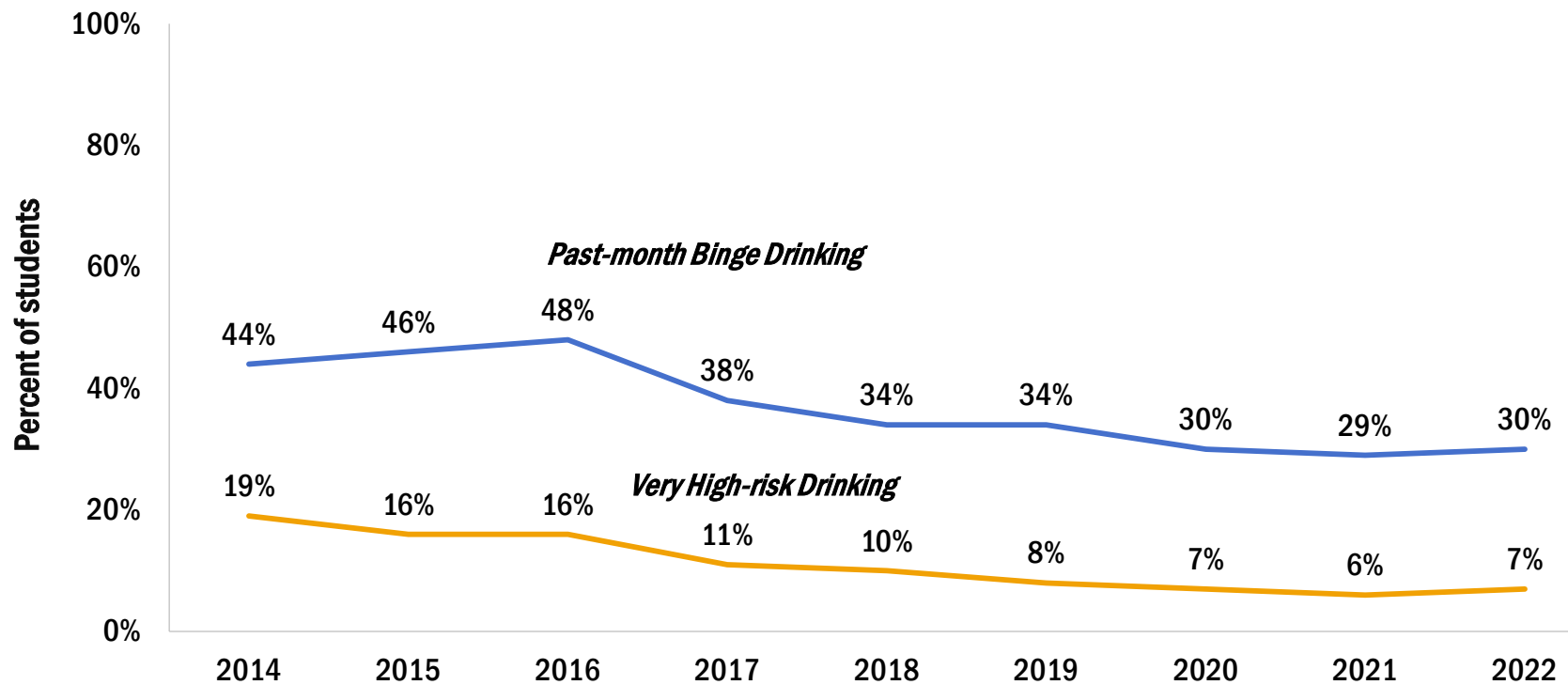
Percent of FSU Students in Each Class with High or Very High-Risk Drinking



Upper Classmen Have Largest Proportion of Students with High-Risk/Very High-Risk Drinking

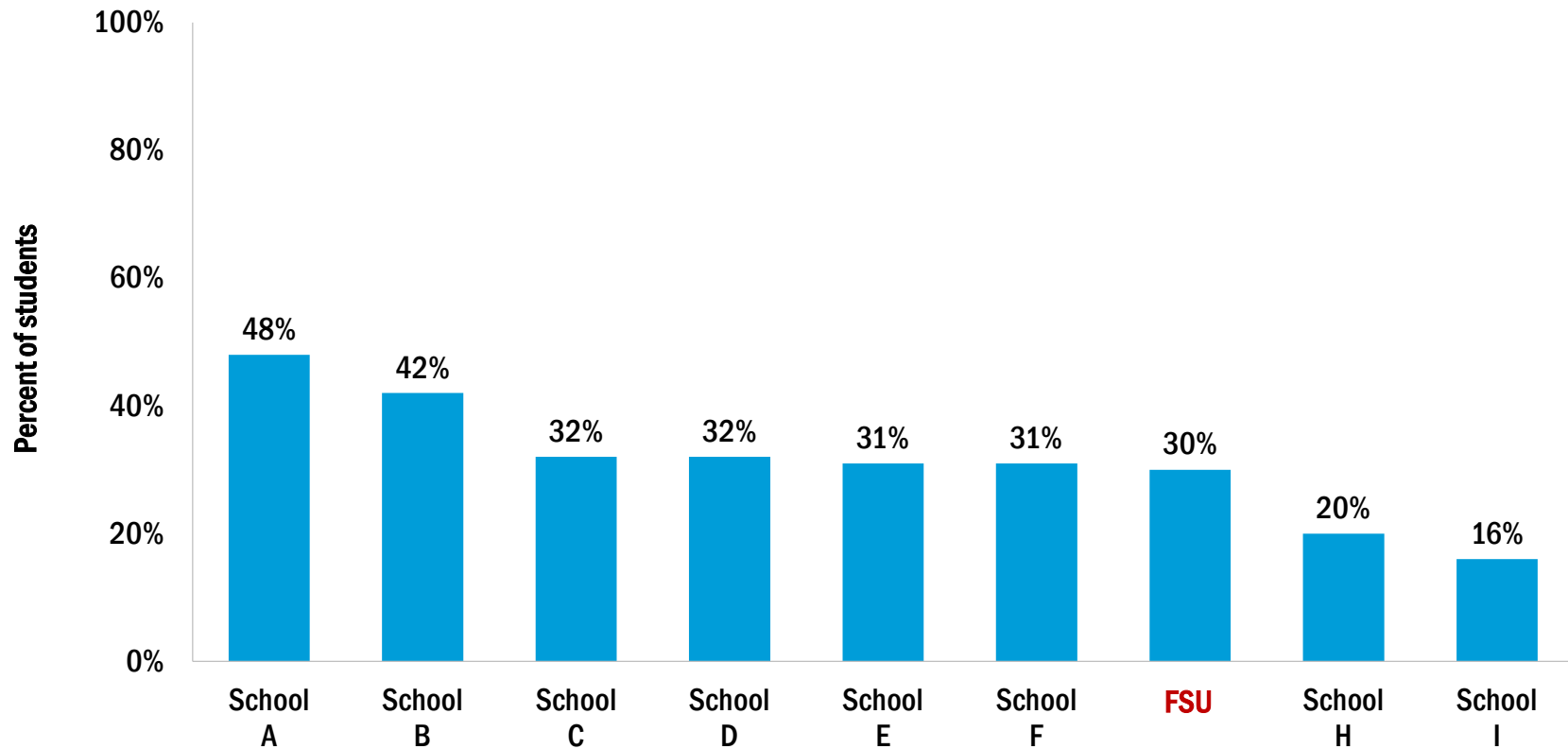
Trends in Binge and Very High-risk Drinking

FSU MD-CAS Sample



What Proportion of Students Binge Drink?

By School, MD-CAS 2022



Note: Past-month binge drinking

In What Contexts Do FSU Students Drink?

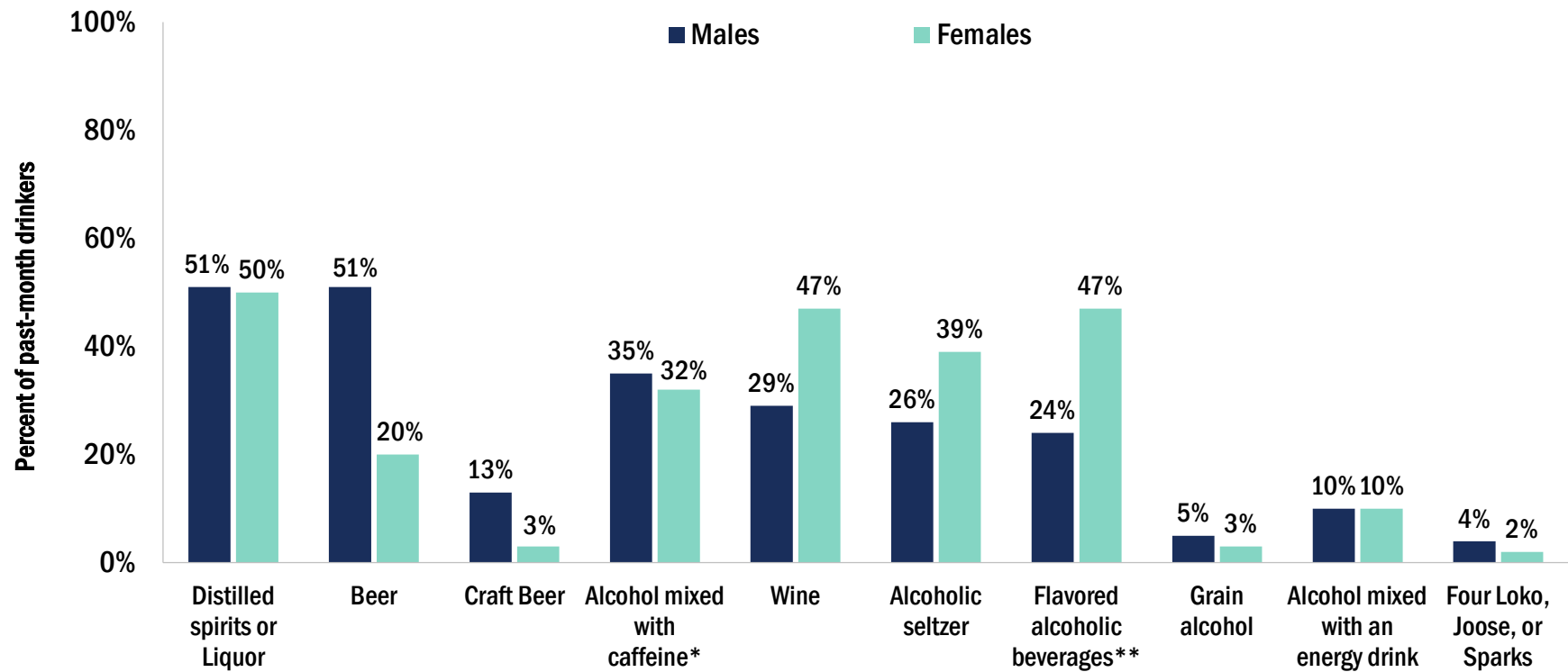
	Percent who said they drank alcohol in that context “sometimes”, “often”, or “frequently”
Alone**	42%
When you have no class or obligations	74%
While engaging in academics*	11%
Before going to class	2%
While in class (online or in person)	1%
While studying	11%
Right before or while driving a car	1%
With other family members	56%
With parents/guardians	59%
With parents/guardians (underage students)	55%

*This category includes the three categories below (before going to class, while in online class, and while studying).

Note: Among past-year drinkers

****20% of students who drank alone reported having more than 3 drinks while drinking alone.**

Types of Alcohol Consumed by Past-month Drinkers at FSU



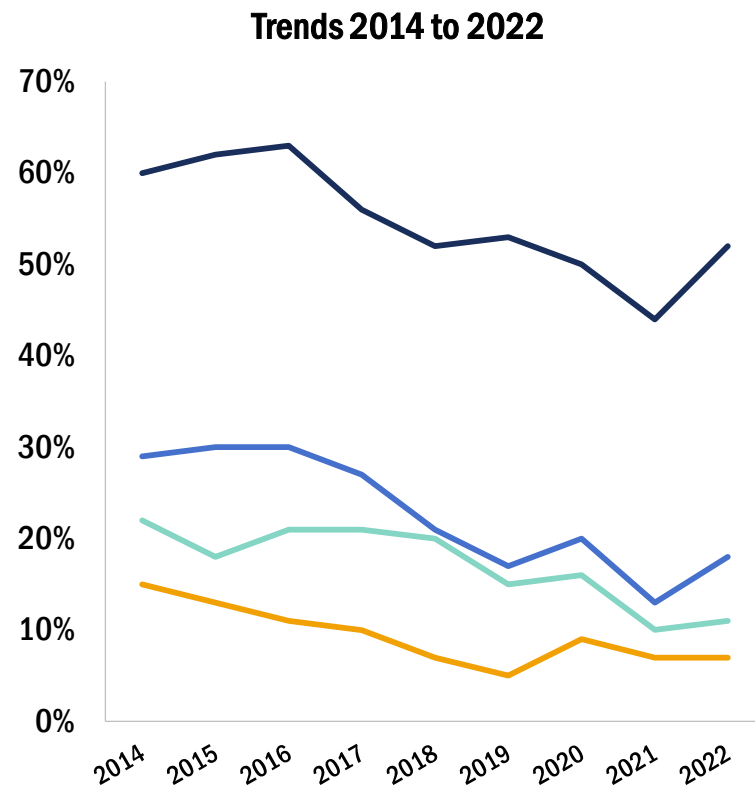
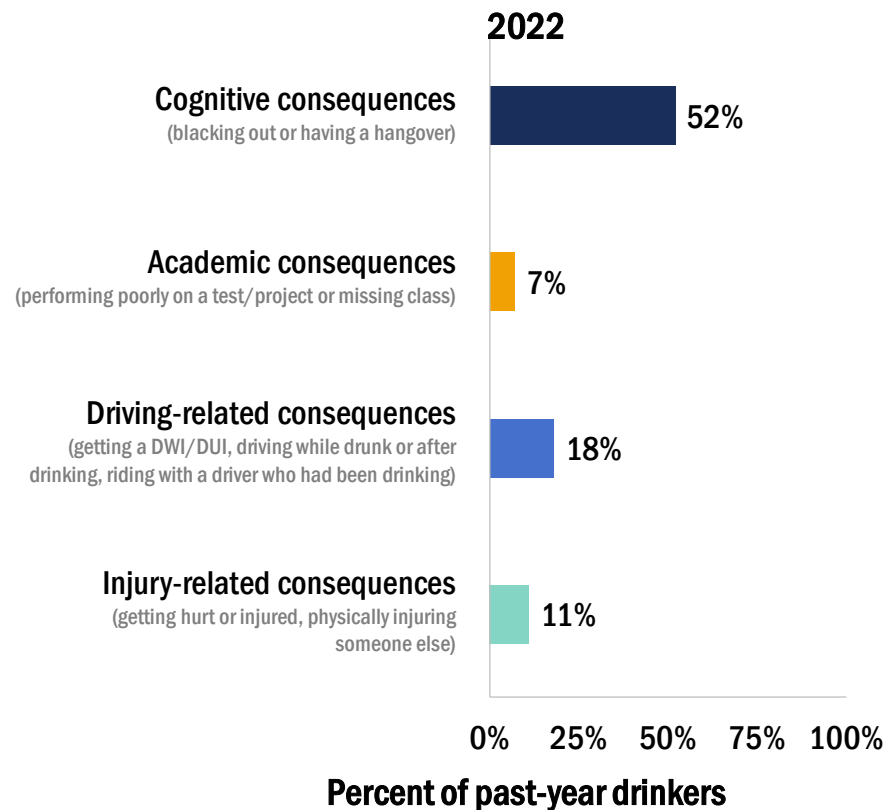
*e.g., energy drinks or cola

**e.g., Smirnoff Ice or Mike's Hard Lemonade.



Alcohol-related Direct Consequences and Harms to Others

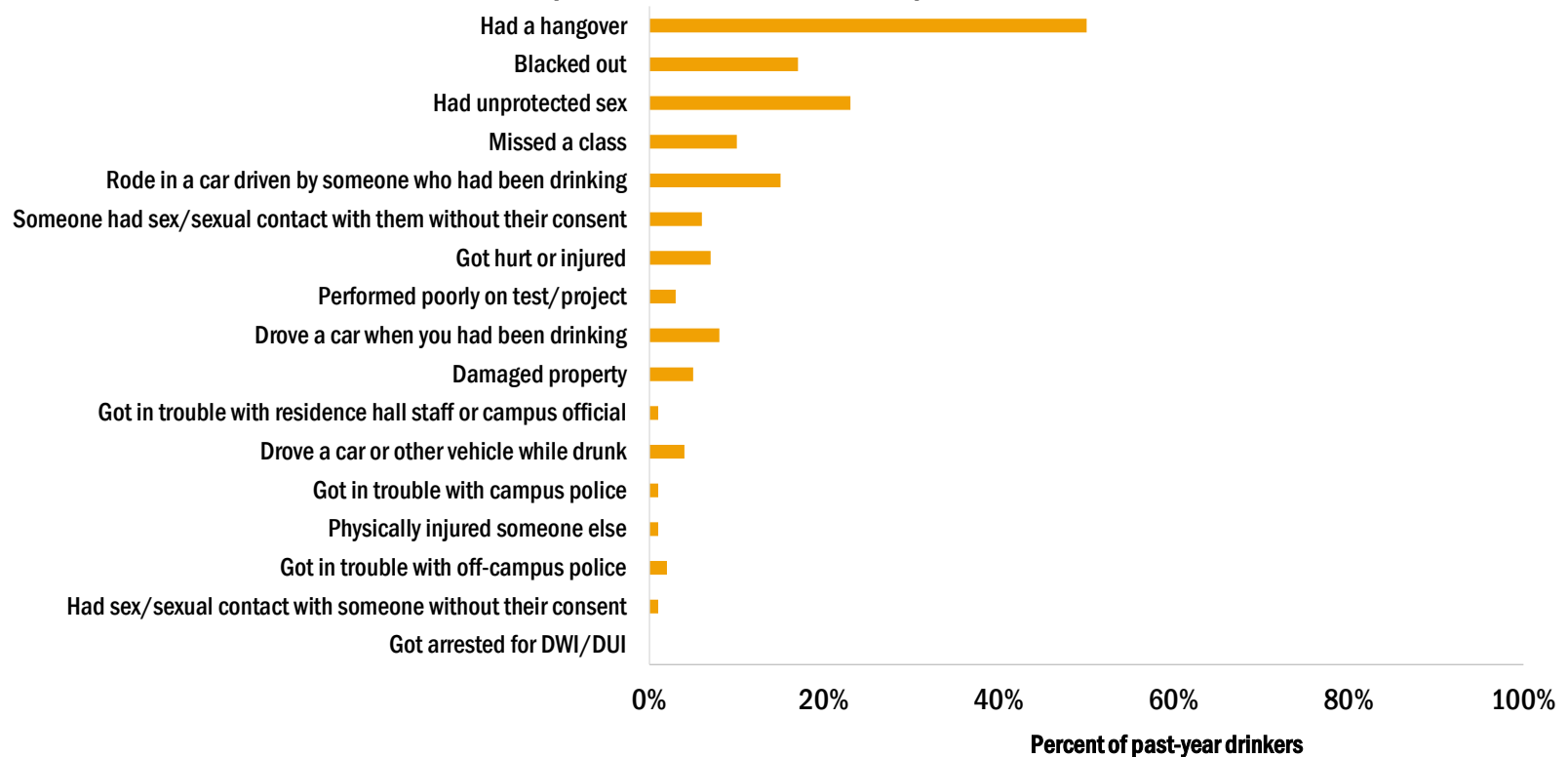
Direct Consequences of Alcohol Use among FSU Past-year Drinkers



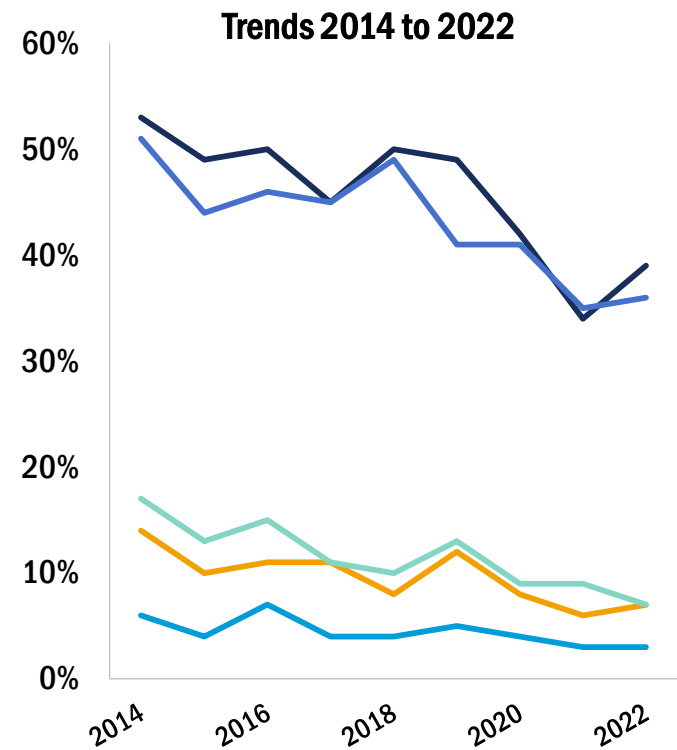
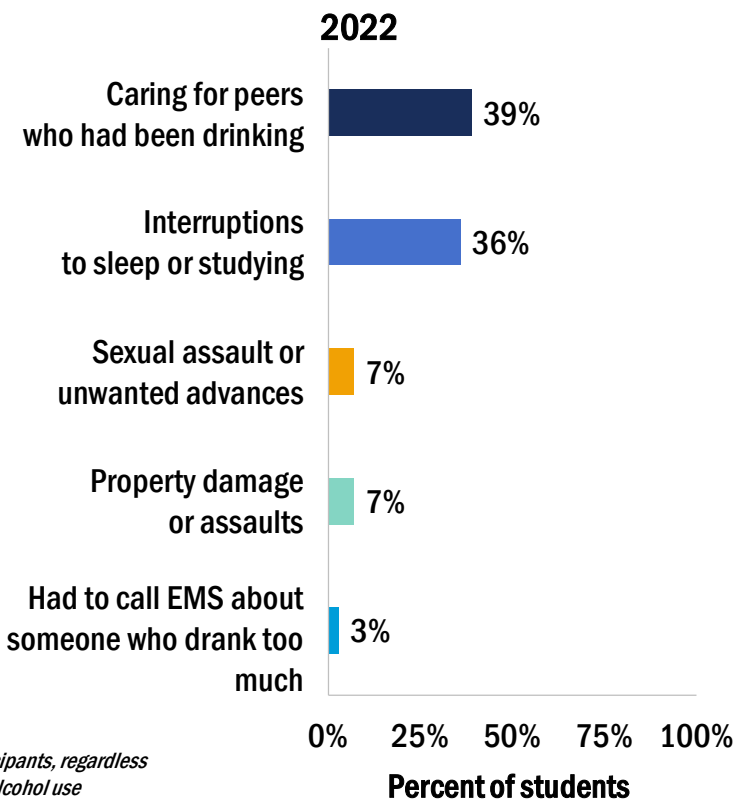
Direct Consequences of Alcohol Use

among FSU Past-year Drinkers

(Detailed Breakdown)

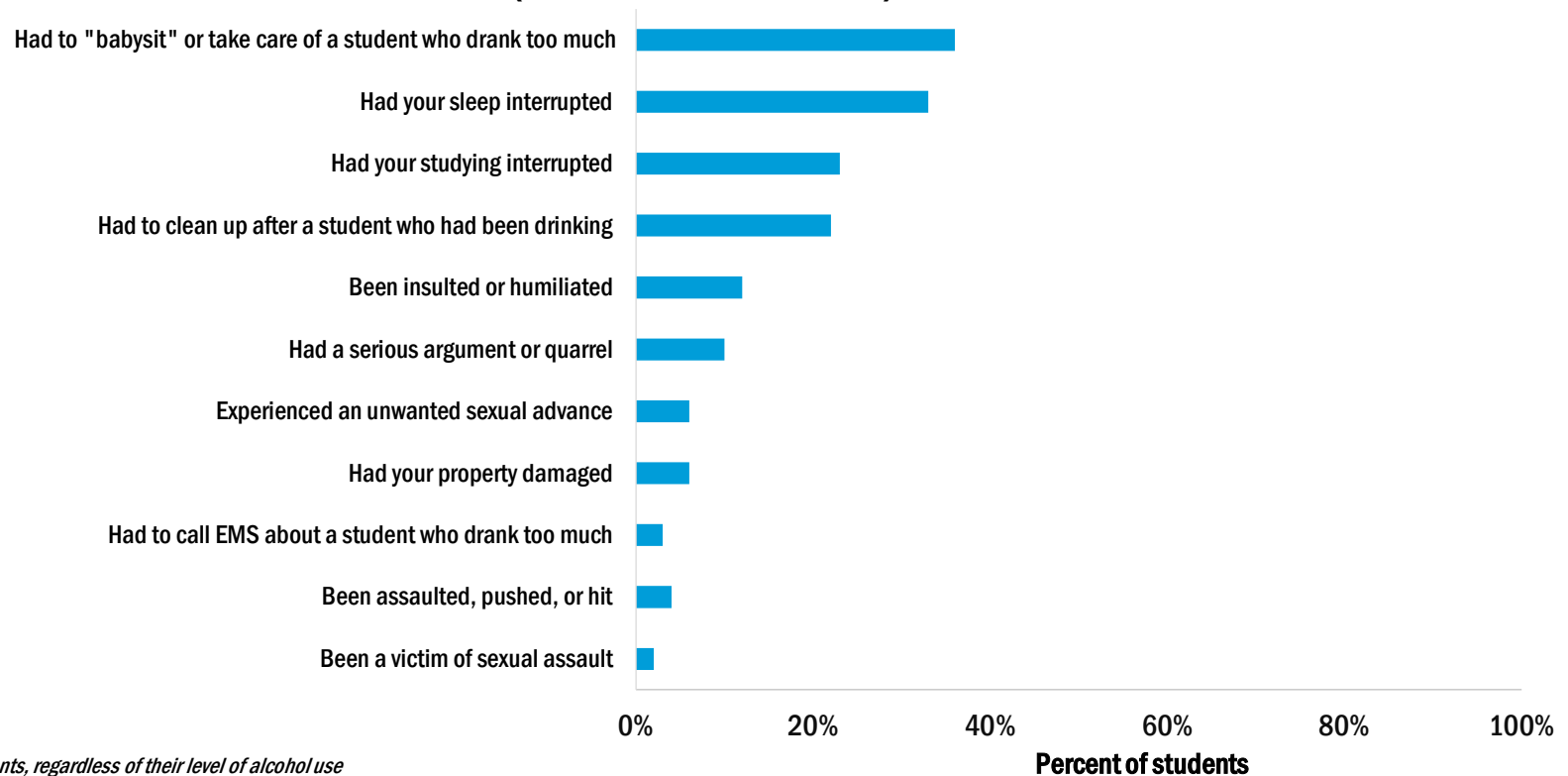


Harms Experienced as a Result of Someone Else's Alcohol Use among FSU Students*



**Among all participants, regardless of their level of alcohol use*

Harms Experienced as a Result of Someone Else's Alcohol Use among FSU Students (Detailed Breakdown)*





Mental Health and Substance Use

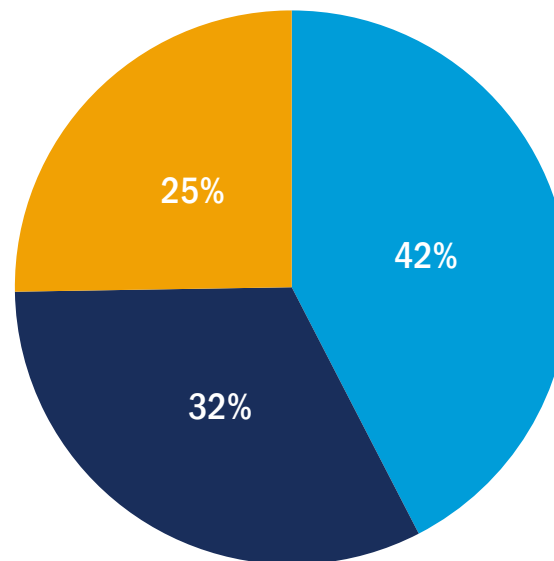
Depressive Symptoms

The PHQ is a standardized measure that asks how often student experienced depressive symptoms over the last two weeks: “not at all”, for “several days”, “more than half the days”, or “nearly every day”:

Depressive Symptoms

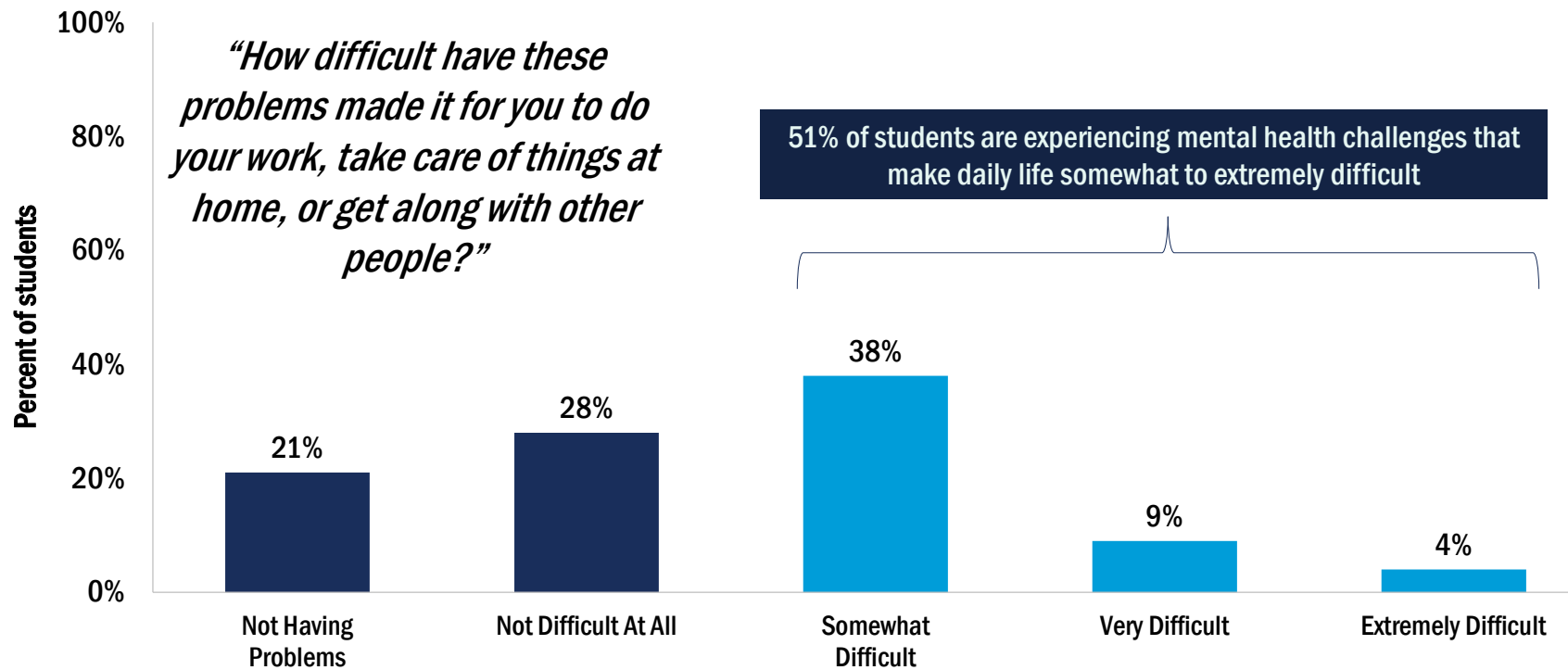
- decreased interest in normal activities
- feeling down
- feeling a sense of hopelessness
- change in sleep and/or appetite
- negative self image
- trouble concentrating
- letting others down

■ Low 0-3 ■ Medium 4-9 ■ High 10-24



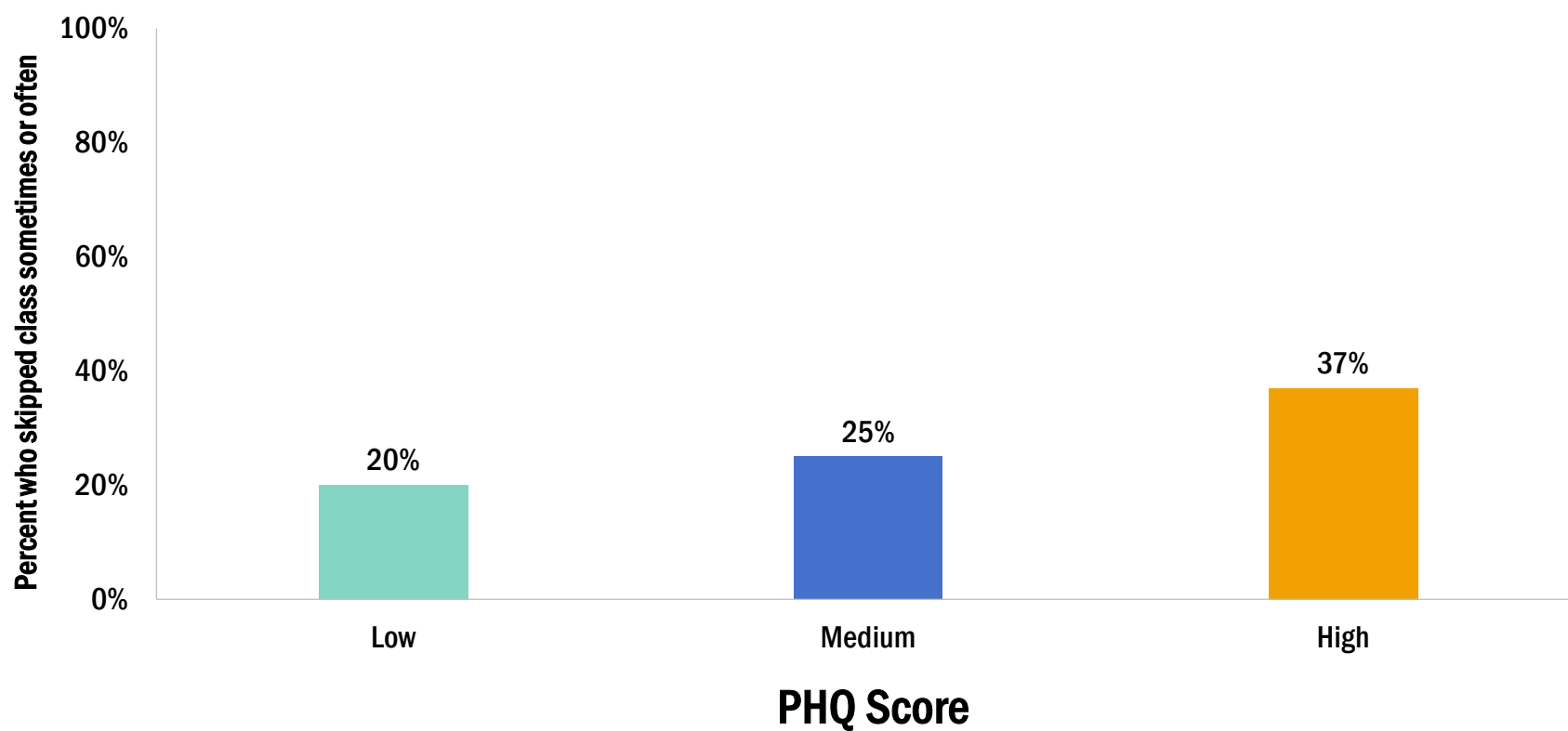
PHQ Score Distribution for 2022 FSU MD-CAS Sample

Half of FSU Students are Experiencing Mental Health Challenges That Affect Their Daily Life



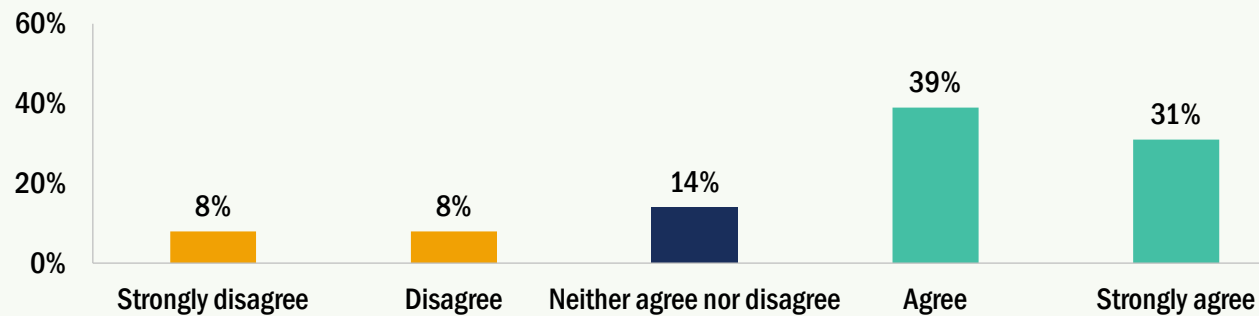
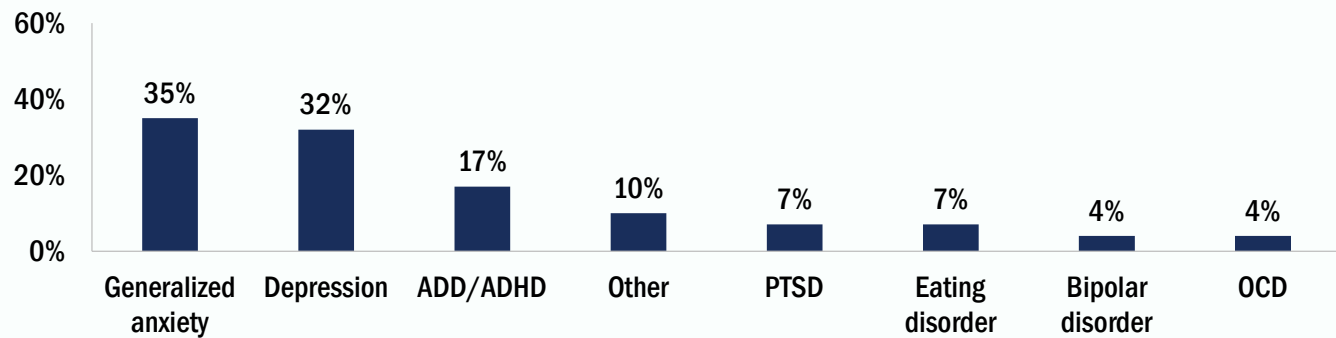
PHQ Scores Correlated with Skipping Class

FSU MD-CAS Sample 2022



Mental Health Diagnoses and Awareness of Resources at FSU

Prevalence of students who have been diagnosed or treated with a mental health condition



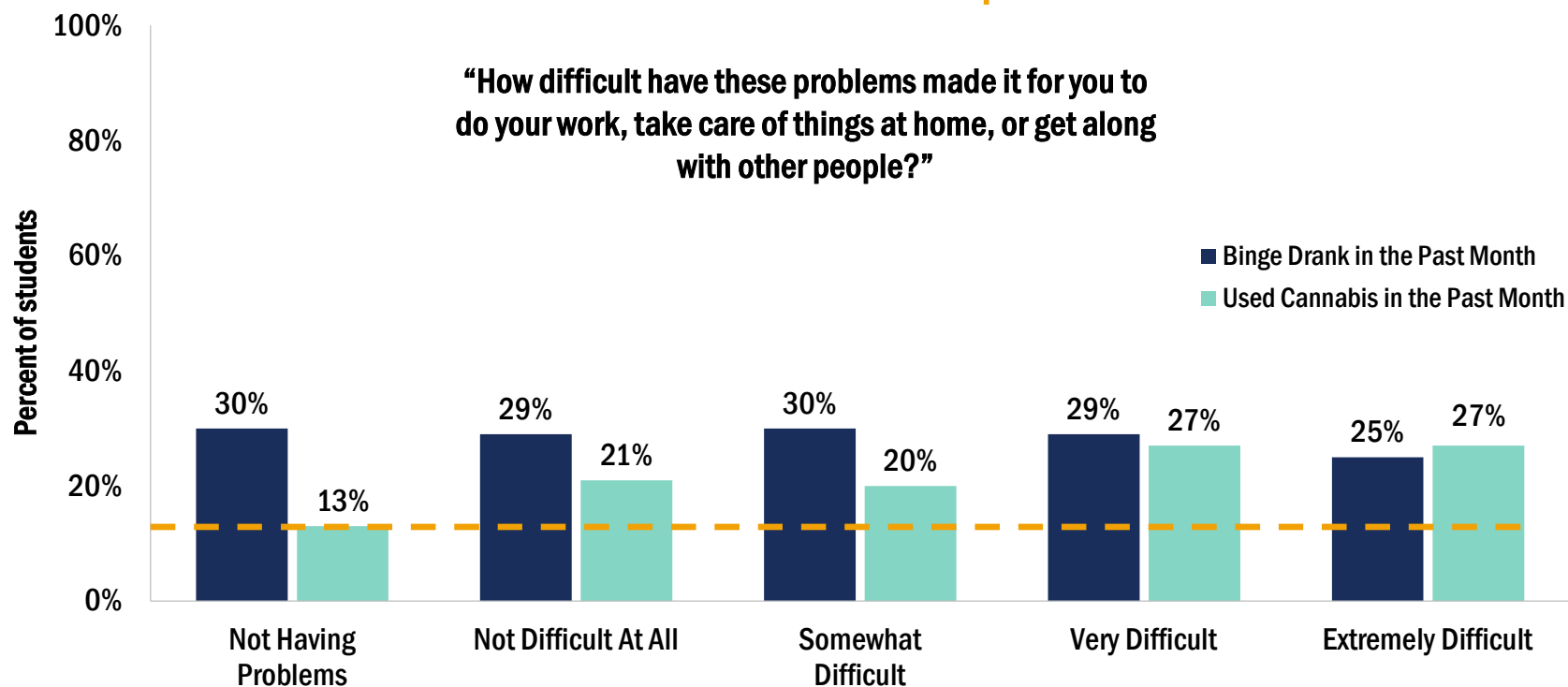
"If I needed, I would know where to access resources from my school"



Mental Health and Substance Use in the Overall MD-CAS Sample

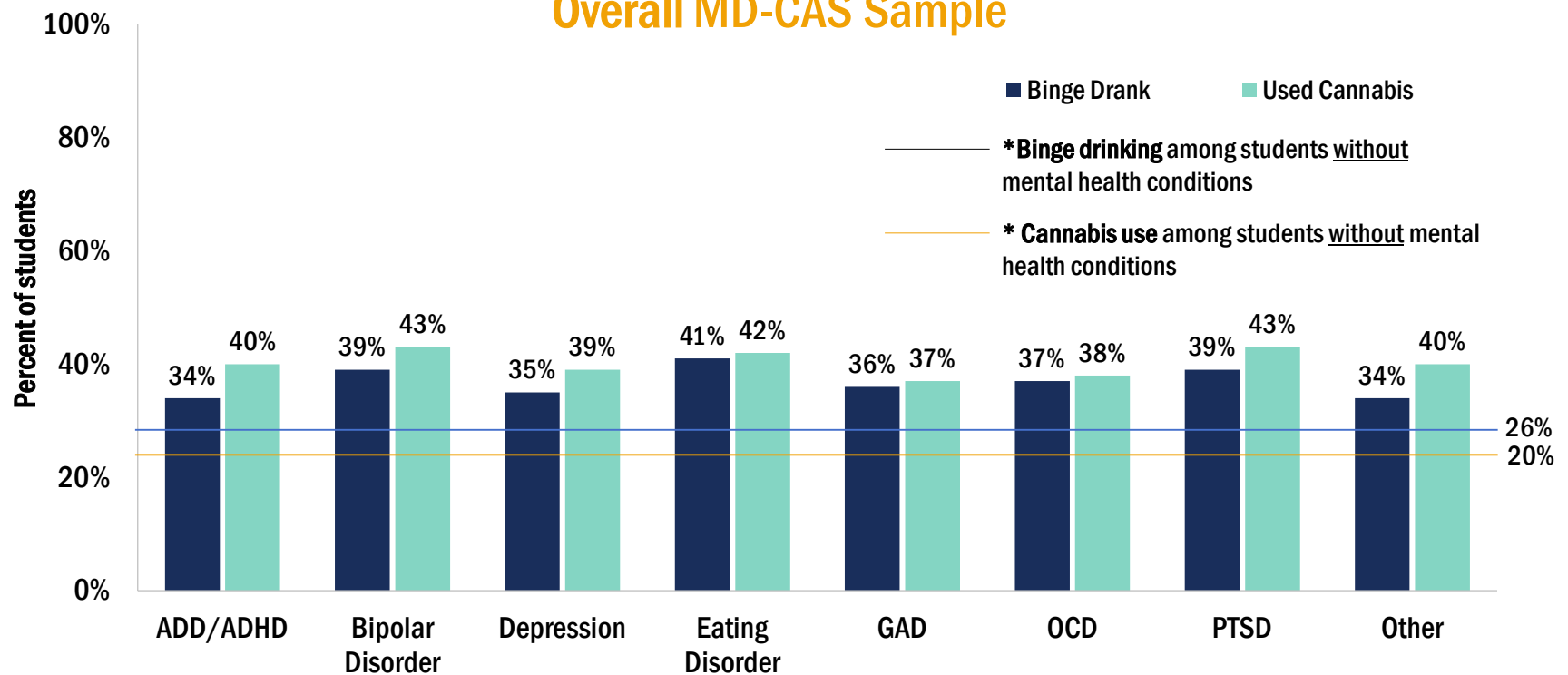
Association between Mental Health Challenges and Binge Drinking and Cannabis Use

Overall MD-CAS Sample



Students with Diagnosed Mental Health Conditions are more likely to Binge Drink and Use Cannabis

Overall MD-CAS Sample



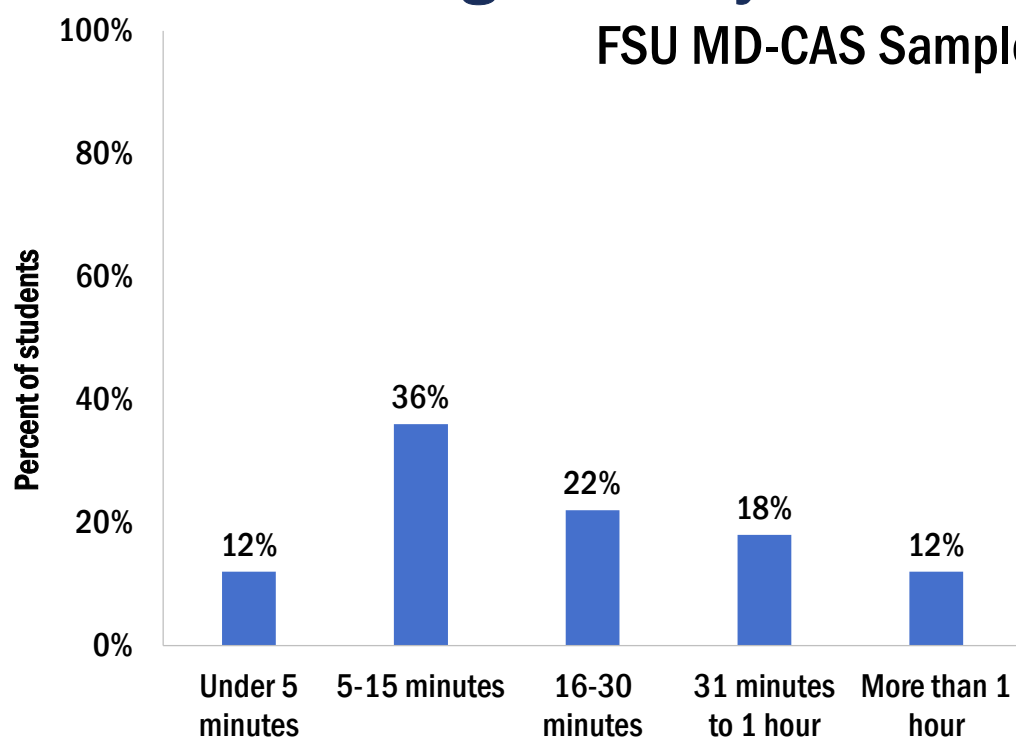
**Past-month binge drinking; past-year cannabis use; students without mental health conditions are those who have never been diagnosed*



Sleep During Past Two Weeks

How long does it usually take for you to fall asleep at night once you close your eyes?

FSU MD-CAS Sample 2022



Average Amount of Sleep in Last Two Weeks

Among FSU Students

Average Amount of Sleep on a Weeknight (Excluding Naps)

2%	Less than 4 hours
3%	4 hours
12%	5 hours
28%	6 hours
29%	7 hours
19%	8 hours
4%	9 hours
3%	10 or more hours



Average Amount of Sleep on a Weekend Night (Excluding Naps)

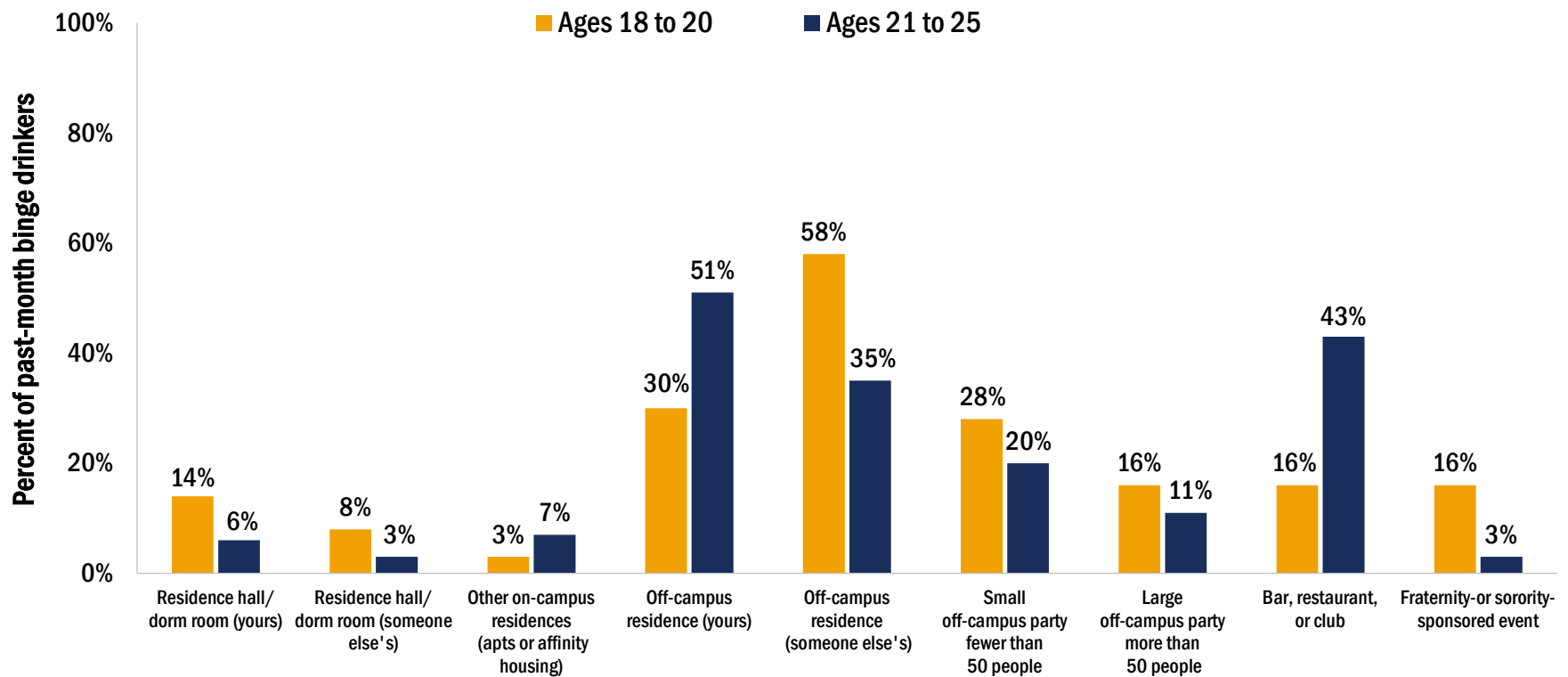
3%	Less than 4 hours
4%	4 hours
7%	5 hours
14%	6 hours
20%	7 hours
27%	8 hours
15%	9 hours
11%	10 or more hours



Access to Alcohol

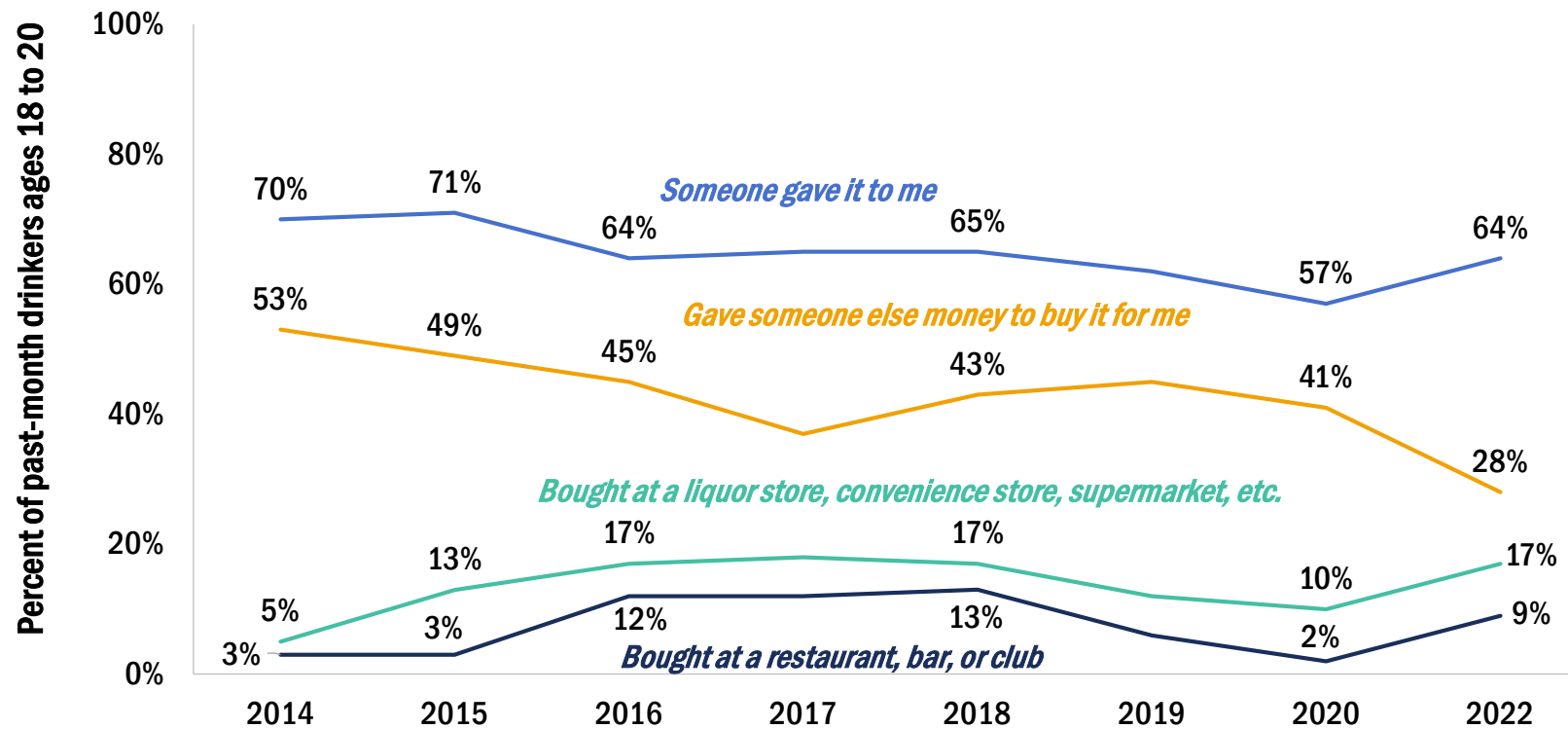
Where Do FSU Students Binge Drink?

By Age, among Past-month Binge Drinkers



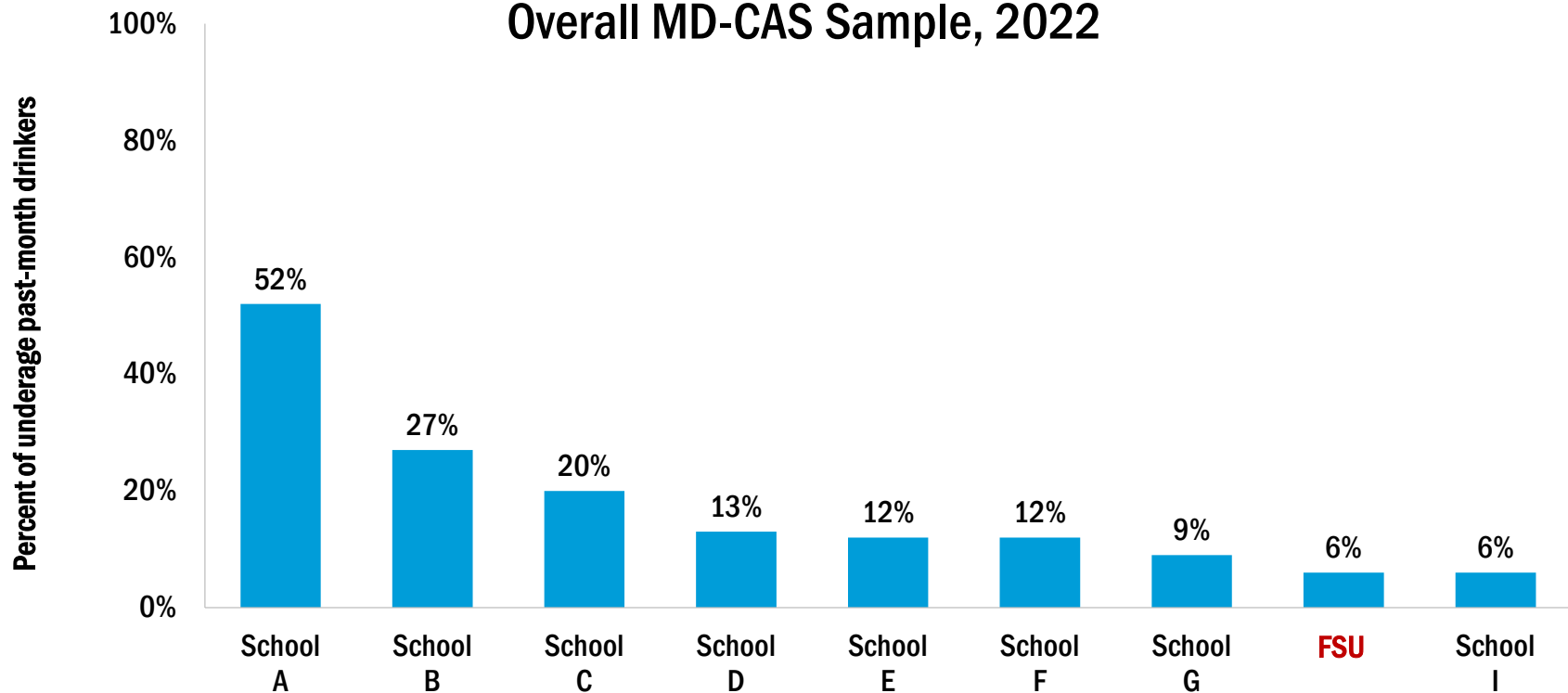
How Alcohol Was Obtained by Underage Drinkers

among FSU Past-month Drinkers **Ages 18 to 20**



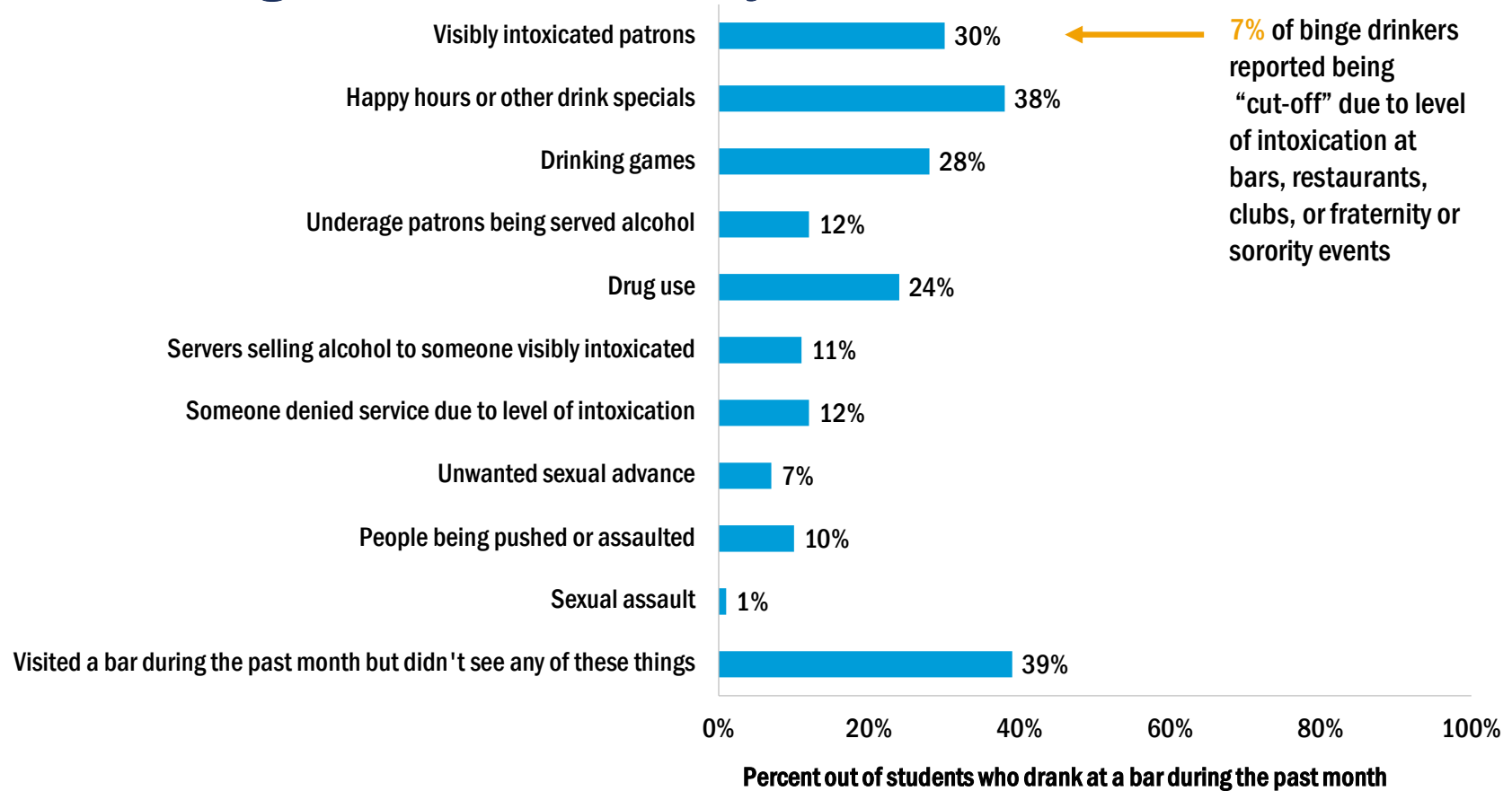
What Proportion of Underage Past-month Drinkers Use a False ID?

Overall MD-CAS Sample, 2022



Note: Past-month false ID use

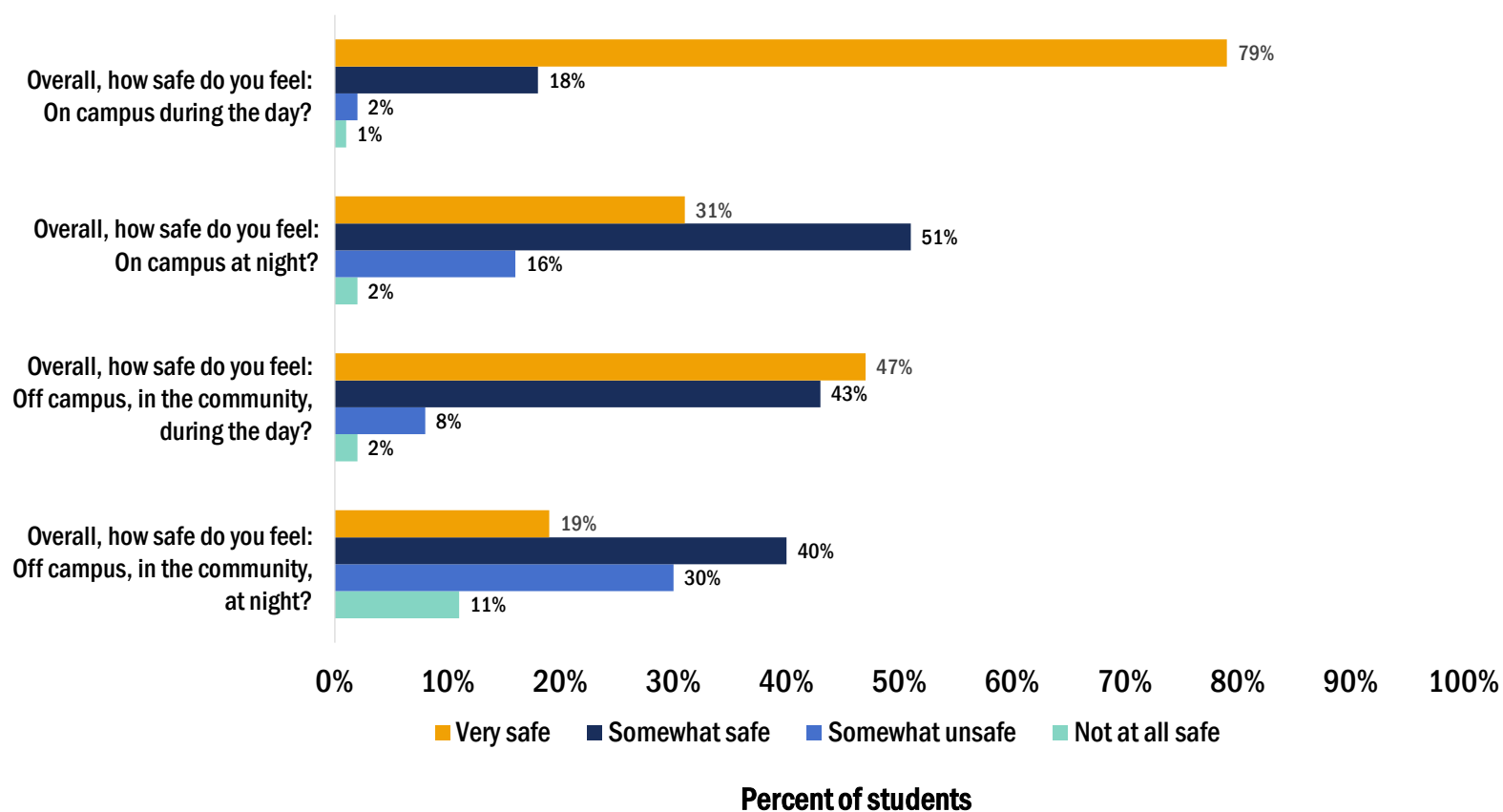
Things Seen at a Bar by FSU Students



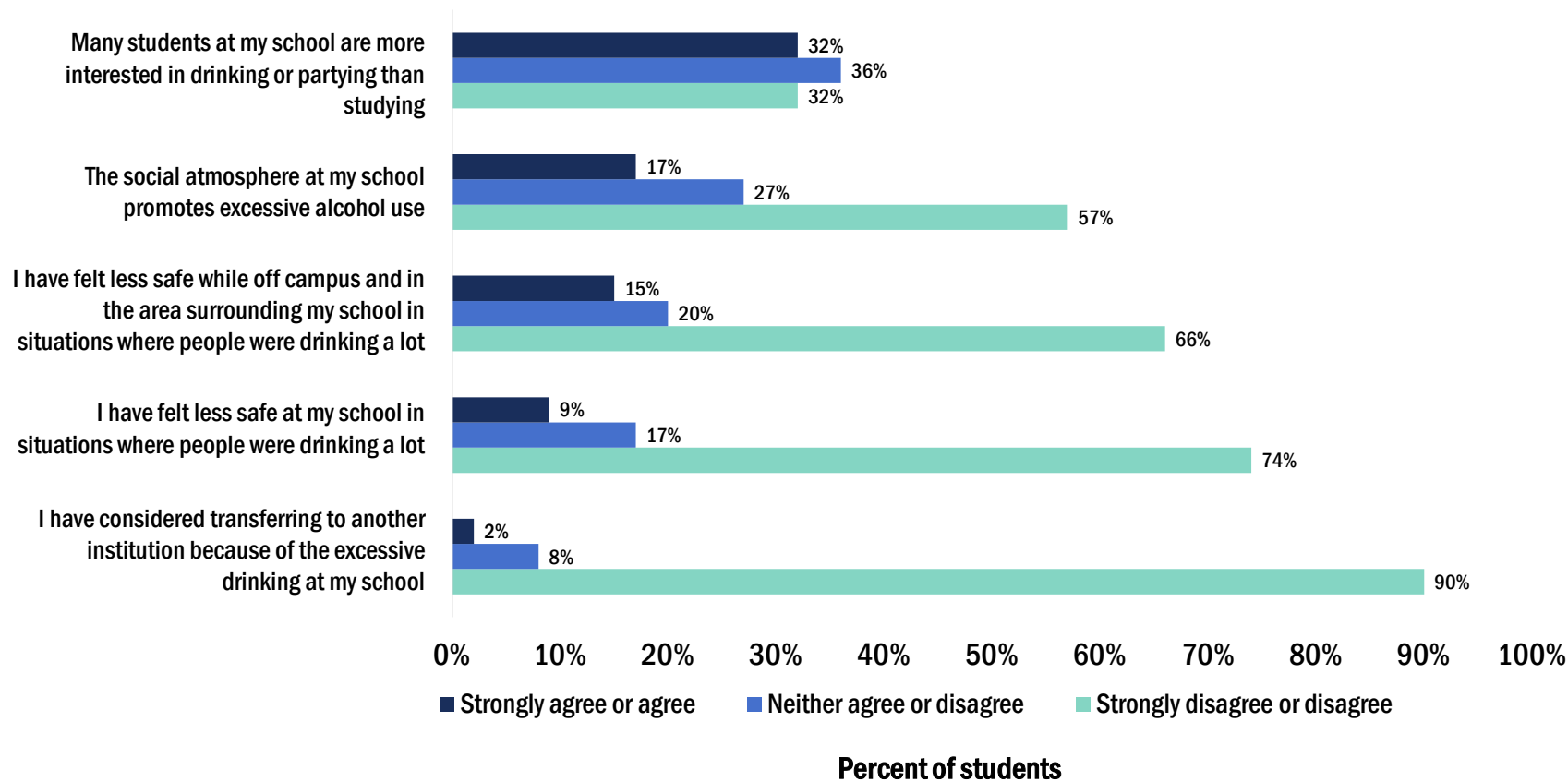


On- and Off-campus Climate and Policy Enforcement

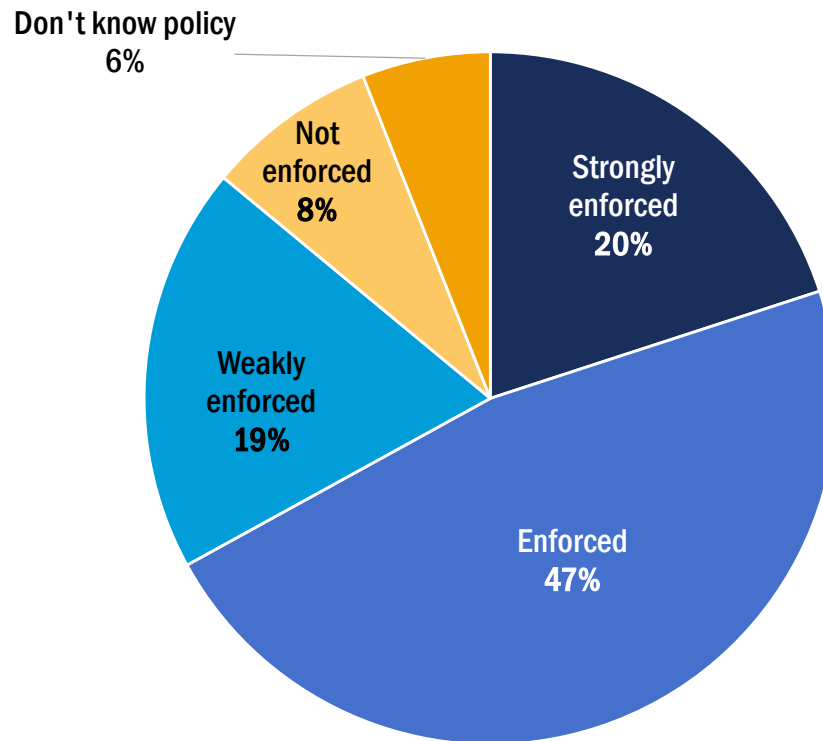
Student Perceptions of FSU Campus Safety



Student Perceptions of FSU Campus Climate



How Strongly Do FSU Students Think RA's Enforce Alcohol Policies?



To be effective, consequences must be:

- **Certain,**
- **Swift, and**
- **Sufficiently severe**

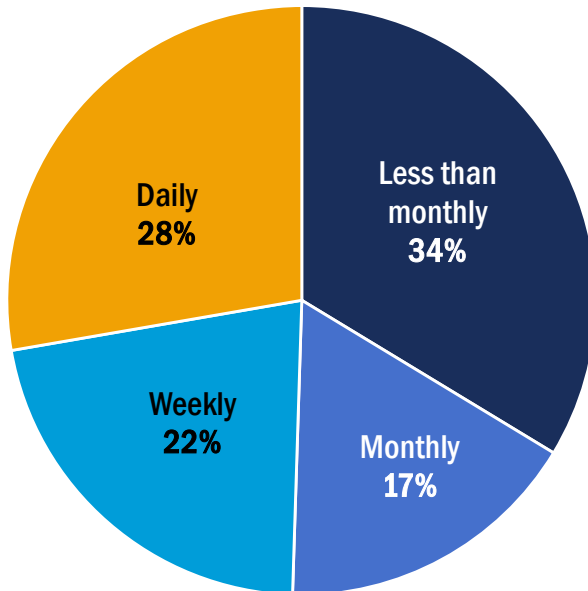
0% thought that there was no school policy



Cannabis and Other Substance Use

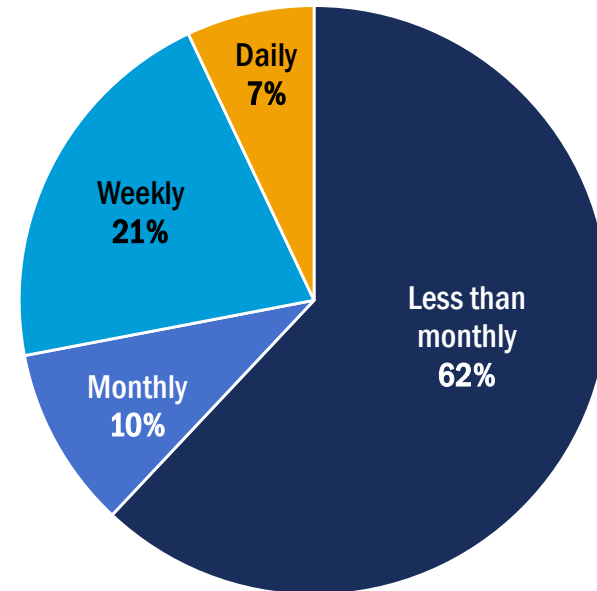
Past-year Cannabis and Past-year CBD Use among FSU Past-year Cannabis and CBD Users

Frequency of cannabis use during the
past year ($n=127$)



74% of students at FSU have not used cannabis in the past year

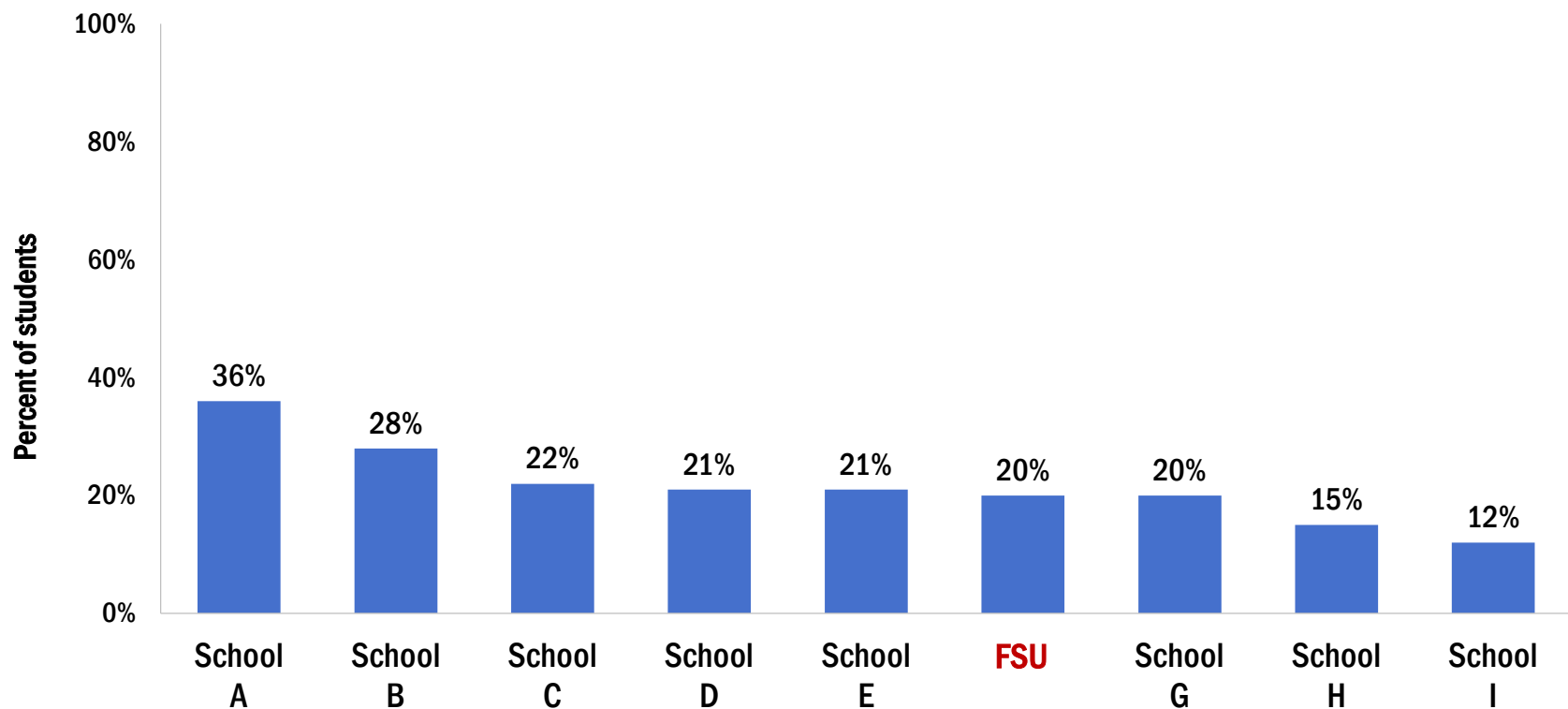
Frequency of CBD use during the
past year ($n=68$)



86% of students at FSU have not used CBD in the past year

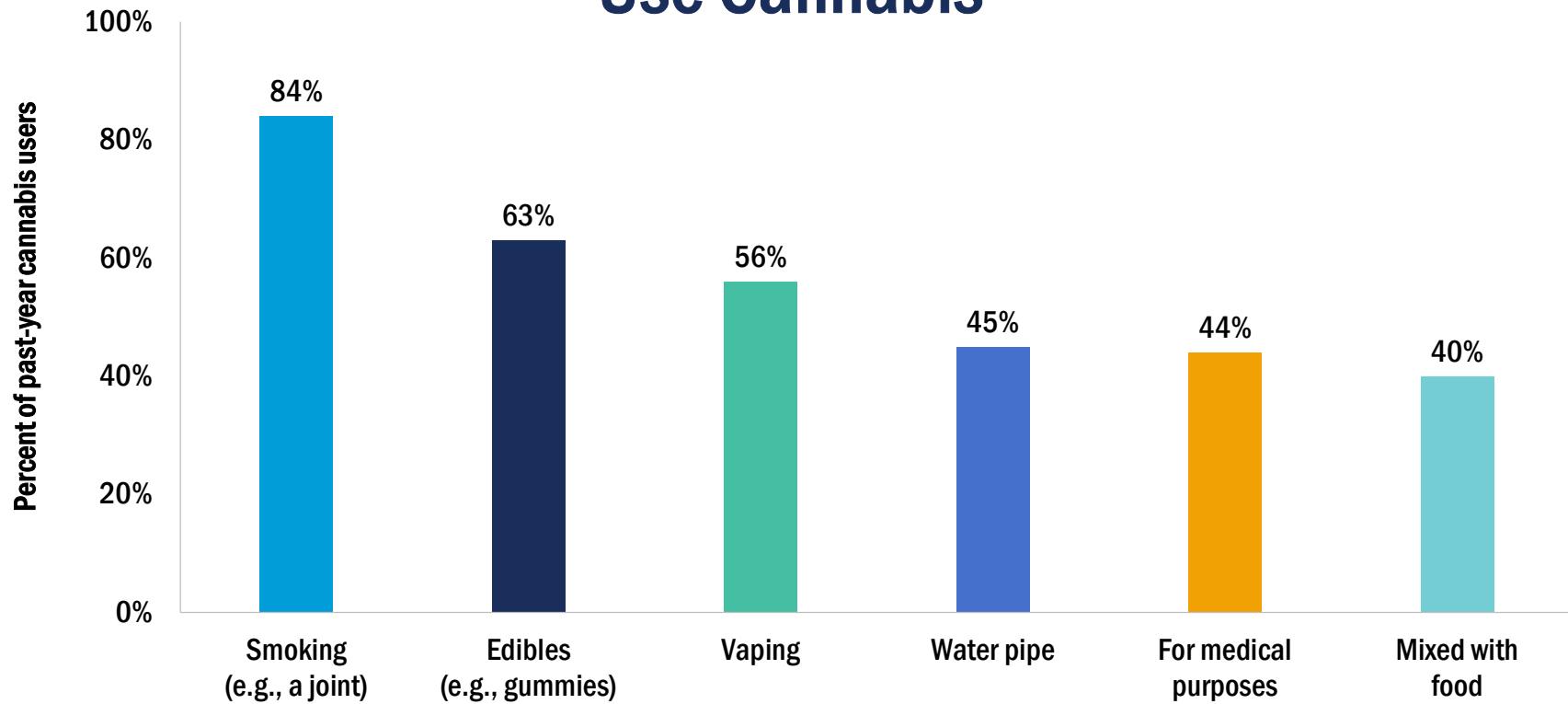
What Proportion of Students Use Cannabis?

By School, MD-CAS 2022



Note: Past-MONTH cannabis use

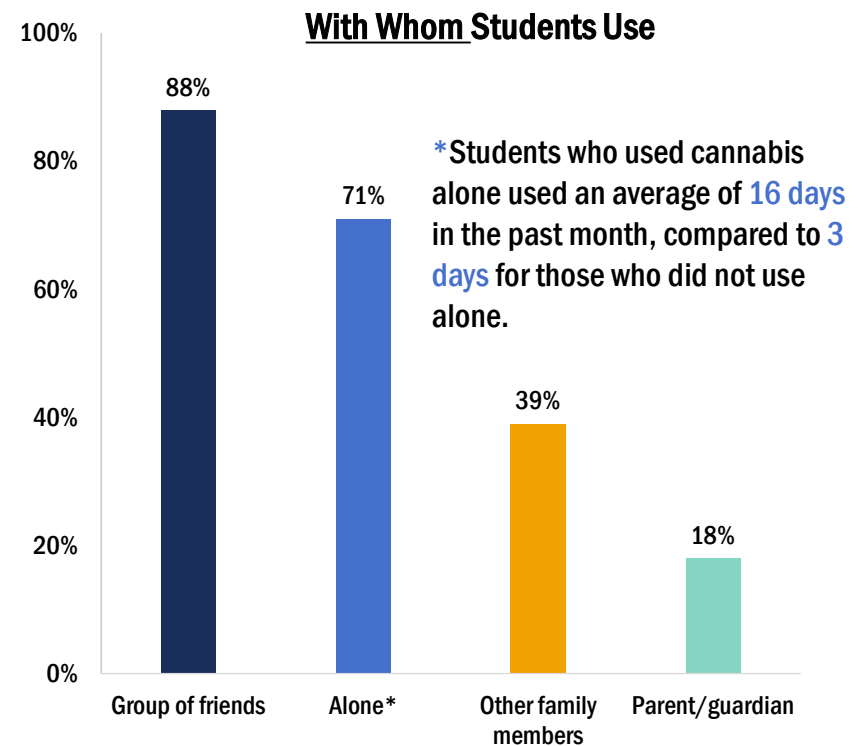
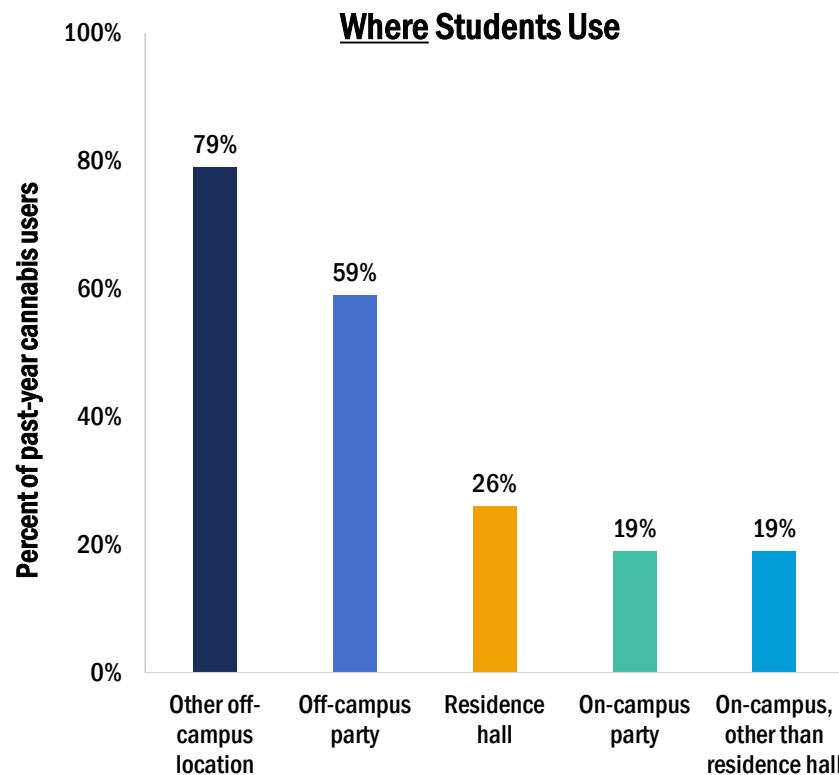
How FSU Students Use Cannabis*



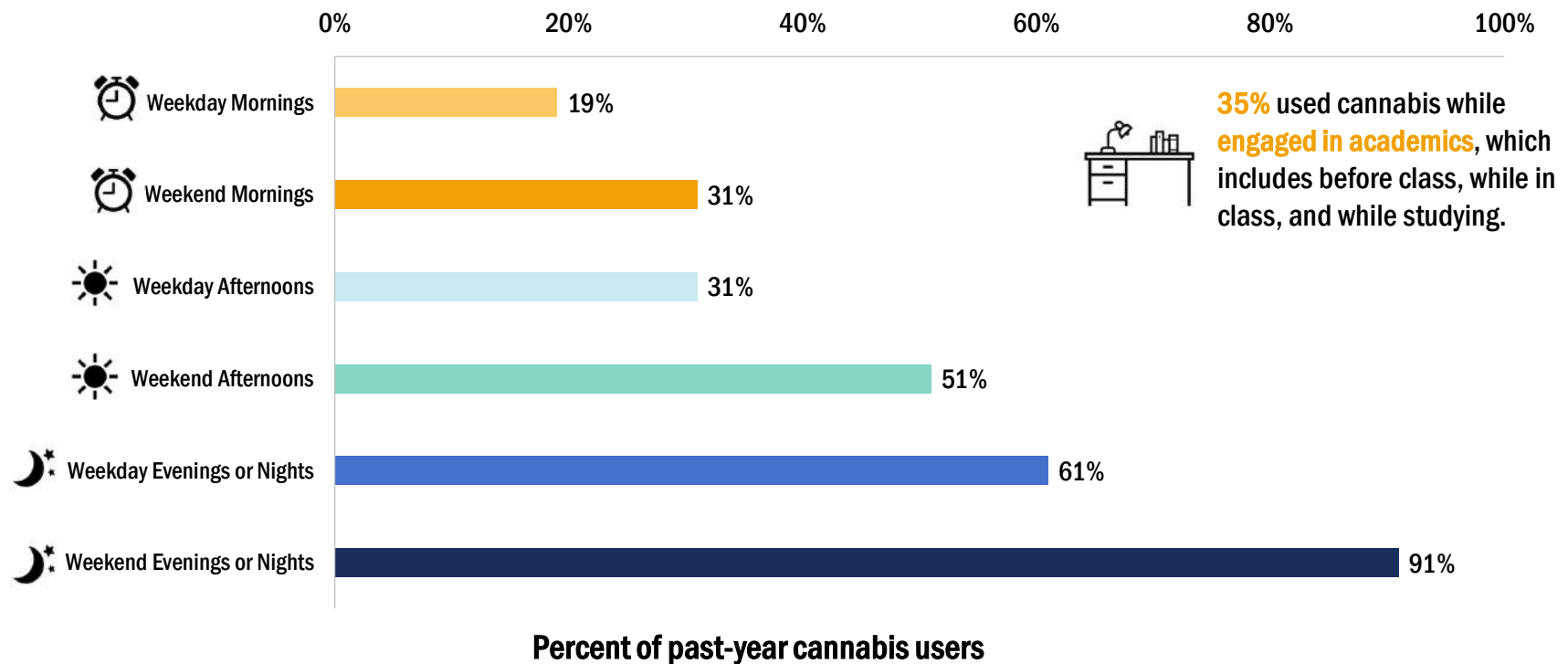
**Among past-year cannabis users*

In What Contexts do FSU Students Use Cannabis?

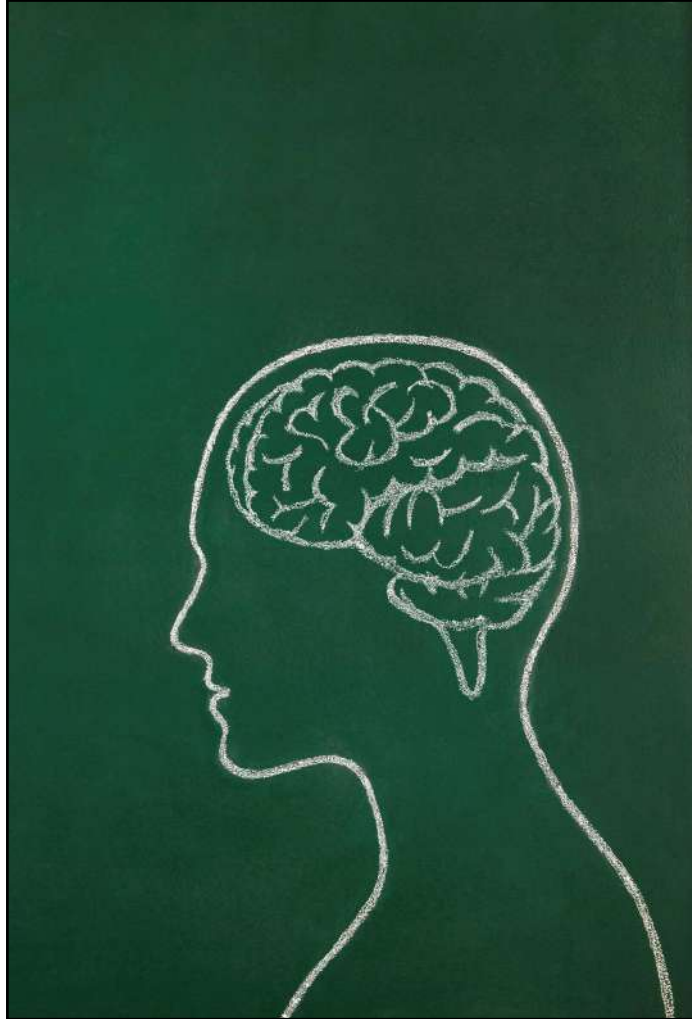
among FSU Past-year Cannabis Users



When do FSU Students Use Cannabis?*



**among past-year cannabis users*



Other Cannabis Findings among the 2022 FSU MD-CAS Sample

- Those who binge drink continue to be more likely to use cannabis; students are not “replacing” one for the other
- Among students who use both alcohol and cannabis, 65% reported 1-5 days a month of simultaneous use for heightened effect
- The prevalence of daily or weekly cannabis use increased, and those who are using may be using more frequently and using higher potency products
- Students aged 21 and over are more likely to use cannabis, so prevention efforts and services should also target older students

Other Substance Use among FSU Students

Substance	% of students who used during the past year
Tobacco	
E-cigarettes or other vape products	20%
Cigarettes	6%
Other tobacco products (e.g., hookah, cigars, little cigars)	9%
Prescription drugs used nonmedically	
Prescription stimulants	2%
Prescription analgesics (pain relievers)	1%
Prescription tranquilizers	1%
Prescription sedatives	0%
Other substances	
CBD products	14%
Hallucinogens	5%
Cocaine	2%
Ecstasy	1%
Heroin	0%
Methamphetamine use	0%



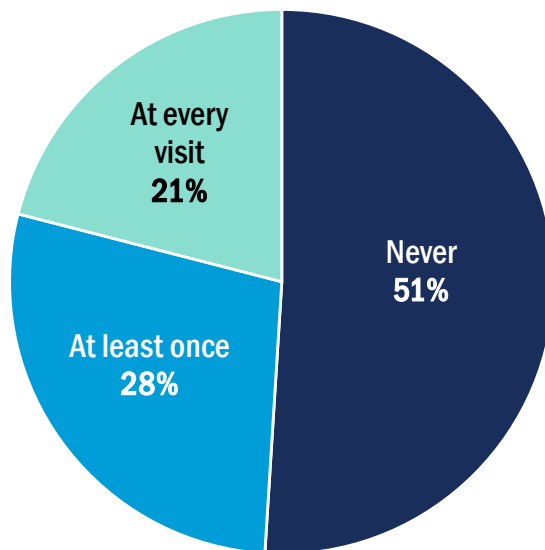
Opportunities for Screening and Intervention

AUDIT-C Scores among FSU Students (Alcohol Use Disorders Identification Test)

	Low-risk Drinking or Abstinence <i>Score 0 to 2/3</i>	Exceeds Low-risk Guidelines <i>Score 3/4 to 5</i>	Harmful and Hazardous Drinking <i>Score 6 to 7</i>	Possible Alcohol Dependence <i>Score 8 to 12</i>
Recommended Action	<i>Provide alcohol education</i>	<i>Provide simple clinical advice</i>	<i>Provide simple advice, brief counseling, and continued monitoring</i>	<i>Refer to specialist for diagnostic evaluation and treatment</i>
Men	63%	21%	12%	5%
Women	55%	38%	4%	3%

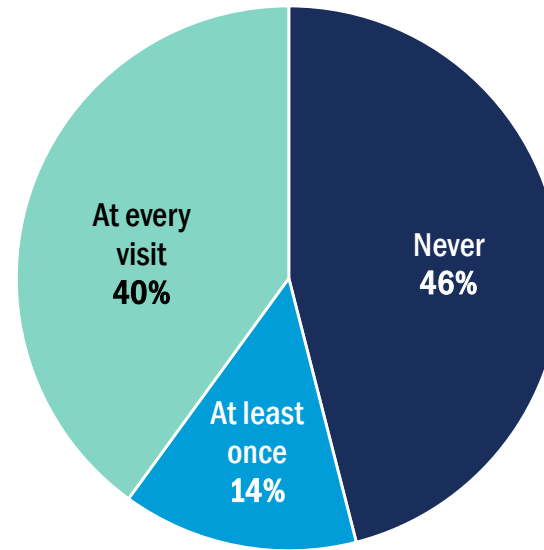
Are FSU Students Asked About Alcohol Use at the Counseling and Health Centers?*

During Counseling Center visits



36% of binge drinkers
had ever visited the Counseling Center.

During Health Center visits



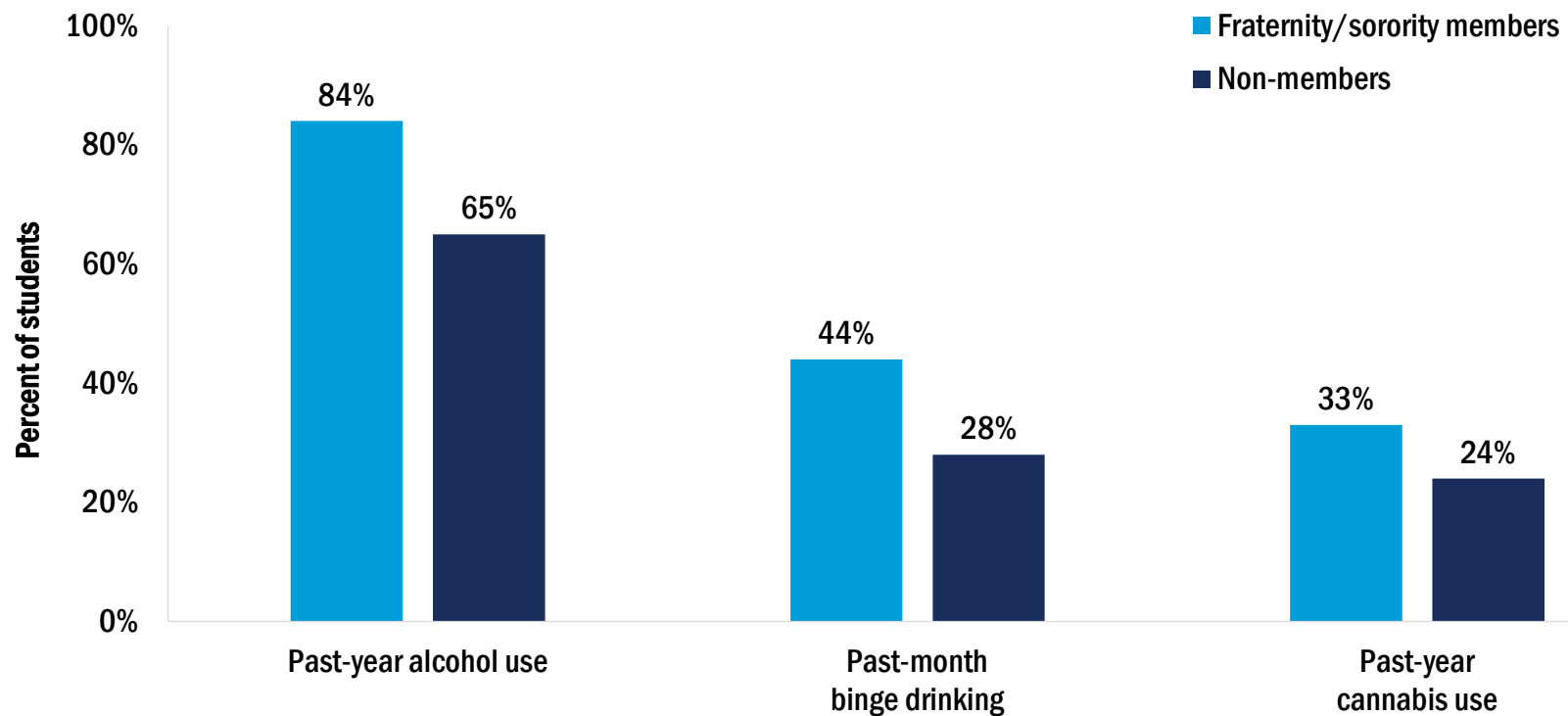
49% of binge drinkers
had ever visited the Health Center.

**Among students who have visited the health or counseling centers at least once*

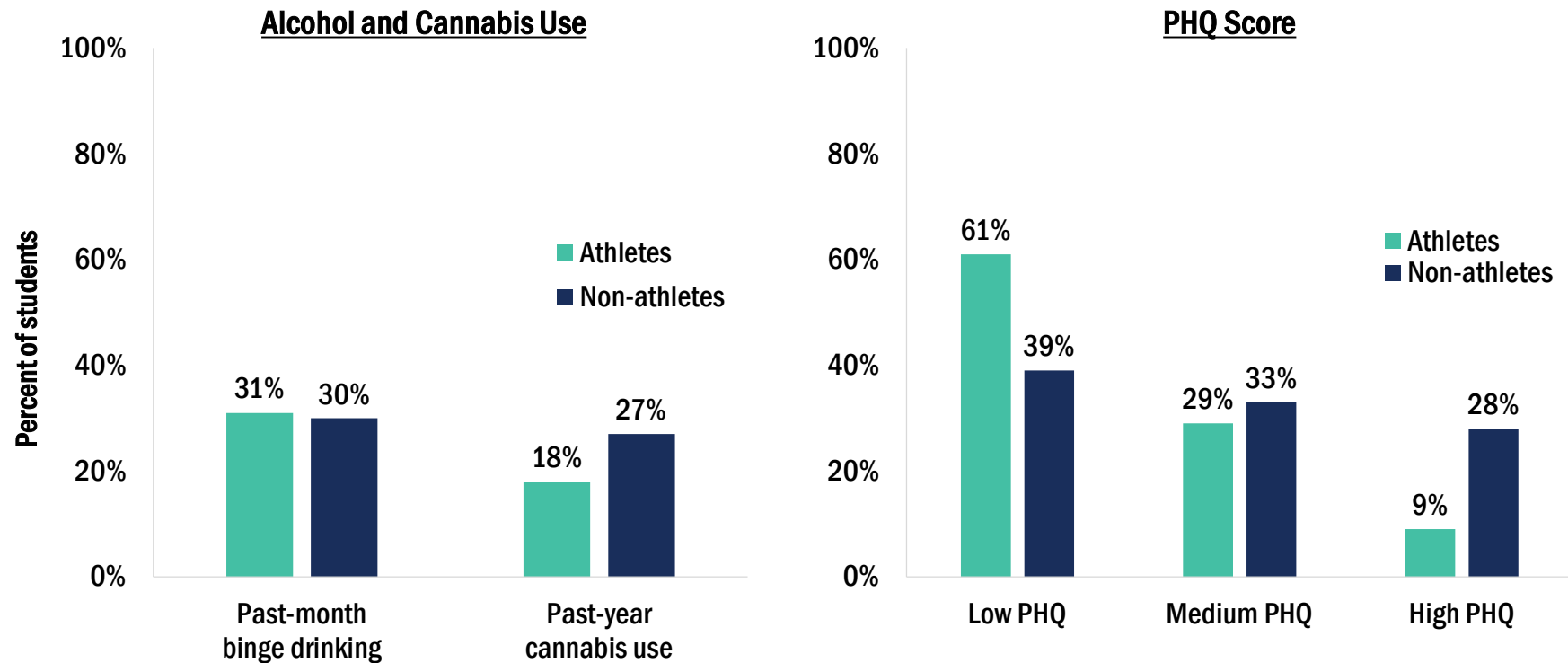


Students At Risk for Binge Drinking and/or Cannabis Use

Alcohol and Cannabis Use among FSU Fraternity and Sorority Members



Trends among FSU Athletes and Non-athletes





Looking Forward:
**Resources and Opportunities for Addressing Excessive
Drinking and Related Problems at FSU**

- Faculty and staff survey
- Training webinar
- Roadmaps for campus resources
- Infographics

- Faculty and staff survey
- Training webinar
- Roadmaps for campus resources
- Infographics

Steps for Meaningful Conversations with Students of Concern

BEFORE YOU BEGIN

Sometimes we push away gut feelings of concern for fear that we are overanalyzing, or even out of discomfort about what to do with our concerns. Moreover, sometimes we worry that if we reach out we might be wrong, make things worse, or make the student defensive. So, step one is to reassure yourself, and take stock of the observations that have led you to be concerned.

Most people appreciate being checked in on and will not be insulted if you approach them nonjudgmentally. If they are in fact doing alright, they will still appreciate that you care, and know that if something comes up in the future, that you will be there for them.

PREPARE

Review some direct observations and warning signs that have led you to be concerned. Some examples:

STEPS FOR INTERVENING

- PREPARE
- REACH OUT
- EXPLORE, AFFIRM, AND REFLECT
- SUMMARIZE AND RESET
- FOLLOW-UP

SCENARIO

Kevin has always been a lively presence in your classes, cracking jokes and supporting his classmates. He says he broke his ankle a couple of weeks ago while playing on his recreational team. Lately he's asked for a lot of extensions on assignments and explains his frequent absences as doctor's appointments. Although he's still friendly off when he does show up for class, he's often late and appears tired.



PREPARE

Review what makes you concerned:

- Chronic Tardiness/Absenteeism
- Sudden Tired Appearance
- Requests for Extensions
- Recent Injury

REACH OUT

A post-class conversation with Keefe could start with

Faculty Member: "Given I've been meaning to ask you how your week's been hanging up! Do you have a few minutes to catch-up?"

Kevin: "Oh yeah sure thing, thanks for asking, it's been going okay, just feels like it's taking forever."

EXPLORE WHAT'S GOING ON

Faculty Member: "I bet. Must be hard to not be as active as you normally like to be."

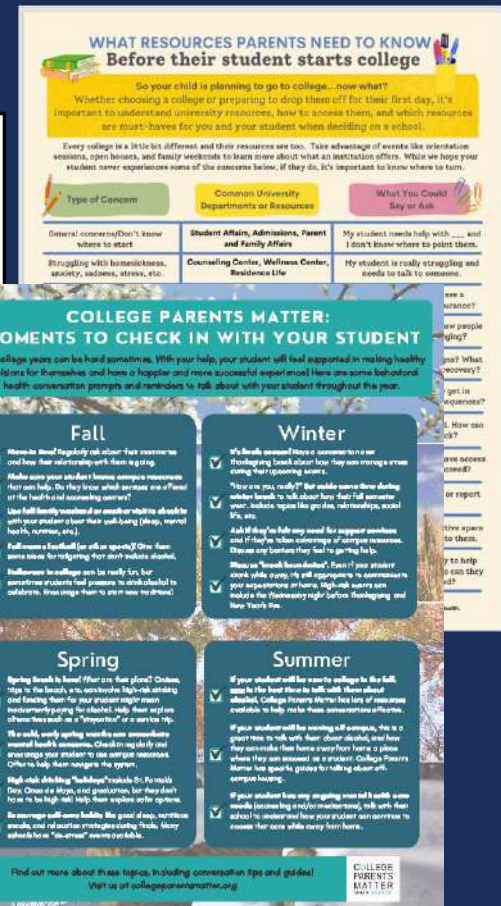
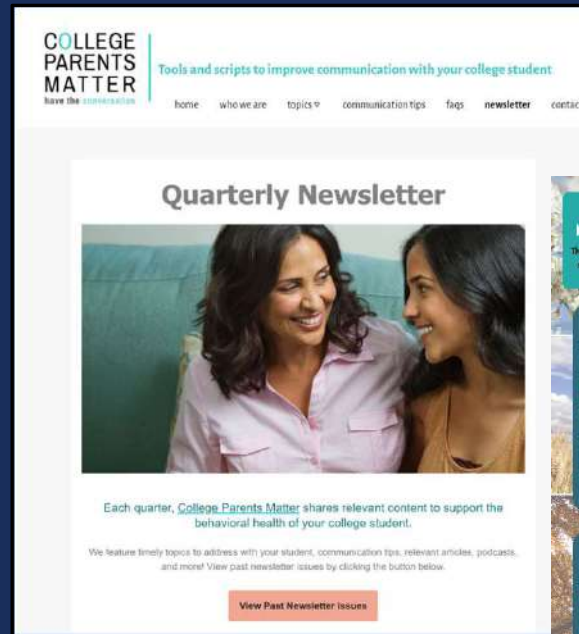
Keywords: Theory of mind; social skills; autism spectrum disorders

Journal of Interpersonal Violence 28(10) 1976–1991
© The Author(s) 2013



Engaging Parents and Families

- College Parents Matter Website
- Quarterly Newsletter
- Conversation Prompt Checklist
- Roadmap
- Custom letters



Addressing Cannabis

- Fact Sheet
- Faculty webinar
- Parent webinar
- Addressing cannabis misperceptions webinar

Mary Christie Quarterly

A publication of the Mary Christie Institute

LET'S TALK ABOUT CANNABIS

If you feel confused about the terms cannabis, THC, marijuana, CBD, and their effects, you are not alone. The quickly evolving landscape around cannabis has made it difficult to keep track of health claims, risks, and regulations. We hope to give some clarity on these issues as well as recommendations for further resources that are up to date, easily accessible, and evidence based.

LET'S START WITH SOME BASICS

Cannabis, sometimes referred to as **marijuana**, is a plant with more than 100 chemical compounds called cannabinoids, of which THC and CBD are the most common.

THC (tetrahydrocannabinol) is the psychoactive compound that produces the "high" that many people associate with cannabis. There are three FDA-approved synthetic cannabis-related drug products. **Cesamet™** can be used to treat nausea and vomiting caused by cancer and chemotherapy, as can **Marijuet™** and **Synsme™**, which can also treat loss of appetite and weight loss in people who have HIV/AIDS.

CBD (cannabidiol) is another compound found in cannabis and does not produce a "high". There has been much interest in CBD in recent years regarding potential health benefits. So far only one cannabis-derived product has been granted FDA approval, **Epidiolex™**, which is used to treat seizures in individuals with Lennox-Gastaut syndrome, Dravet syndrome, and tuberous sclerosis complex.

WHAT ABOUT POTENCY?

Cannabis potency, or the % of THC in a product, has risen steadily for years. Conversely, the concentration of CBD in cannabis that is typically available in the U.S. has remained minimal and relatively unchanged.

A great variety of cannabis products are available, including concentrates and edibles, that are even higher potency, between 40-80% THC. Additionally, many products do not list their potency (see regulation section, left) and most edibles do not provide a "serving size".

The potential impacts of these high potency products will not be known for some time, but we know from years of data that cannabis use increases risk for neurocognitive deficits, dependence, and can precipitate or worsen some mental health disorders.

ARE CANNABIS PRODUCTS REGULATED?

UNFORTUNATELY, NO, NOT REALLY.

Cannabis-derived and cannabis-related products have been approved for a small number of medical uses. **Although products in states that have legalized medical and/or recreational cannabis often list a variety of medicinal or therapeutic uses, they have not been approved by the FDA.** It's important for consumers to realize that the FDA has not required testing of "medicinal cannabis" products for their safety or therapeutic value.

The FDA is particularly concerned that consumers might use CBD products in place of approved treatments for medical conditions, even delaying approved treatment through the use of these products can have dangerous consequences.

Another concern is that some cannabis-derived products list inaccurate amounts of cannabinoids contained within them. A 2017 analysis of products containing CBD that were being sold online found that 26% contained significantly less CBD than was stated, with 43% containing more.

HOW DO I STAY UP TO DATE?

FIRST, YOU NEED TO KNOW WHERE TO LOOK.

Cannabis information evolves rapidly, so it's best to bookmark some trusted resources that are objective and evidence based.

When evaluating a source, make sure the information is fact based rather than opinion based or anecdotal. If a website or other resource has a motivation to sell you something, they are unlikely to be a reliable source. As a general rule, these organizations have up-to-date information based on the latest research: FDA, NIDA, SAMHSA, and NCBJ.

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How to Increase Profits & Protect Your Customers
 A FREE ONLINE MARYLAND-CERTIFIED TRAINING FOR BAR OWNERS & MANAGERS

Learn valuable tips to increase profits, reduce liability, and improve customer care using responsible management practices to reduce overservice.

Register for a free training today!

June 9, 2022
 11:00 AM - 1:45 PM
conta.cc/372liYS

June 14, 2022
 12:30 PM - 3:15 PM
conta.cc/3ul9nG

Earn a \$50 gift card and a free policy guide for completing this training!

What Bar Owners & Managers Are Saying

"I would **highly recommend** this short seminar as a resource to bar/restaurant managers and owners. Hanour's sessions are **informative and concise**, and a **great opportunity** to meet other industry professionals."
 -Christopher Scott, General Manager, Chez Hugo, Baltimore, MD

"The training was **easy to listen to and informative**. It helped with the little, but important reminders to relay to our staff re-opening. Thank you!"
 -Candace Dillon, Galway Bay, Annapolis, MD

"I don't get much out of most alcohol service-related trainings these days - but Gregg's was different. You can tell he's actually spent a considerable amount of his career as a boots-on-the-ground operator and not just a talking head. **Fully recommend!**"
 -Timothy Graham, Event Center & Concessions Manager, UMBC Event Center

About the Trainer
 Gregg Hanour consults bar owners and managers in sound alcohol management practices and profit maximization. He is the former owner of two bars in Southern California and author of *The Optimized Bar: Profits by Design* (available June 2022).

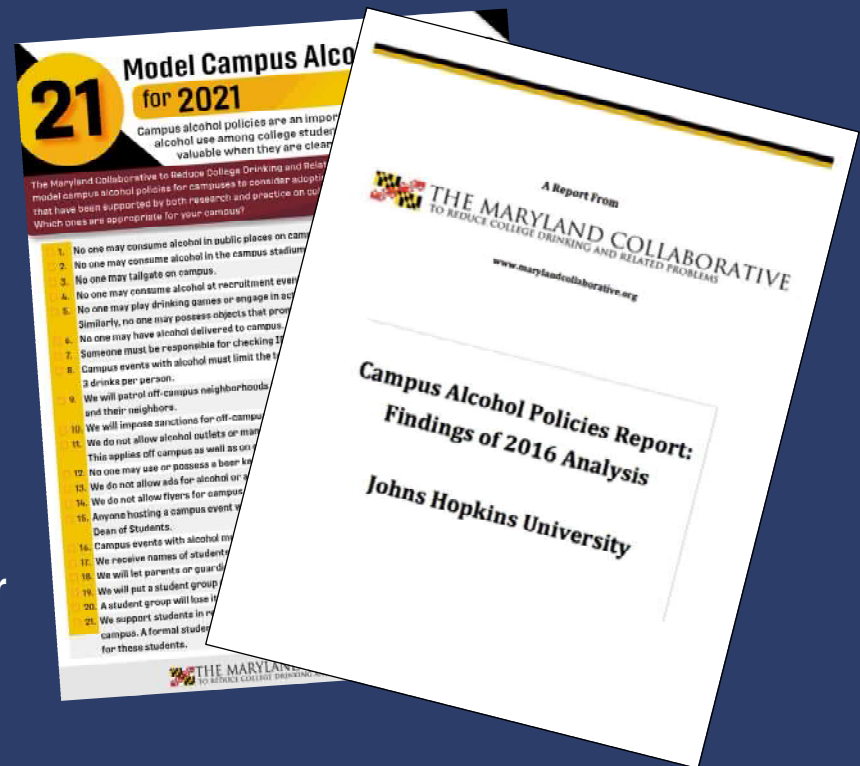
THE MARYLAND COLLABORATIVE
 TO REDUCE COLLECT DRINKING AND RELATED PROBLEMS

Engaging Retailers

- Step 1: Data Collection
 - Collect data on management and service practices in 17 bars popular among college students.
- Step 2: Trainings for bar owners
 - Free online training to reduce over-service and improve patron safety
- Also available
 - Voluntary retail agreements

2022 Updated and Revised Campus Policies Reports

- 2016 report analyzed campus alcohol policies for:
 - Clarity
 - Accessibility
 - Effectiveness
- 21 Model Alcohol Policies for 2021
- 2022 update
 - Revisits policies and provides feedback for schools



Appendix C:

SAFE OFFICE 2021 ANNUAL REPORT (follows)

SAFE OFFICE 2022 ANNUAL REPORT (follows)

SAFE Office 2022 Annual Report

This view always presents the most current state of the plan item.

Plan Item was last modified on 8/17/22, 12:37 PM

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Template:

Departmental Annual Report

Enter: Year_Department/Unit Annual Report:

SAFE Office 2022 Annual Report

Start:

7/1/2021

End:

6/30/2022

Providing Department:

Substance Abuse Facts & Education (SAFE Center)

Specify your Division/Department Goals Priorities.:

SAFE Office Mission:

Frostburg State University's SAFE Office is committed to challenging alcohol and other drug use and providing quality prevention services to all faculty, staff and students in the FSU Community. The ATOD Prevention Center is primarily responsible for coordinating these efforts and strives to implement services with integrity, honesty, fairness along with the understanding that all participants are treated with equality, compassion and respect. The center staff and volunteers take pride in their work and seek excellence in their prevention activities. Each staff member and volunteer is required to carefully read, understand and sign the prevention standards manual of Frostburg State University.

As a nationally recognized and certified student organization, the BURG Peer Education Network's mission is to provide leadership preparation and volunteerism through experiential learning and education. Our comprehensive prevention approach includes evidence-based educational programming, late night recreational events, bystander care intervention strategies, and social media outreach initiatives encouraging FSU students to make healthy choices and live active lifestyles. The network fosters a spirit of collaboration which creates a culturally enriched campus community. By embracing positive change, this proactive group of student advocates, are instrumental in promoting wellness, inclusion, and leadership resulting in FSU students becoming more informed and productive members of society.

Strategic Goals:

Goal 1: Engage student peer educators in the experiential learning process, which will develop and enhance the quality of educational programming.

Goal 2: Provide student peer educators with multi-dimensional opportunities to increase leadership skills.

Goal 3: Deliver a purposeful peer education experience for students to engage, develop and grow through each phase of their journey at Frostburg State University.

Goal 4: Create an environment of wellness, safety, respect and compassion to cultivate healthy change and increase morale.

Goal 5: Promote activities that demonstrate the universities mission to collaborate with our community and regional prevention efforts.

Goal 6: Enhance the quality of the social norms campaign and continue challenging the misperceptions around student alcohol, tobacco and other drug use.

Goal 7: Educate students about responsible choices and decision making regarding substance using behavior.

Specify your Division/Department Actions Priorities/Plans.:

Action Priorities for 2021-22

- 1.1:** Provide expertise in the development and coordination of ATOD education and prevention activities on campus as evidenced by advising and mentoring the BURG Peer Education Network throughout the academic year.
- 1.2:** The SAFE Director will provide training and leadership in facilitating the implementation of at least fifty (25) BURG Peer Educational programs in the 2021-22 academic year.
- 2.1:** Five BURG Peer Educators will participate in national certification process
- 3.1:** The SAFE Director will increase peer education advocacy on campus as measured by recruiting and training at least twenty (10) peer educators in the fall 2021 semester.
- 3.2:** The SAFE Director will facilitate a peer education institute training in the 2021-22 academic year.
- 4.1:** Coordinate environmental strategies to effectively promote no-risk to low-risk consumption of alcohol as evidenced by a reduction in high-risk consumption among students.
- 5.1:** Maintain positive relationships with Western Maryland Prevention Coordinators, provide ATOD support and training to smaller institutions in the area, and serve as a resource center to the University and surrounding community for prevention initiatives throughout the academic year.
- 6.1:** Strengthen efforts to challenge misperceptions of students regarding patterns of alcohol use on and off campus as evidenced by disseminating social norming posters in the 2021-22 academic year.
- 6.2:** Coordinate the implementation of Frostburg State University alcohol prevention efforts as measured by maintaining consistency in the prevention messages promoted by various offices and departments throughout the academic year.
- 7.1:** The SAFE Director will provide screening and intervention for high-risk alcohol and marijuana users as measured by the number of Basic Screening Intervention (BSI) referrals from the Office of Student Conduct & Community Standards.

What are the Measures/Metrics used to assess effectiveness?:

Vector Solutions AlcoholEdu, Prescription drug and sexual assault data, the Maryland College Alcohol Survey, and indirect source data from the BURG Peer Education Network via information table surveys, focus groups and peer education satisfaction surveys.

The process of assessment per Action Plan: How were the results assessed?:

Vector Solutions AlcoholEdu, Prescription drug and sexual assault data, the Maryland College Alcohol Survey, and indirect source data from the BURG Peer Education Network via information table surveys, focus groups and peer education satisfaction surveys.

What were the results?:

2021-22 SAFE Office Results:

- 1.1:** Ten peer educators received 35 trainings during academic year and performed 92 initiatives reaching 31,684 students, faculty, staff and community members, disseminating 5,988 incentive items including brochures/pamphlets, etc...
- 1.1:** 2,630 service hours were recorded by our student volunteers
- 1.2:** BURG Peer Education Network conducted virtual education via canvas 150 days throughout academic year. Average participation each day was 225+ students daily
- 2.1:** Students did not attend BACCHUS Conference
- 3.1:** Eight (12) new students were recruited and received Peer Education training during August, 2021
- 3.2:** Three students participated in First-Year Initiative (FYI) training, three students became national certified
- 4.1:** Maryland College Alcohol Survey conducted with 21 % response rate. Complete report end of August, 2022
- 5.1:** BURG Peer Educators did not participate in after-prom activities
- 6.1:** Over 47 different social norms posters were disseminated via email/social media, including two comprehensive workbooks.
- 7.1:** Two (2) Basic Screening Intervention (BSI) session was conducted
- 7.1:** No (0) DUI Student Classes

Majority of our students believed their knowledge level increased by over 75%, prepared them for future careers, found their experience to be welcoming, inclusive and positive. They also felt fully utilized and supported by advisor.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?:

1) Impact on Operations: outcome data and assessment information from FY 2022 goals and action priorities serve to inform and influence decision-making regarding SAFE initiatives for FY 2023.

Focus for 2021-22 Unit Plan

Goal 1: Engage student peer educators in the experiential learning process, which will develop and enhance the quality of educational programming.

- * Peer education network will recruit 10 new students to begin rebuilding network
- Peer Educators will conduct 100 educational programs by May 15, 2023
- Peer Educators will conduct at least 7 focus groups by May 15, 2023.
- Two peer educators will attend the NASPA/BACCHUS General Assembly.
- Peer Educators will implement two recruiting events in the 2022-2023 academic year
- Ten students will receive facilitation skill building training at the Fall Institute, October 2022.
- Eighty percent of our peer educators will participate in two or more community service projects by May 15, 2023.
- Peer Educators will conduct ten information tables throughout the 2022-2023 academic year

Goal 2: Provide student peer educators with multi-dimensional opportunities to increase leadership skills.

- Ten students will attend the fall institute training by October, 2022.
- Fifteen students will attend the spring institute training by March, 2023.
- Eighty percent of our peer educators will participate in two or more community service projects by May 15, 2023.
- Eighty-five percent of our peer educators will show statistically significant improvement on the Leadership Growth Satisfaction Survey (May 15, 2023)
- Peer educators will learn how to plan, organize and conduct general body meetings, leadership team meetings and strategic planning sessions throughout the 2022-23 academic year.
- The network will increase network meetings with key stakeholders throughout the 2022-23 academic year.
- Conduct one CPE trainings and nationally certify six (6) new students.

Goal 3: Deliver a purposeful peer education experience for students to engage, develop and grow through each phase of their journey at Frostburg State University.

- Ten new freshmen students will be recruited during the 2022-23 Academic year.
- Three leadership peer educators will assist the BURG advisor facilitate 2022-23 Institutes.
- Peer educator satisfaction surveys will be completed twice in the 2022-23 academic year.
- All peer educators will meet with the advisor at least once in the academic year or on as needed basis.
- The BURG Peer Education Network Alumni association will be revitalized in the new academic year.
- BURG Leadership Team members will monitor freshman academic progress throughout 2022-23 academic year.

Goal 4: Create an environment of wellness, safety, respect and compassion to cultivate healthy change and increase morale.

- Continue the frostBURG Cares campaign throughout the 2022-23 academic year
- Encourage athletes, greeks and other engaged student organizations to take ownership to the frostBURG Cares Campaign by May, 2023.
- Continue to provide high quality edutainment programs addressing topics like: Alcohol, Tobacco, Other Drugs, Nutrition, Body Image, Eating Disorders, Stress, Relationships, Sexual Assault, Sexual Health and Mental Health.
- Develop two new video projects including the work from the Frostburg Community Coalition.
- Strengthen relationship between other student groups and professionals who develop wellness programming on campus.
- Change smoke-free campus signs by September 1, 2022.
- Coordinate environmental strategies through the Prevention Team to effectively promote no-risk to low-risk consumption of alcohol; whereby, avoiding the potential negative consequences of high-risk consumption.
- Peer Educators will develop a new program addressing POST COVID Norms and anxiety.
- Peer Educators will co-sponsor a Spring Festival by May 10, 2023.

Goal 5: Promote activities that demonstrate the universities mission to collaborate with our community and regional prevention efforts.

- Peer educators will plan and implement at least two community service projects throughout the 2022-23 academic year.
- Continue assisting Mountain Ridge High School After-Prom Event
- Increase membership Frostburg Community Coalition
- Continue to provide technological support and resources to regional community colleges.
- Continue networking with the Western Maryland Prevention Coordinator Network
- Providing continued support to the local high school SADD and SHOP Organizations.
- Providing educational pamphlets, incentive items and other prevention awareness activities to Western Maryland Community Groups.
- Support local opioid recovery action groups in community
- Train two students in BASICS model
- Prevention Center Director will host three conference calls with the other ATOD Prevention Center Director's

*Prevention Center will host three meetings with the Maryland Collaborative.

- Prevention Center Director will disseminate ATOD materials to 1200 FSU Students/Parents during summer preview, June, 2023.

Goal 6: Enhance the quality of the social norms campaign and continue challenging the misperceptions around student alcohol, tobacco and other drug use.

- Increase the number of posters from forty-seven to fifty throughout the 2022-23 academic year.
- Implement the FSU factoid campaign in the 2022-23 academic year.
- Increase messaging during high peak binge drinking times, especially during Halloween and Homecoming.
- Expose faculty members to the social norms messages by ten percent in the 2022-23 academic year.
- Continue to display all posters on the FSU digital signs throughout the 2022-23 academic year.
- Strengthen the social marketing campaign to challenge misperceptions of students regarding patterns of alcohol use on and off campus.

Goal 7: Educate students about responsible choices and decision making regarding substance using behavior.

- Peer educators will conduct 100 educational programs throughout the 2022-23 academic year.
- The peer education network will conduct three awareness campaigns throughout the 2022-23 academic year.
- The peer education network will continue to work with late@lane and promote healthy choice messages.
- The peer education network will continue to partner with other student organizations throughout the 2022-23 academic year.
- The network will disseminate over 5,000 incentive items in the 2022-23 academic year.
- Continue to enforce opioid education policy to new students in the 2022-23 academic year.
- Prevention Center Director will increase outreach efforts to students in recovery by five percent in the 2022-23 academic year
- Provide support for screening of high risk marijuana users.
- The Prevention Center Director will provide BSI sessions to 10 students during the 2022-23 academic year
- Conduct one CPE training and nationally certify ten new students in 2022-23

2) Resource Allocation:

The Substance Abuse Facts & Education office, as well as the BURG Peer Education Network are funded in full by the Maryland Department of Health & Mental Hygiene and managed by the Office of population Health Improvement. The office has one full time Director position and a part time administrative Assistant. The office could benefit from another full time prevention assistant position. Future consideration should be given to the University's funding formula as these positions are critical to our compliance with the federal Drug-free Schools and Campus Regulations.

How was this plan and results conveyed to your Division/Department?:

The FY 2022 Annual Report from the SAFE Office was also provided to our funding source (OPHI) as well as the Vice President for Student Affairs and other key stakeholders from the Frostburg Community Coalition. Additionally, information is shared with the Division of Student Affairs at two annual meetings in August and January. Information and data regarding student health, safety, and well-being are discussed at weekly BURG Leadership Team meetings as the utilization of evidenced-based strategies are critical to the success of prevention programs. Student substance abuse data, as well as other health data, are often used in social norming campaigns to correct the normative misperceptions that students often hold regarding behaviors.

Evidence, artifacts, and or back up documentation:

Linked Documents

There are no attachments.

Attached Files

 [FSU Alcohol EDU Impact Report 2022.pptx](#)

 [FSU FY2023 ATOD Prevention Ctr Budget_.xlsx](#)

 [FSU Sexual Assault GRAD Students 2022.pdf](#)

 [FSU Sexual Assault Undergrad Impact report 2022.pptx](#)

 [FSU SOW FY 2023 .docx](#)

 [MD CollaborativeGovernance Council_Data_2022.pdf](#)

 [MD-CAS FSU 2022 Full Report.pdf](#)

 [Peer Ed student evaluations2022..pdf](#)

 [Satisfaction Survey 2022.pdf](#)

Related Items

No connections made

Substance Abuse Facts & Education (SAFE) Annual Report FY 2021

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Template:

Departmental Annual Report

Enter: Year_Department/Unit Annual Report:

Substance Abuse Facts & Education (SAFE) Annual Report FY 2021

Start:

7/1/2020

End:

6/30/2021

Providing Department:

Substance Abuse Facts & Education (SAFE Center)

Specify your Division/Department Goals Priorities.:

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Strategic Goals:

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Goal 6: Enhance the quality of the social norms campaign and continue challenging the misperceptions around student alcohol, tobacco and other drug use.

Goal 7: Educate students about responsible choices and decision making regarding substance using behavior.

Specify your Division/Department Actions Priorities/Plans.:

Action Priorities for 2020-21

- 1.1:** Provide expertise in the development and coordination of ATOD education and prevention activities on campus as evidenced by advising and mentoring the BURG Peer Education Network throughout the academic year.
- 1.2:** The SAFE Director will provide training and leadership in facilitating the implementation of at least fifty (50) BURG Peer Educational programs in the 2019-20 academic year.
- 2.1:** BURG Peer Educators will attend and present at the Regional BACCHUS NASPA Conference during the academic year.
- 3.1:** The SAFE Director will increase peer education advocacy on campus as measured by recruiting and training at least twenty (20) peer educators in the fall 2019 semester.
- 3.2:** The SAFE Director will facilitate a peer education institute training in the 2019-20 academic year.
- 4.1:** Coordinate environmental strategies to effectively promote no-risk to low-risk consumption of alcohol as evidenced by a reduction in high-risk consumption among students.
- 5.1:** Maintain positive relationships with Western Maryland Prevention Coordinators, provide ATOD support and training to smaller institutions in the area, and serve as a resource center to the University and surrounding community for prevention initiatives throughout the academic year.
- 6.1:** Strengthen efforts to challenge misperceptions of students regarding patterns of alcohol use on and off campus as evidenced by disseminating social norming posters in the 2019-20 academic year.
- 6.2:** Coordinate the implementation of Frostburg State University alcohol prevention efforts as measured by maintaining consistency in the prevention messages promoted by various offices and departments throughout the academic year.
- 7.1:** The SAFE Director will provide screening and intervention for high-risk alcohol and marijuana users as measured by the number of Basic Screening Intervention (BSI) referrals from the Office of Student Conduct & Community Standards.

What are the Measures/Metrics used to assess effectiveness?:

EverFi's AlcoholEdu data, the Maryland College Alcohol Survey, and indirect source data from the BURG Peer Education Network via information table surveys have informed our work.

The SAFE Director continues to use CORE Data and ACHA Data in social norming efforts.

The process of assessment per Action Plan: How were the results assessed?:

The following assessments were completed during the academic year:

EverFi's AlcoholEdu data, the Maryland College Alcohol Survey, and indirect source data from the BURG Peer Education Network via information table surveys have informed our work including peer ed satisfaction survey.

What were the results?:

2020-21 SAFE Office Results:

- 1.1:** Covid created a gap in student engagement this past year. One peer educator and two interns assisted the office in prevention efforts.
- 1.1:** No (0) BURG students received TIPS Training.
- 1.1:** 1,350 service hours were recorded by our BURG student volunteers including two interns.
- 1.2:** BURG Peer Education Network conducted virtual education via canvas 140 days throughout semester. Average participation each day was 250+ students daily
- 2.1:** Due to COVID-19 restrictions, BACCHUS Conference was conducted virtually. Two students and advisor attended.
- 3.1:** Three (3) new students were recruited and received Peer Education training during August, 2020. Mostly virtual.
- 3.2:** First-Year Initiative (FYI) training was cancelled due to COVID
- 4.1:** Maryland College Alcohol Survey conducted with 25.6 % response rate. Complete report in August
- 5.1:** BURG Peer Educators were unable to conduct after-prom program at Mt. Ridge High School due to COVID-19.
- 6.1:** Over 27 different social norms posters were disseminated via email/social media.
- 7.1:** One (1) Basic Screening Intervention (BSI) session was conducted
- 7.1:** No (0) DUI Student Classes

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?:

1) Impact on Operations: outcome data and assessment information from FY 2021 goals and action priorities serve to inform and influence decision-making regarding SAFE initiatives for FY 2022.

Focus for 2021-22 Unit Plan

Goal 1: Engage student peer educators in the experiential learning process, which will develop and enhance the quality of educational programming.

- * Peer education network will recruit 10 new students to begin rebuilding network
- Peer Educators will conduct 40 educational programs by May 15, 2022
- Peer Educators will conduct at least 6 focus groups by May 15, 2022.
- Two peer educators will attend the NASPA/BACCHUS General Assembly.
- Peer Educators will implement three recruiting events in the 2021-2022 academic year
- Ten students will receive facilitation skill building training at the Fall Institute, October 2021.
- Eighty percent of our peer educators will participate in two or more community service projects by May 15, 2022.
- Peer Educators will conduct six information tables throughout the 2021-2022 academic year

Goal 2: Provide student peer educators with multi-dimensional opportunities to increase leadership skills.

- Ten students will attend the fall institute training by October, 2021.
- Twenty-five students will attend the spring institute training by March, 2022.
- Eighty percent of our peer educators will participate in two or more community service projects by May 15, 2022.
- Eighty percent of our peer educators will show statistically significant improvement on the Leadership Growth Satisfaction Survey (May 15, 2022)
- Peer educators will learn how to plan, organize and conduct general body meetings, leadership team meetings and strategic planning sessions throughout the 2021-22 academic year.
- The network will increase network meetings with key stakeholders throughout the 2021-22 academic year.
- Conduct one CPE trainings and nationally certify ten new students.

Goal 3: Deliver a purposeful peer education experience for students to engage, develop and grow through each phase of their journey at Frostburg State University.

- Fifteen new freshmen students will be recruited during the 2021-22 Academic year.
- Four leadership peer educators will assist the BURG advisor facilitate 2021-22 Institutes.
- Peer educator satisfaction surveys will be completed twice in the 2021-22 academic year.
- All peer educators will meet with the advisor at least once in the academic year or on as needed basis.
- The BURG Peer Education Network Alumni association will take a more active role in the area of mentoring, training and other engagement activities.
- BURG Leadership Team members will monitor freshman academic progress throughout 2021-22 academic year.

Goal 4: Create an environment of wellness, safety, respect and compassion to cultivate healthy change and increase morale.

- Continue the frostBURG Cares campaign throughout the 2021-22 academic year
- Encourage athletes, greeks and other engaged student organizations to take ownership to the frostBURG Cares Campaign by May, 2022.
- Continue to provide high quality edutainment programs addressing topics like: Alcohol, Tobacco, Other Drugs, Nutrition, Body Image, Eating Disorders, Stress, Relationships, Sexual Assault, Sexual Health and Mental Health.
- Specifically create 8 educational programs through video/social media by May 2022.
- Strengthen relationship between other student groups and professionals who develop wellness programming on campus.
- Replace updated smoke-free campus signs and window stickers by August 15, 2021.
- Coordinate environmental strategies through the Prevention Team to effectively promote no-risk to low-risk consumption of alcohol; whereby, avoiding the potential negative consequences of high-risk consumption.
- Peer Educators will develop a new program addressing POST COVID Norms and anxiety.
- Peer Educators will co-sponsor a Spring Festival by May 10, 2022.
- Peer Educators will present bystander care intervention programs to one-hundred students in the 2021-2022 academic year

Goal 5: Promote activities that demonstrate the universities mission to collaborate with our community and regional prevention efforts.

- Peer educators will plan and implement at least two community service projects throughout the 2021-22 academic year.
- Continue assisting Mountain Ridge High School After-Prom Event
- Revitalize the Frostburg Community Coalition
- Continue to provide technological support and resources to regional community colleges.
- Continue networking with the Western Maryland Prevention Coordinator Network
- Providing continued support to the local high school SADD and SHOP Organizations.
- Providing educational pamphlets, incentive items and other prevention awareness activities to Western Maryland Community Groups.
- Support local opioid recovery action groups in community
- Train two students in BASICS model
- Prevention Center Director will host three conference calls with the other ATOD Prevention Center Director's

*Prevention Center will host three meetings with the Maryland Collaborative.

- Prevention Center Director will disseminate ATOD materials to 1200 FSU Students/Parents during summer preview, June, 2022.

Goal 6: Enhance the quality of the social norms campaign and continue challenging the misperceptions around student alcohol, tobacco and other drug use.

- Increase the number of posters from Fifteen to twenty throughout the 2021-22 academic year.
- Implement the FSU factoid campaign in the 2021-22 academic year.
- Increase messaging during high peak binge drinking times, especially during Halloween and Homecoming.
- Expose faculty members to the social norms messages by twenty percent in the 2021-22 academic year.
- Display all twenty posters on the FSU digital signs throughout the 2021-22 academic year.
- Disseminate 300 social norming posters in the 2021-22 Academic Year.
- Strengthen the social marketing campaign to challenge misperceptions of students regarding patterns of alcohol use on and off campus.

Goal 7: Educate students about responsible choices and decision making regarding substance using behavior.

- Peer educators will conduct 40 educational programs throughout the 2021-22 academic year.
- The peer education network will conduct three awareness campaigns throughout the 2021-22 academic year.
- The peer education network will continue to work with late@lane and promote healthy choice messages.
- The peer education network will continue to partner with other student organizations throughout the 2021-22 academic year.
- The network will disseminate over 5,000 incentive items in the 2020-21 academic year.
- Continue to enforce opioid education policy to new students in the 2021-22 academic year.
- Prevention Center Director will increase outreach efforts to students in recovery by five percent in the 2021-22 academic year
- Provide support for screening of high risk marijuana users.
- The Prevention Center Director will provide BSI sessions to 20 students during the 2021-22 academic year
- Conduct one CPE training and nationally certify ten new students in 2021-22

2) Resource Allocation:

The Substance Abuse Facts & Education office, as well as the BURG Peer Education Network are funded in full by the Maryland Department of Health & Mental Hygiene and managed by the Office of population Health Improvement. The office has one full time Director position and has recently hired a part time administrative Assistant. The office could benefit from another full time prevention assistant position. Future consideration should be given to the University's funding formula as these positions are critical to our compliance with the federal Drug-free Schools and Campus Regulations.

How was this plan and results conveyed to your Division/Department?:

The FY 2021 Annual Report from the SAFE Office was also provided to our funding source (OPHI) as well as the Vice President for Student Affairs and other key stakeholders from the Frostburg Community Coalition. Additionally, information is shared with the Division of Student Affairs at two annual meetings in August and January. Information and data regarding student health, safety, and well-being are discussed at weekly BURG Leadership Team meetings as the

utilization of evidenced-based strategies are critical to the success of prevention programs. Student substance abuse data, as well as other health data, are often used in social norming campaigns to correct the normative misperceptions that students often hold regarding behaviors.

Evidence, artifacts, and or back up documentation:

Linked Documents

There are no attachments.

Attached Files

[2015 Frostburg State University Core Data 2015.pdf](#)

[2015 Frostburg State University Core Data Exec Report.pdf](#)

[Frostburg Impact Reports 2019-2020.pdf](#)

[Frostburg State UniversityAlcoholImpactReport21_.pdf](#)

[Frostburg State UniversityPrescription Drug ImpactReport_.pdf.html](#)

[Frostburg University Interagency Agreement Scope of WorkFY22.docx](#)

[FSUATODFY22 Budget.xlsx](#)

[MD-CAS 2020_Full school report_FSU_v1.pptx](#)

[MD-CAS Pre-liminary Report 2021.pdf](#)

[MHPE 2021 Outcomes Report.pdf](#)

[MHPE Feedback Survey Data -.xlsx](#)

[NCHA-II SPRING 2019 FSU Survey Summary.pdf](#)

[Peer Education Knowledge and Skill Survey 2020.docx](#)

[Peer Education Satisfaction Survey 2020.docx](#)

[PeerEdSurveySpring21.pdf](#)

Related Items

Supports (Connected Up):

PROVIDE ENGAGING EXPERIENCES THAT CHALLENGE OUR STUDENTS TO EXCEL.

Frostburg Strategic Goal

EXPAND REGIONAL OUTREACH AND ENGAGEMENT.

Frostburg Strategic Goal

Develop programs and services to engage students and provide opportunities for experiential learning and leadership.

Student Affairs Division Strategic Goal

Facilitate the successful recruitment, transition and retention of students by providing guidance, knowledge, and access to experiences, programs and services.

Student Affairs Division Strategic Goal

Create a safe, inclusive, and supportive campus community to foster growth and education.

Student Affairs Division Strategic Goal

Provide campus environments that foster student wellness and development.

Student Affairs Division Strategic Goal

Supported By (Connected Down):

No supported by items currently associated