

Memorandum

To: Frostburg State University Executive Committee

From: Bradford Nixon

Date: July 1, 2024

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

Attached is the Biennial Review for the period 2022-2024 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 2022- 2024

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 2022 through Spring 2024 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) 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 involved 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 norming/ 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.
- Continue to educate students about the new Maryland Cannabis Law and address environmental concerns including obnoxious odors on campus.
- Conduct 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 increase use of marijuana and vaping 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 (BHA 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 BASICS Model, motivational interviewing, role playing and shadowing are just a few things students engage in during their experience. The SAFE Office also provides students who are interested in becoming addictions counselors an opportunity to practice this modality through an office internship.

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 2022 through spring 2024 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

The [Student Counseling Center](#) 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 the Student Counseling Center.

7. University Police

The [Office of Student Affairs](#) meets regularly with the [University's 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 ten years (2014-2024). 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. The SAFE Office oversees the coordination of the coalition meetings, functions and events.

10. [e-CHECK-UP for Alcohol](#) and [e-CHECK-UP for Marijuana](#)

All alcohol and drug policy violators are required to complete the interactive web-based surveys, designed to allow University students to enter information about their drinking and drug-use habits. 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 \(NIAAA\) 2019 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 in Appendix C. Additional data and information is 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 University's website.

V. Ensuring that Disciplinary Sanctions are Consistently Enforced

The University collects the following data 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 [Student Counseling Center](#) records the number of drug and alcohol-related referrals for counseling.
- c. The [Student Counseling Center](#) 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. (MD-CAS see Appendix B)
- 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.
- h. The University works closely with local and state police to collect information on citations and arrests within the local community involving students.
- i. The [Student Health Center](#) conducts health screenings and refers students to the student counseling center and SAFE Office. The center also provides smoking cessation materials for students who are trying to quit smoking.

VI. Recommendations for Revising the ATOD Program

The [SAFE Office](#) and Frostburg Community Coalition makes on-going recommendations 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 [Community Standards Policy Statements](#) published by the [Division of Student Affairs](#) and available [here](#).

Appendix A:

Frostburg State University Substance Abuse Policy (Follows)

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.

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 2023 FULL REPORT (follows)

MD-CAS FSU 2024 FULL REPORT (follows)

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

Summer 2023

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THE MARYLAND COLLABORATIVE
TO REDUCE COLLEGE DRINKING AND RELATED PROBLEMS

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Funding and Background

- The data contained in this presentation are derived from the Maryland College Alcohol Survey (MD-CAS), which is funded by the Office of Population Health Improvement of the Maryland Department of Health.
- The Maryland Collaborative was established in 2012 and aims to use evidence-based strategies to reduce college student drinking and related problems.
- Frostburg State University 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 and related problems.

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Section A

Trends in Alcohol Use:

Overall MD-CAS Sample, 2014-2023

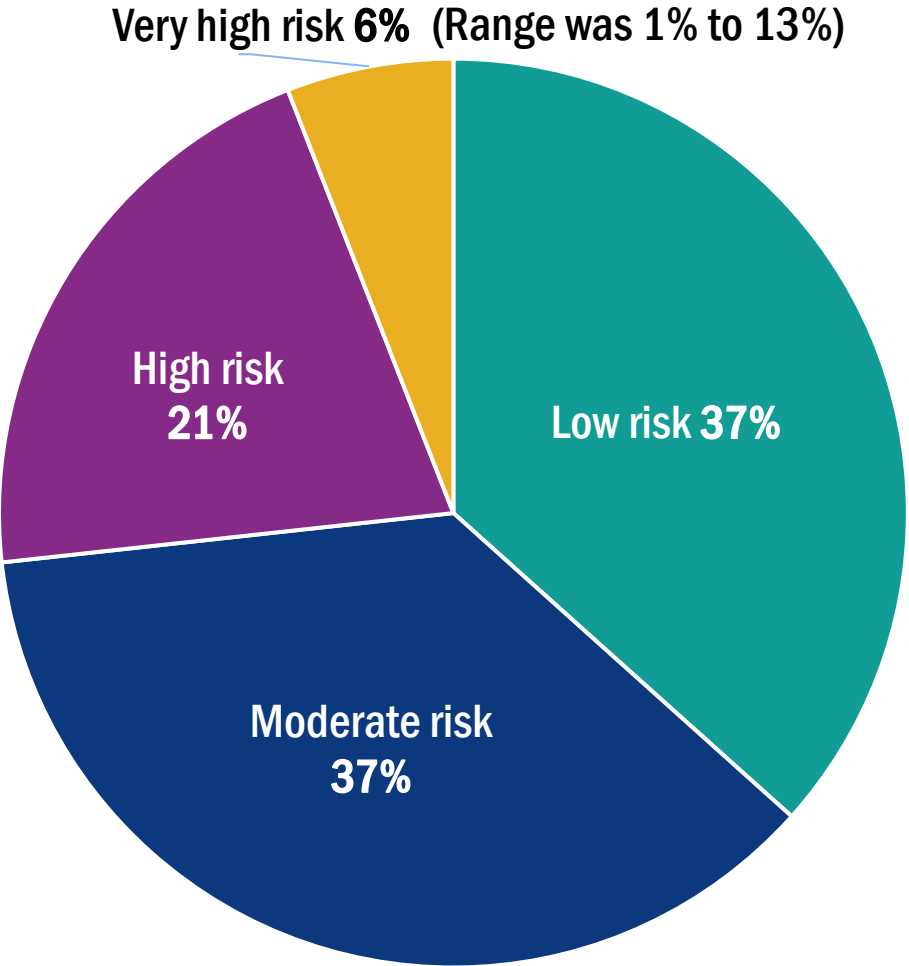
Participation in the Overall MD-CAS 2023

- 2,721 full-time undergraduate students ages 18-25 from eleven schools participated in the MD-CAS 2023.
- The overall response rate was 12%, ranging from 8% to 32% across schools.
- The online survey was administered for three weeks February-March 2023.

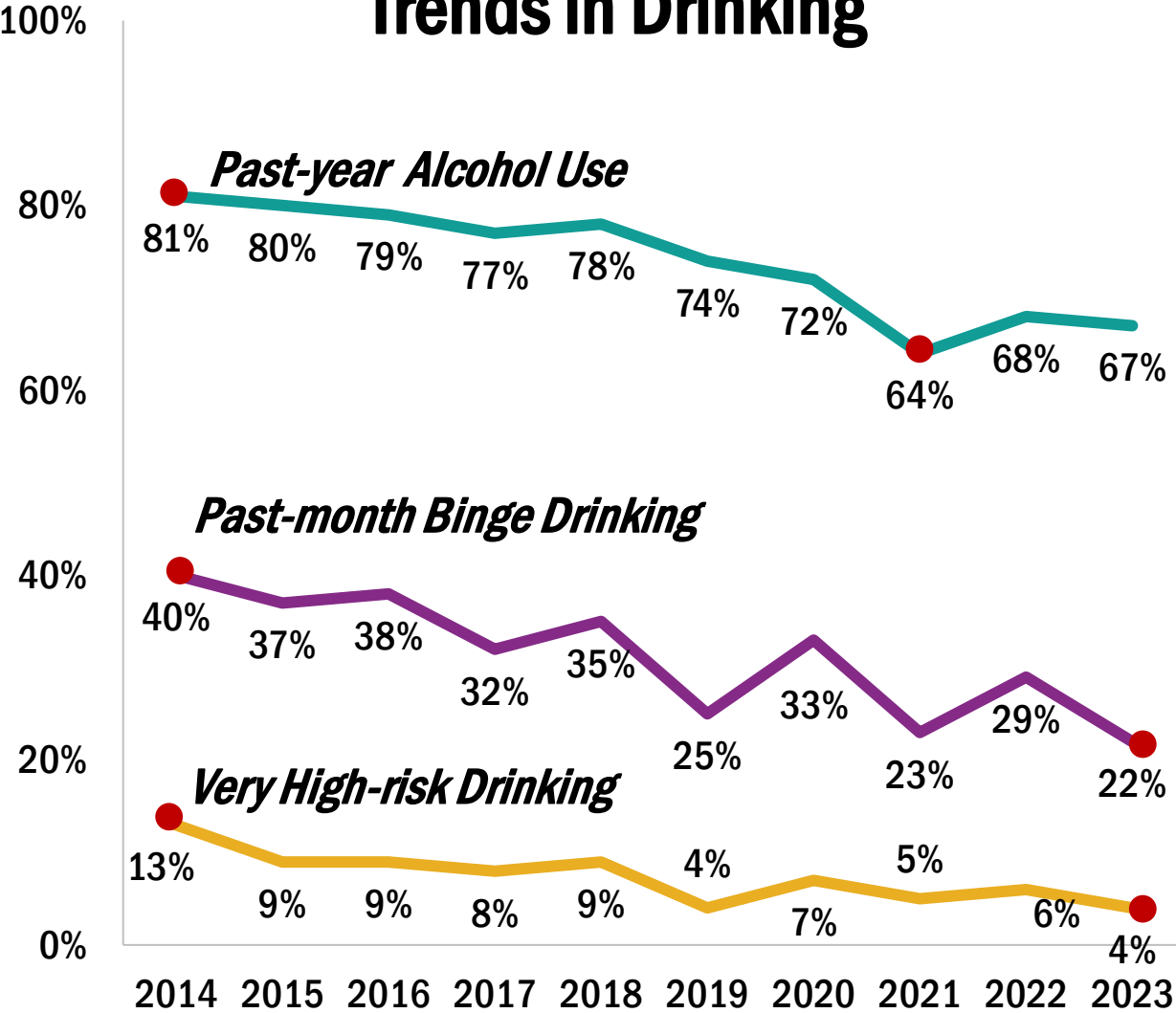
	MD-CAS 2023 Sample (n=2,721)
Gender	
Cisgender and transgender women	68%
Cisgender and transgender men	27%
Genderqueer, non-binary, or a gender not listed	5%
Prefer not to state	1%
Race/ethnicity	
Non-Hispanic White	41%
Non-Hispanic Black/African American	28%
Hispanic	10%
Non-Hispanic Asian/Pacific Islander	14%
Other or Multiracial	7%
Age	
18 to 20	64%
Living Situation	
Lived in residence hall or school-owned apartment	58%

2023 Overall MD-CAS Sample (N=2,650)

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.

Definitions of Alcohol Risk Groups in the MD-CAS

LOW RISK

Students who *did not drink* during the past year (including lifetime non-drinkers)

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

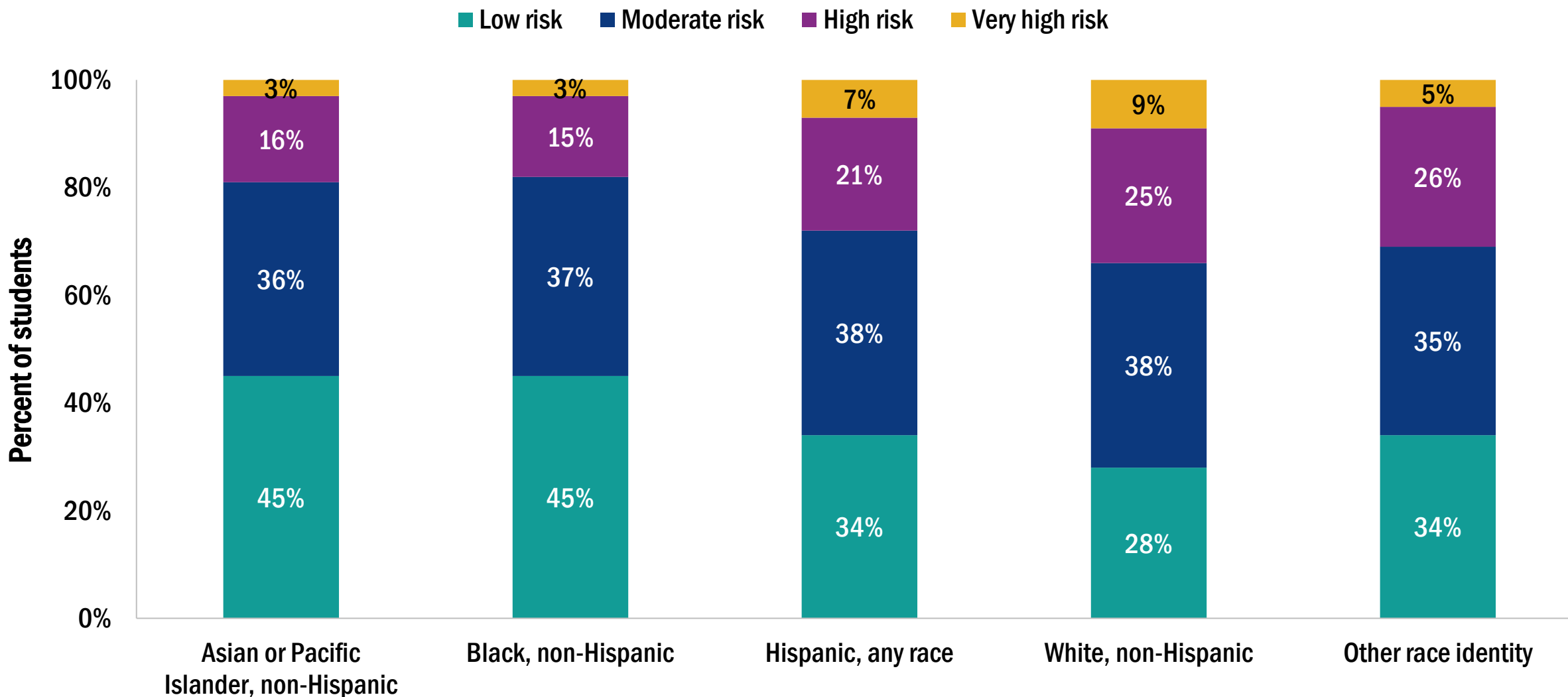
VERY HIGH RISK

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.*

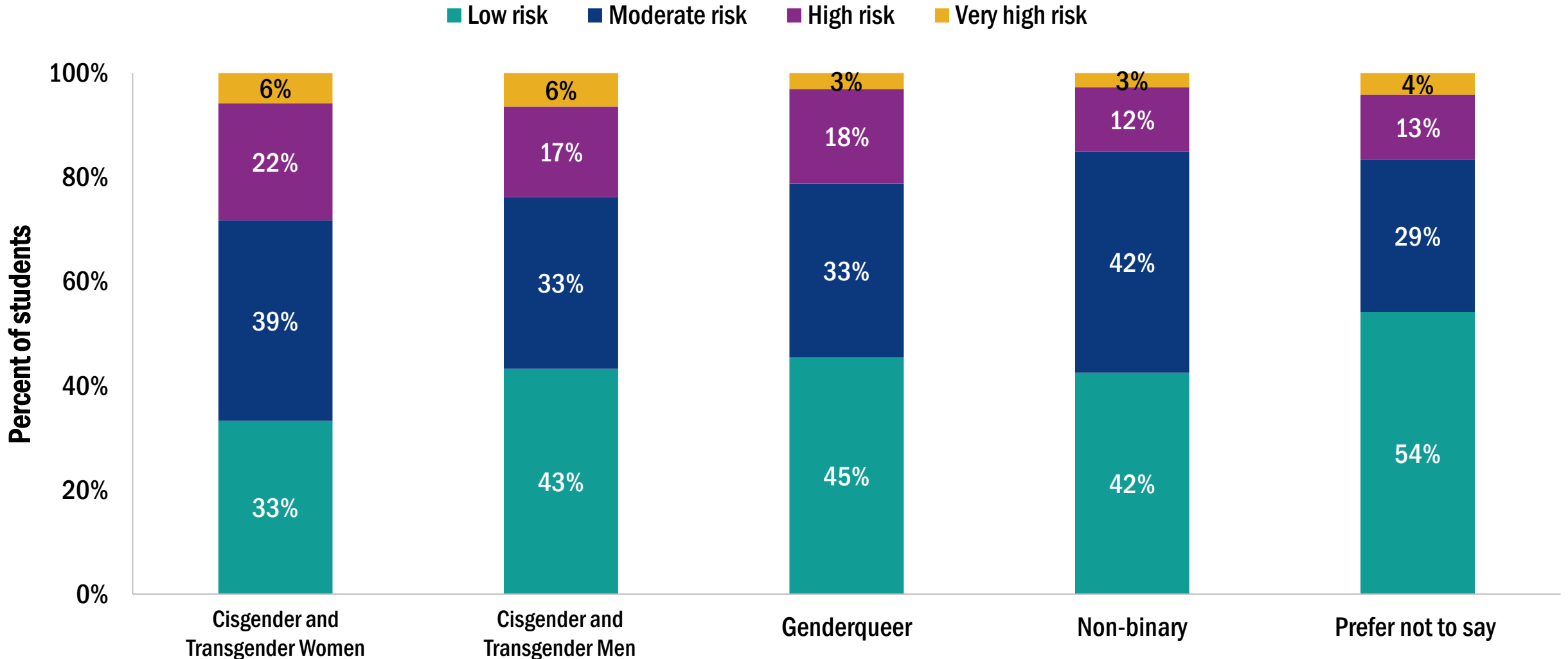
Alcohol Risk Groups by Race/Ethnicity

Overall 2023 MD-CAS Sample (N=2,605)



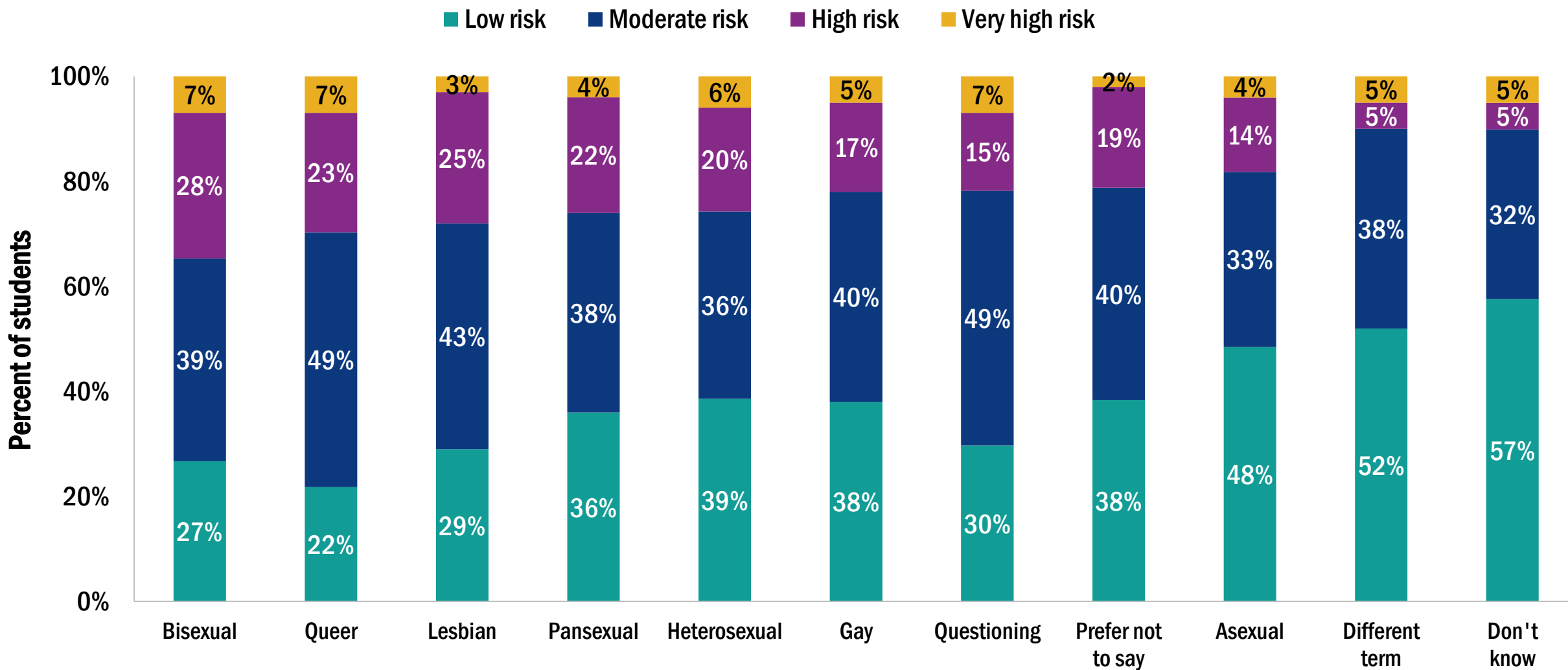
Alcohol Risk Groups by Gender

Overall 2023 MD-CAS Sample (N=2,630)



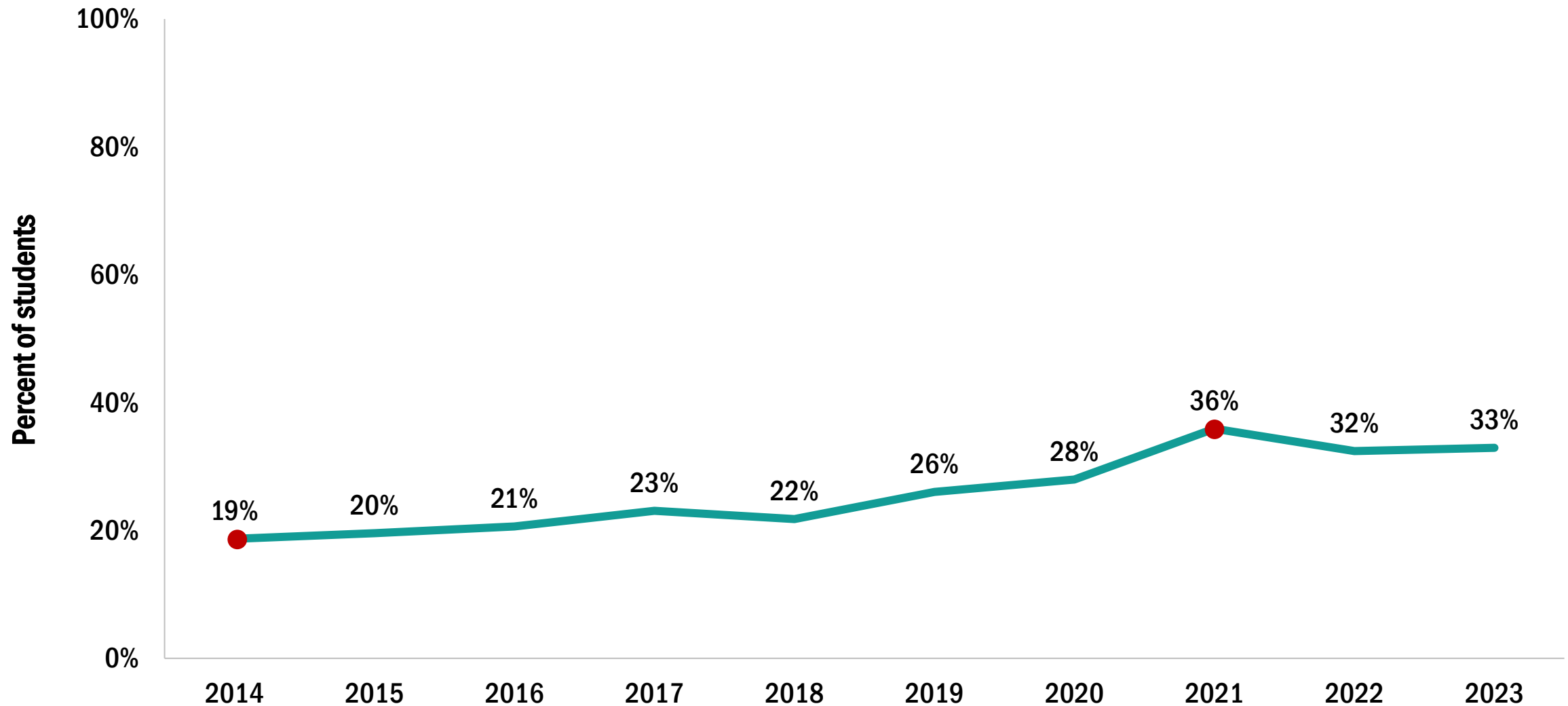
Alcohol Risk Groups by Sexual Orientation

Overall 2023 MD-CAS Sample (N=2,647)



Trends in Past-year Non-Drinkers among All Students

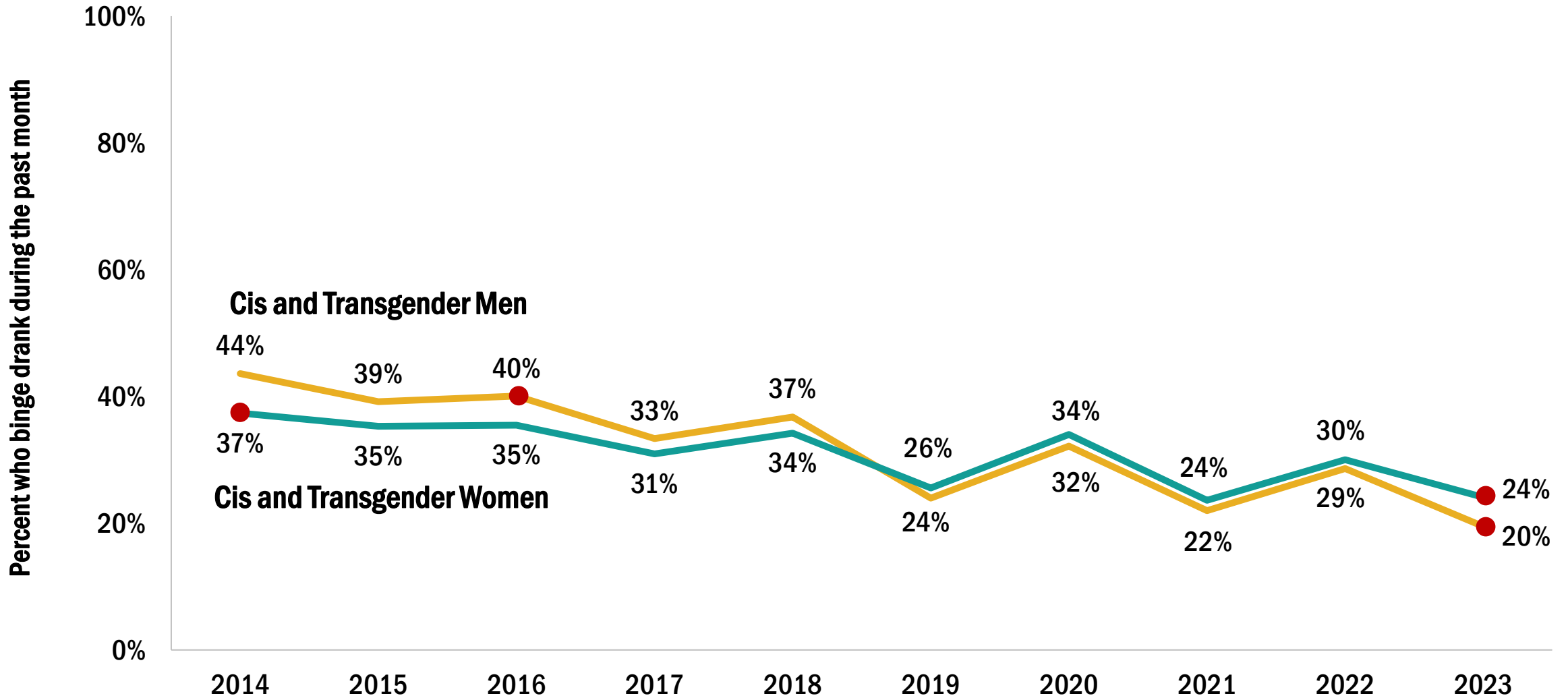
Overall MD-CAS Sample, 2014-2023



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

Trends in Binge Drinking by Gender

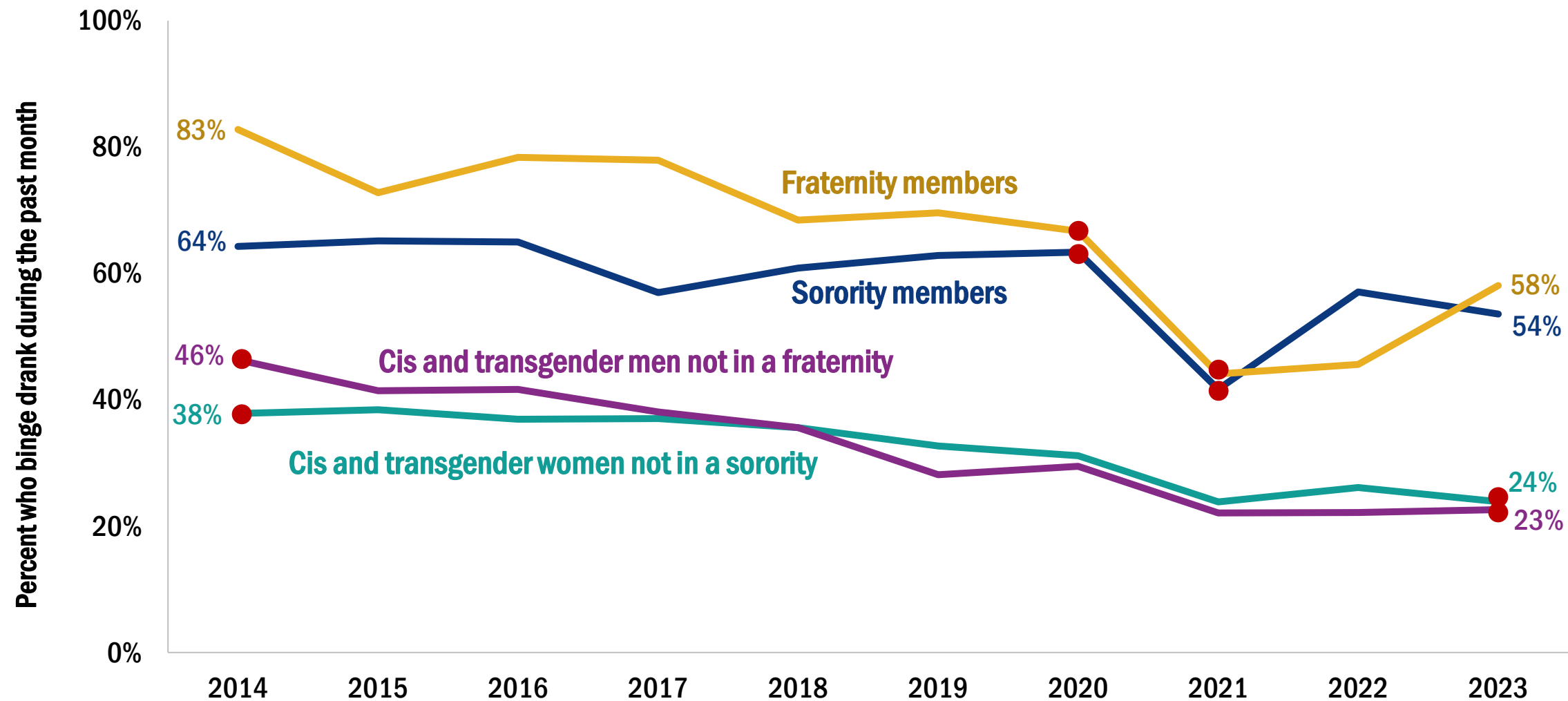
Overall MD-CAS Sample, 2014-2023



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

Binge Drinking Trends by Fraternity/Sorority Members*

Overall MD-CAS Sample, 2014-2023

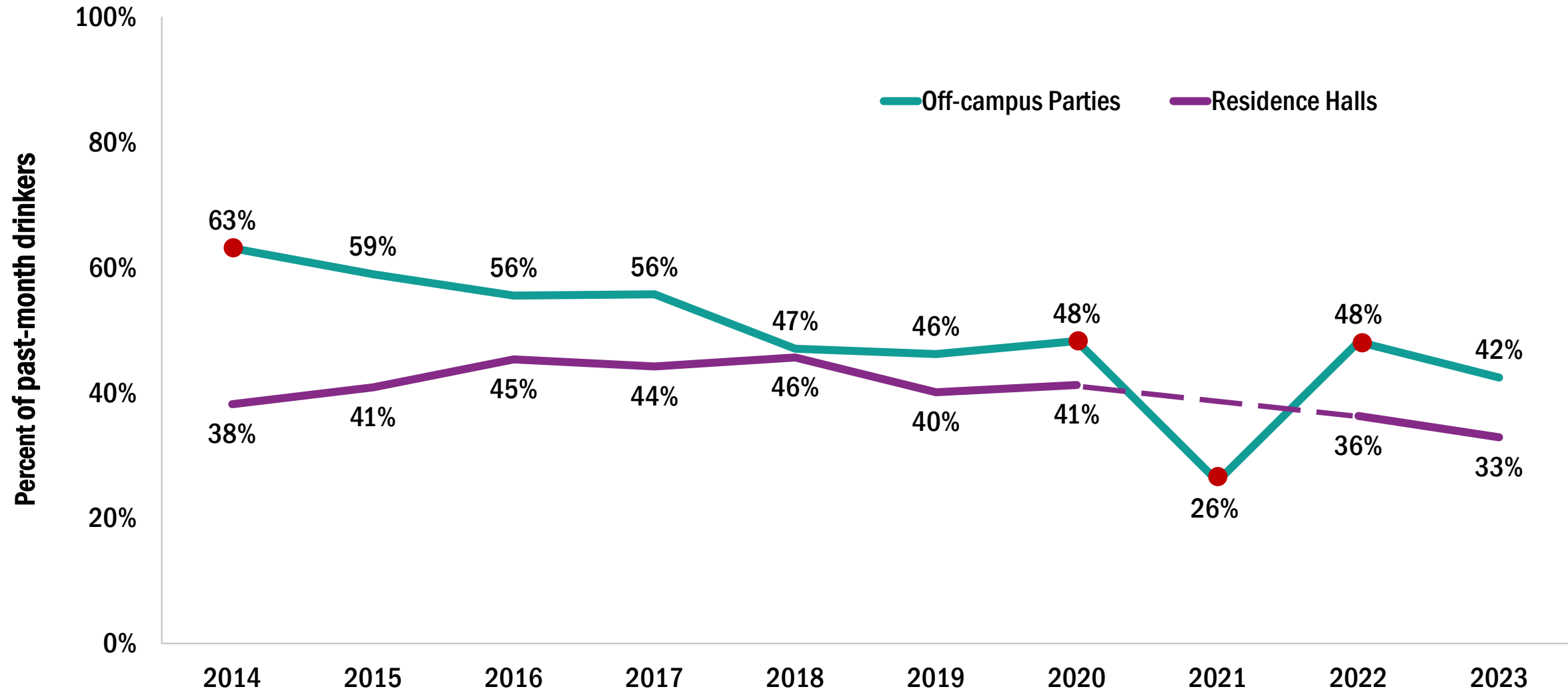


*Among students at schools with sororities/fraternities; past-month binge drinking

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

Drinking in Residence Halls and Off-campus Parties

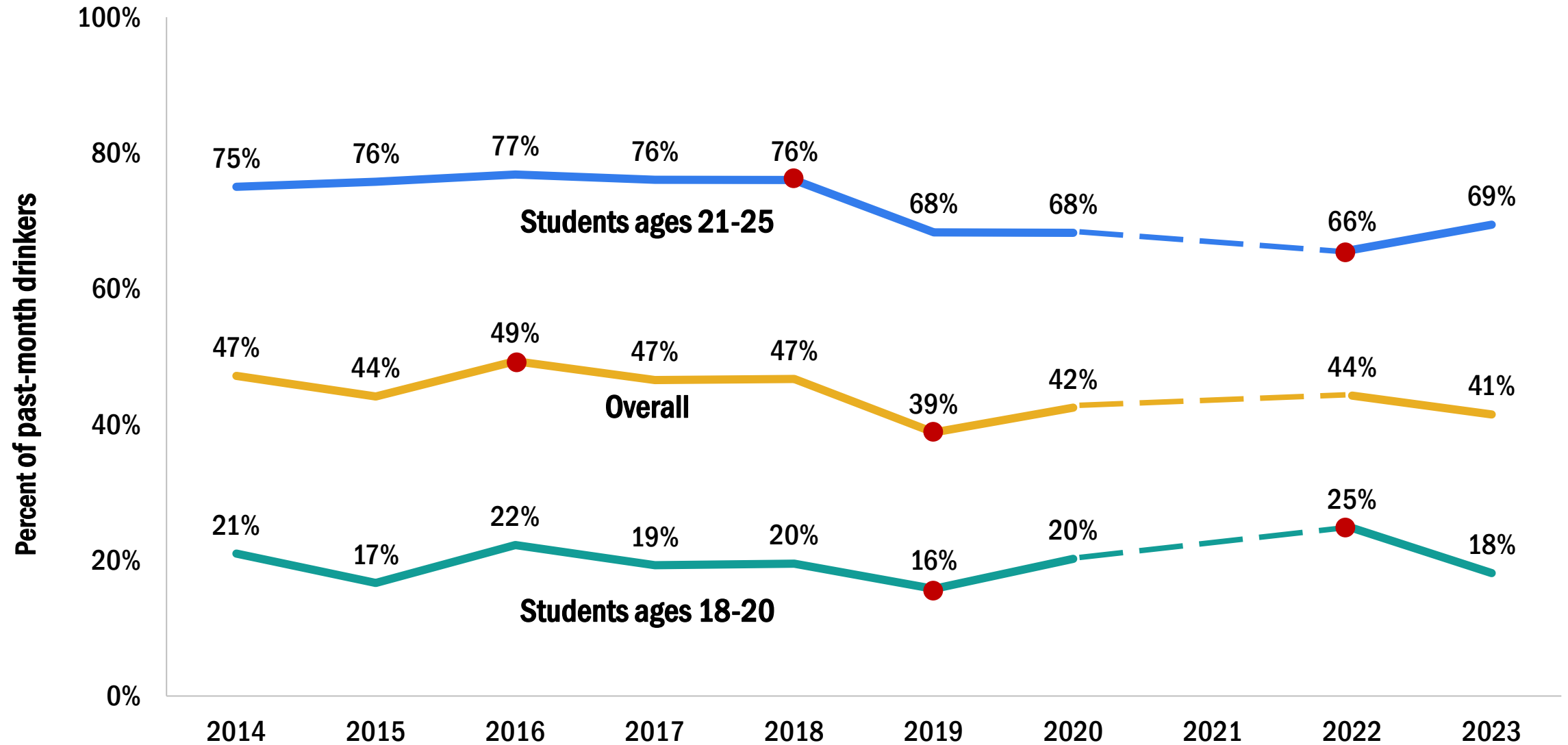
Among Past-month Drinkers, Overall MD-CAS Sample, 2014-2023



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

Drinking at Bars, Restaurants, and Clubs

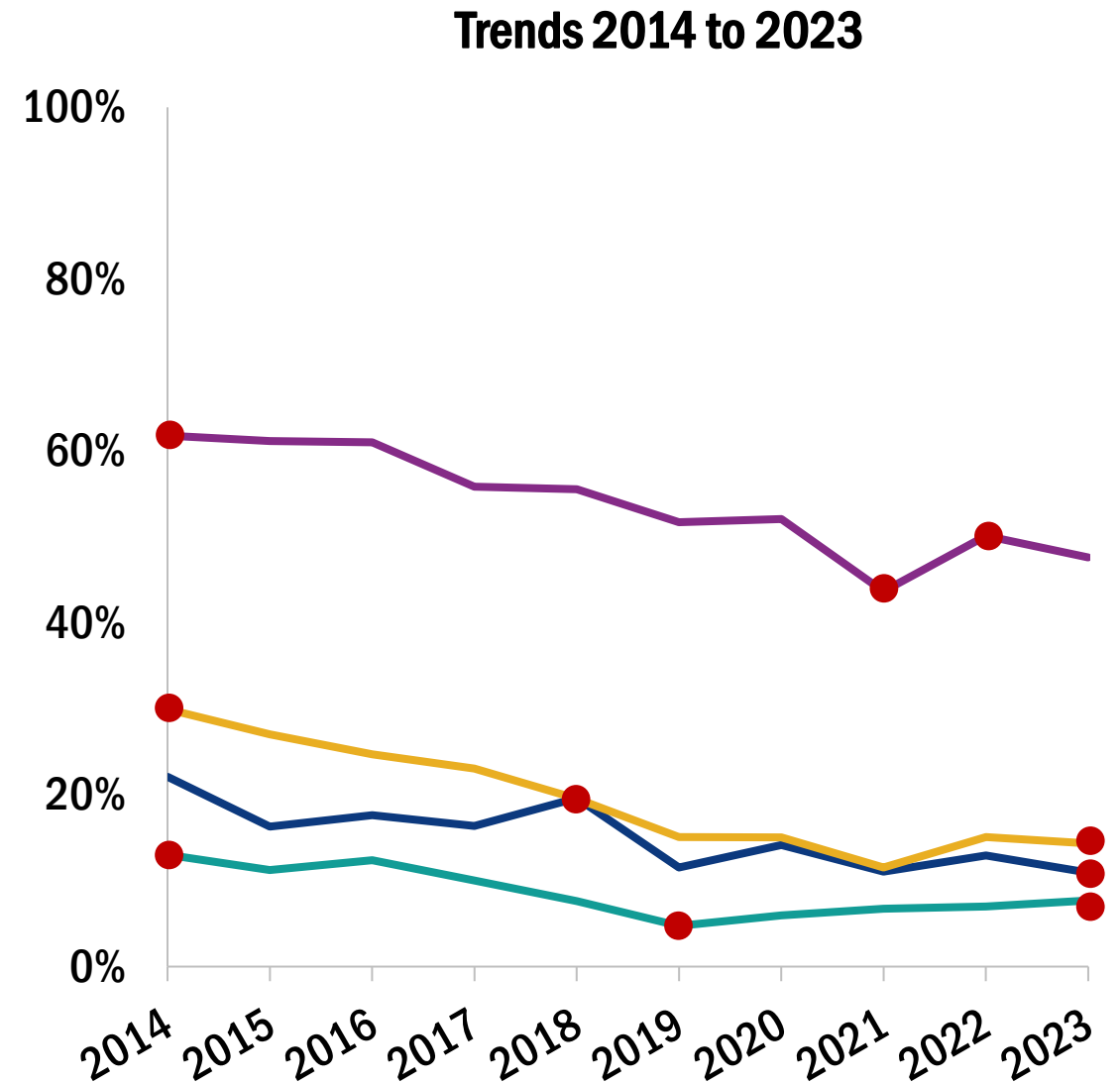
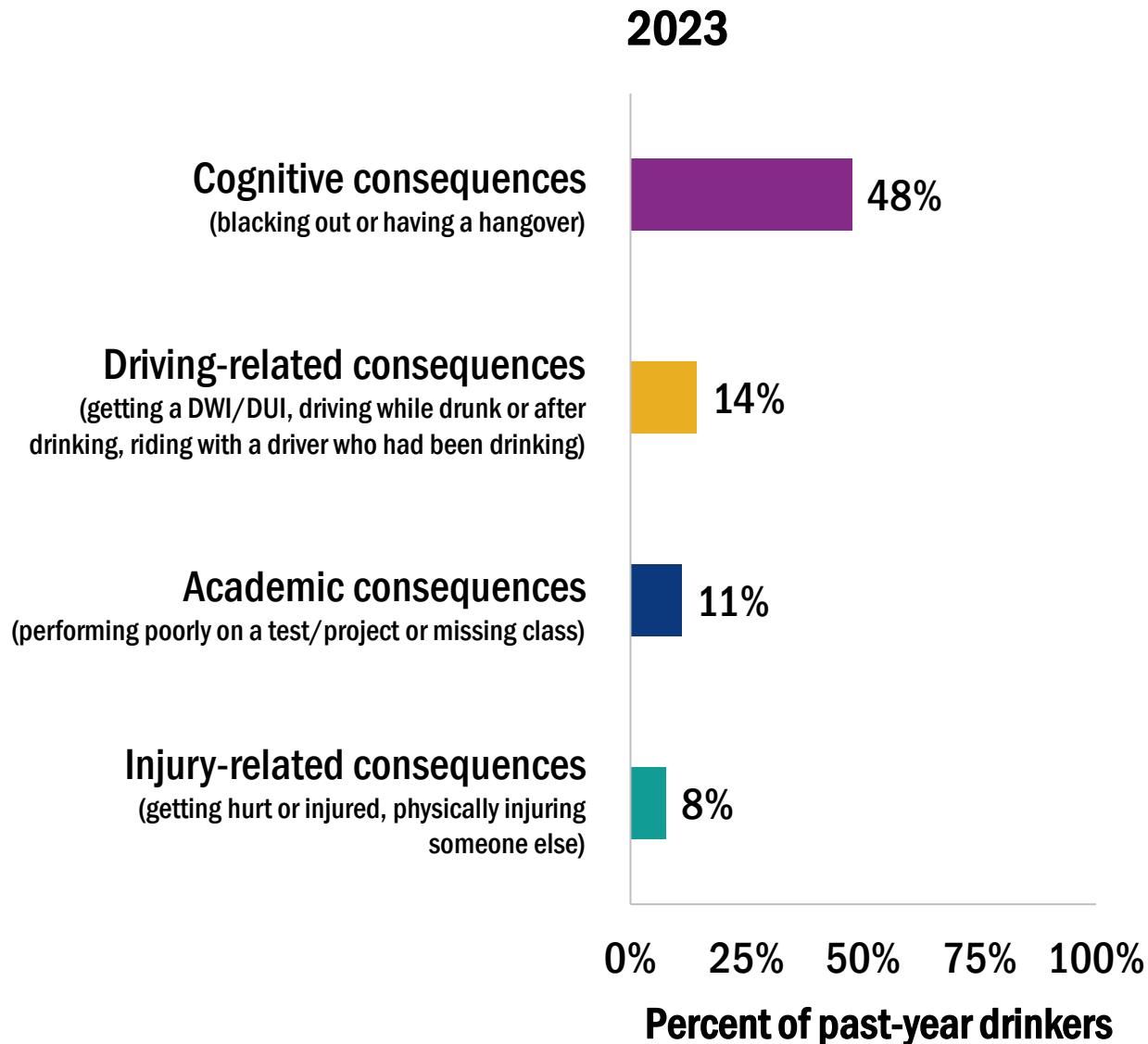
Among Past-month Drinkers, Overall MD-CAS Sample, 2014-2023*



● Statistically significant change between the years indicated by the red dots. Drinking at bars, restaurants, and clubs was not measured in 2021.

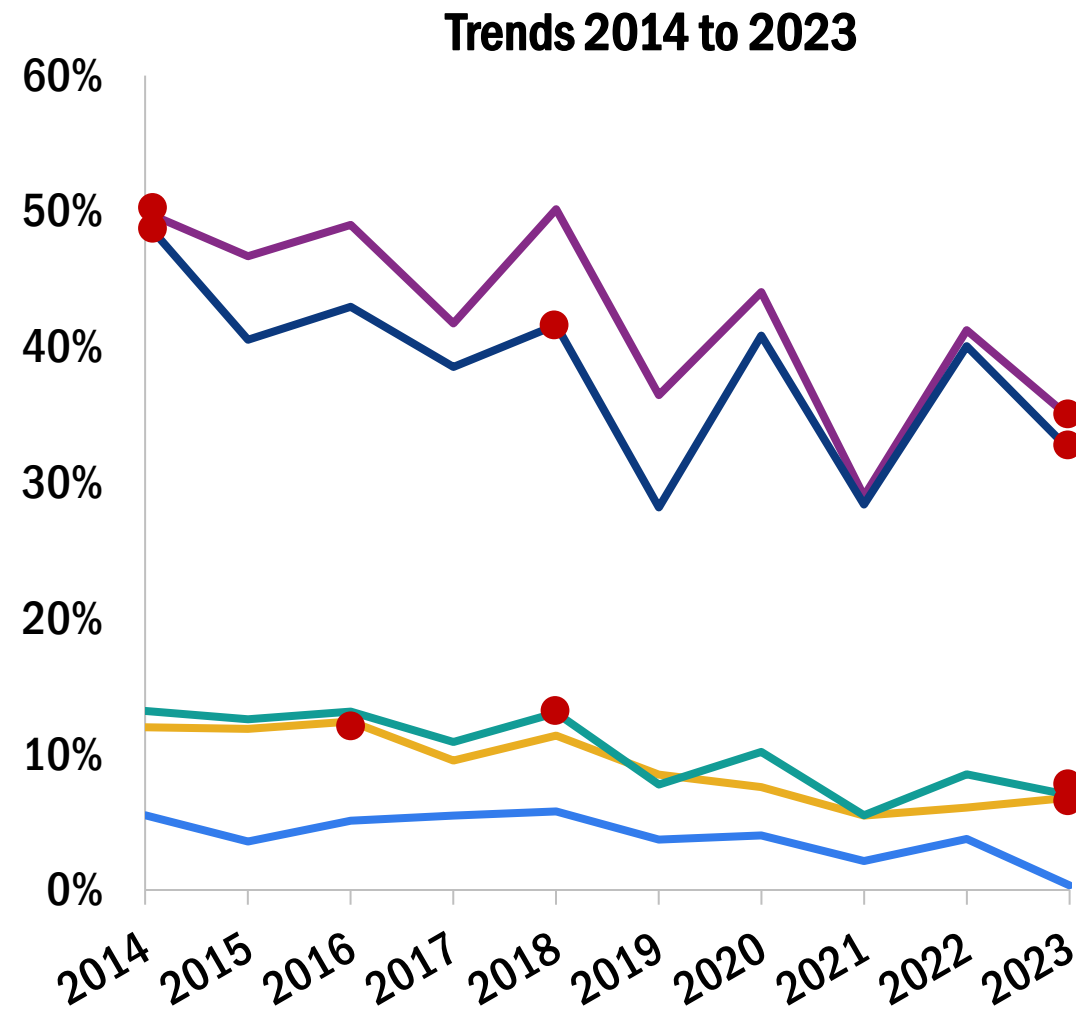
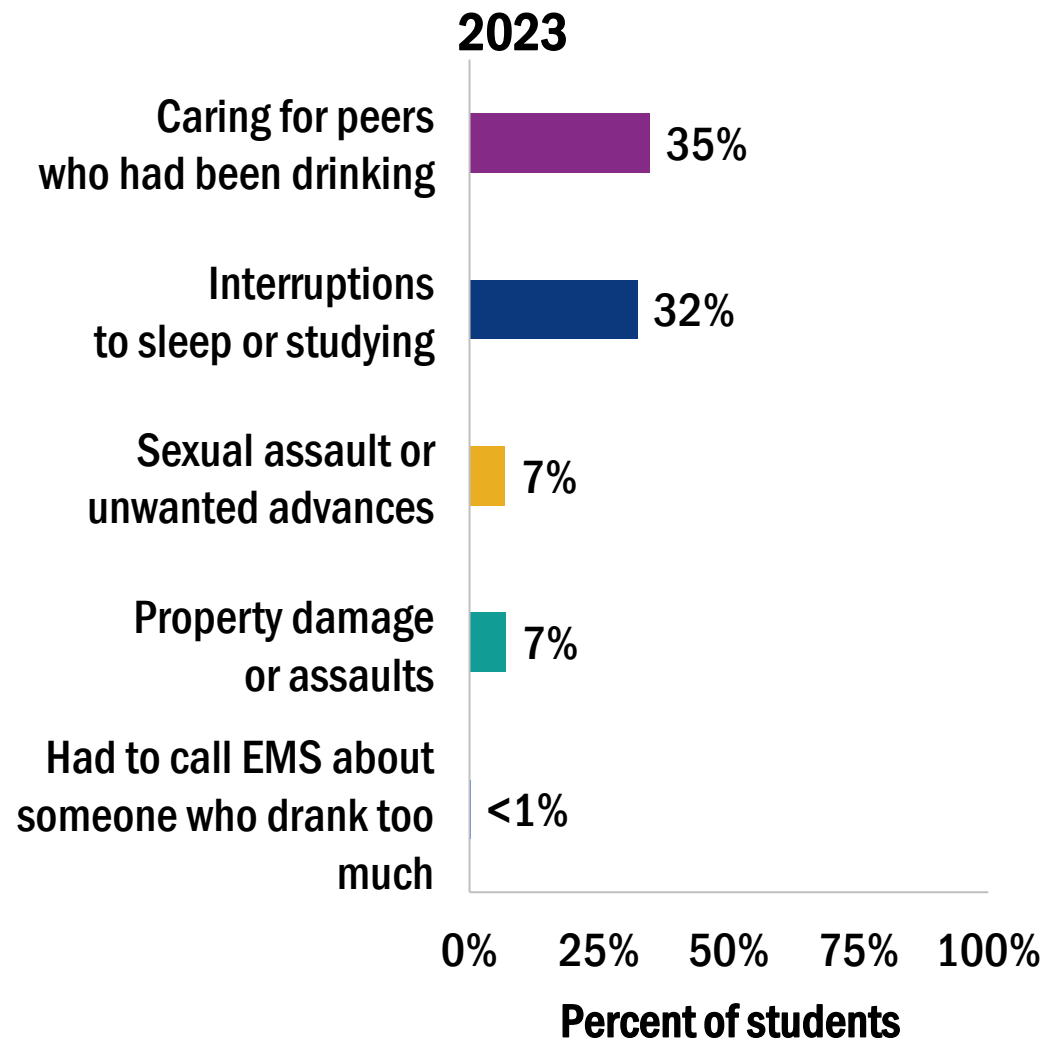
Direct Consequences of Alcohol Use

Overall 2023 MD-CAS Sample



Trends in Harms Experienced as a Result of Other's Alcohol Use

Overall MD-CAS Sample



● Statistically significant change between the years indicated by the red dots. *Among all participants, regardless of their level of alcohol use



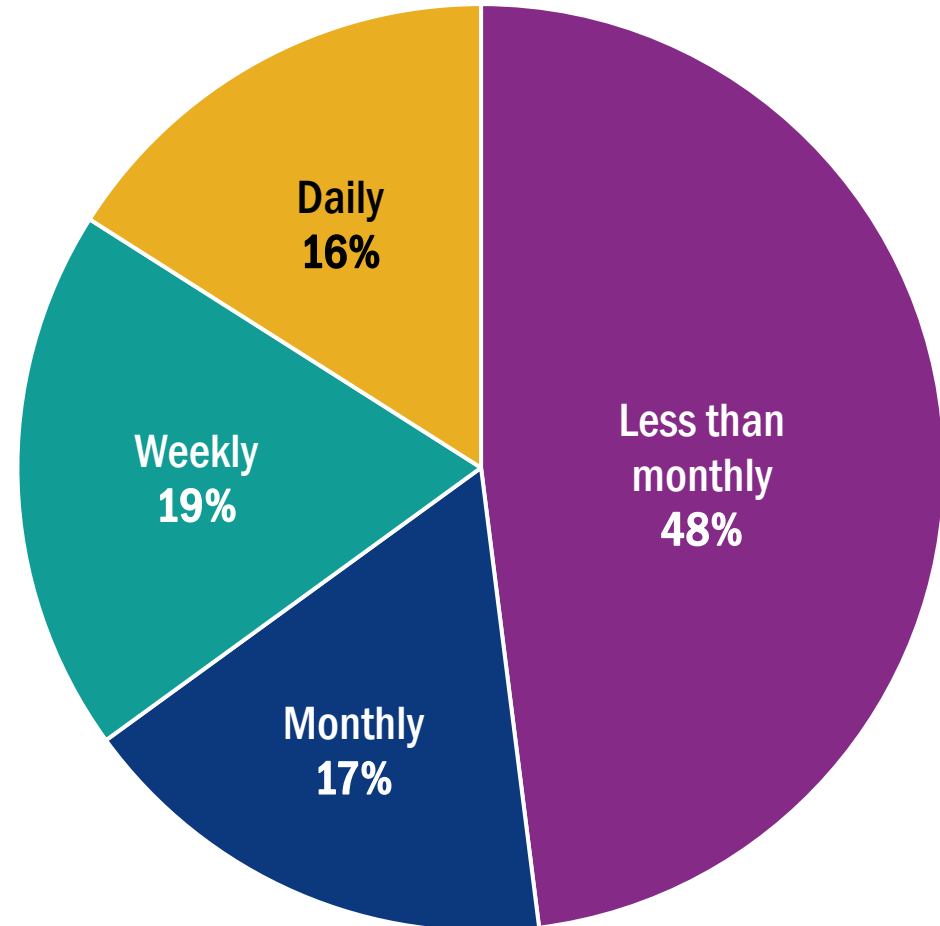
Cannabis Use

Overall MD-CAS Sample, 2015-2023

27% of Students Used Cannabis during the Past Year

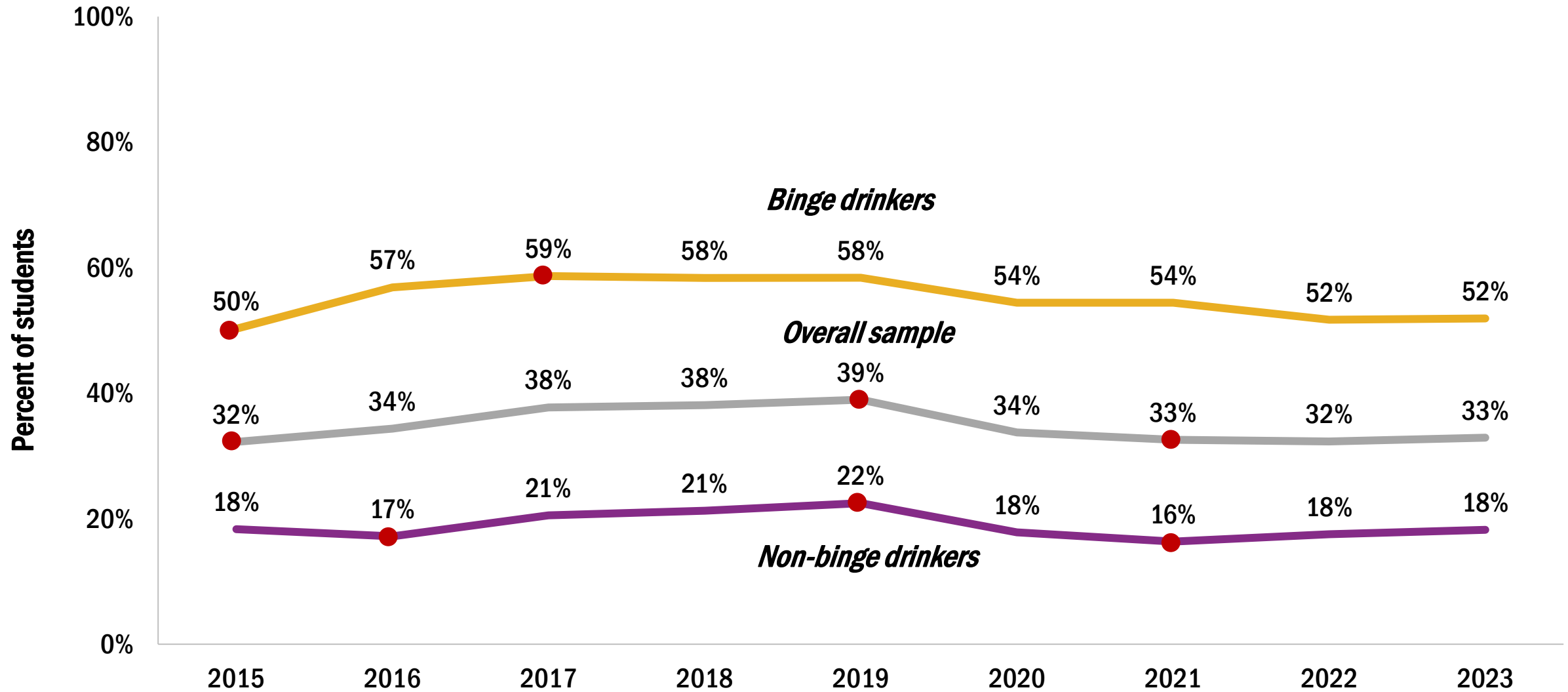
Overall 2023 MD-CAS Sample (N=2,469)

How often did these students (n=666) use cannabis in the past year?



Past-year Cannabis Use

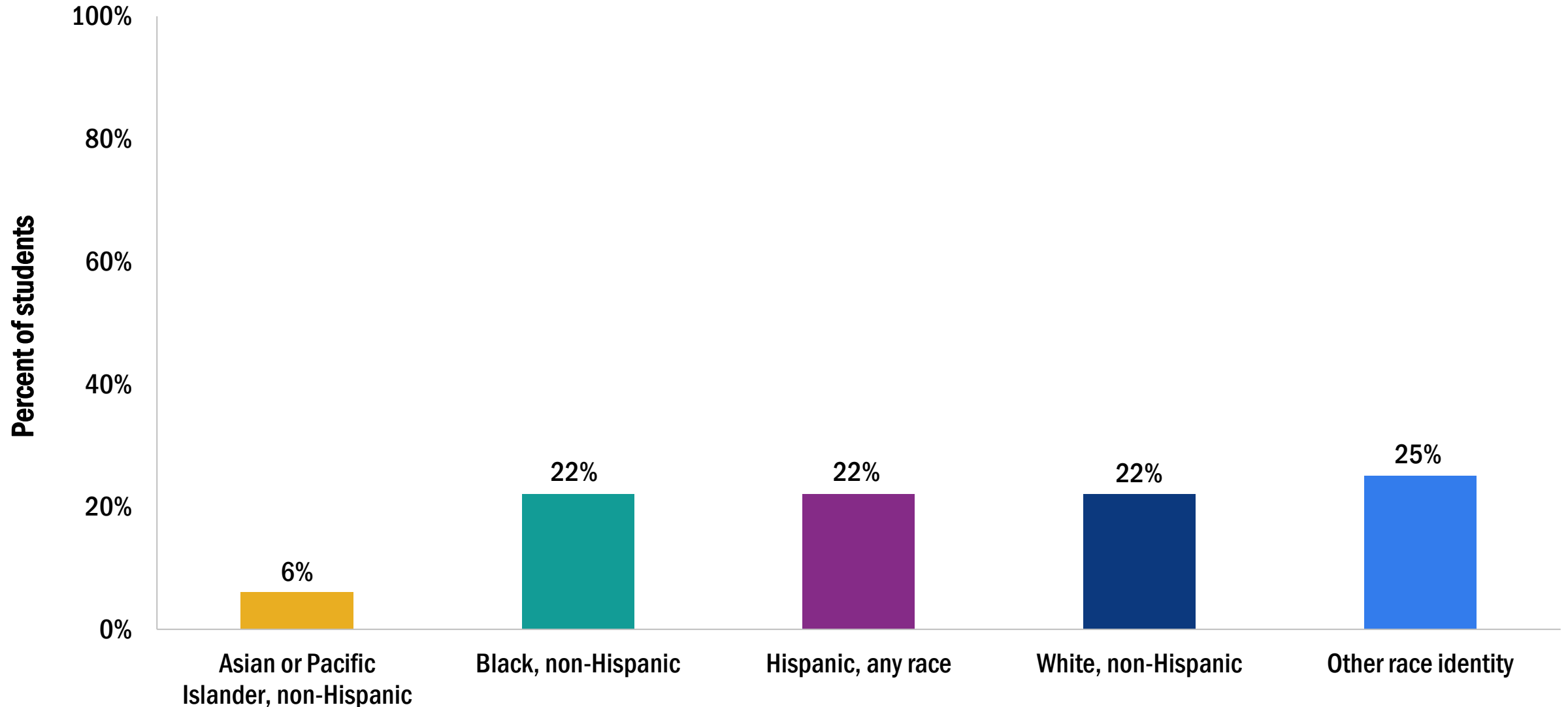
Overall MD-CAS Sample, 2015-2023



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

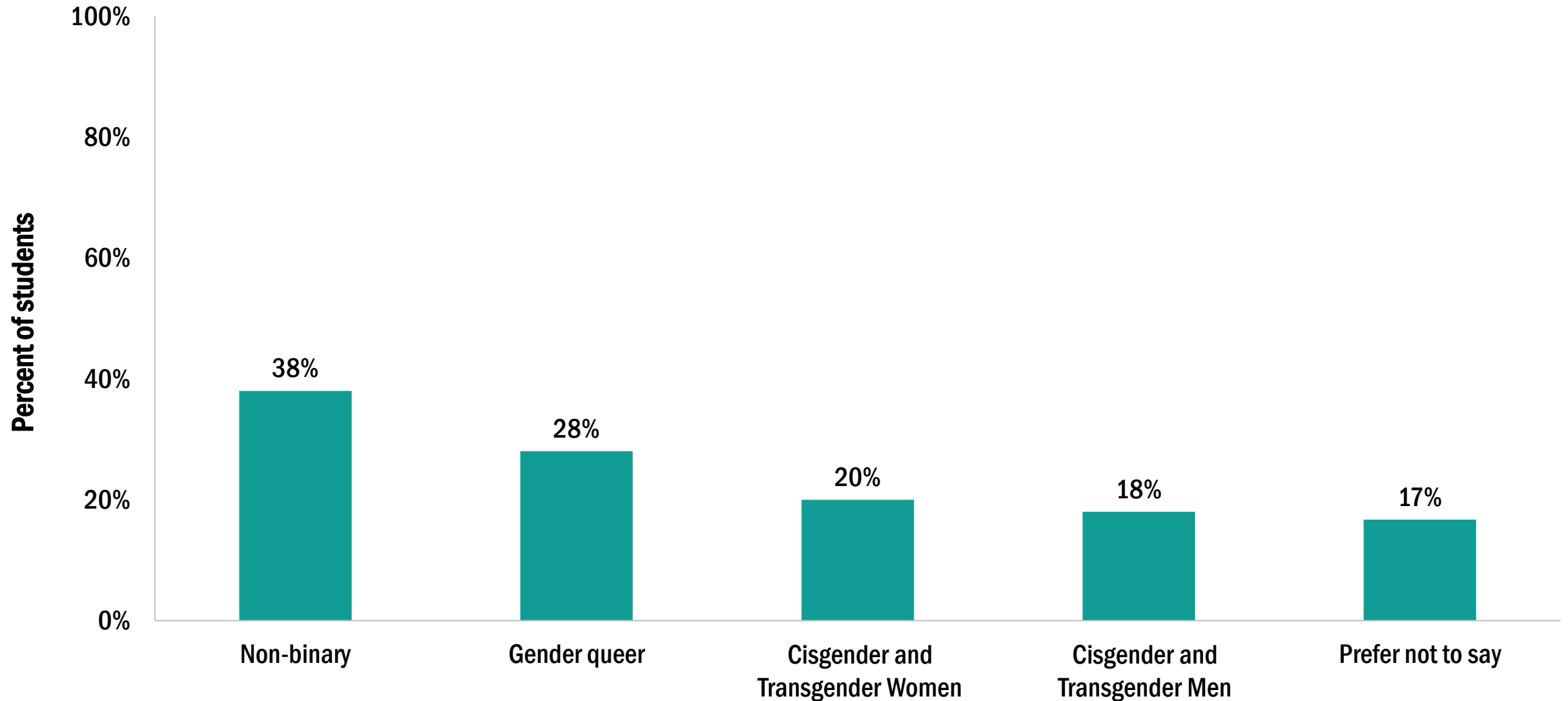
Past-month Cannabis Use by Race/Ethnicity

Overall 2023 MD-CAS Sample (N=2,426)



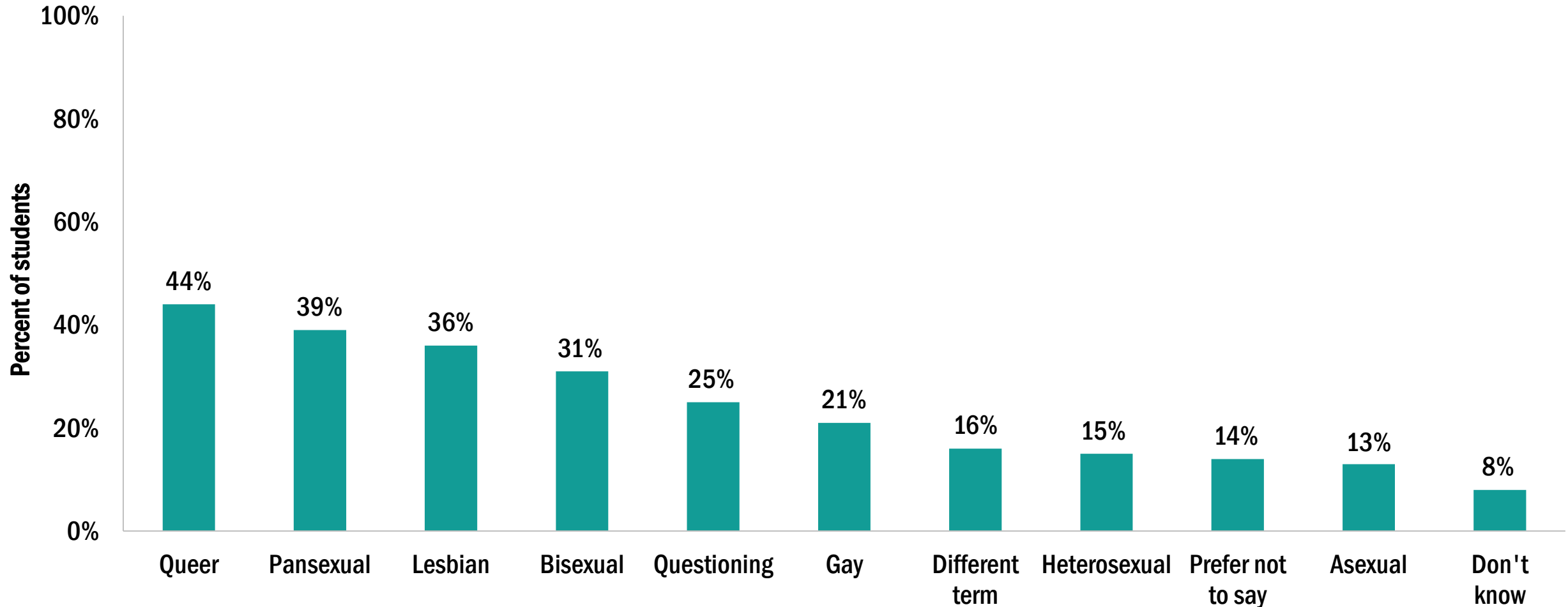
Past-month Cannabis Use by Gender

Overall 2023 MD-CAS Sample (N=2,446)



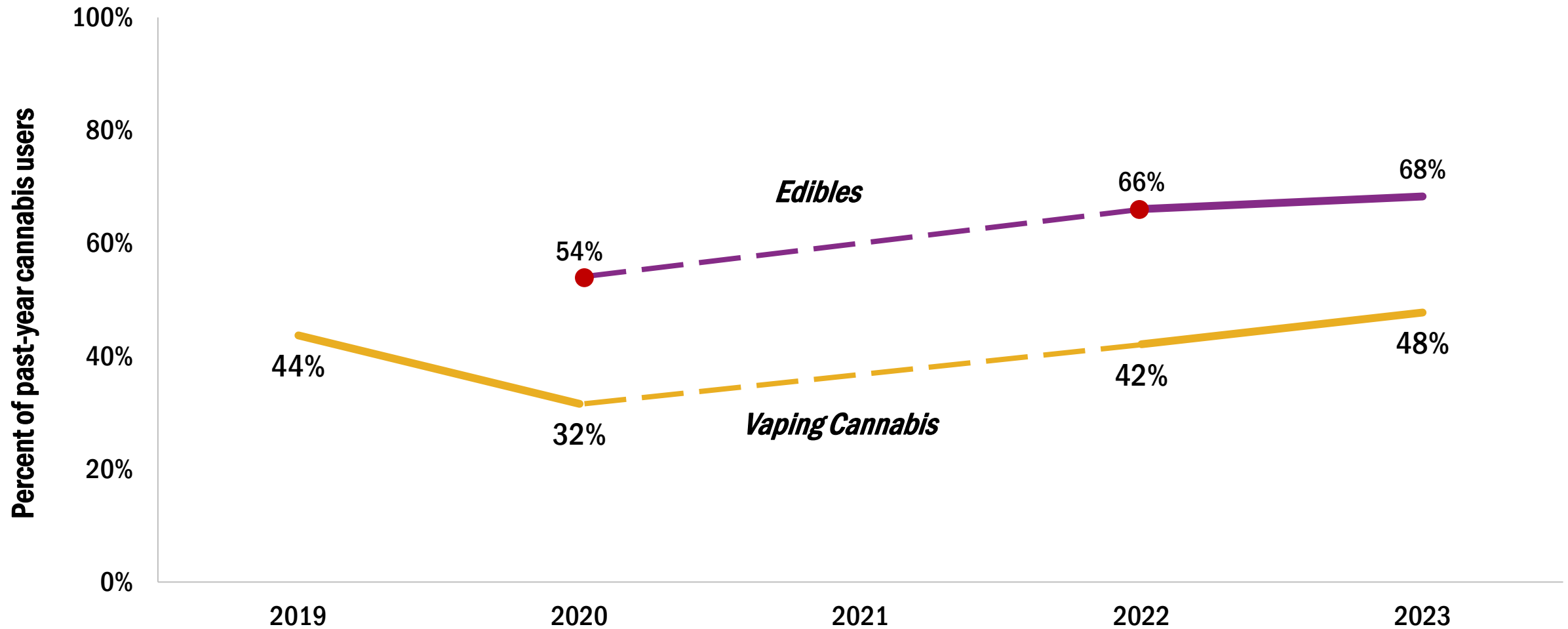
Past-month Cannabis Use by Sexual Orientation

Overall 2023 MD-CAS Sample (N=2,462)



Prevalence of Vaping Cannabis and Using Edibles

among Past-year Cannabis Users, Overall MD-CAS Sample, 2019-2023



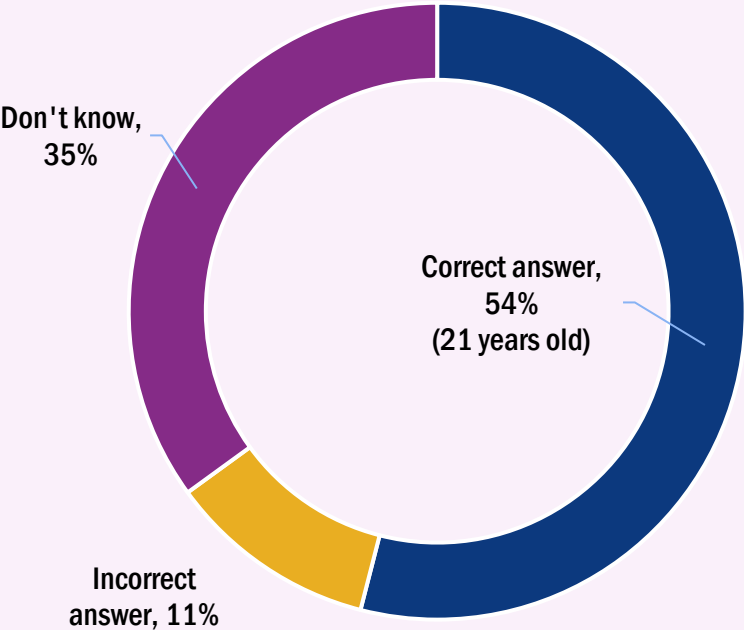
● Statistically significant change between the years indicated by the red dots. Edibles were not assessed in 2019. Neither vaping nor edibles were assessed in 2021.

Knowledge about Cannabis Legalization in Maryland

54%

of students knew the minimum age to legally use cannabis is 21.

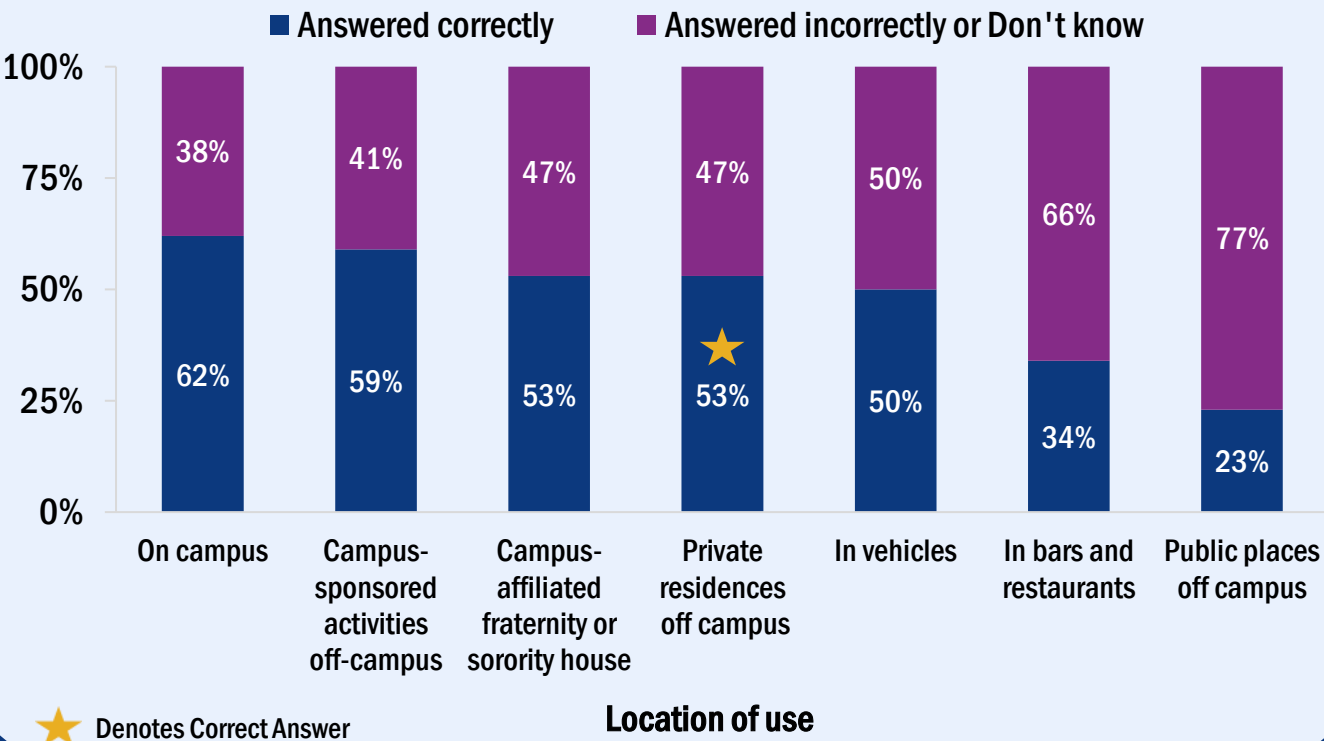
Students' Knowledge of Legal Age to Use Cannabis



8%

of students answered correctly to all questions regarding where it will be legal to use cannabis.

Students' Knowledge of Where it will be Legal to Use Cannabis





Mental Health and Substance Use

Overall MD-CAS Sample, 2023

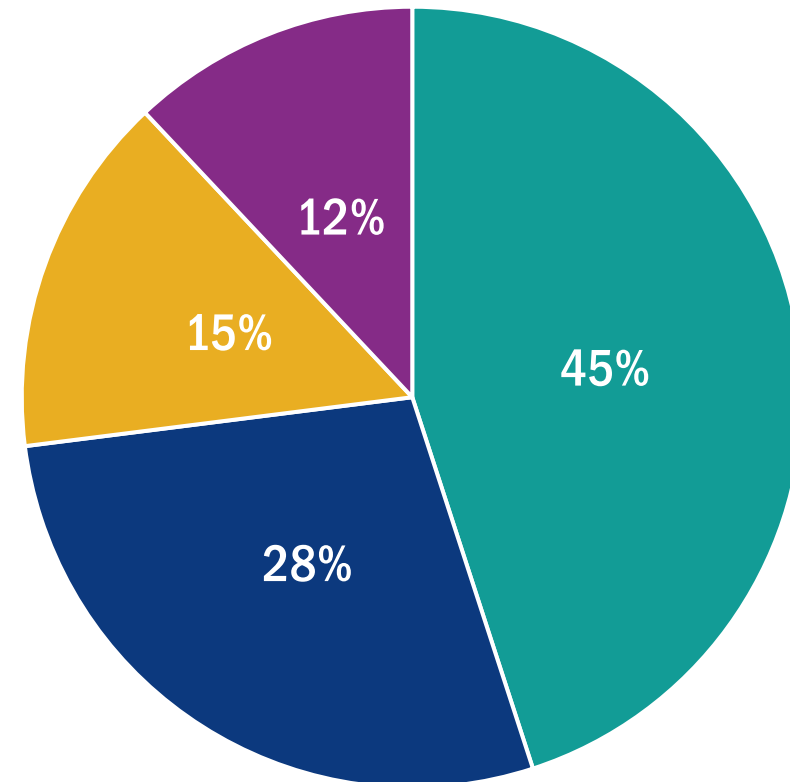
Depressive Symptoms, Overall 2023 MD-CAS Sample

Based on the PHQ -8, a standardized measure asking 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”

■ None or minimal ■ Mild ■ Moderate ■ Moderately Severe/Severe

Depressive Symptoms

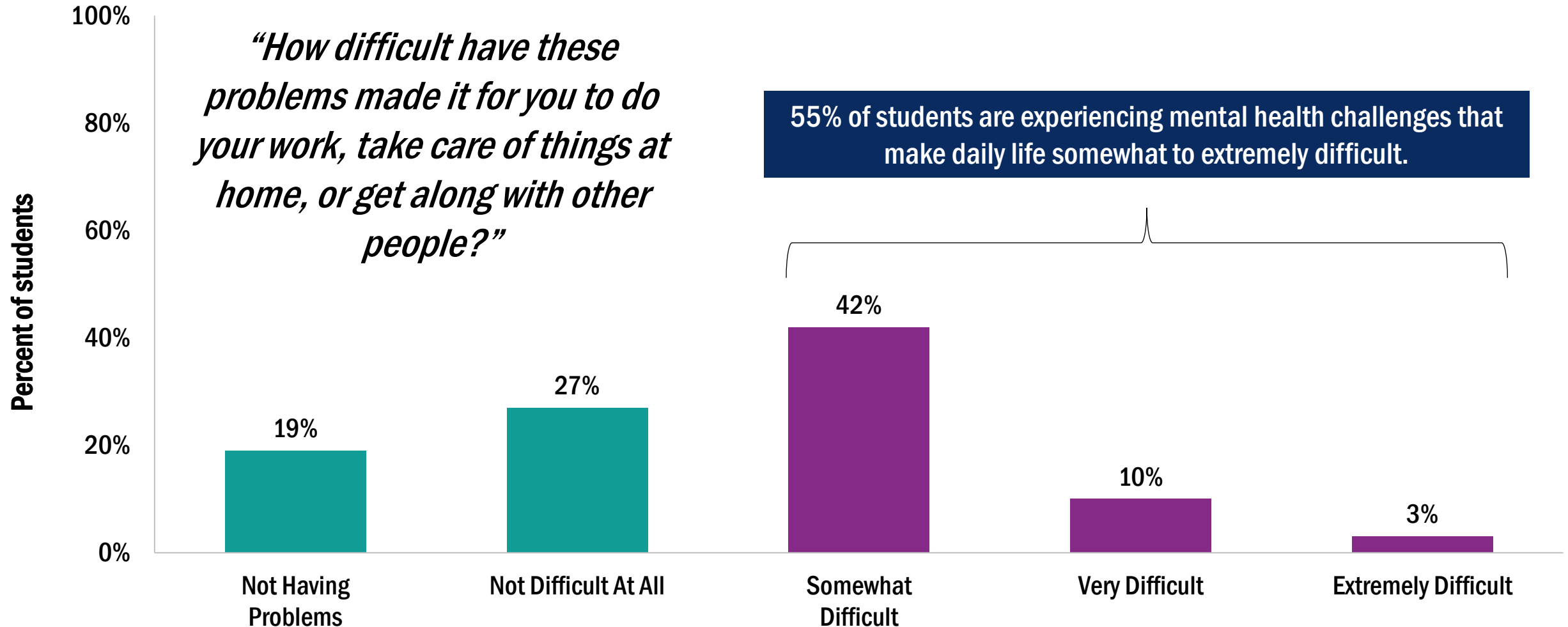
- decreased interest in normal activities
- feeling down
- feeling a sense of hopelessness
- change in sleep and/or appetite
- negative self image
- trouble concentrating
- letting others down



Distribution of Level of Depressive Symptoms

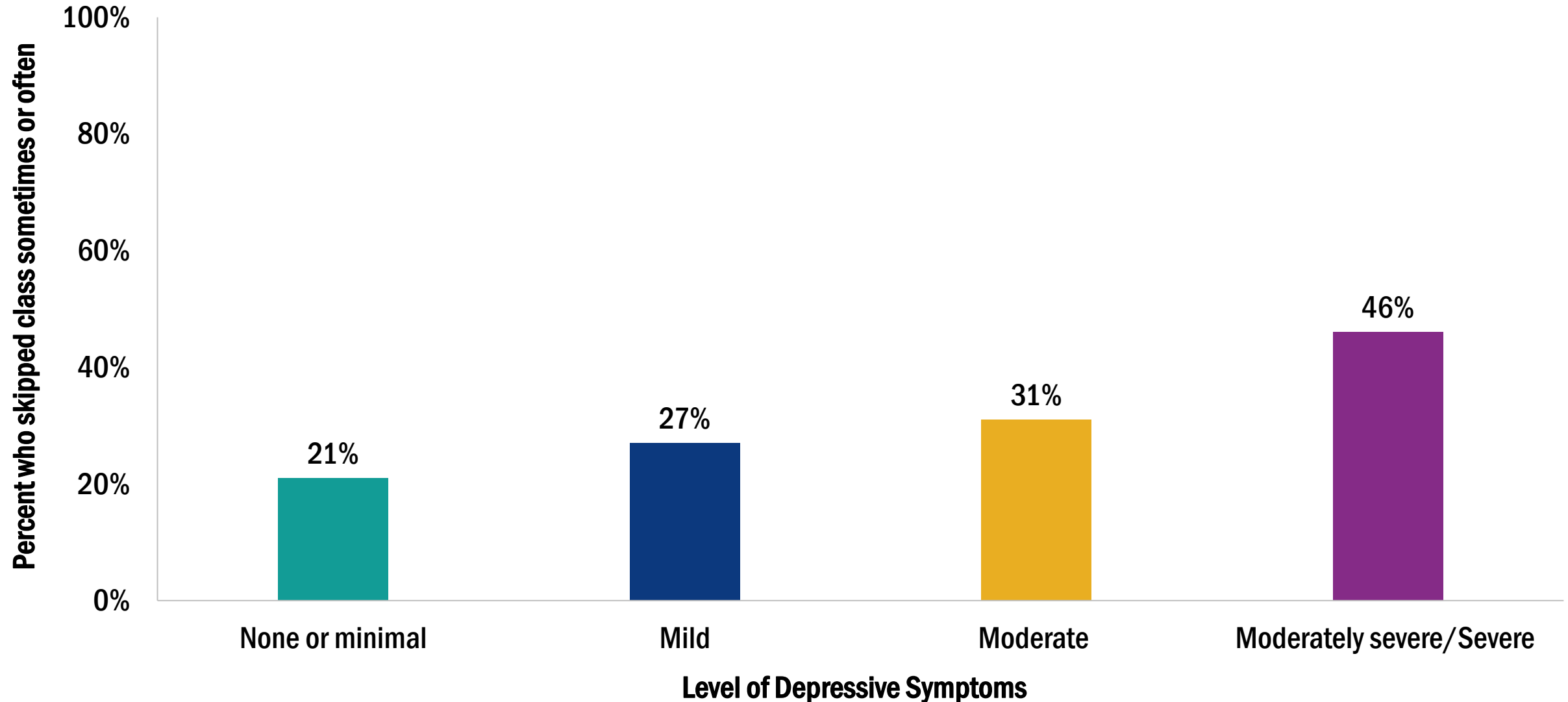
Over Half of Students are Experiencing Mental Health Challenges That Affect Their Daily Life

Overall 2023 MD-CAS Sample



Depressive Symptoms Correlated with Skipping Class

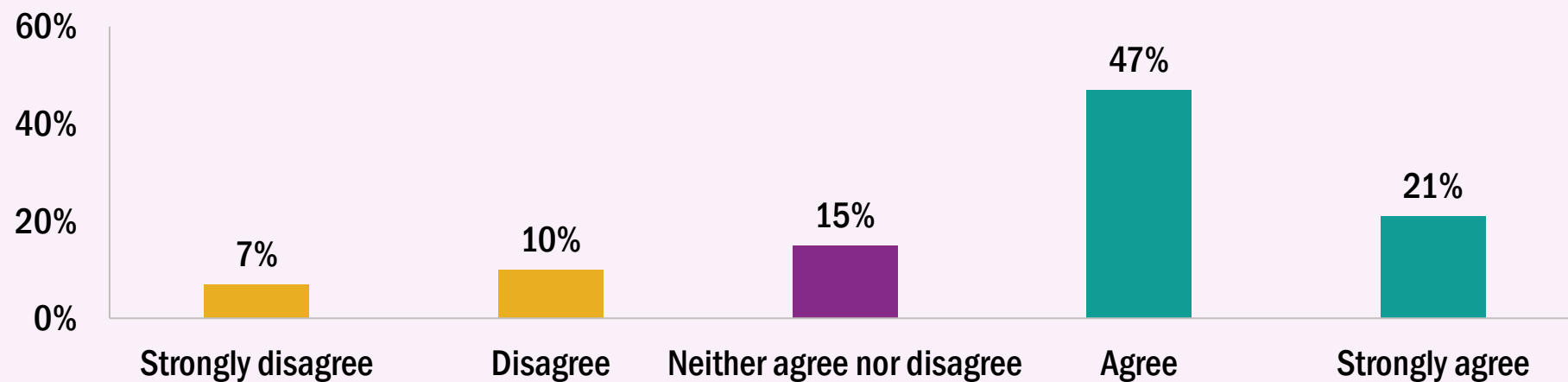
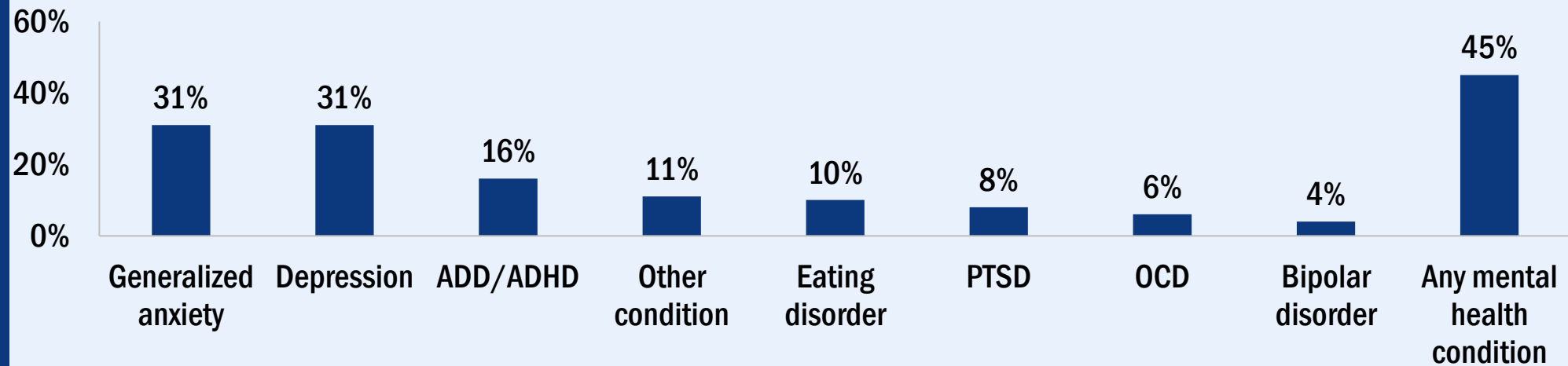
Overall 2023 MD-CAS Sample



Mental Health Diagnoses and Awareness of Resources

Overall 2023 MD-CAS Sample

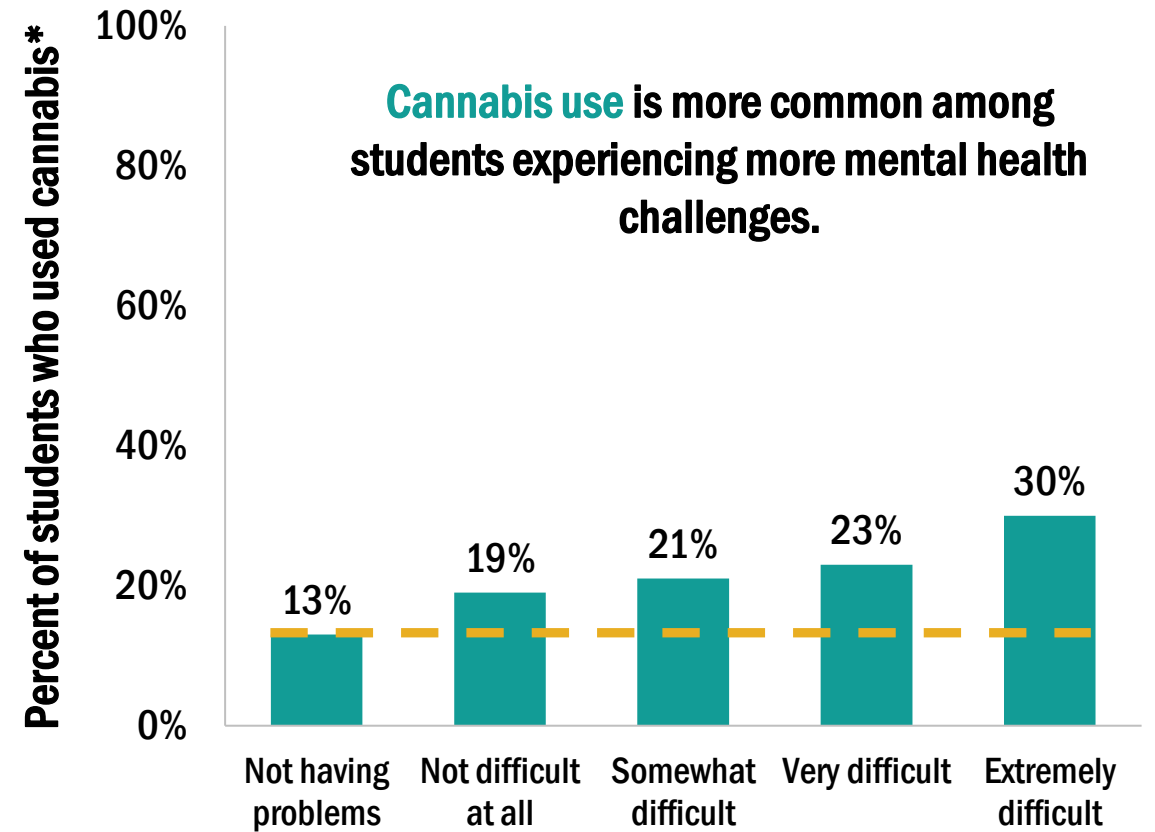
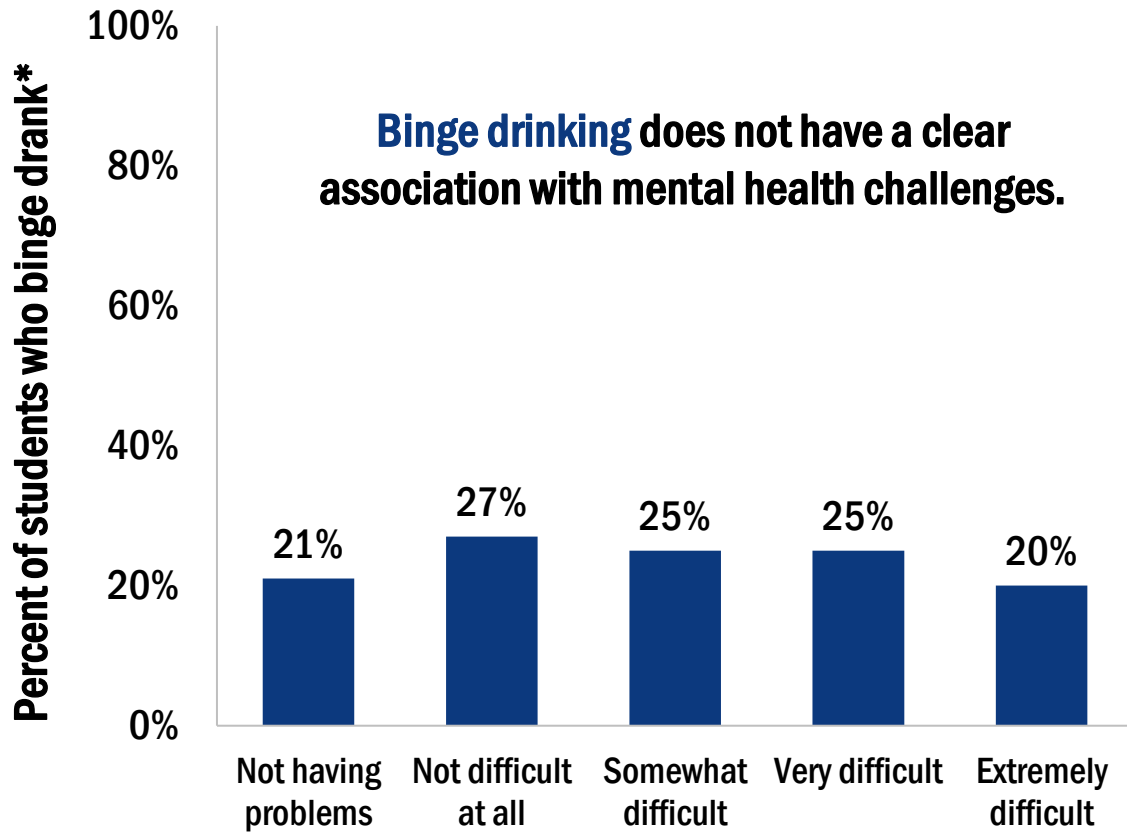
Prevalence of students who have been diagnosed or treated with a mental health condition



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

Association between Mental Health Challenges and Binge Drinking and Cannabis Use

Overall MD-CAS Sample

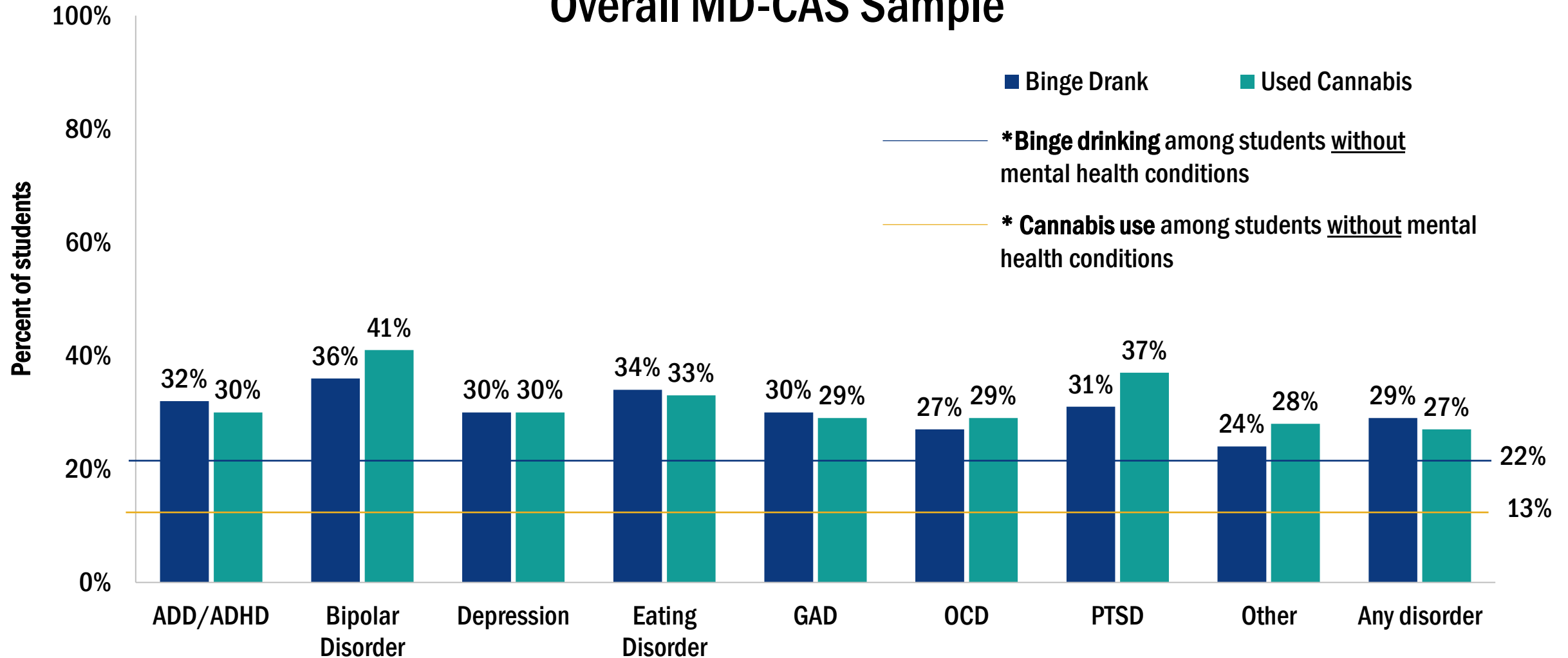


**“How difficult have these problems made it for you to do your work,
take care of things at home, or get along with other people?”**

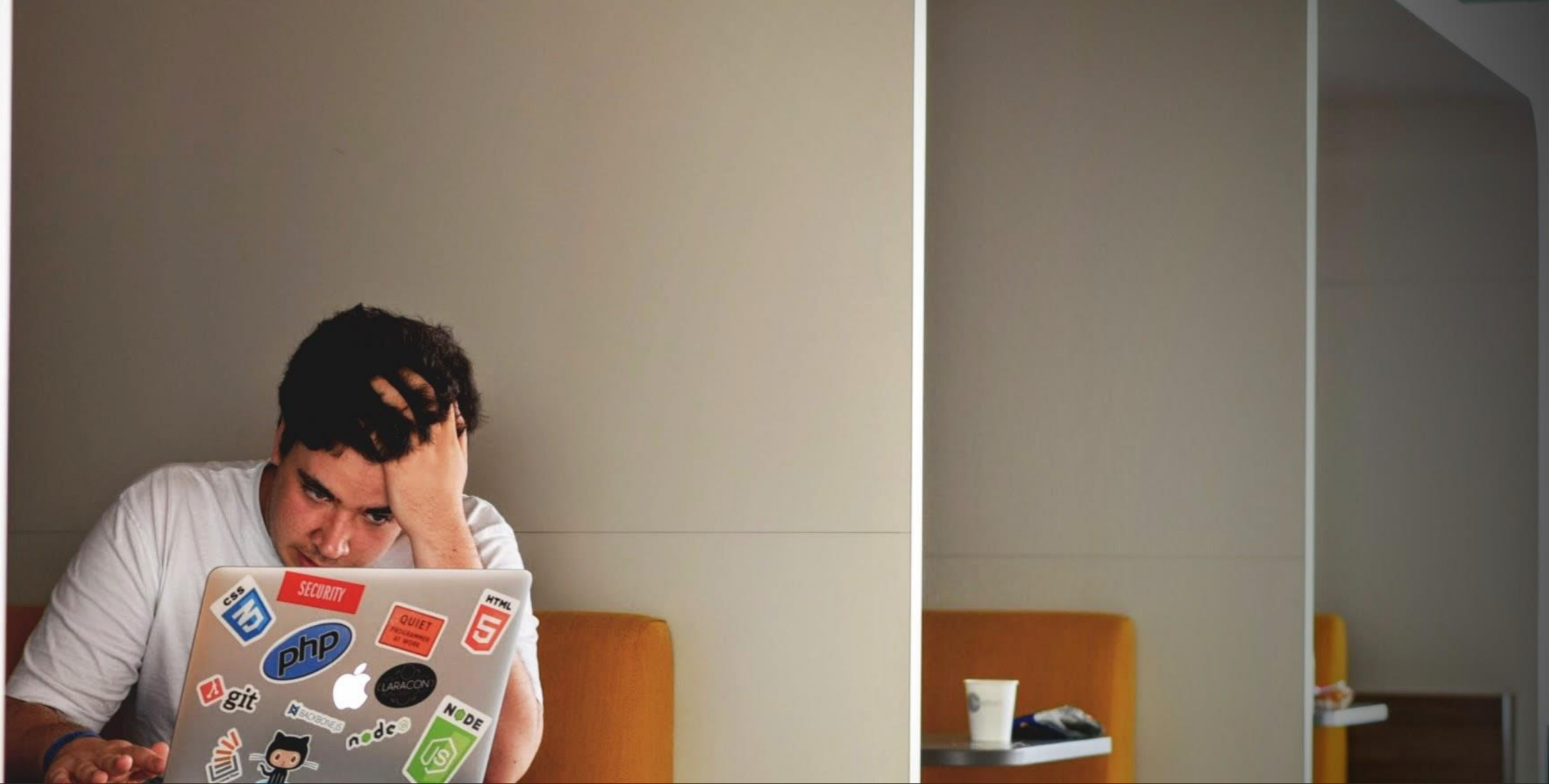
**Past month binge drinking / past-month cannabis use*

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*



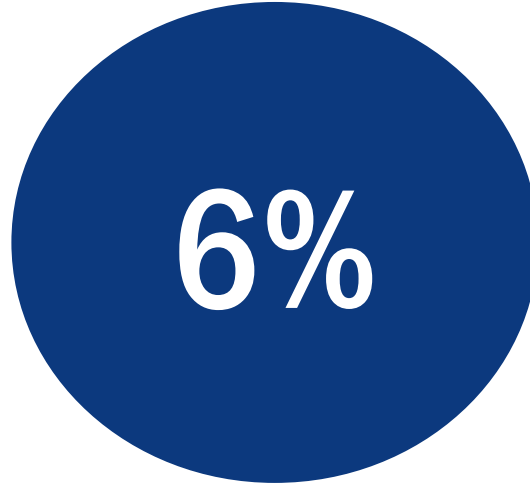
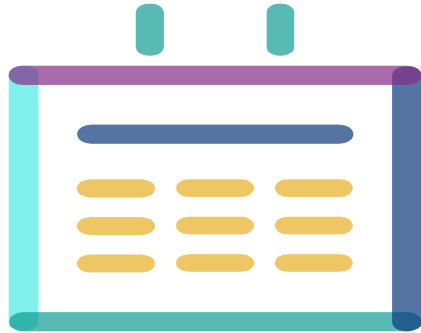
Online Gambling

Overall MD-CAS Sample, 2023

Sports Gambling/Betting

Overall 2023 MD-CAS Sample (N=2,380)

Online sports betting
became legal in Maryland
in November 2022



of students participated
in online sports
gambling or betting in
the past 12 months

Participation varied by gender:

13% of cis or transgender men participated
4% of cis or transgender women participated



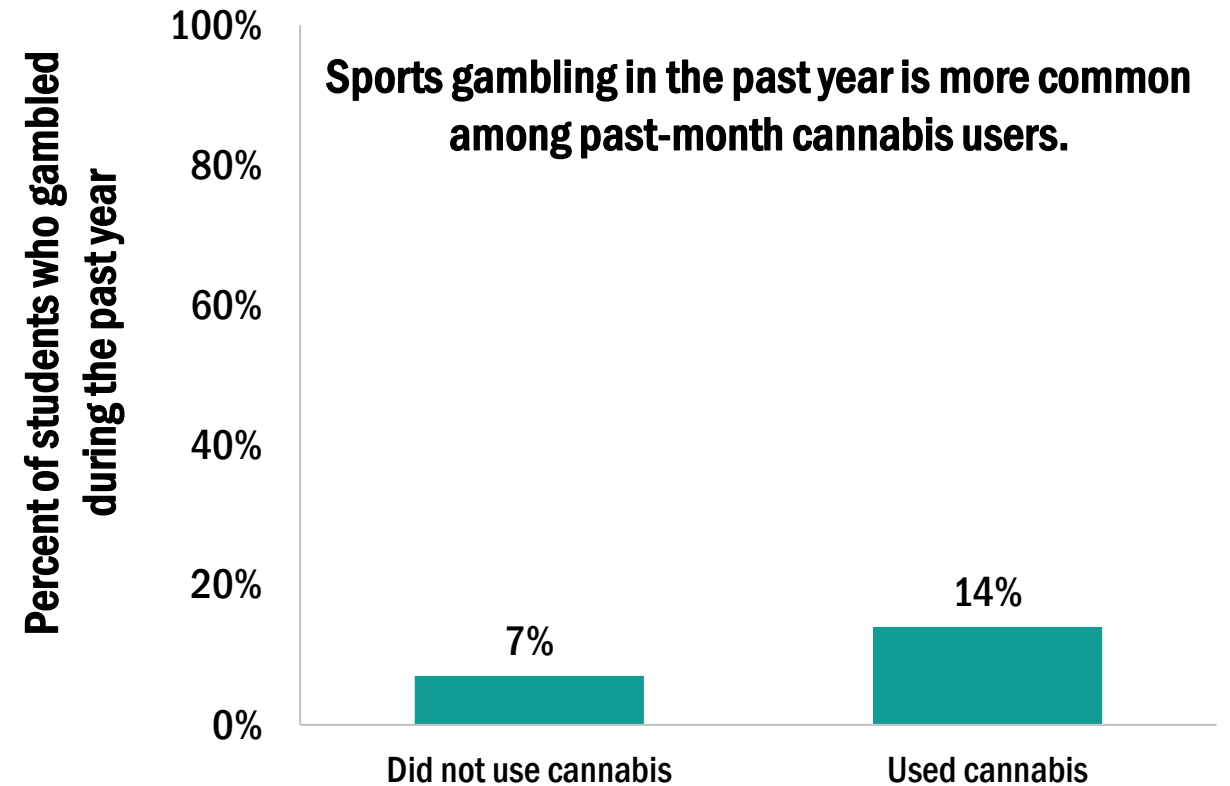
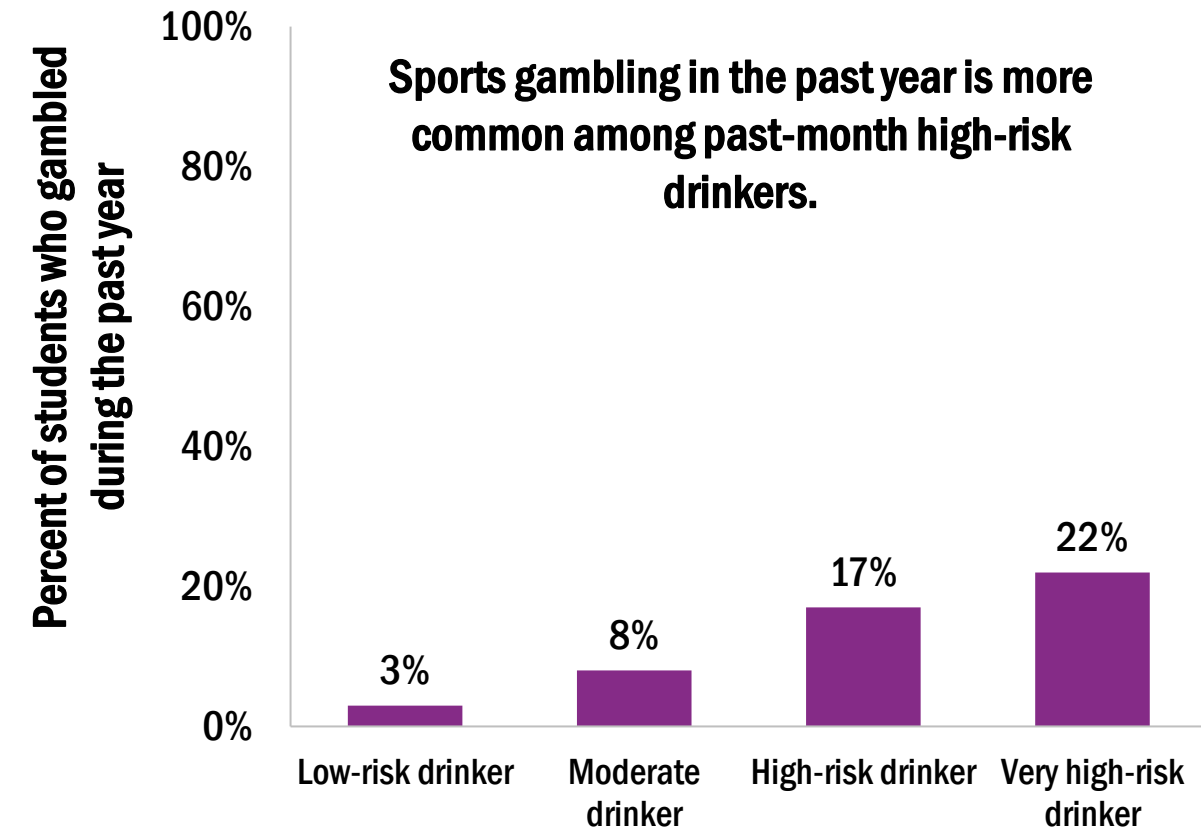
of students participated
in other sports gambling
or betting in the past 12
months (not online)

Participation varied by gender:

9% of cis or transgender men participated
2% of cis or transgender women participated

Association between Sports Betting/Gambling and Binge Drinking and Cannabis Use

Overall MD-CAS Sample



“During the past 12 months, have you participated in any form of sports gambling or betting, online or not online?”



Section B

Maryland College Alcohol Survey (MD-CAS) Results:

FSU, 2023

School Participation in the MD-CAS 2023

- The online survey was administered for three weeks Feb 19-March 12, 2023.
- FSU participated in the MD-CAS every year since 2014.
- In 2023, 144 full-time undergraduate FSU students ages 18 to 25 participated (14% response rate).
- When compared with the overall FSU student body, men and NH Black/African American students were underrepresented.

	FSU MD-CAS 2023 Sample (n=276)	Overall FSU Student Body*
Gender		
Cisgender or transgender man	32%	49%
Cisgender or transgender woman	63%	51%
Genderqueer, non-binary, or a gender not listed	3%	
Prefer not to say	1%	
Race/ethnicity		
Non-Hispanic White	68%	57%
Non-Hispanic Black/African American	21%	30%
Hispanic	4%	6%
Non-Hispanic Asian/Pacific Islander	2%	1%
Other or Multiracial	5%	5%
Age		
18 to 21	85%	83%
Living Situation		
Lived in residence hall or school-owned apartment	51%	N/A

FSU MD-CAS 2023 Overview

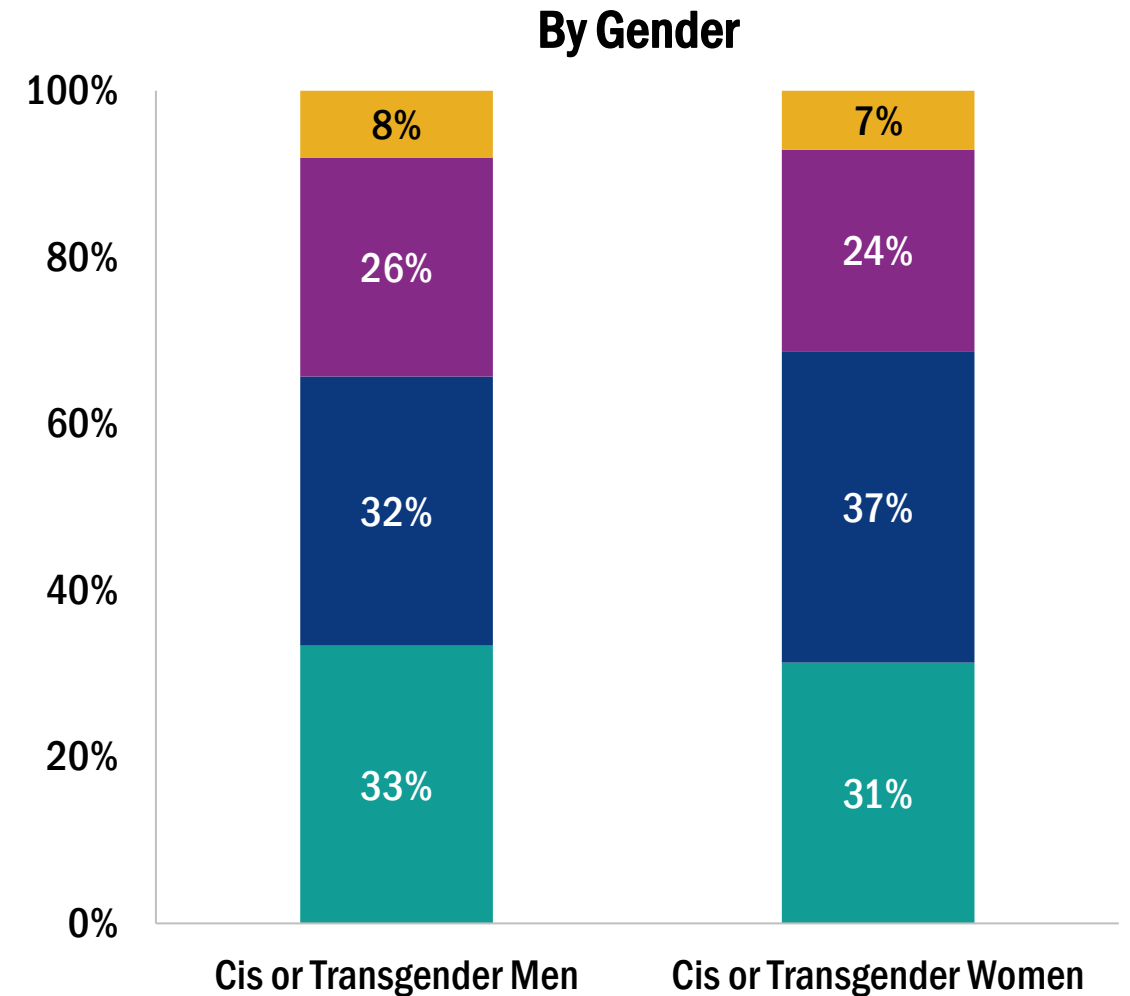
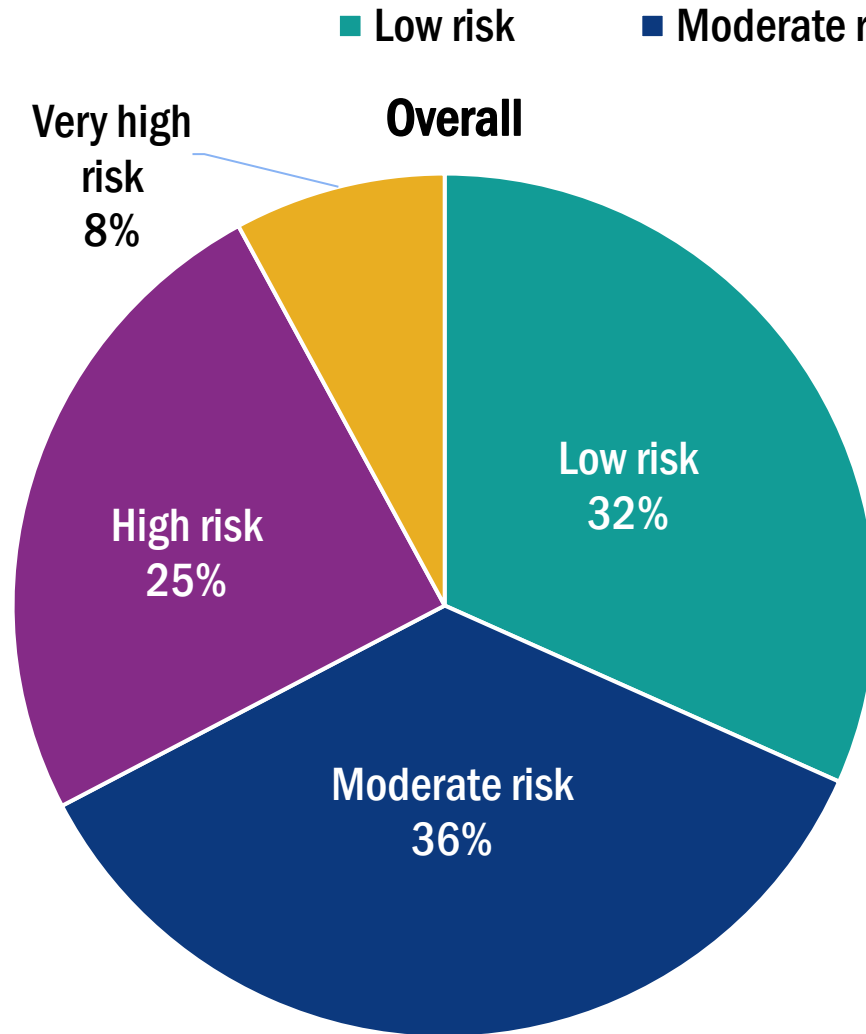
- 32% did not use either alcohol or cannabis during the past year ($n=80$)
- 69% drank alcohol in the past year ($n=191$)
- 55% drank alcohol in the past month ($n=149$)
- 32% binge drank in the past month ($n=86$)
- 8% engaged in high intensity drinking in the past month ($n=21$)
- 31% used cannabis in the past year ($n=77$)
- 26% used cannabis in past month ($n=66$)
- 15% binge drank and used cannabis in the past month ($n=38$)
- 2% identify as being in recovery from alcohol and/or drug problems ($n=4$)



Characterizing Excessive Drinking and Related Problems

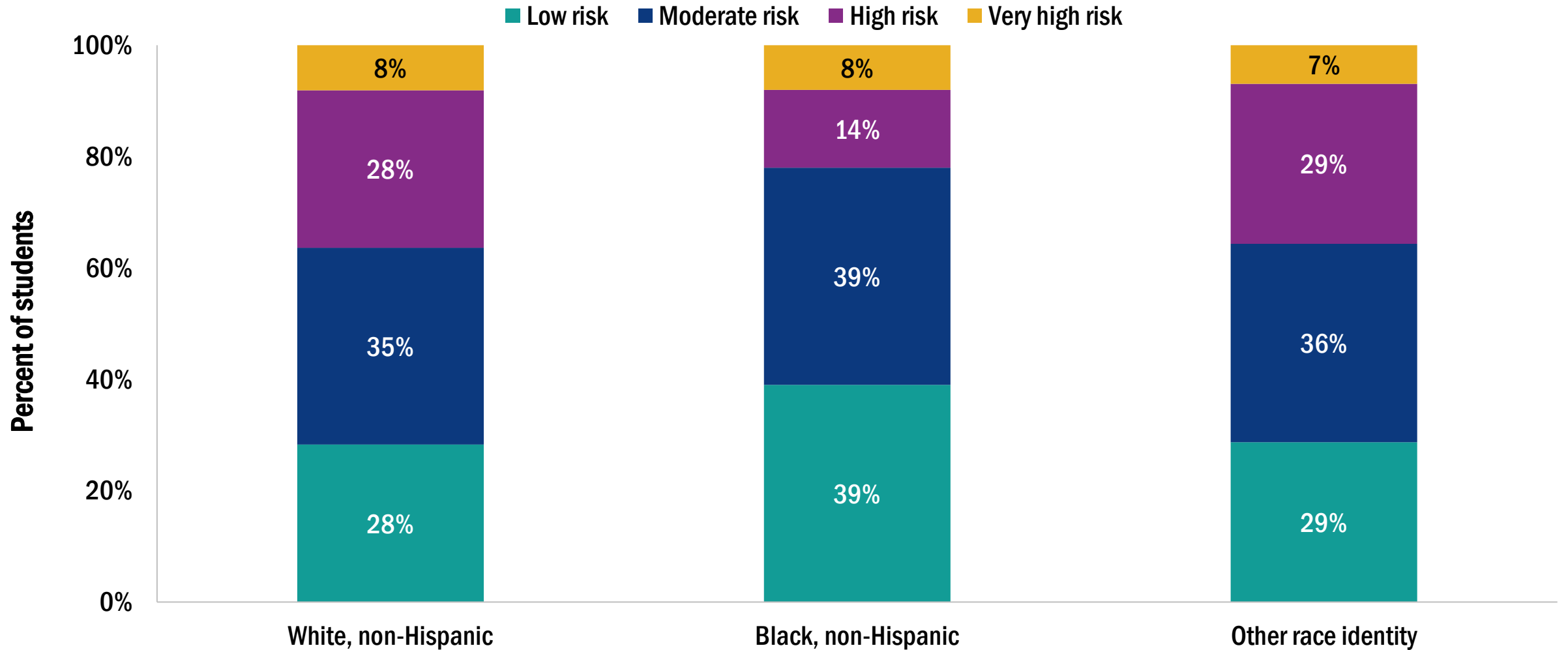
Alcohol Risk Groups

FSU MD-CAS Sample ($n=265$)



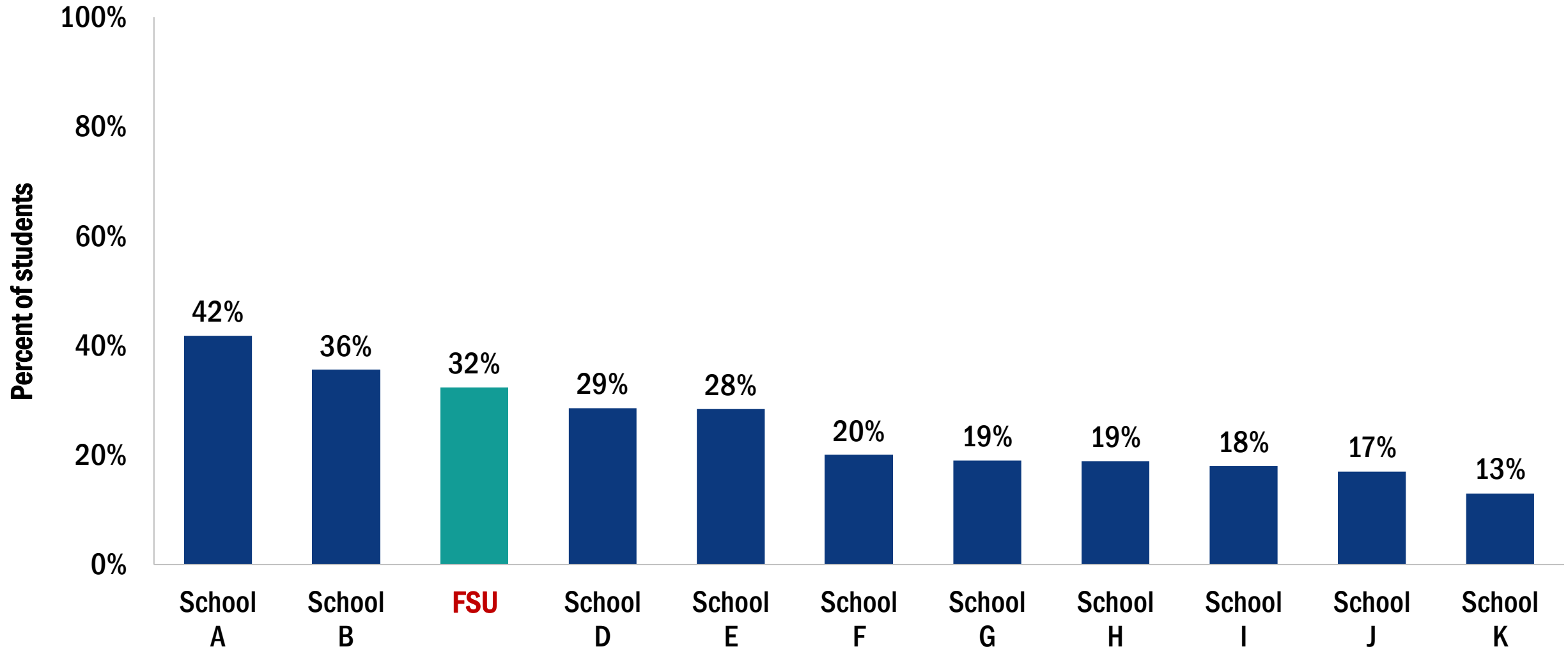
Alcohol Risk Groups by Race/Ethnicity

FSU MD-CAS 2023 Sample ($n=248$)



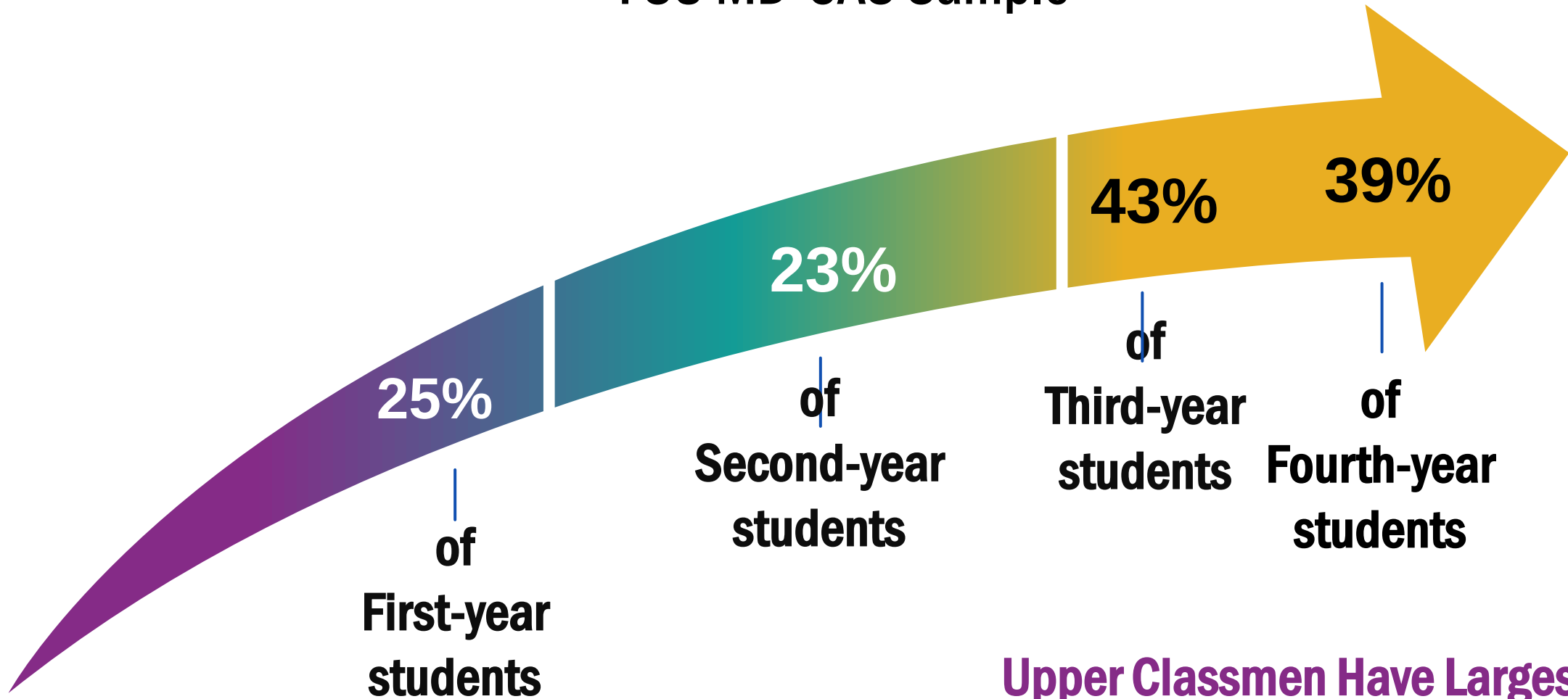
Past-month Binge Drinking Prevalence

By School, MD-CAS 2023



High- or Very High-Risk Drinking by Year in School

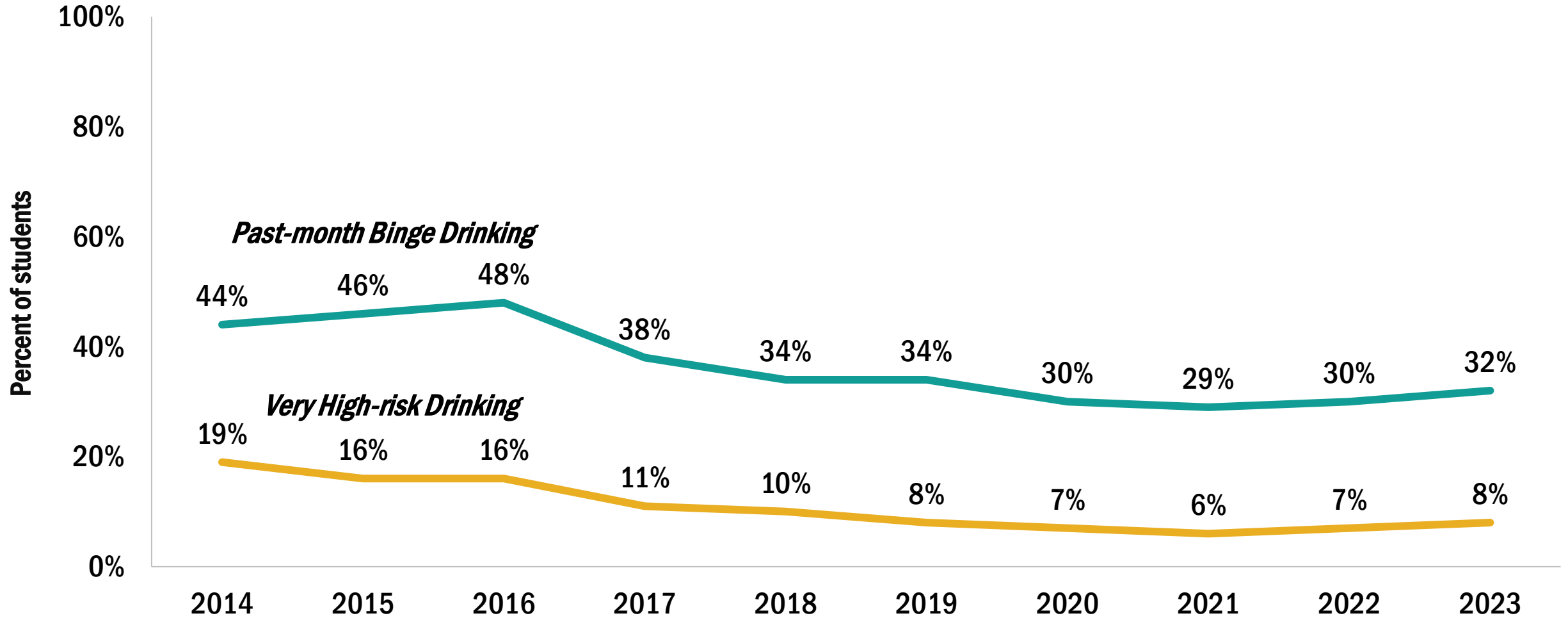
FSU MD-CAS Sample



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

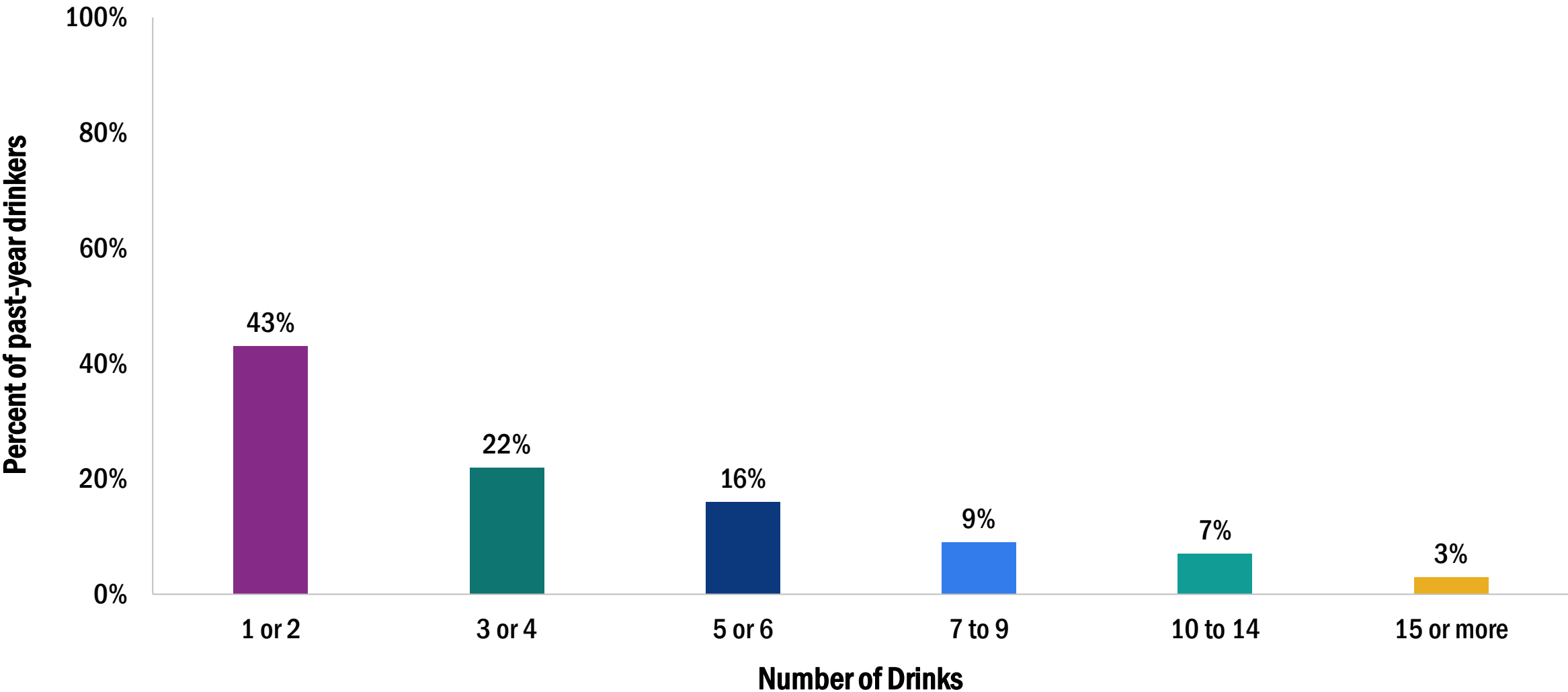
Trends in Binge and Very High-risk Drinking

FSU MD-CAS Sample



Number of Alcoholic Drinks Consumed in a Typical Week

among FSU past-year drinkers



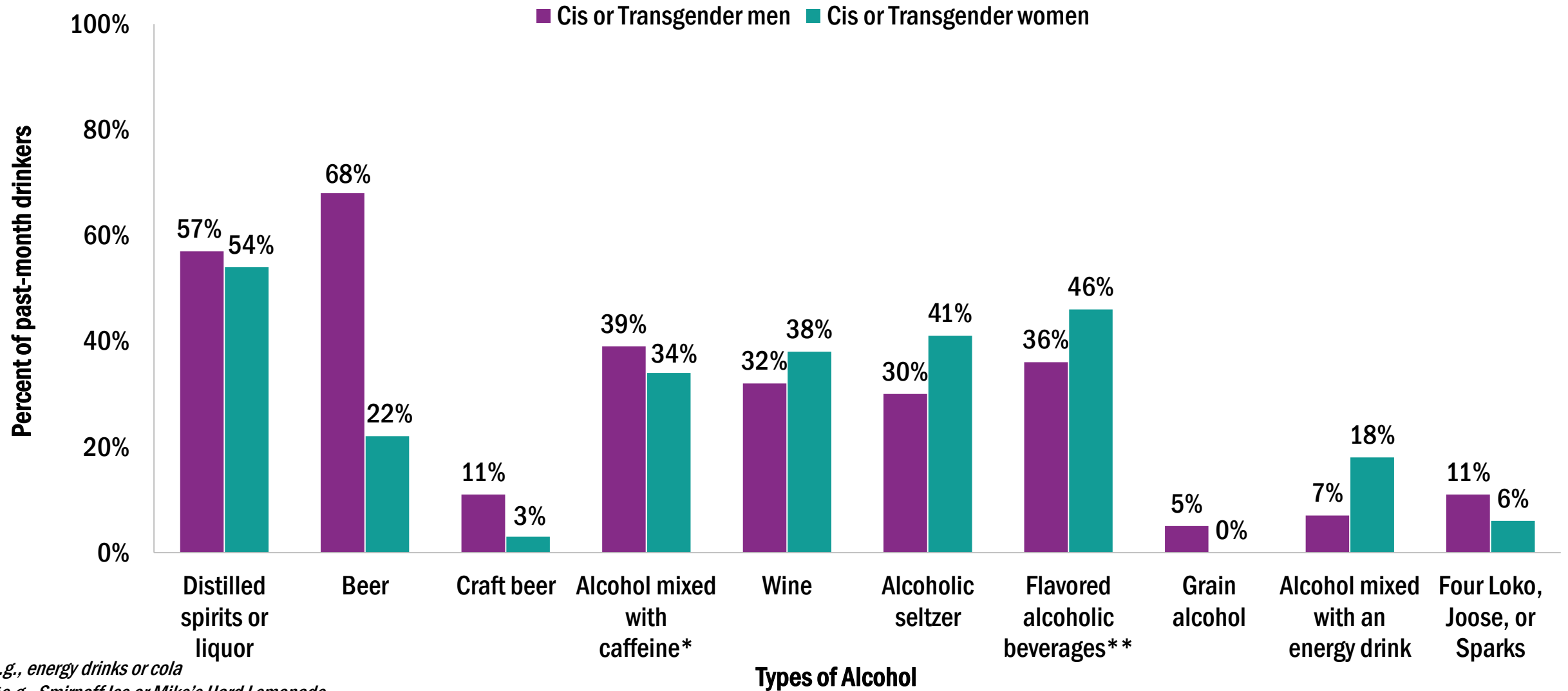
In What Contexts Do FSU Students Drink?

	Percent who said they drank alcohol in that context “sometimes” or “often”
Alone	14%
When you have no class or obligations	56%
While engaging in academics*	2%
Before going to class	0%
While in class (online or in person)	0%
While studying	2%
Right before or while driving a car	0%
With other family members	31%
With parents/guardians	37%
With parents/guardians (underage students)	32%

Note: Among past-year drinkers

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

Types of Alcohol Consumed by Past-month Drinkers at FSU

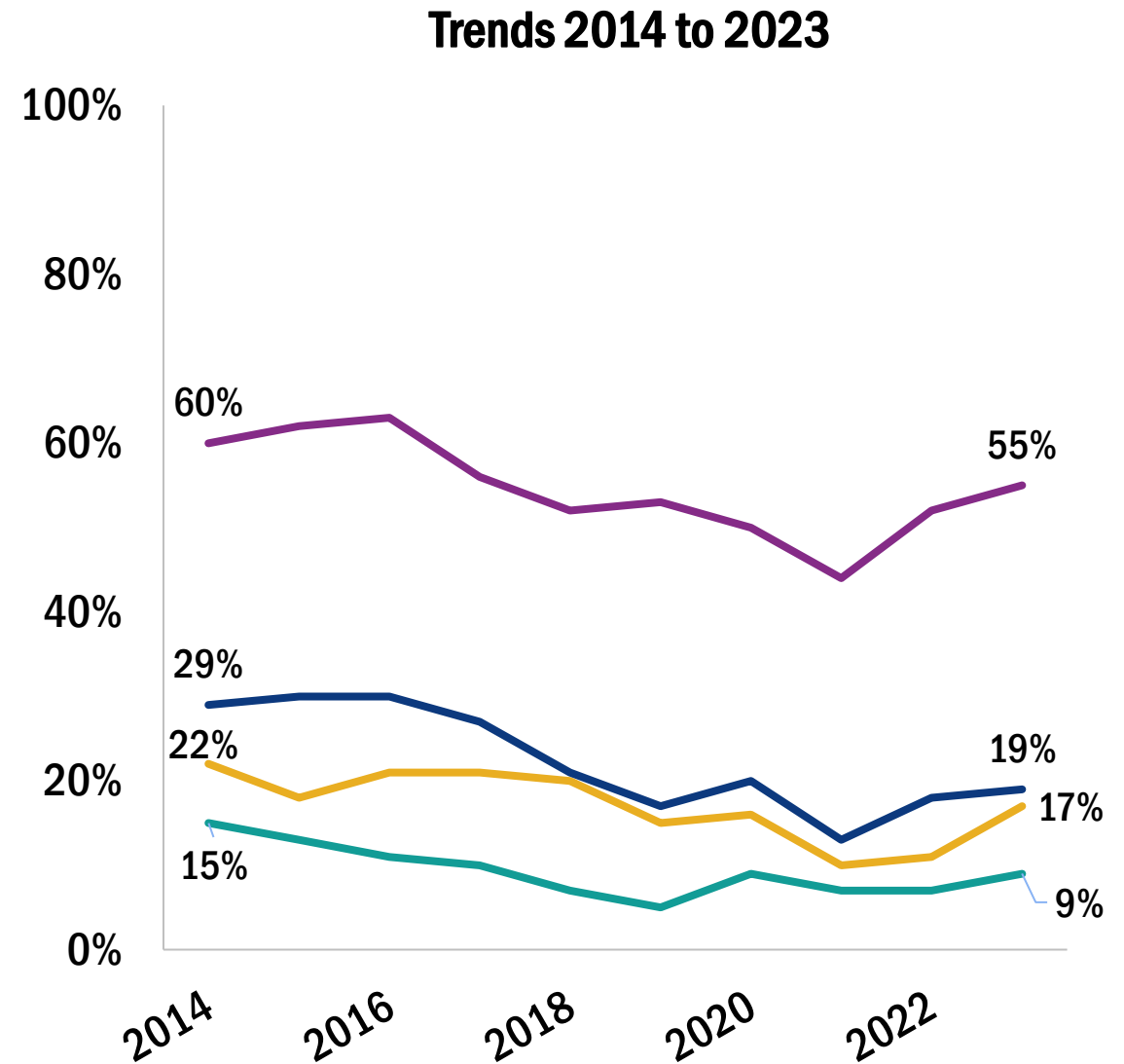
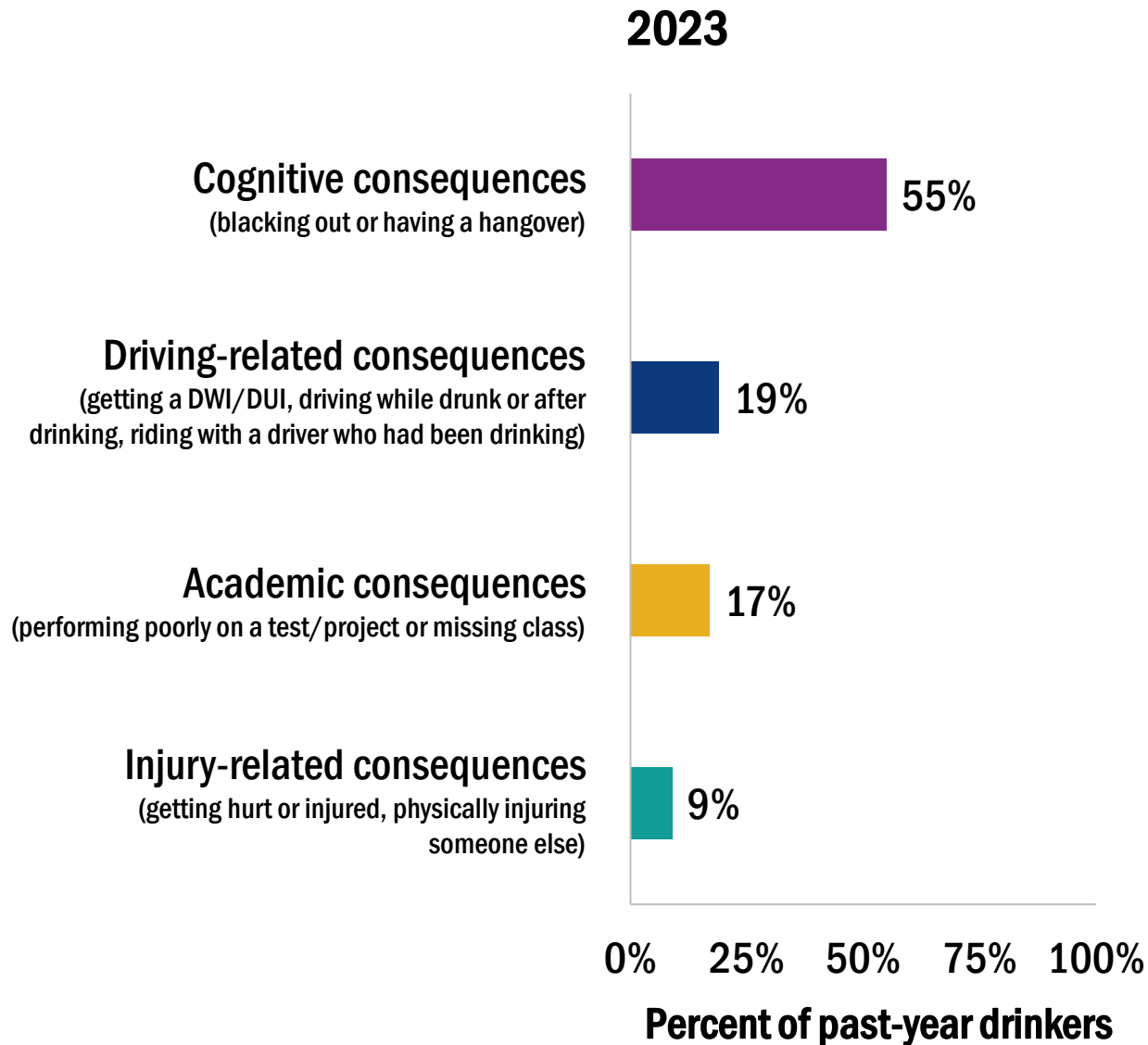




Alcohol-related Direct Consequences and Harms to Others

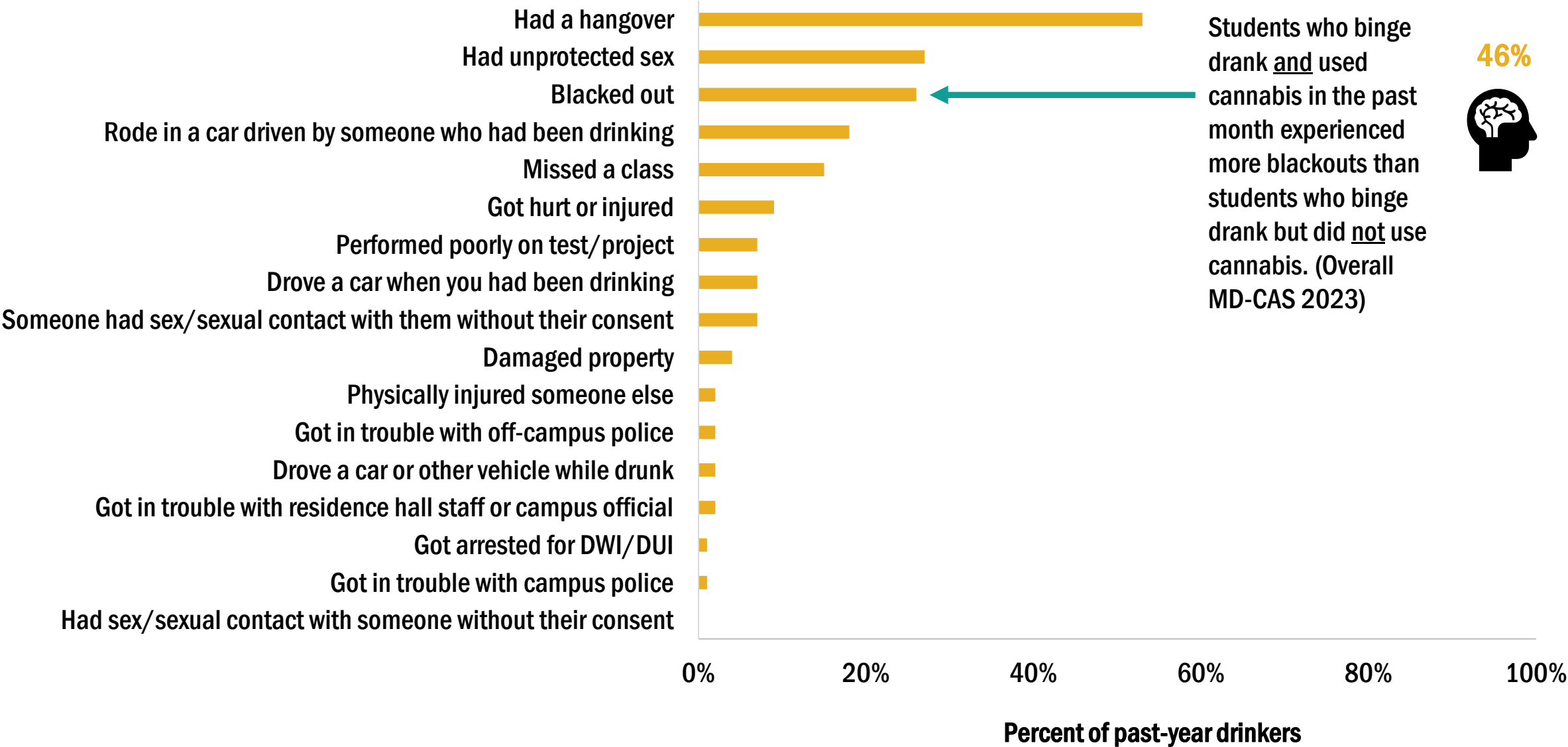
Direct Consequences of Alcohol Use

among FSU Past-year Drinkers



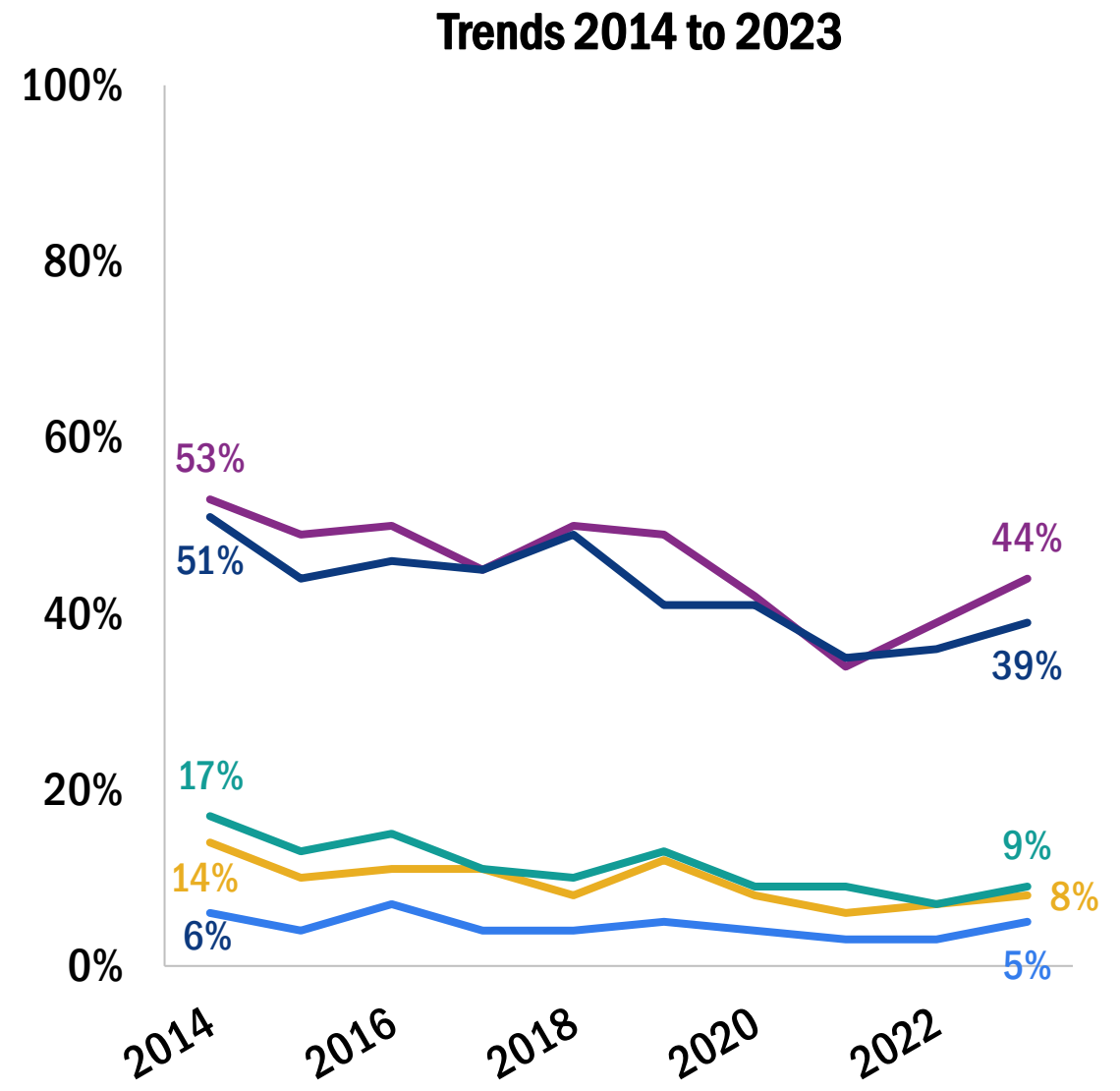
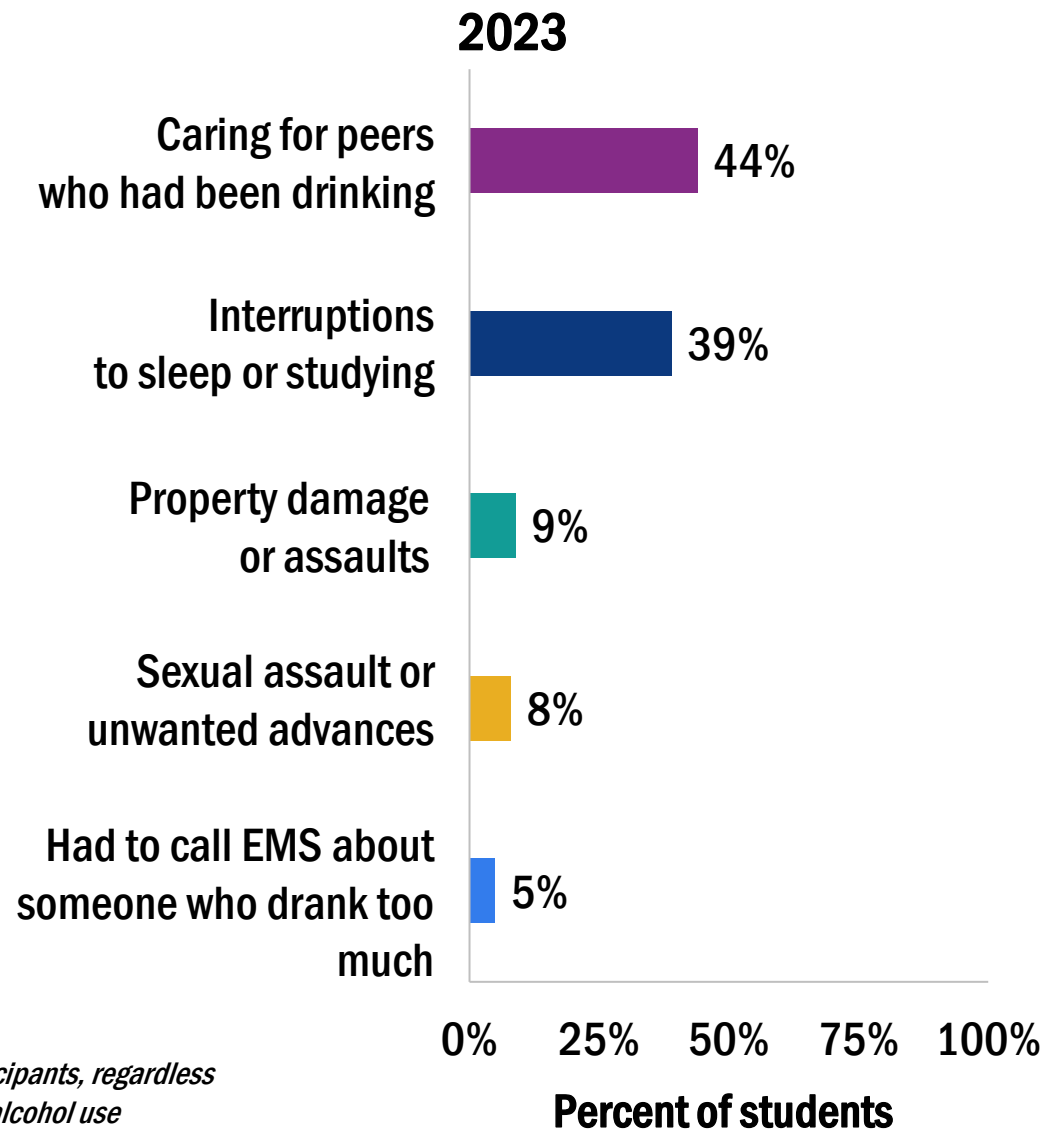
Direct Consequences of Alcohol Use

among FSU Past-year Drinkers (Detailed Breakdown)



Harms Experienced as a Result of Other's Alcohol Use

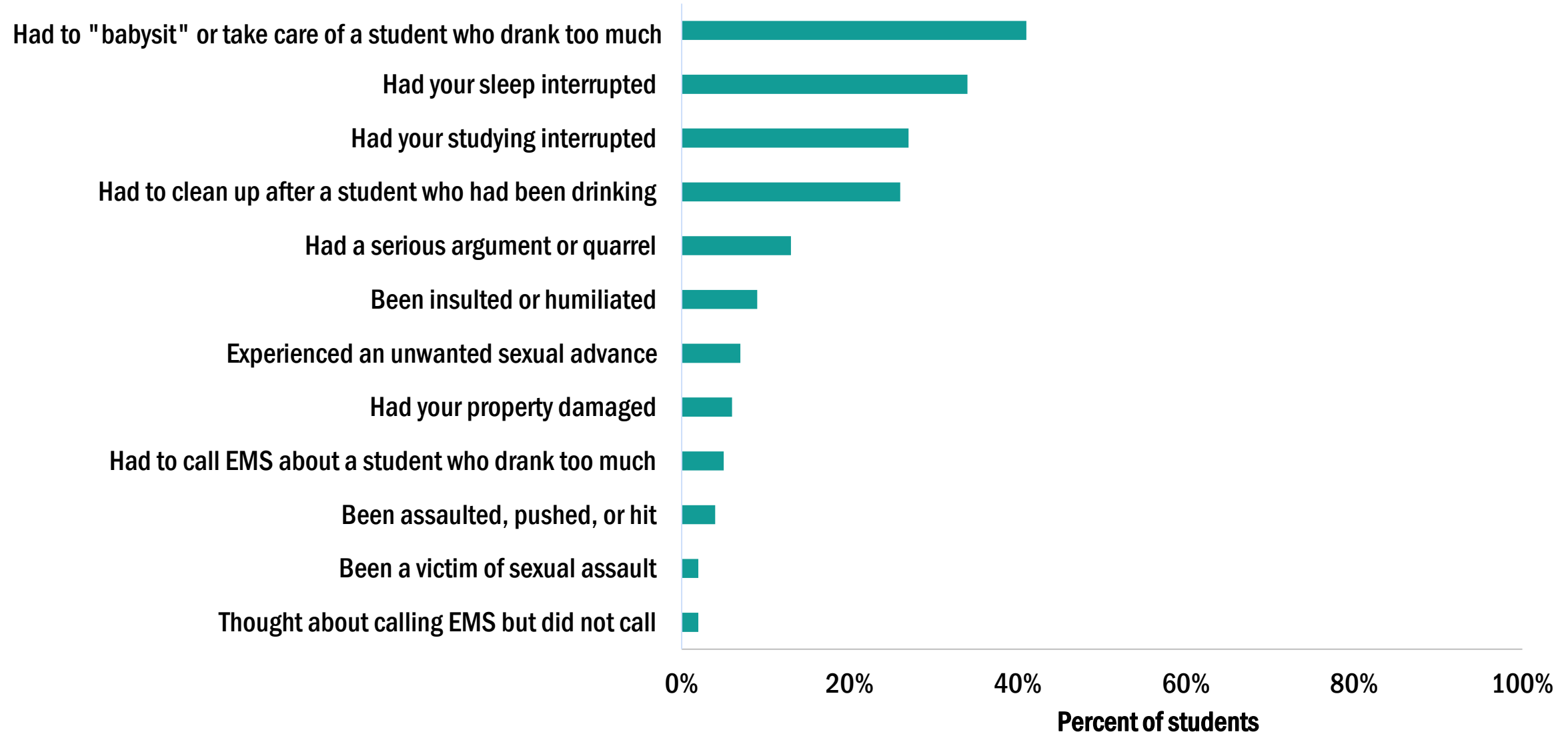
among FSU Students*



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

Harms Experienced as a Result of Other's Alcohol Use

among FSU Students (Detailed Breakdown)



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



Mental Health and Substance Use

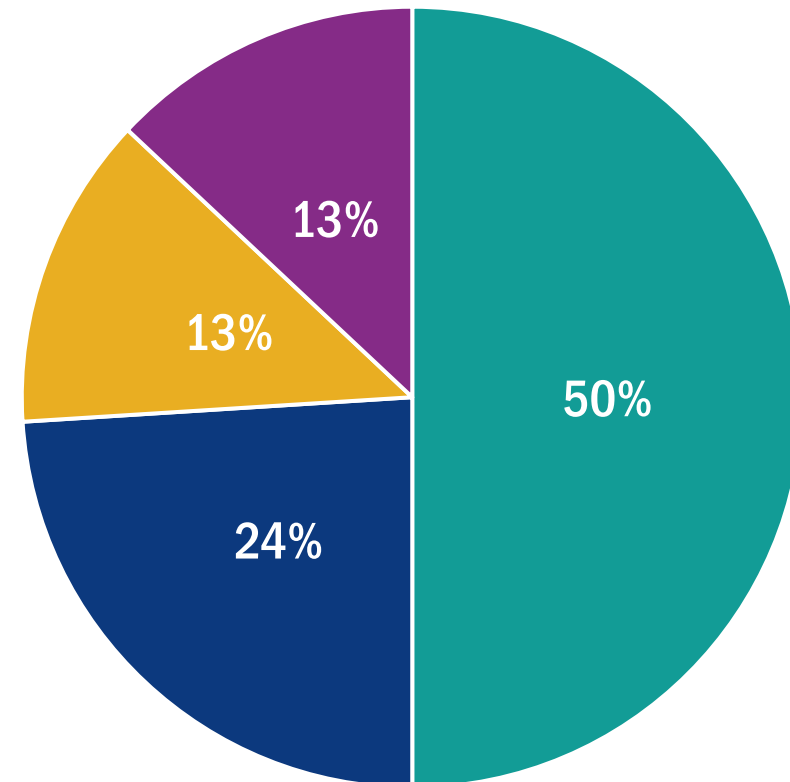
Depressive Symptoms

Based on the PHQ -8, a standardized measure asking 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”

■ None or minimal ■ Mild ■ Moderate ■ Moderately Severe/Severe

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

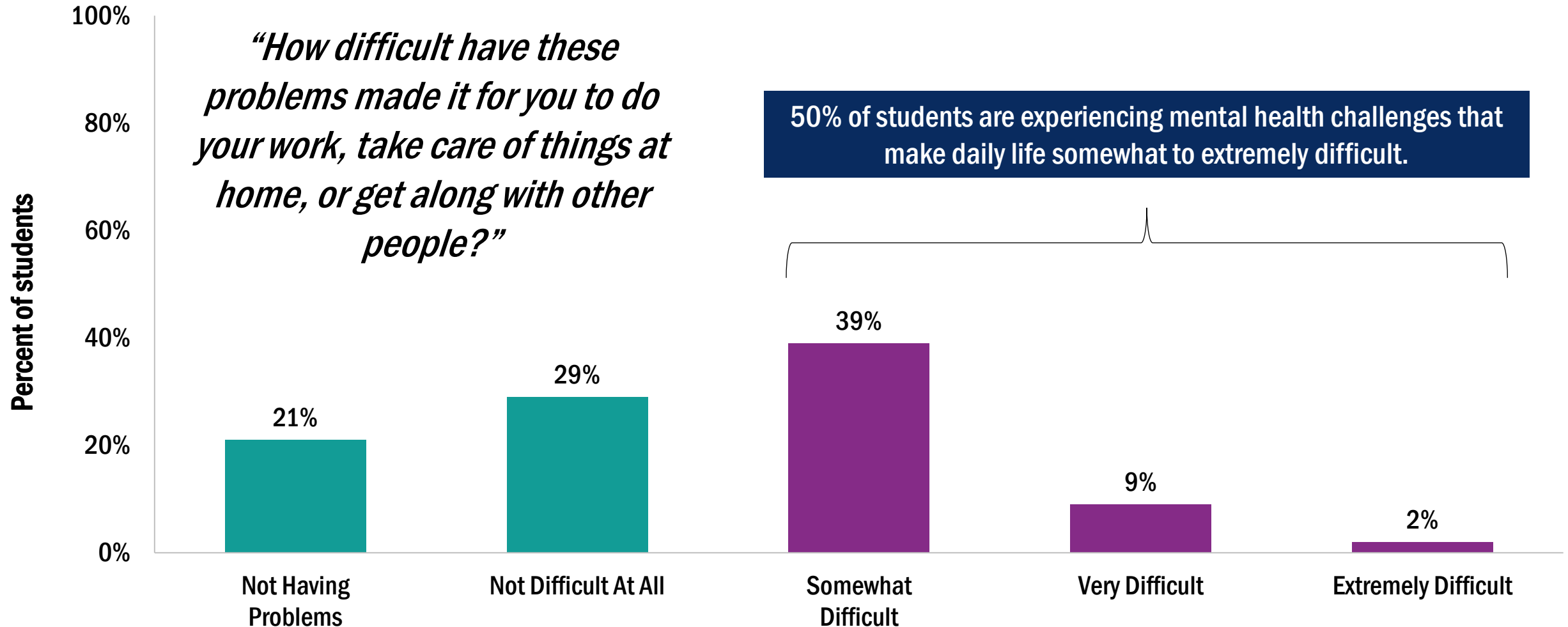


Distribution of Level of Depressive Symptoms for 2023 FSU MD-CAS Sample

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

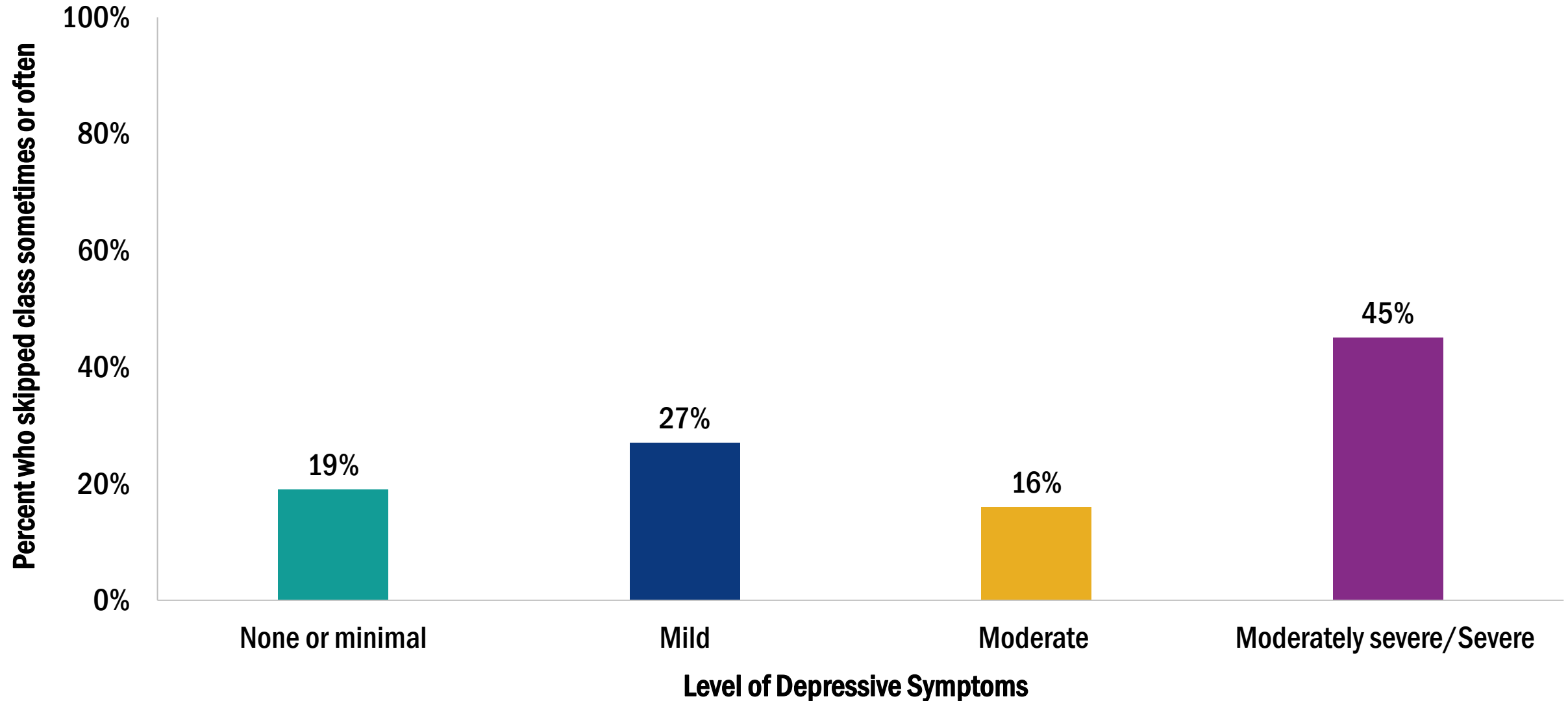
“How difficult have these problems made it for you to do your work, take care of things at home, or get along with other people?”

50% of students are experiencing mental health challenges that make daily life somewhat to extremely difficult.



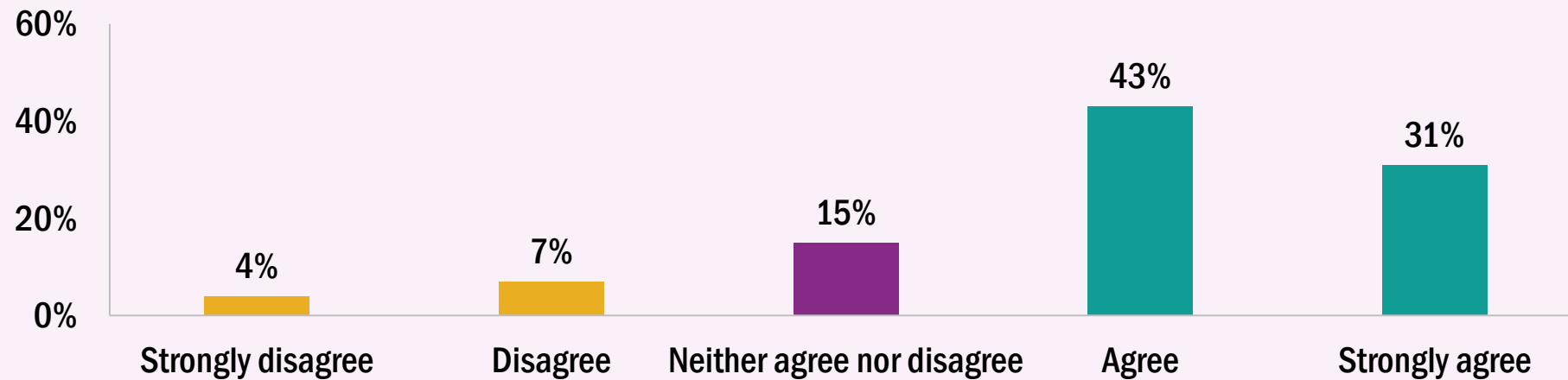
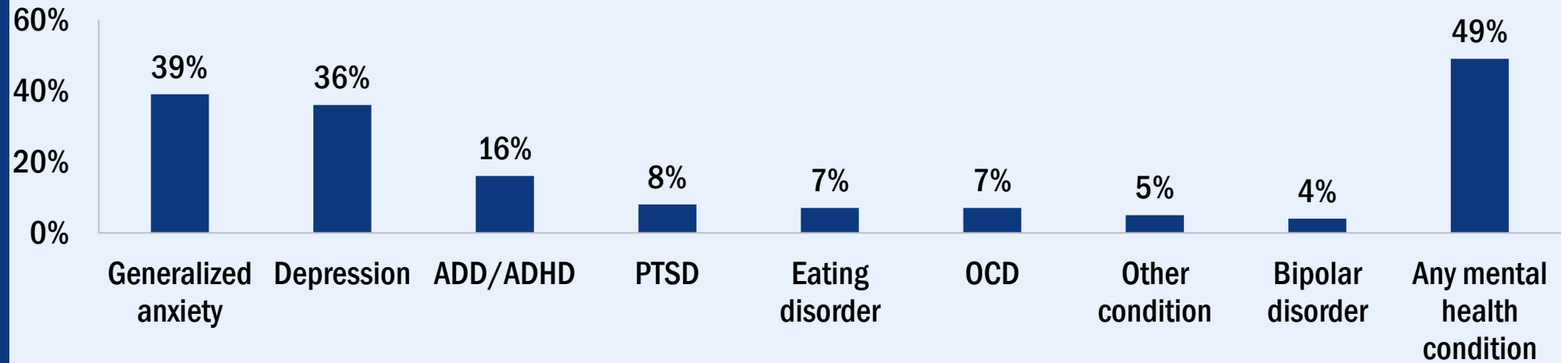
Depressive Symptoms Correlated with Skipping Class

FSU MD-CAS Sample 2023



Mental Health Diagnoses and Awareness of Resources at FSU

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



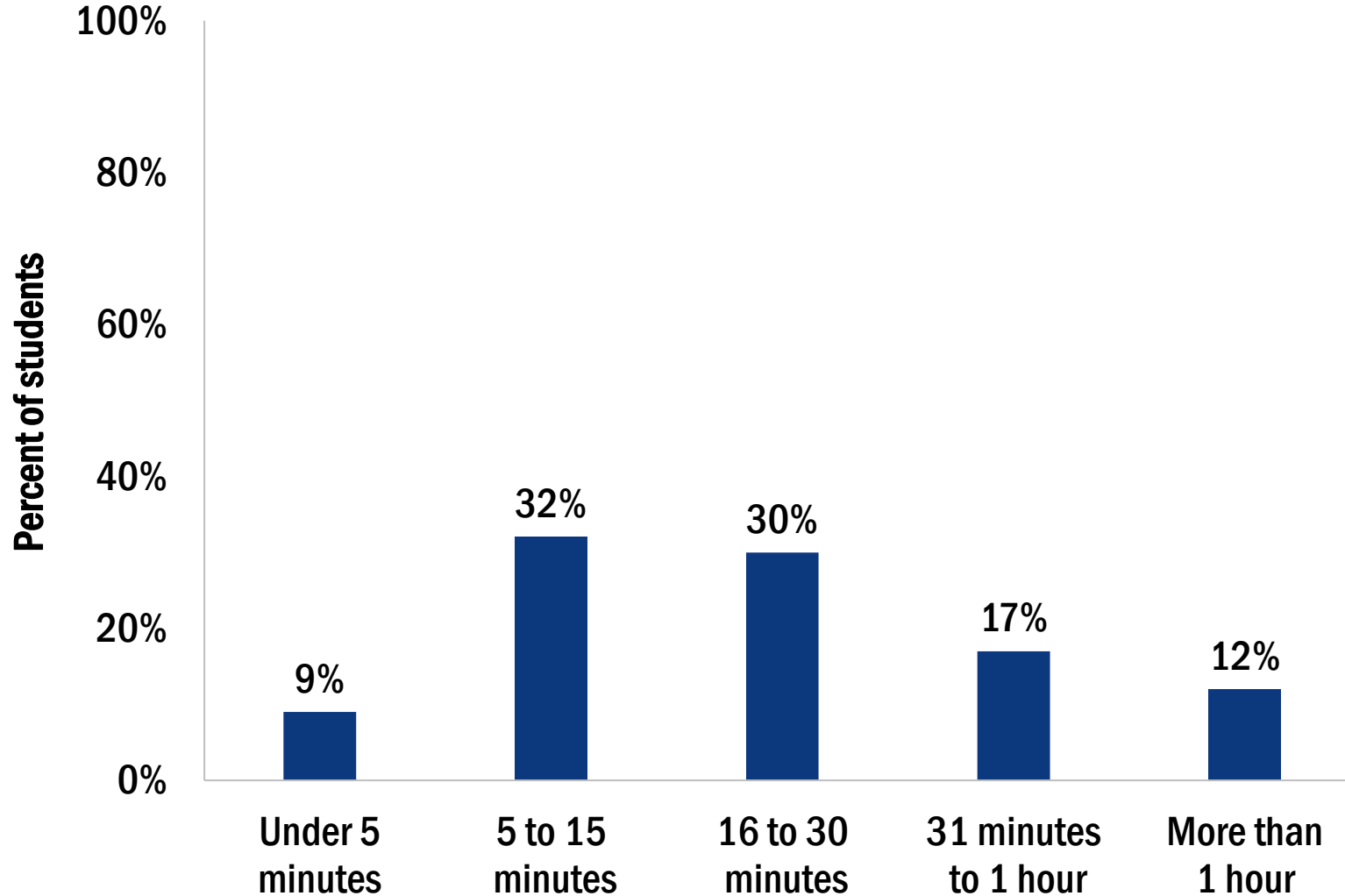
“If I needed, I would know where to access resources from my school”



Sleep during the Past Two Weeks

How Long Does It Take Students to Fall Asleep?

FSU MD-CAS Sample 2023



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

Average Amount of Sleep during the Past Two Weeks

Among FSU Students

Average Amount of Sleep on a Weeknight

2%	Less than 4 hours
5%	4 hours
12%	5 hours
29%	6 hours
24%	7 hours
20%	8 hours
5%	9 hours
2%	10 or more hours



Average Amount of Sleep on a Weekend Night

2%	Less than 4 hours
5%	4 hours
8%	5 hours
12%	6 hours
19%	7 hours
24%	8 hours
19%	9 hours
12%	10 or more hours

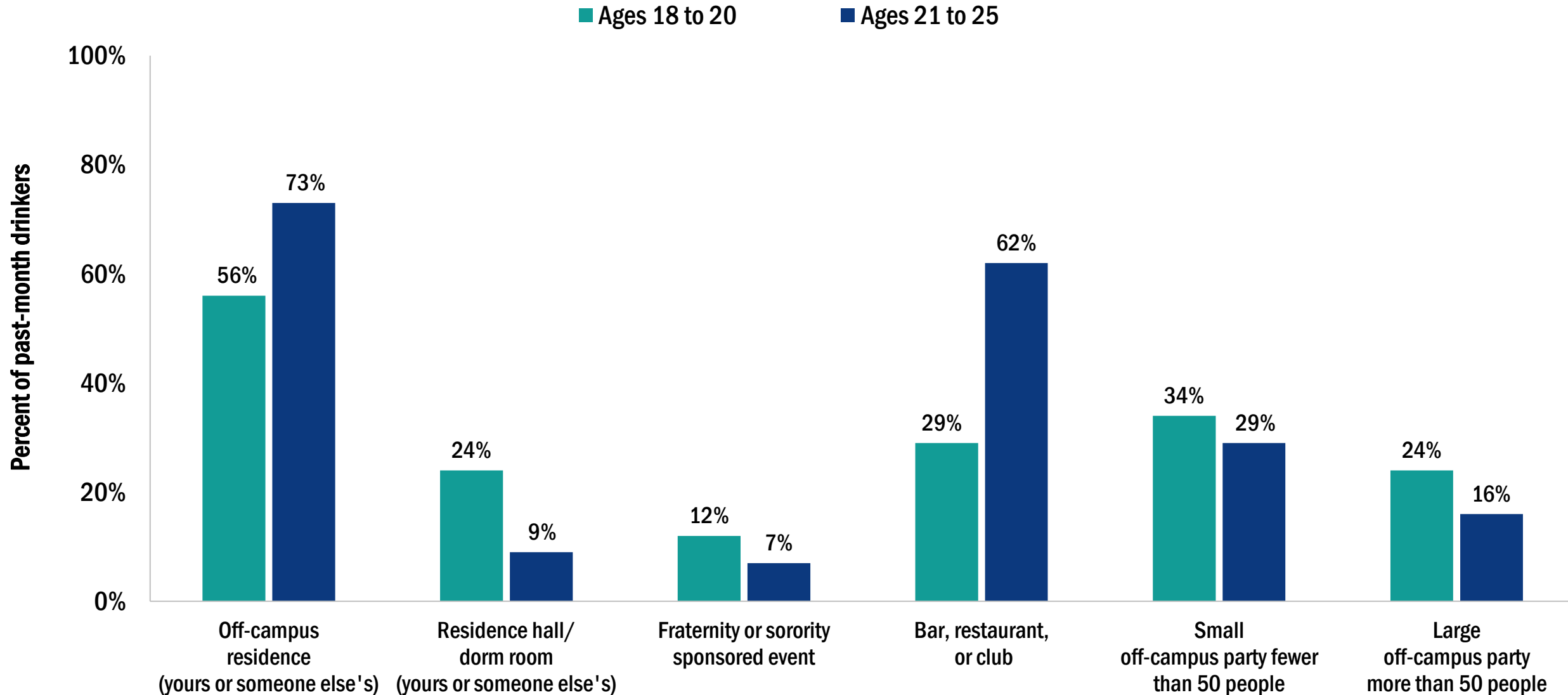
Note: Excludes naps.



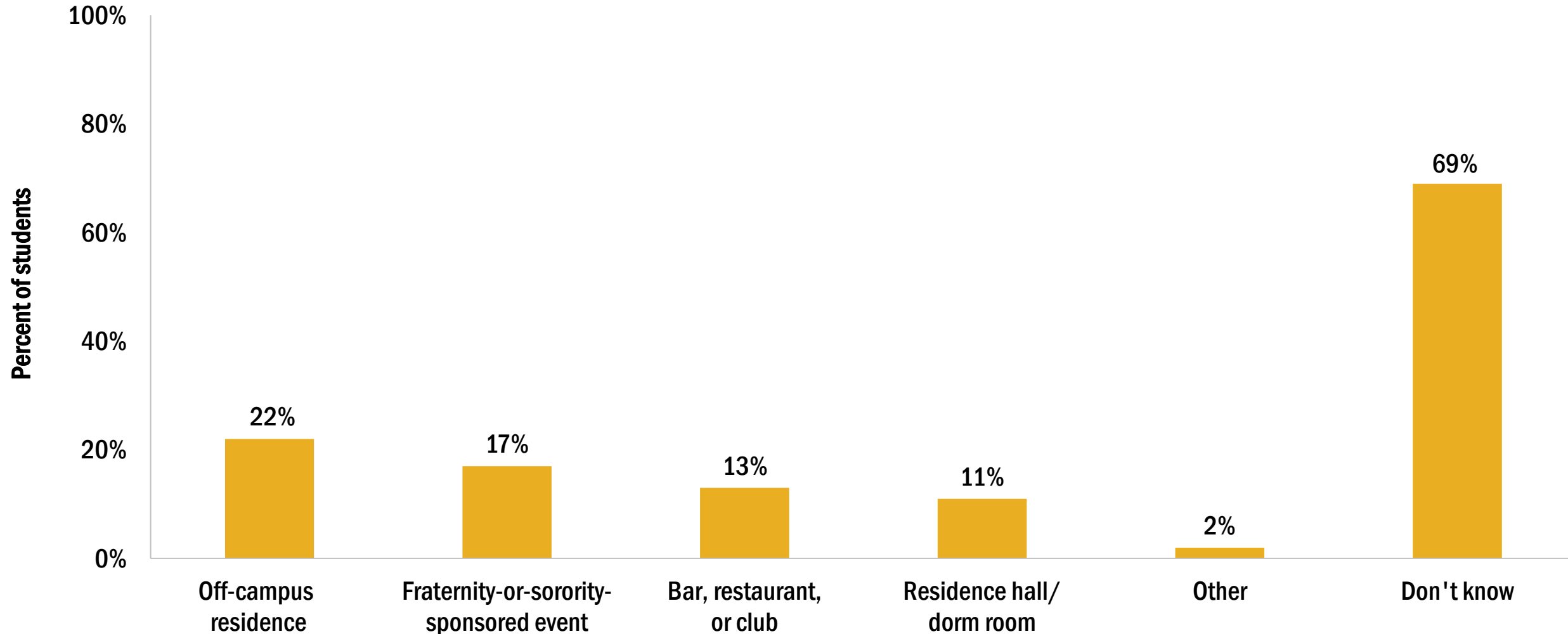
Access to Alcohol

Where Do FSU Students Binge Drink?

By Age, among Past-month Binge Drinkers

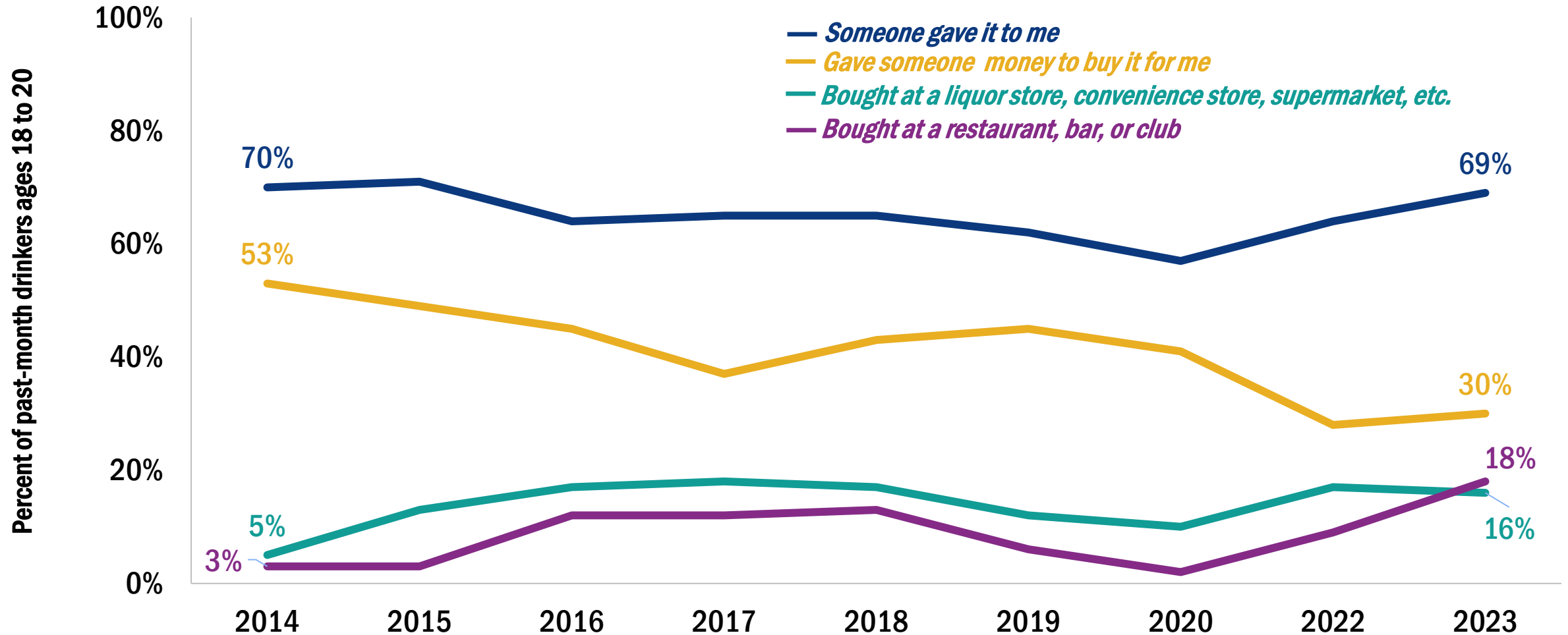


Where FSU Students Say They Can Get Alcohol without Showing ID



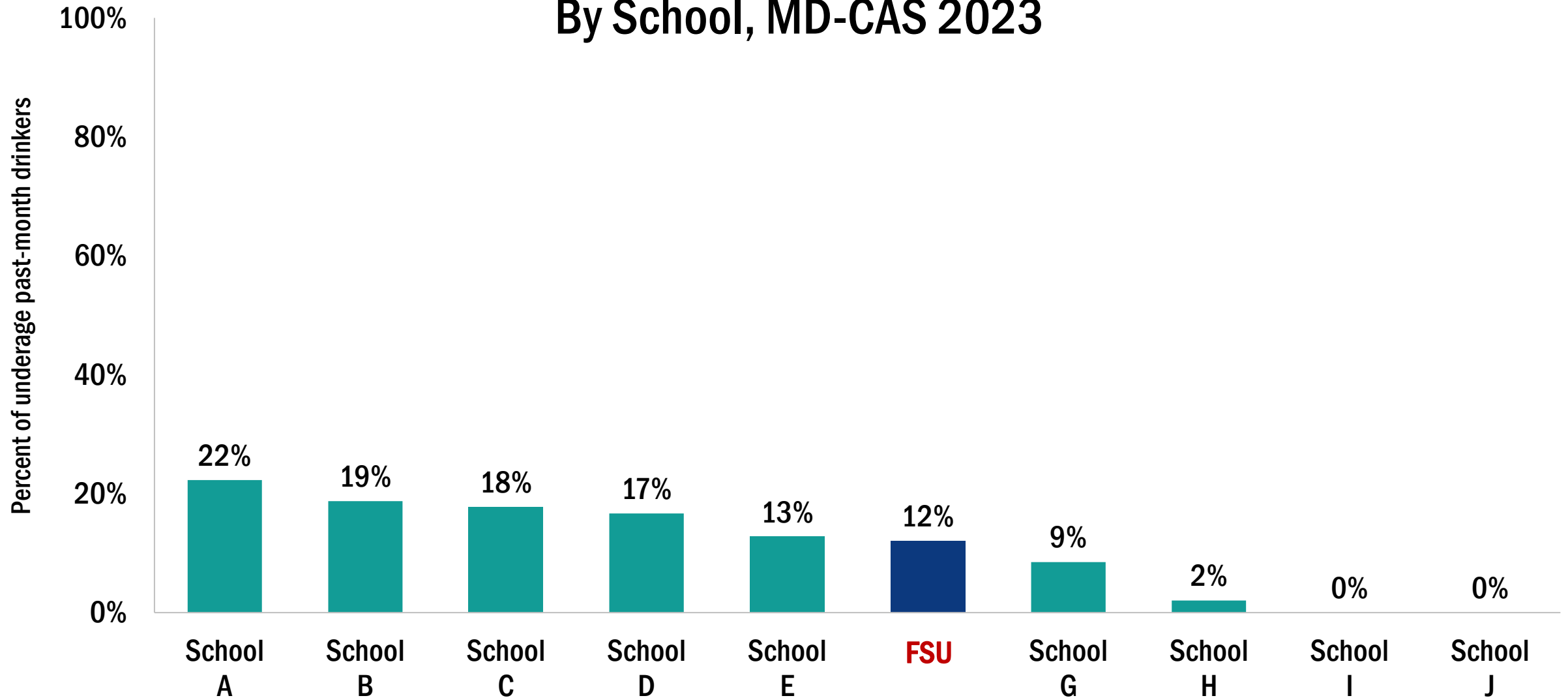
How Alcohol Was Obtained by Underage Drinkers

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



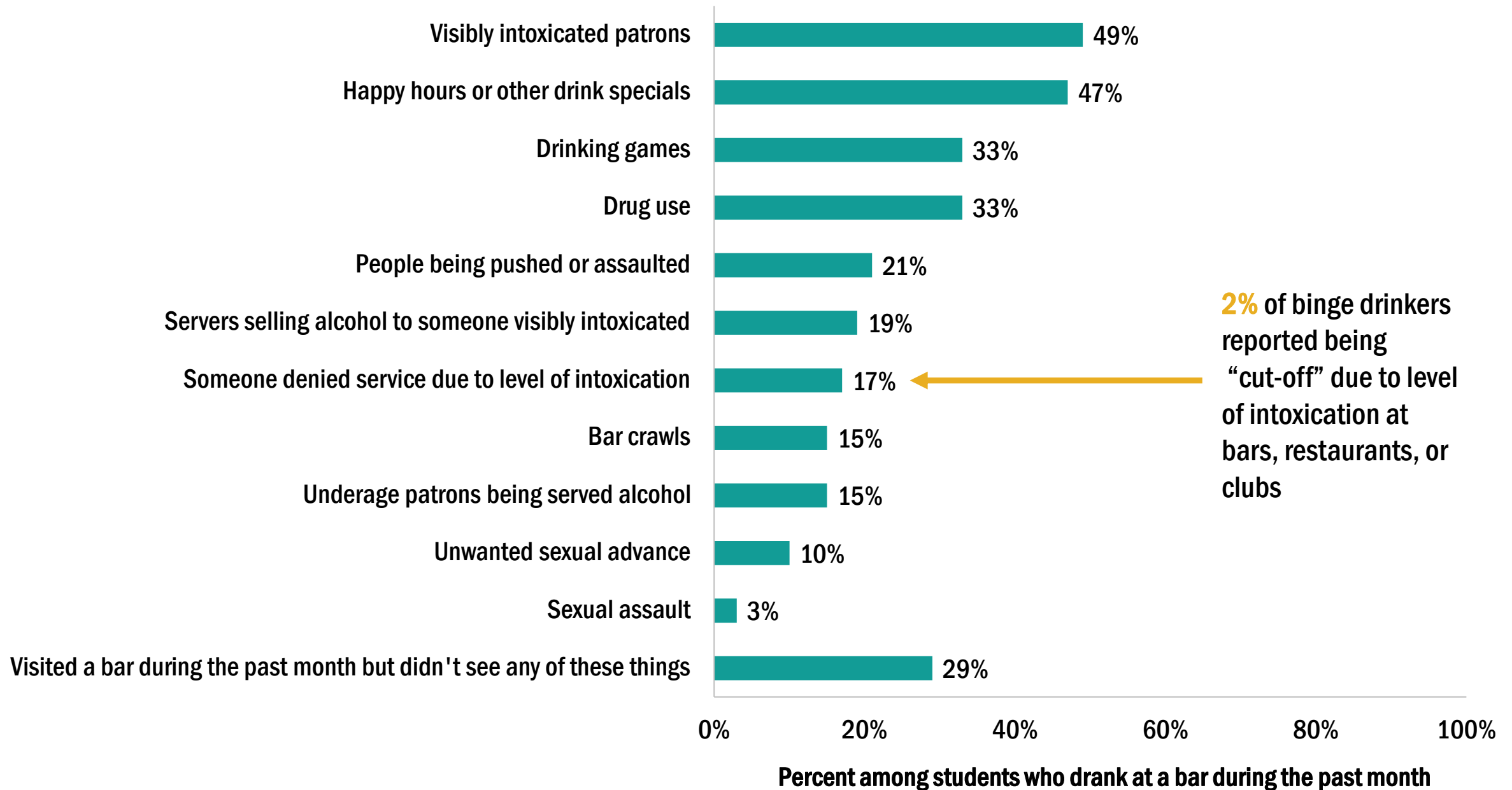
Proportion of Underage Past-month Drinkers Using a False ID

By School, MD-CAS 2023



Note: Past-month false ID use

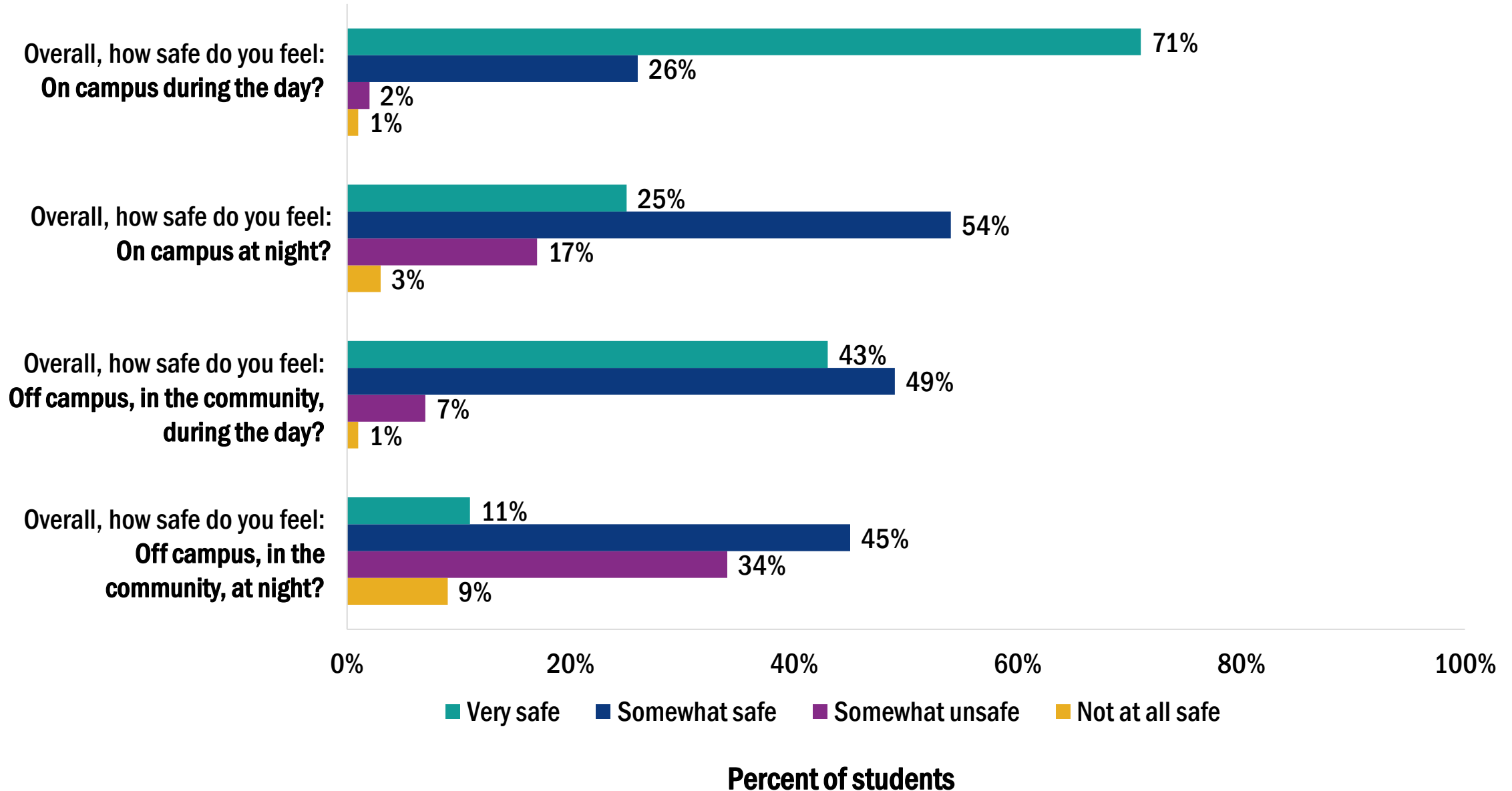
Things Seen at a Bar by FSU Students





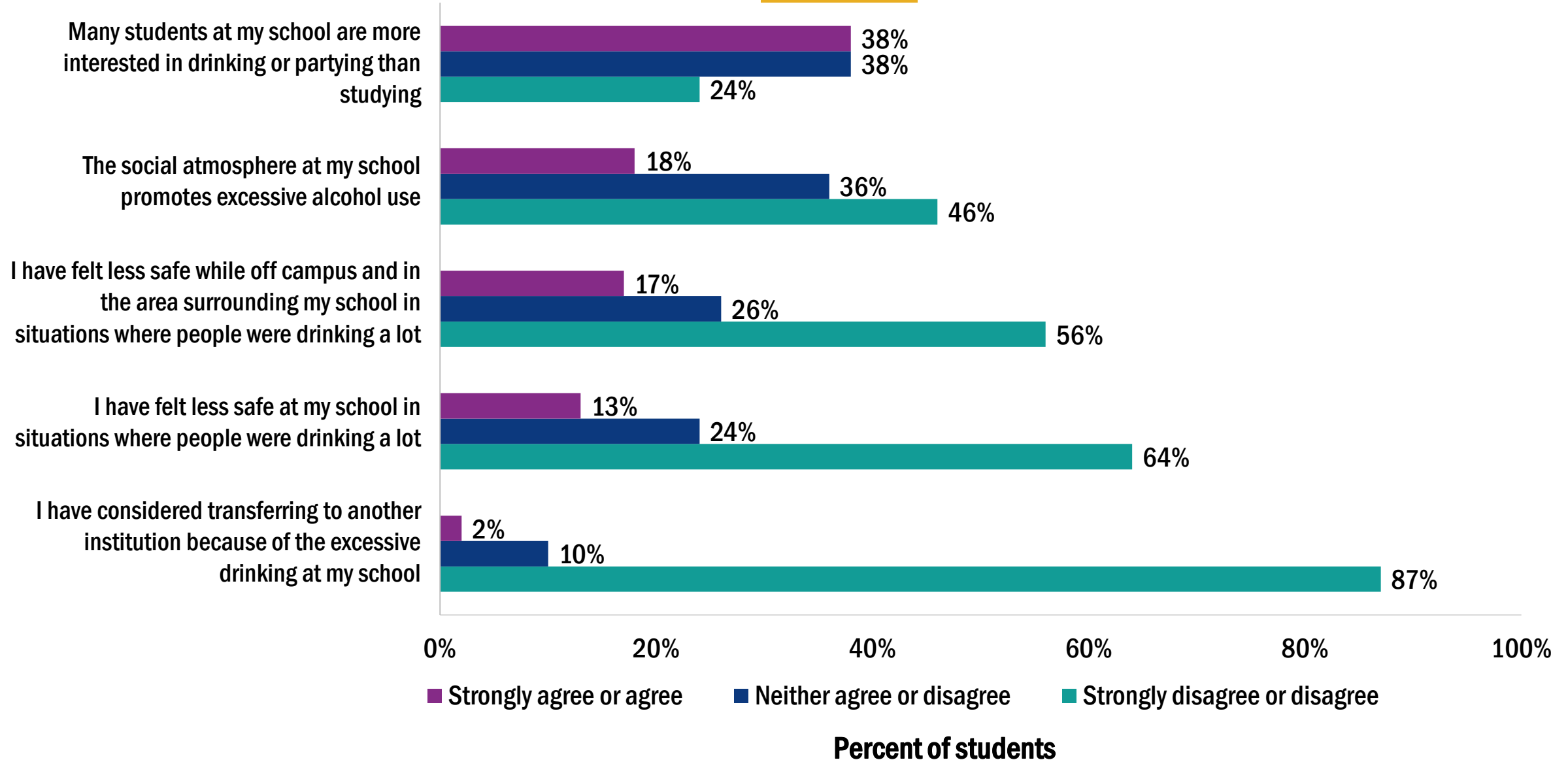
On- and Off-campus Climate and Policy Enforcement

Student Perceptions of FSU Campus Safety

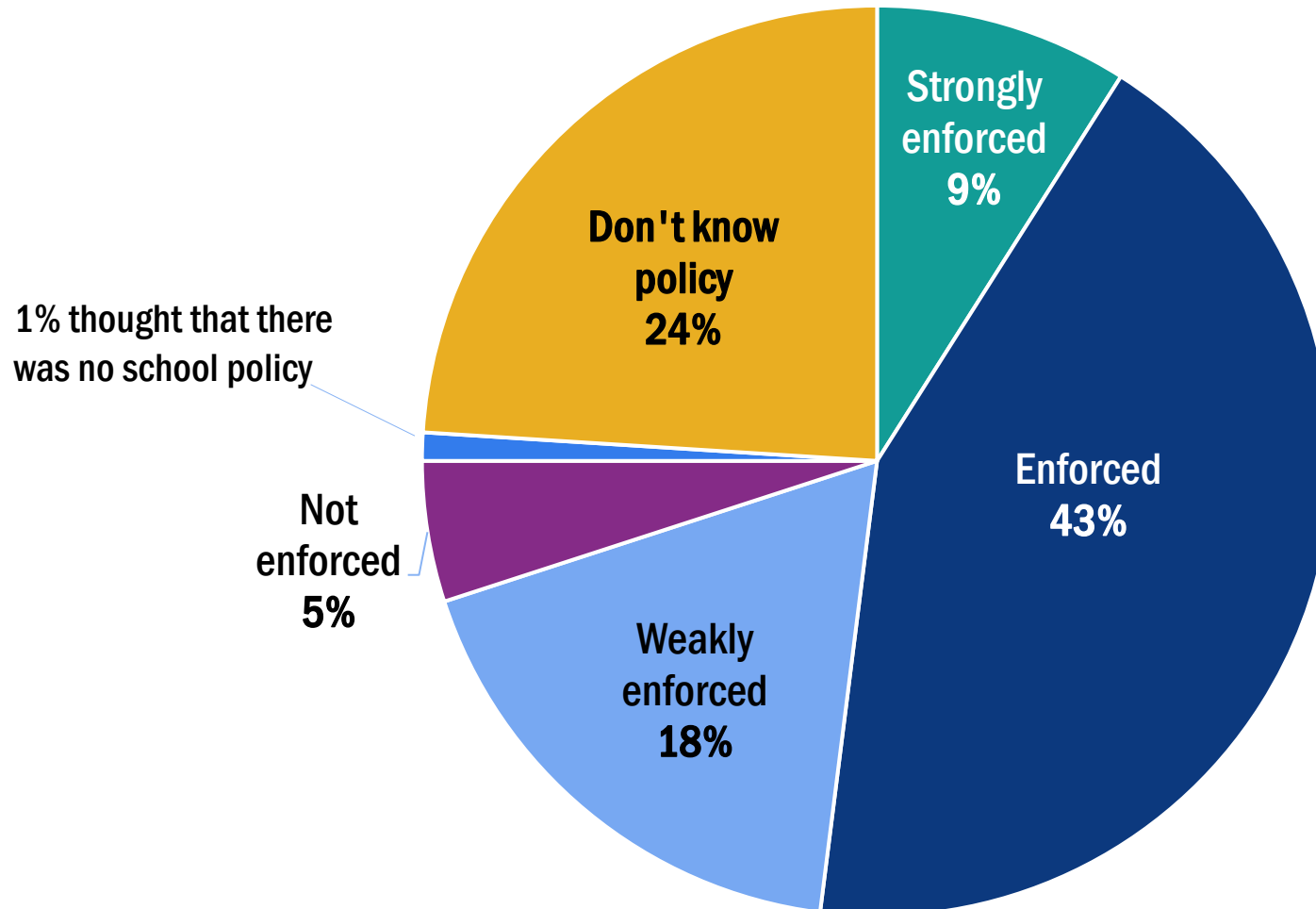


Student Perceptions of FSU Campus Climate

Related to Alcohol use



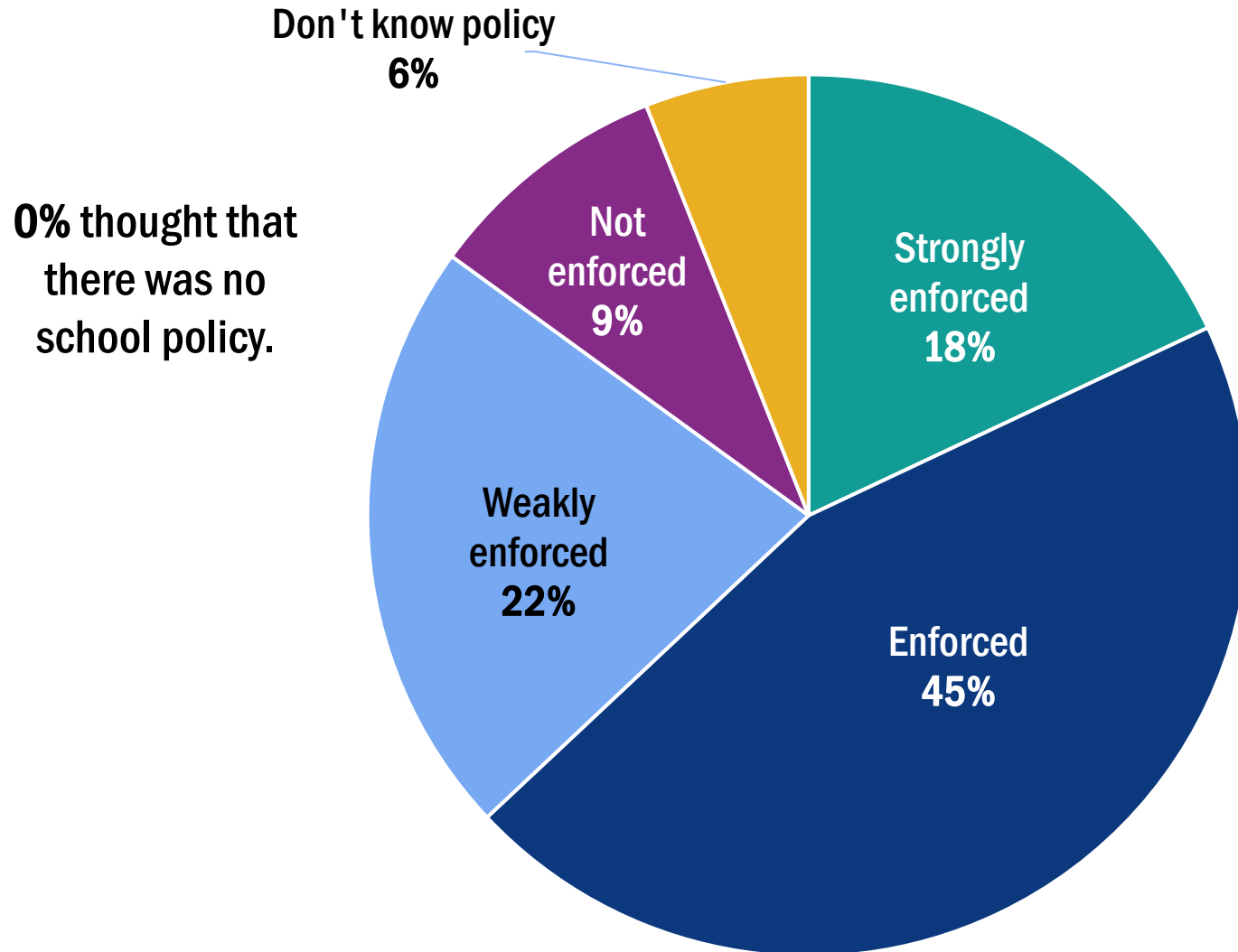
How Strongly Do FSU Students Think School **Alcohol** Policies Are Enforced?



To be effective,
consequences must be:

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

How Strongly Do FSU Students Think RAs Enforce **Alcohol** Policies?*

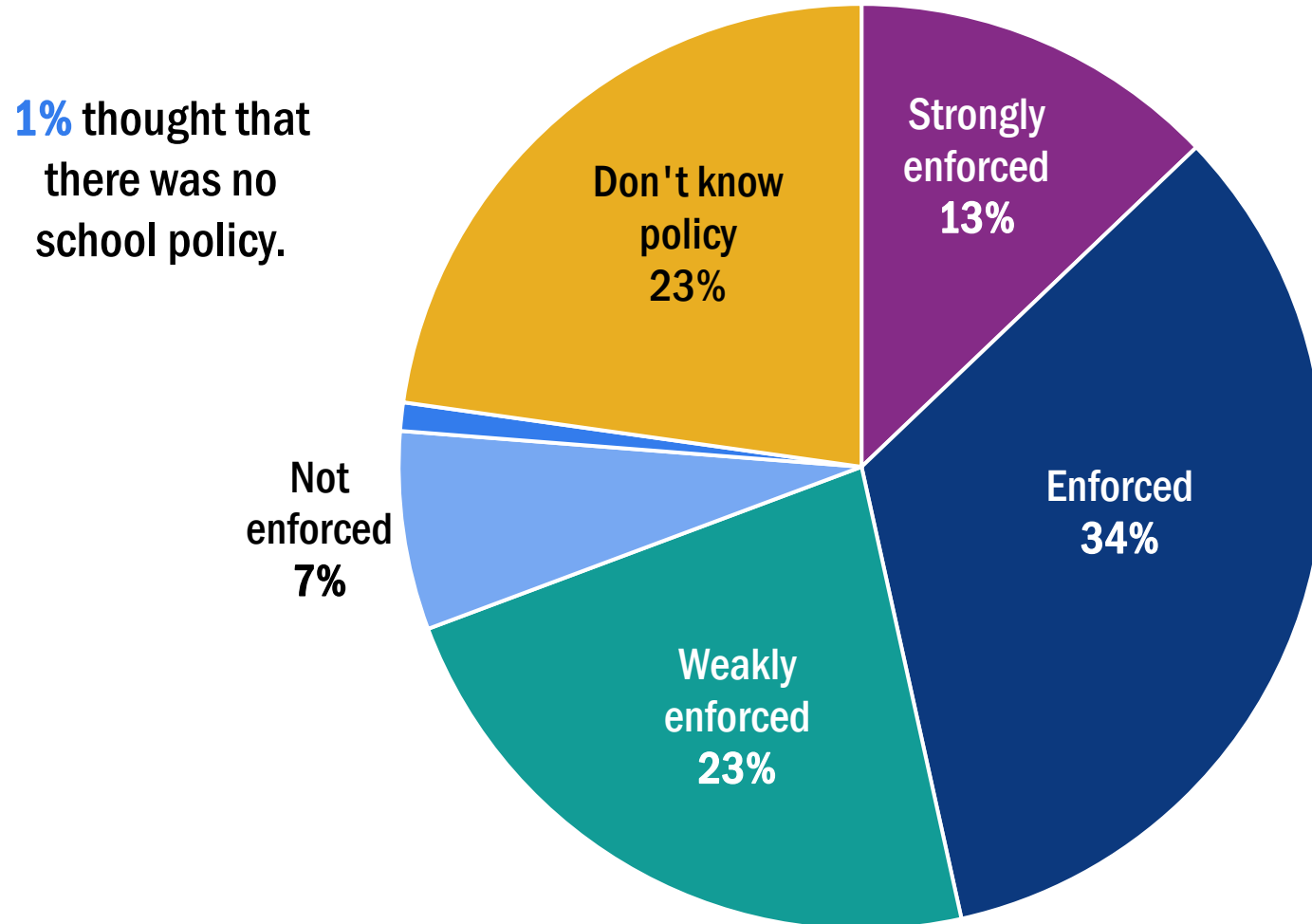


To be effective,
consequences must be:

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

**Among students living in residence halls*

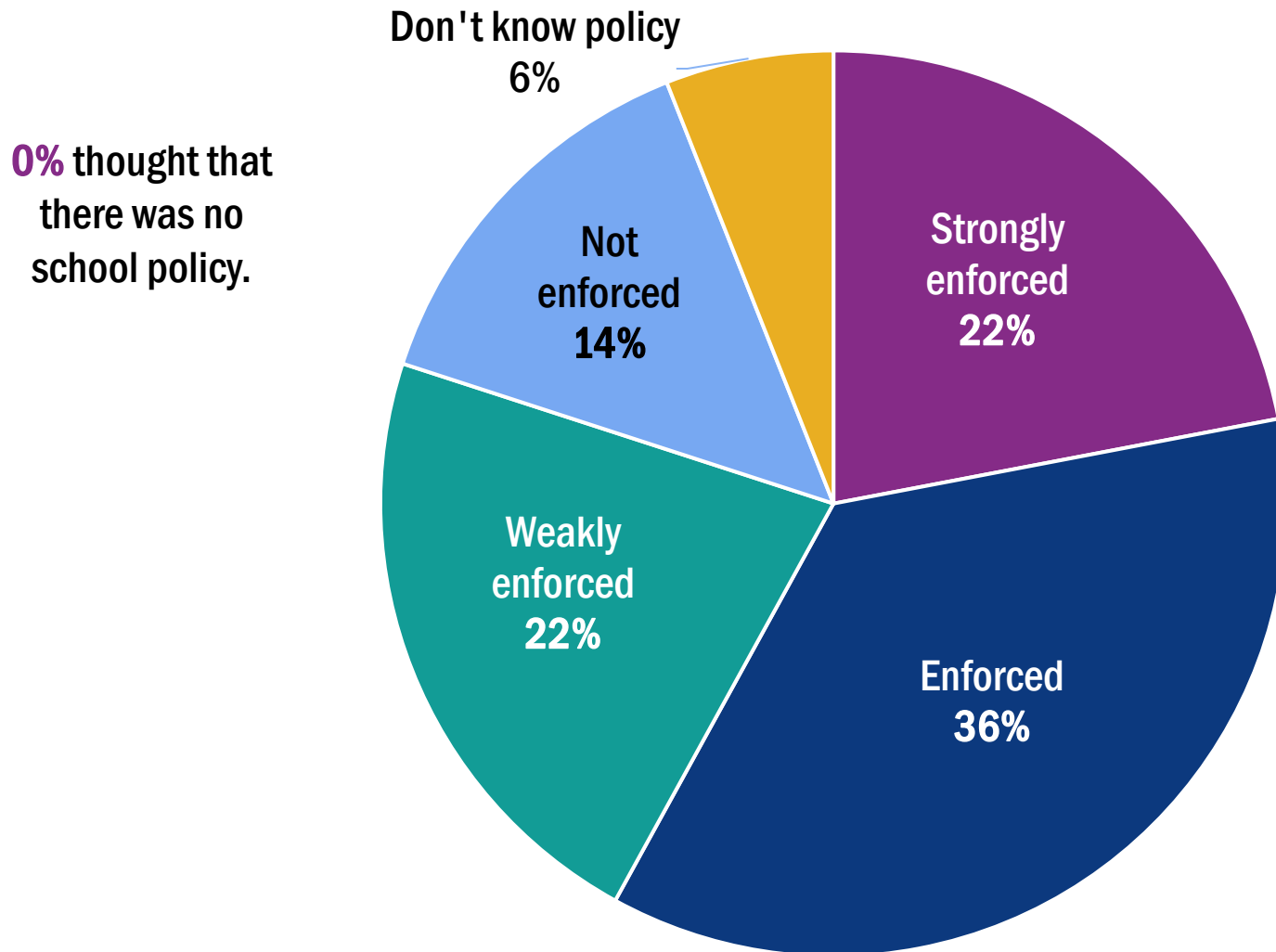
How Strongly Do FSU Students Think School Cannabis Policies Are Enforced?



To be effective, consequences must be:

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

How Strongly Do FSU Students Think RAs Enforce Cannabis Policies?*



To be effective,
consequences must be:

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

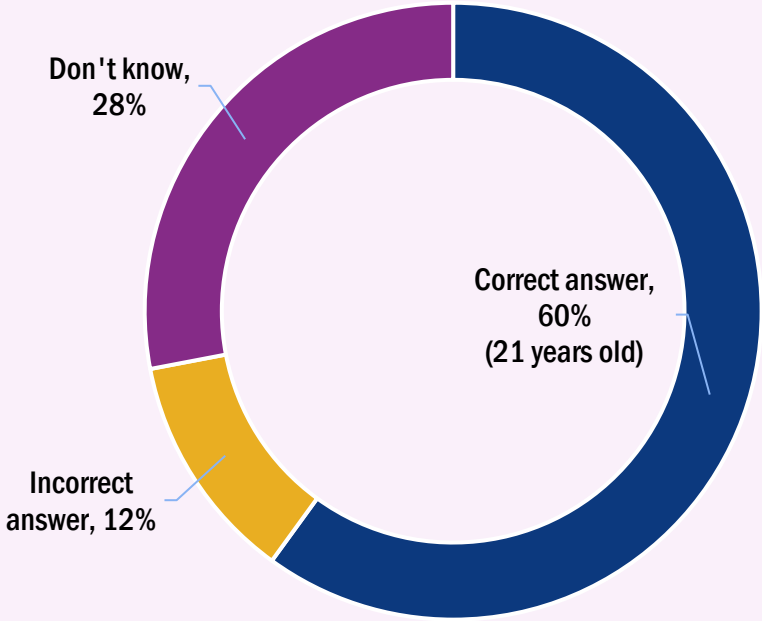
**Among students living in residence halls*

FSU Students' Knowledge about Cannabis Legalization

60%

of students knew the minimum age to legally use cannabis is 21.

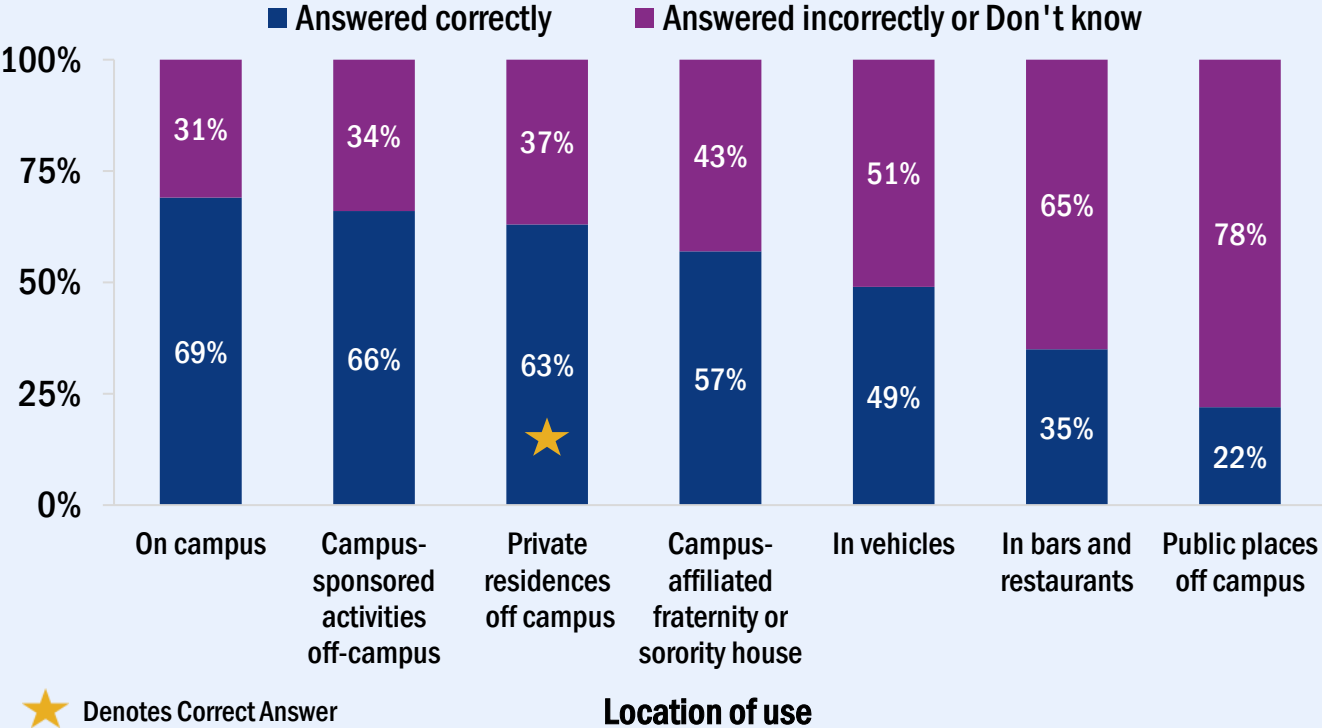
Students' Knowledge that Legal Age to Use Cannabis is 21



9%

of students answered correctly to all questions regarding where it will be legal to use cannabis.

Students' Knowledge of Where it will be Legal to Use Cannabis

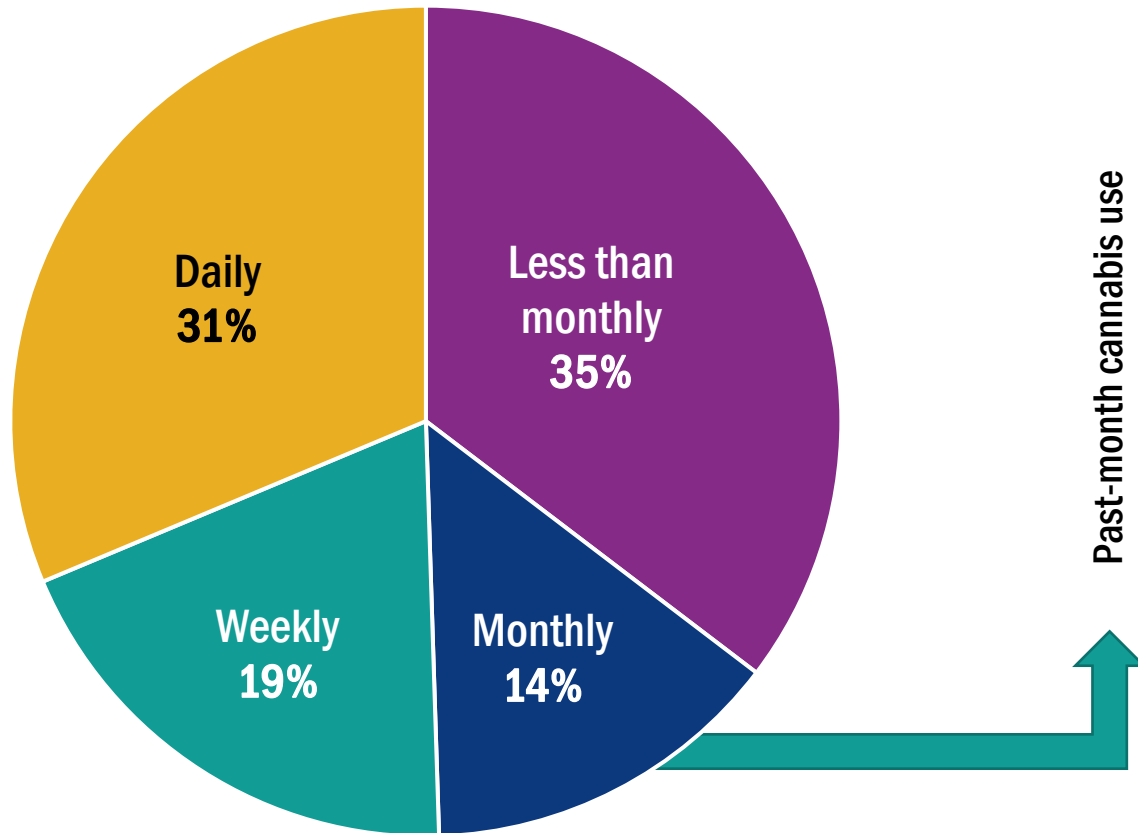




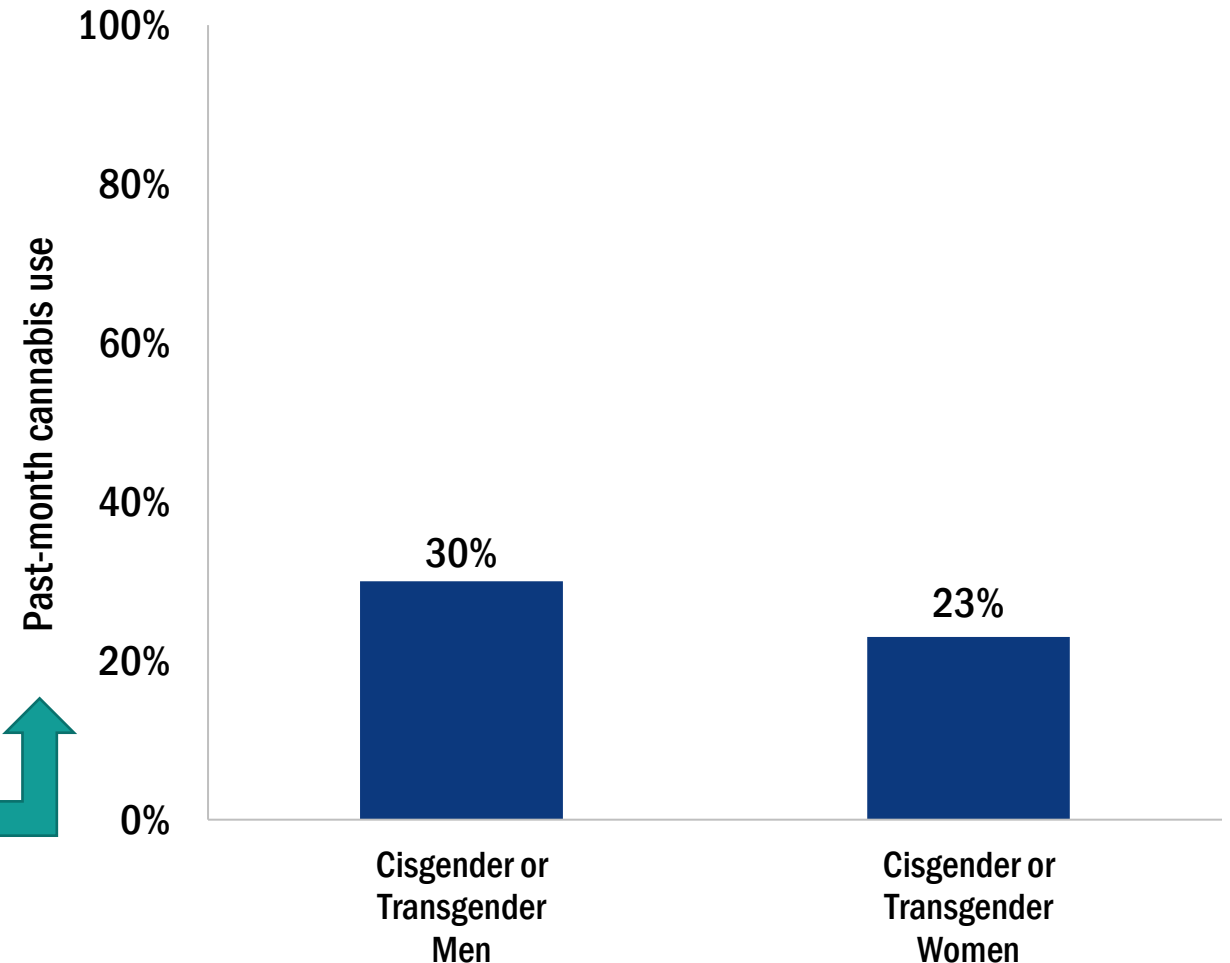
Cannabis and Other Substance Use

31% of FSU Students Used Cannabis in Past Year

How often did these students used cannabis during the **past year**?

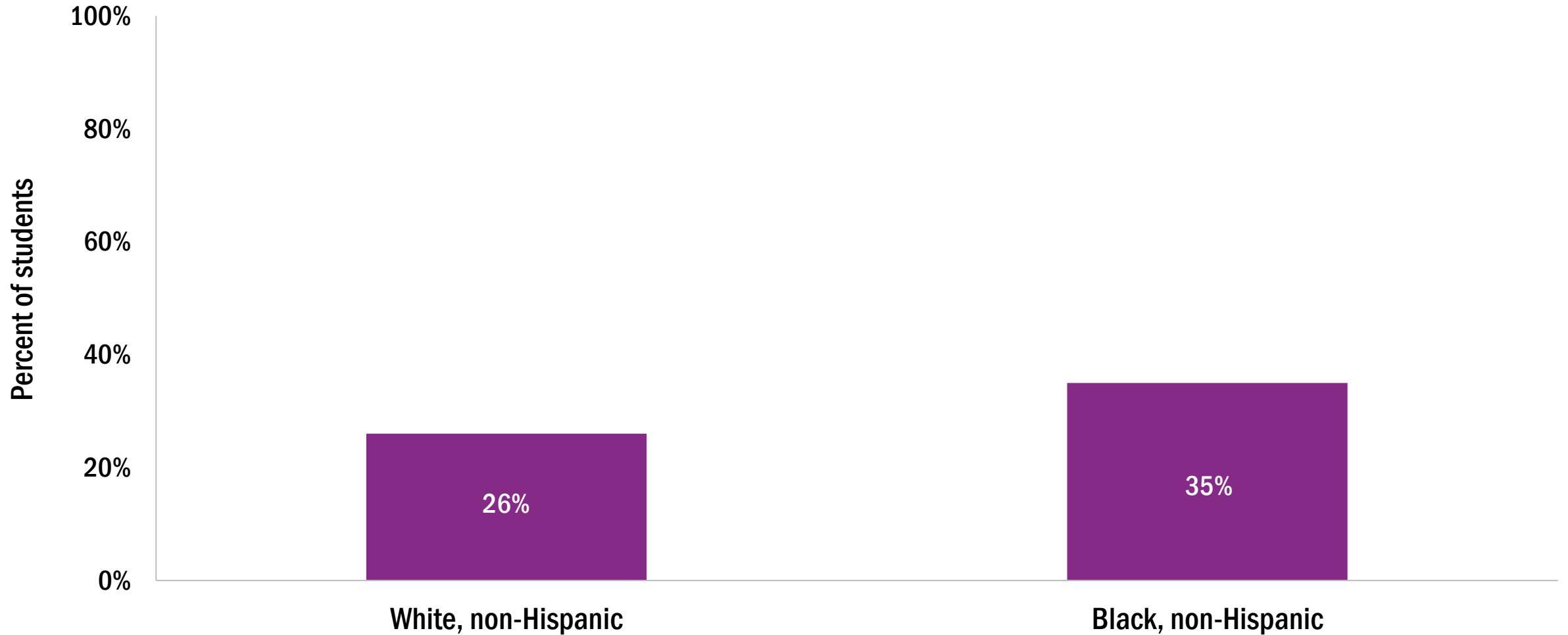


Is there a difference in cannabis use during the **past month** by gender?



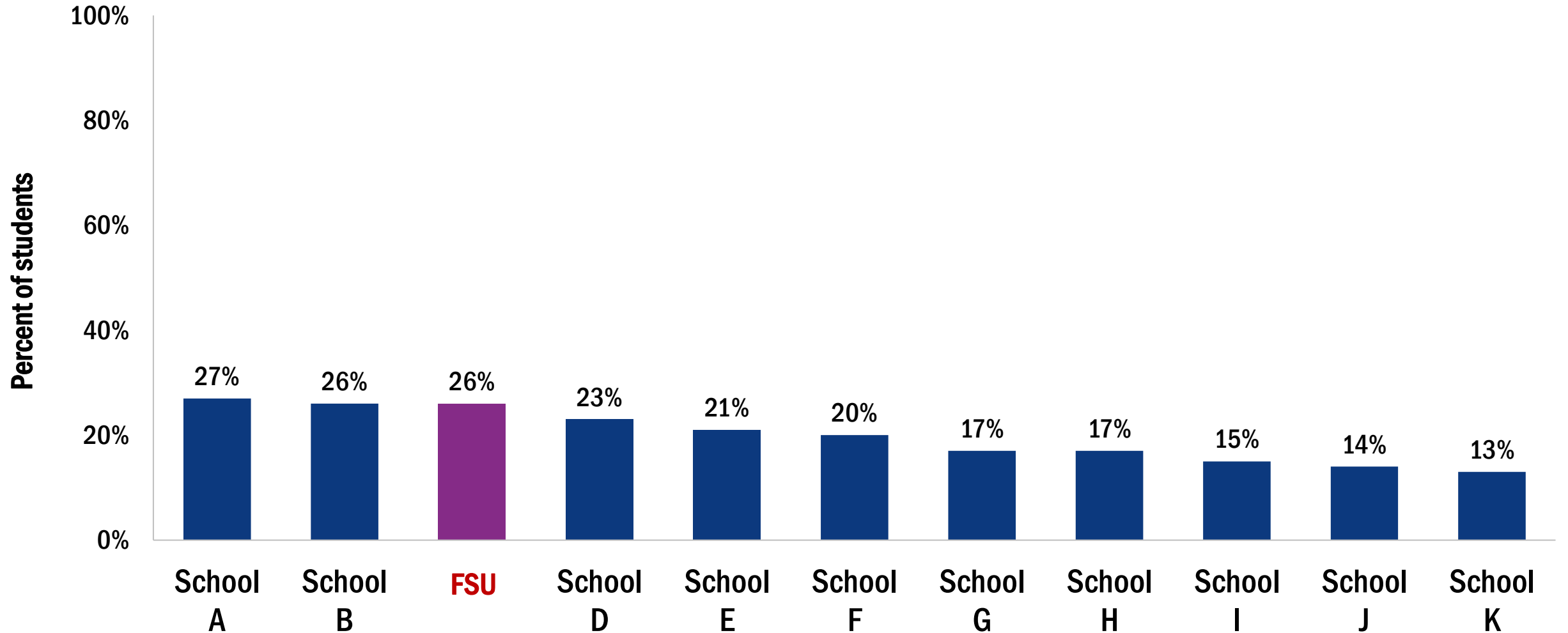
Past-month Cannabis Use by Race/Ethnicity

FSU MD-CAS Sample

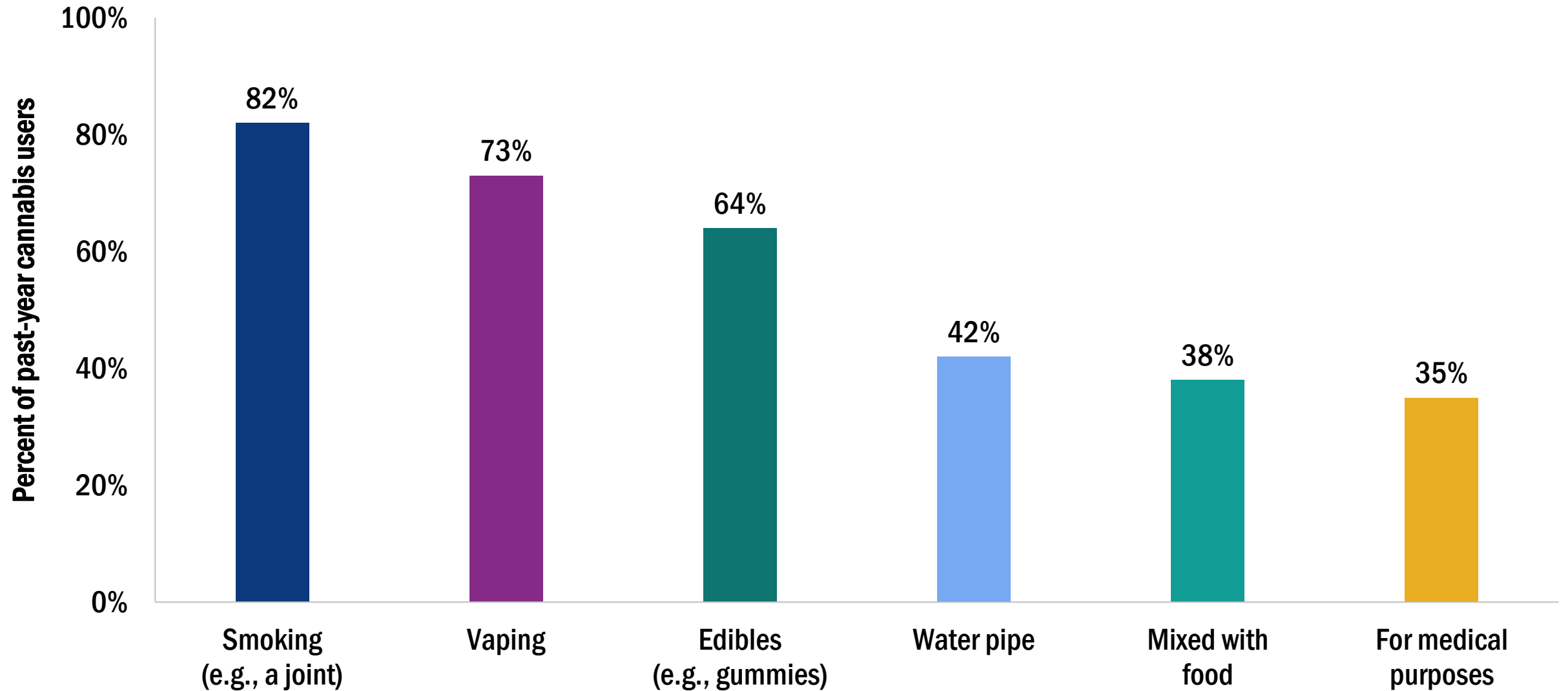


Past-month Cannabis Use

By School, MD-CAS 2023



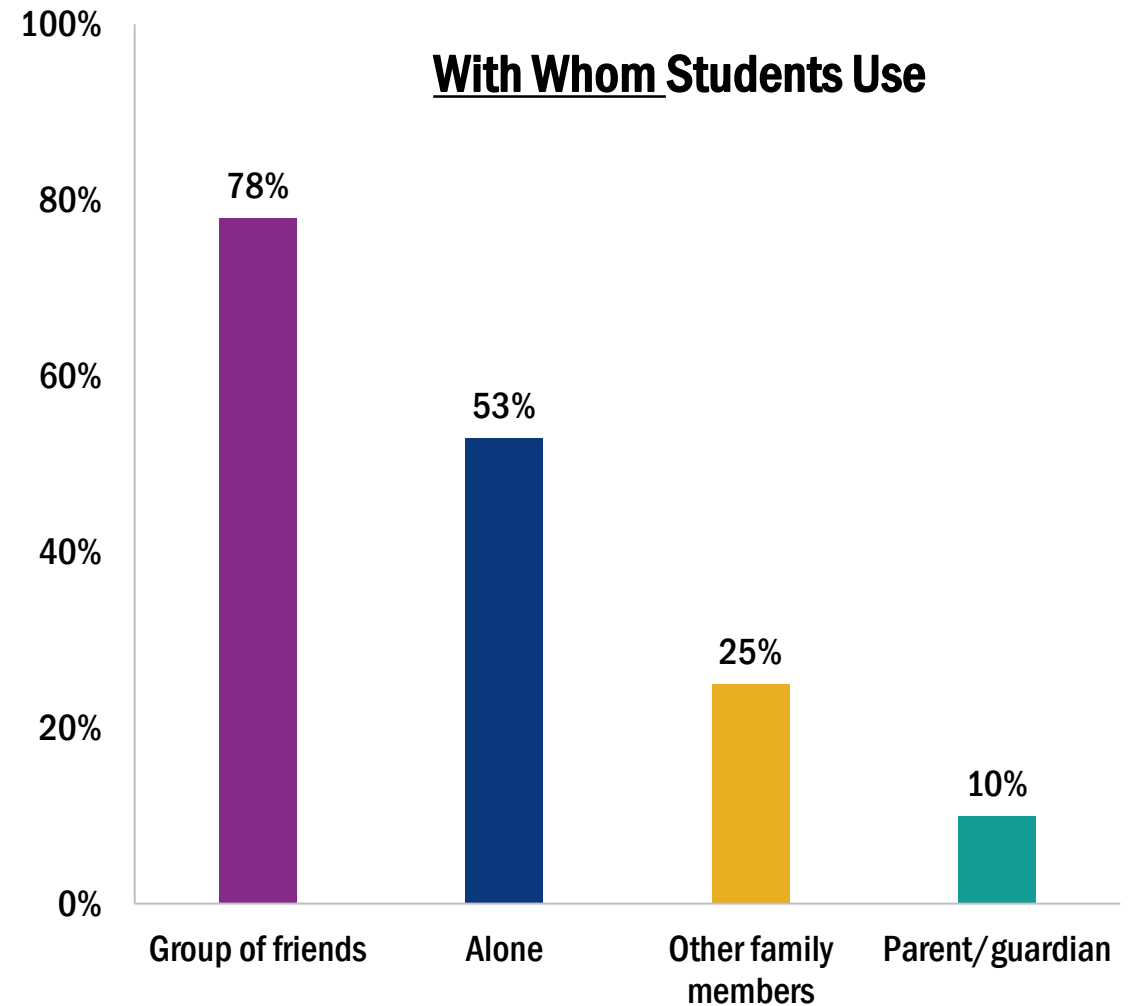
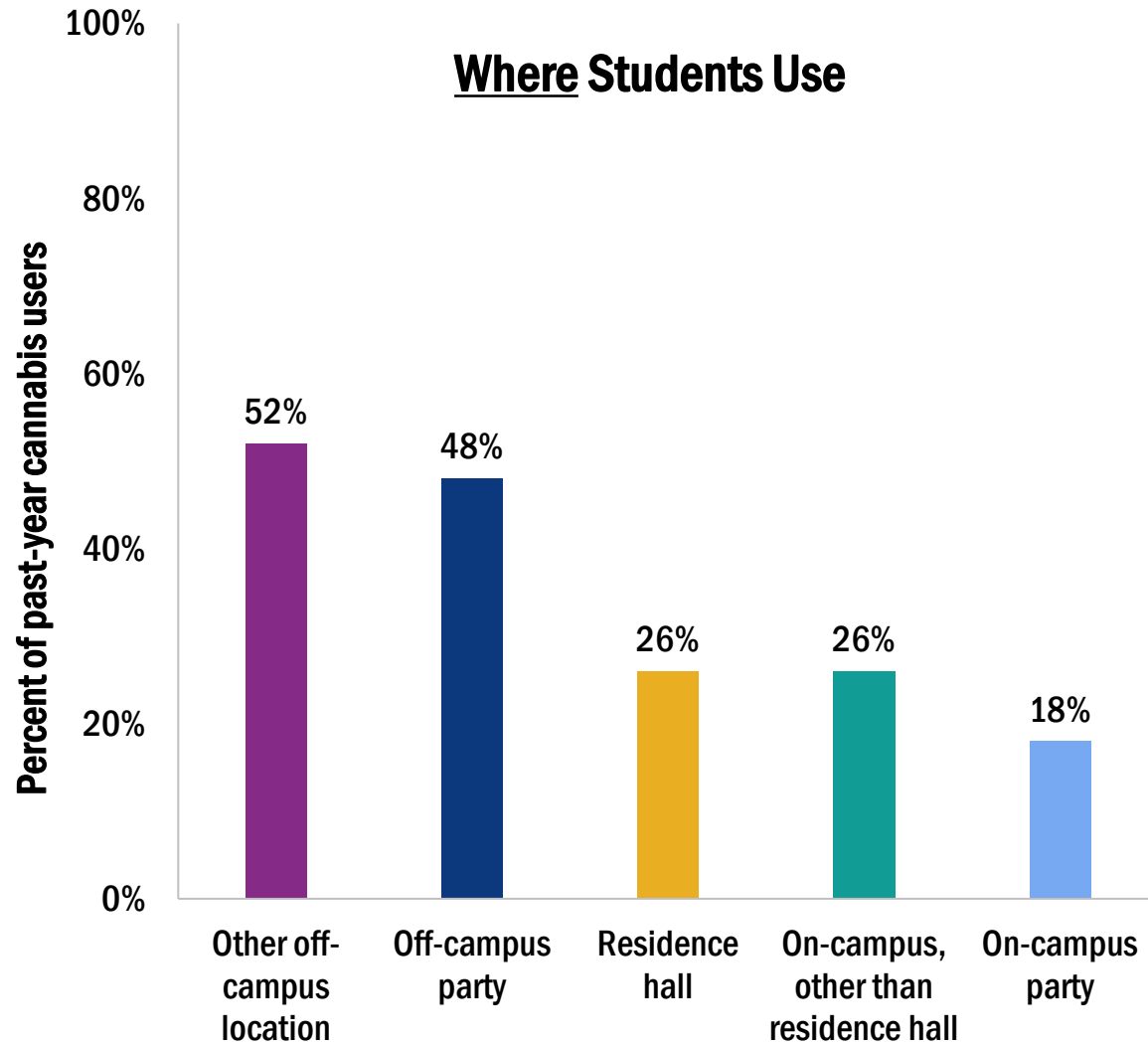
Methods of Cannabis Use among FSU Students*



**Among past-year cannabis users*

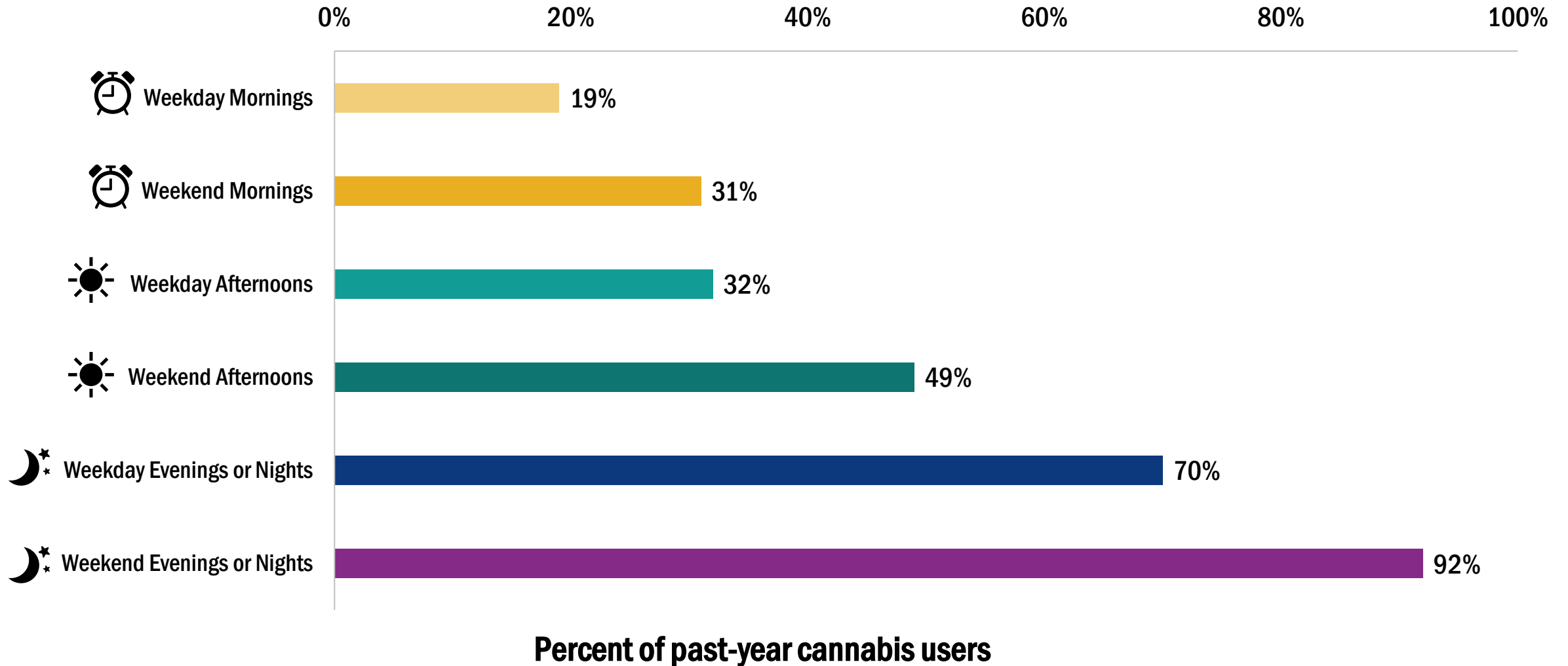
In What Contexts Do FSU Students Use Cannabis?

among FSU Past-year Cannabis Users



**Among students who used cannabis sometimes or often*

When Do FSU Students Use Cannabis?*

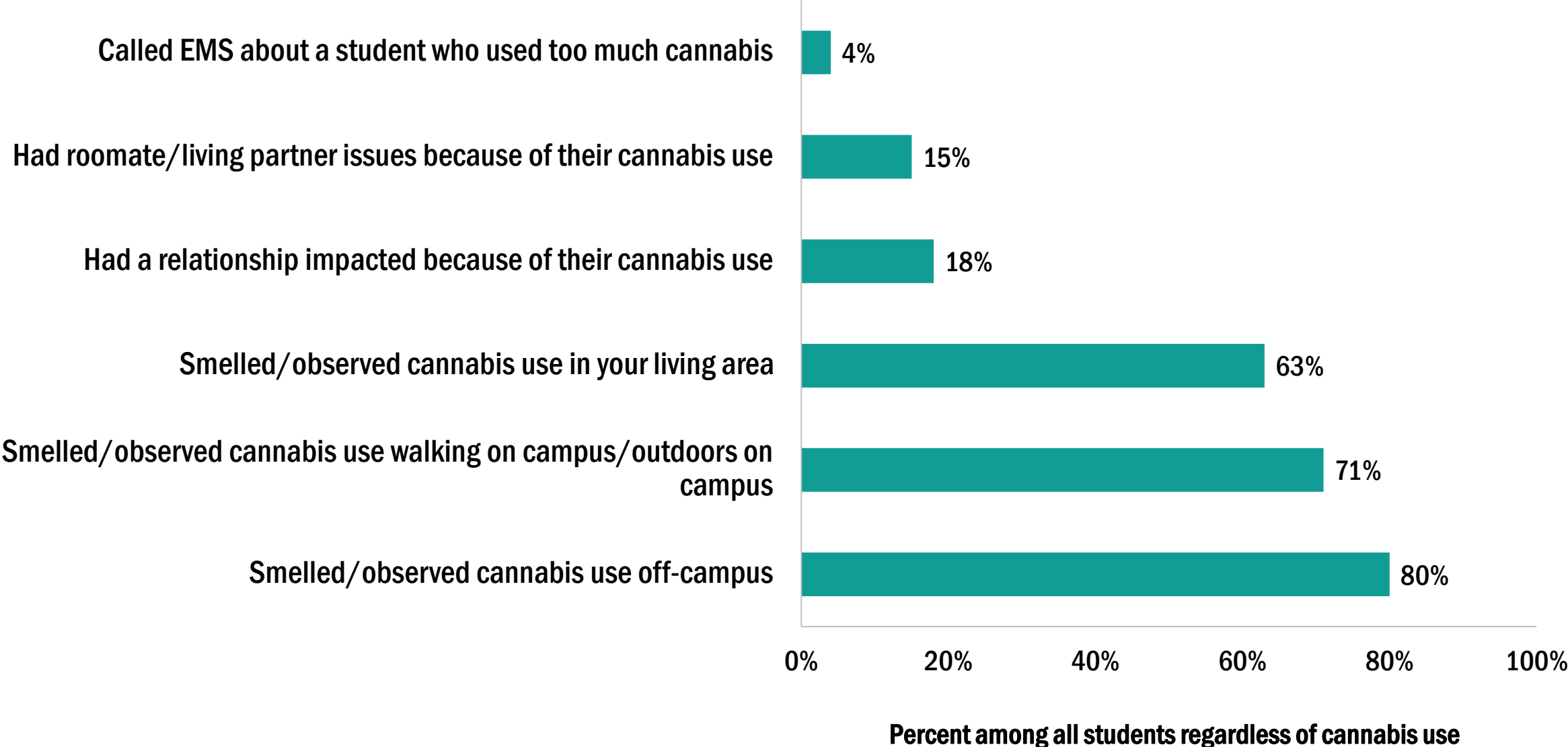


Percent of past-year cannabis users

**among past-year cannabis users*

Harms Experienced as a Result of Other's Cannabis Use

among FSU Students*



Motives for Cannabis Use

among FSU Past-year Cannabis Users

Think of all the times you use cannabis, how often would you say that you use cannabis for each of the following reasons?	Never	Rarely	Sometimes	Often
Because it is fun	8%	23%	36%	32%
To forget my problems and worries	35%	19%	26%	20%
To be more social	41%	20%	26%	14%
Because it helps when I feel nervous or depressed	26%	12%	28%	34%
To help me sleep	28%	11%	31%	30%
To expand my awareness or alter my perspective	47%	9%	24%	19%
To relax	7%	14%	30%	49%
To relieve boredom	38%	12%	27%	23%
Because it is not a dangerous drug	18%	21%	18%	44%

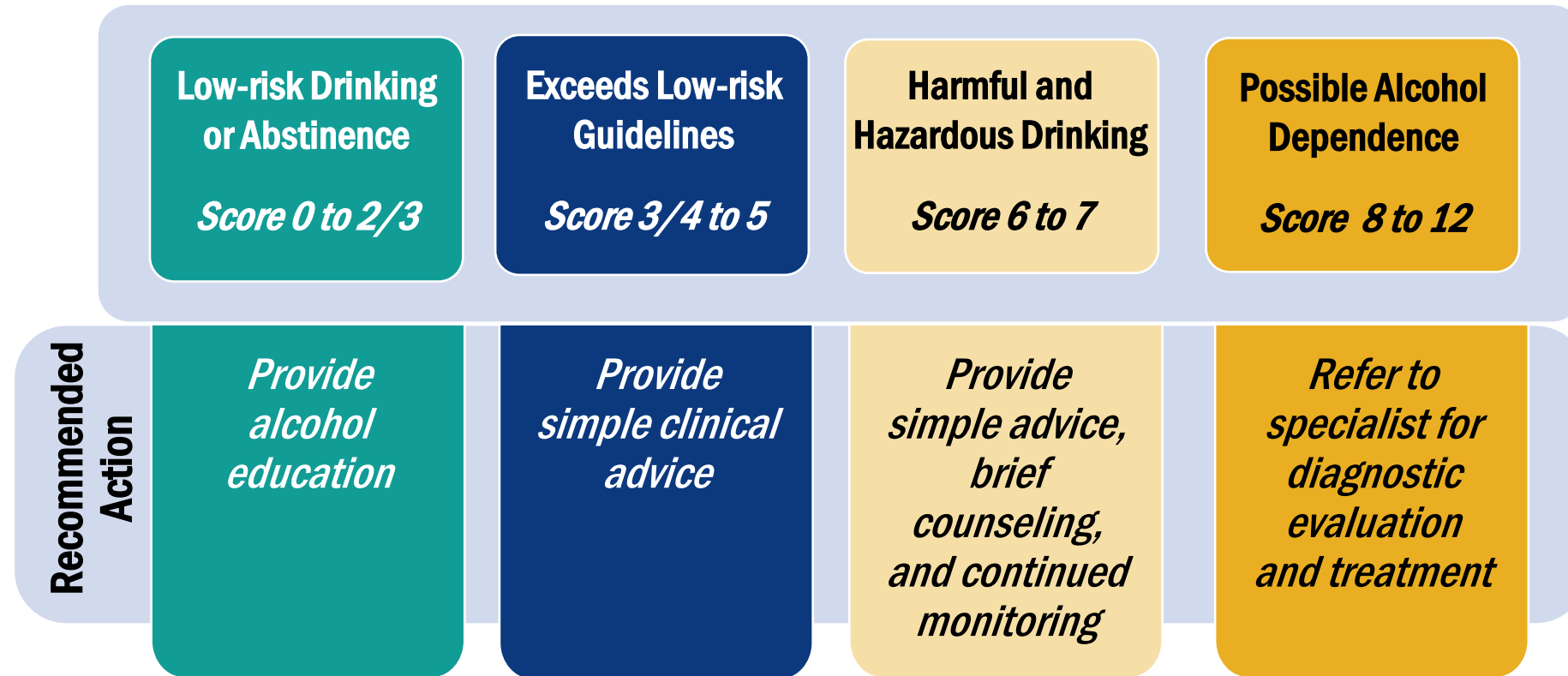
Other Substance Use among FSU Students

Substance	% of students who used during the past year
Tobacco	
E-cigarettes or other vape products	26%
Cigarettes	8%
Other tobacco products (e.g., hookah, cigars, little cigars)	8%
Prescription drugs used nonmedically	
Prescription stimulants	3%
Prescription analgesics (pain relievers)	2%
Prescription tranquilizers	0%
Prescription sedatives	0%
Other substances	
Hallucinogens	5%
Cocaine	2%
Ecstasy	0%
Heroin	0%
Methamphetamine use	0%



Opportunities for Screening and Intervention

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



Cisgender and Transgender Men	63%	17%	15%	5%
Cisgender and Transgender Women	69%	24%	6%	1%

FSU Students and Recovery



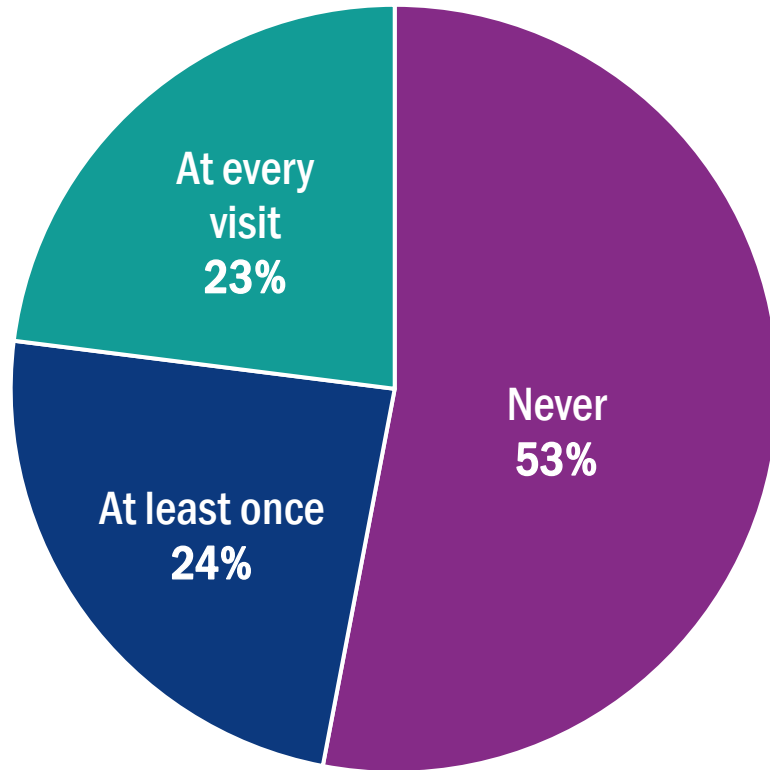
2% of students identifying as in recovery from alcohol or drug problems



12% of students want to or tried to cut down or stop drinking or using drugs

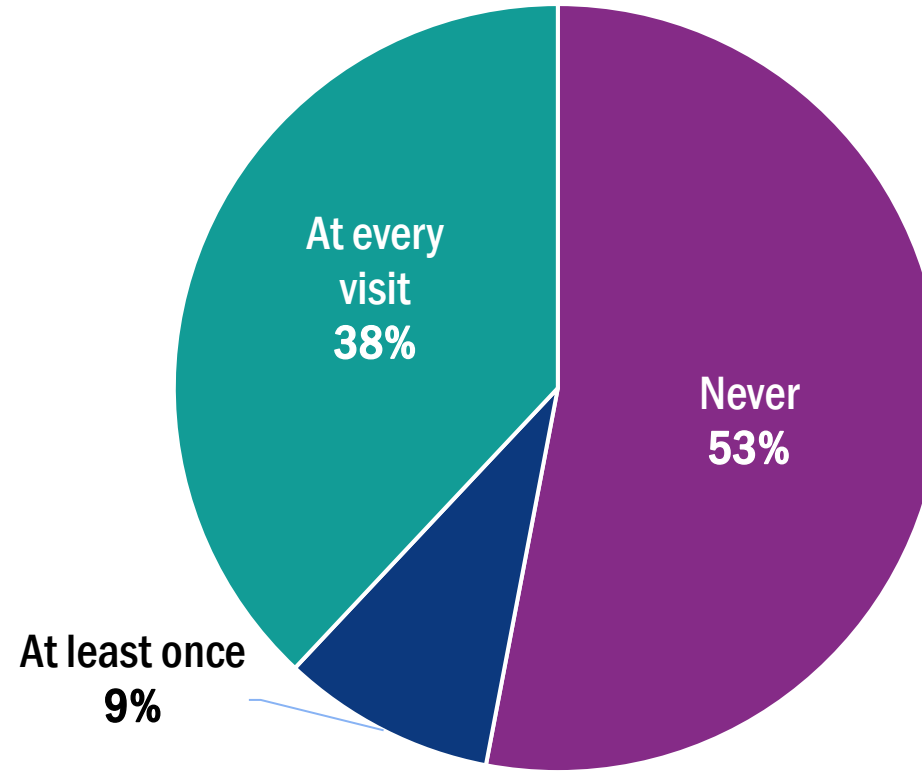
Are FSU Students Asked About Alcohol Use at the Counseling and Health Centers?*

During Counseling Center visits



22% of binge drinkers had ever visited the Counseling Center.

During Health Center visits



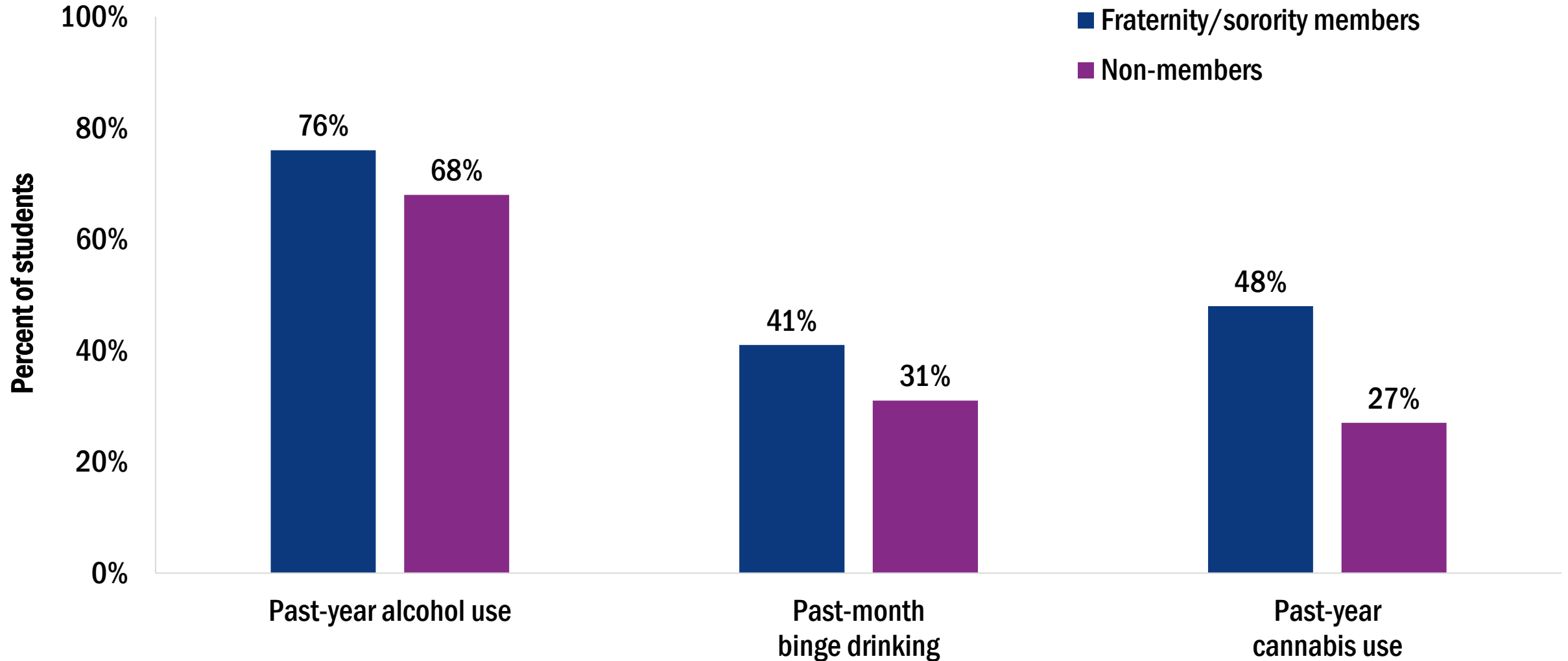
44% of binge drinkers had ever visited the Health Center.

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

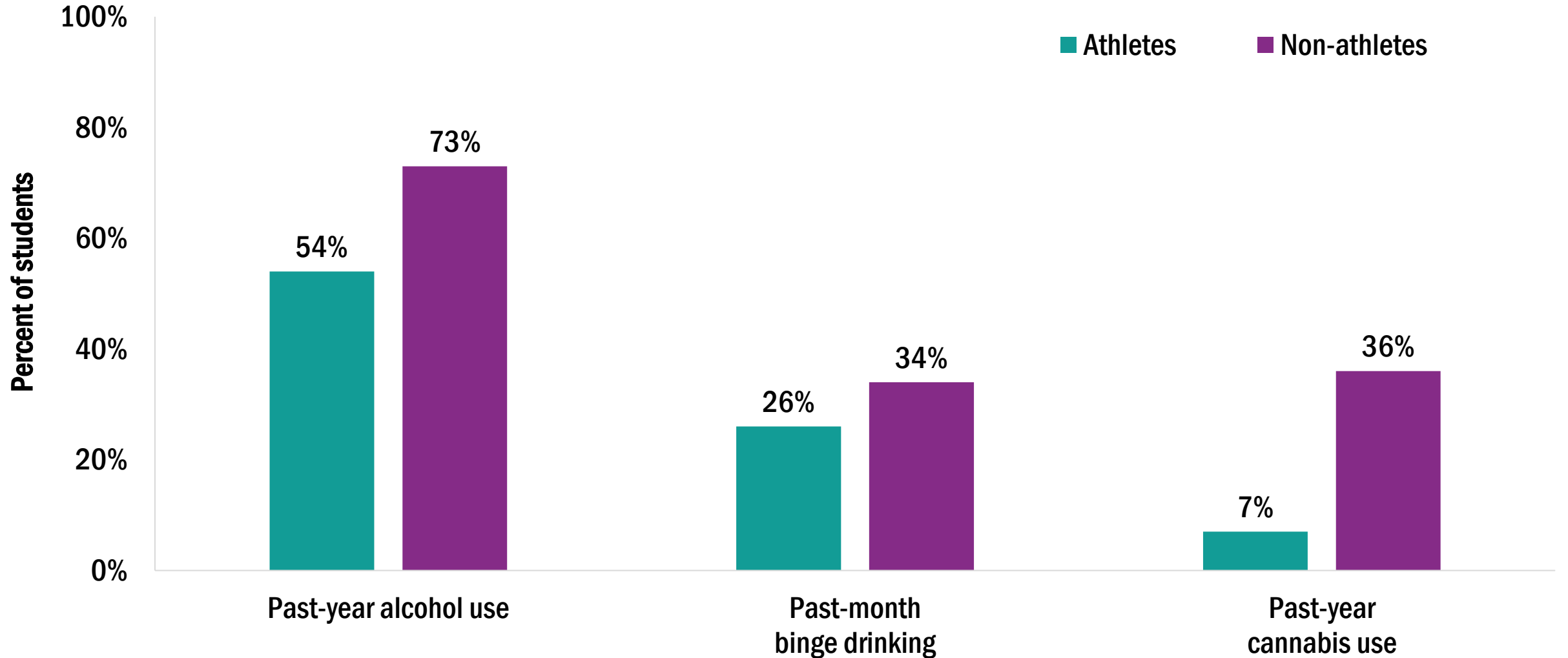


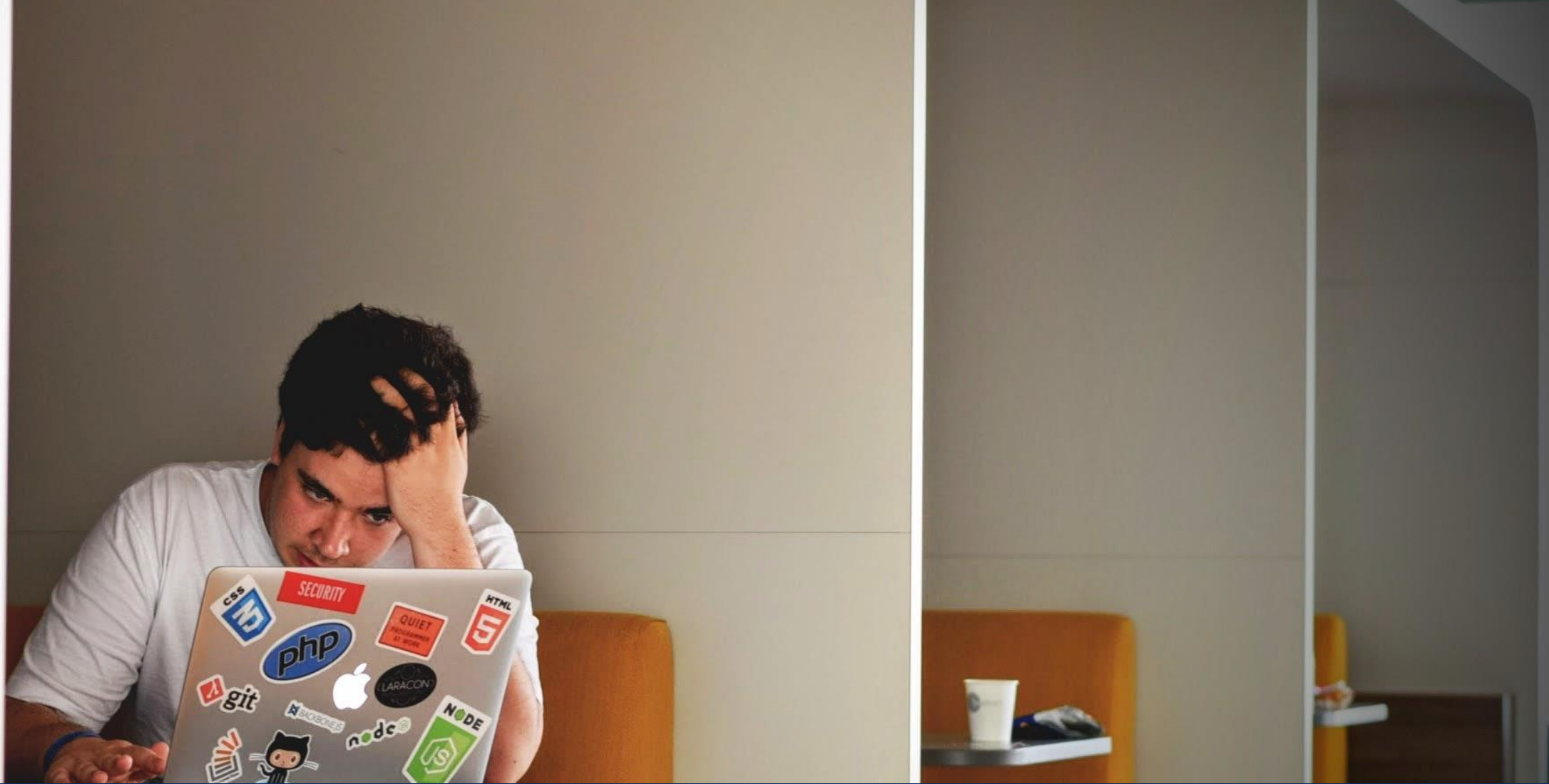
Students At Risk for Binge Drinking and/or Cannabis Use

Alcohol and Cannabis Use among FSU Fraternity and Sorority Members



Alcohol and Cannabis Use among FSU Athletes and Non-athletes





Online Gambling

FSU Students and Sports Gambling/Betting

Online sports betting
became legal in Maryland
in November 2022



9%

of FSU students
participated in online
sports gambling or
betting in the past 12
months

Participation varied by gender:

16% of men participated
5% of women participated

3%

of FSU students
participated in other
sports gambling or
betting in the past 12
months (not online)

Participation varied by gender:

5% of men participated
2% of women participated



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

Engaging Professionals

- Faculty and staff survey
- Faculty Training
- Res Hall /Student Affairs Training
- Roadmaps for campus resources
- Infographics

Towson Faculty and Staff Roadmap

The college years can be a difficult time for many students and finding campus resources can be challenging. This roadmap clarifies the resources available to students who need help.

Possible Warning Signs

Trust your gut. It is easy to brush away suspicions or assume that someone else is the problem, but you might be the first person to act. Substance use and/or mental health issues are often related to academic disengagement, such as:

- Not showing up for class or meetings
- Poor performance on tests or projects
- Appearing disengaged/"checking out"

Irritability or changes in mood or behavior are other signs that a student might be struggling. If something feels off, it's important to find a campus resource that can help.

Depending on the type of concern, please contact the following offices:

Type Of Concern	Who To Contact
Alcohol and/or drug use	Alcohol, Tobacco, and Other Drug Abuse Center
A student possibly in crisis	Student Health Services
Anxiety, depression, or other mental health concerns	Counseling Center
Injury or physical health concerns	Student Health Services
Sexual assault or harassment	Sexual Assault Response Team
Sexual health concerns	Student Health Services
Substance use	Alcohol, Tobacco, and Other Drug Abuse Center
General questions or concerns	Faculty/Staff Resource Guide
Do not know where to go	Faculty/Staff Resource Guide
Life	Faculty/Staff Resource Guide

UMES Faculty Help Hawks Thrive!

Faculty and staff at UMES play an integral role in student success. Substance use has significant impacts on students' academic and social development, and this resource provides information and strategies to address this important topic inside and outside the classroom.

IS SUBSTANCE USE "NORMAL" IN COLLEGE?

In short, no. Social norms and media can make it appear as if everyone is partying, but in reality, they aren't. There are many ways for students to get involved and have a rich social life that doesn't revolve around substance use.

68% of UMES students did not use cannabis in the past year.

However, although substance use is less common than you think, it is likely more harmful than you realize.

WHAT ARE THE ACADEMIC IMPACTS?

Substance use has a sneaky way of robbing people of potential. For example, lost internships, dropping a class, not joining a student organization...these are all things that won't necessarily make or break a student's ability to graduate, but they are what we call "opportunity costs". As faculty, you only want the best for students and to help them make the most of all the opportunities college has to offer. Luckily, you can have a huge impact on student success!

HOW CAN I HELP?

- Avoid unintentionally normalizing substance use, i.e. "don't go too crazy this weekend, you have an exam on Monday"
- Promote positive mental health and coping strategies by hosting guest lectures from health and wellness staff, adding supportive syllabus statements, doing check-ins throughout the semester, etc.
- Keep an eye out for current news and research on substance use and behavioral health. This will help you be aware of emerging trends and concerns to look out for in your interactions with students.
- Most importantly, recognize red flags that a student is struggling, check in with them, and refer them to resources (see below). Some red flags include chronic absenteeism or tardiness, appearing tired or even falling asleep in class, missing or late assignments, frequent requests for extensions, change in affect (for example, they used to participate frequently, but have stopped), and struggling academically (either consistently struggling or a sudden change in performance).

WHAT RESOURCES ARE THERE?

If you are feeling concerned about a student's substance use, would like to learn more about substance use issues in general, or to collaborate with a staff member about educating students, you work with, contact the ATOD Prevention Center. Lida Brews Building, umes.edu/atod. Director: Laurrea Wigfall, lwigfall@umes.edu

If you'd like to be sent the full UMES "Faculty Resource Roadmap" that includes other campus student support services like the Counseling Center, and off-campus resources, please contact the ATOD Prevention Center.

Steps for Meaningful Conversations of Concern

Why care about alcohol use? "It's college", right?

You wouldn't know it based on all of those stereotypical college movies, but most students don't engage in high-risk drinking. At UMES, 80% of Hawks choose to NOT binge drink.

What if I already drink and want to cut back?

A few places to start:
1. Start tracking your drinks and how often you go out.

What about my BAC?

Be wary of BAC "don't drink per hour" rule to start, for some rise beyond the rule.

Where can I get more information?

Student Scenario: Substance Use

STEPS FOR INTERVENING

- PREPARE
- REACH OUT
- EXPLORE, AFFIRM, AND REFLECT
- SUMMARIZE AND REFER
- 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 intramural 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 his friendly self 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 Kevin could start with:

Faculty Member: "Kevin I've been meaning to ask you how your ankle's been healing 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."

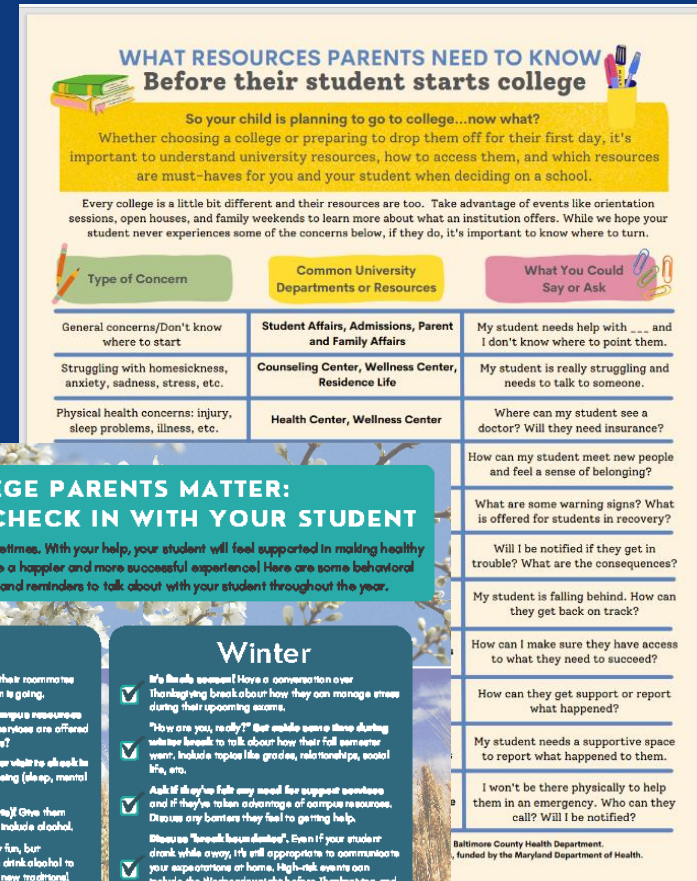
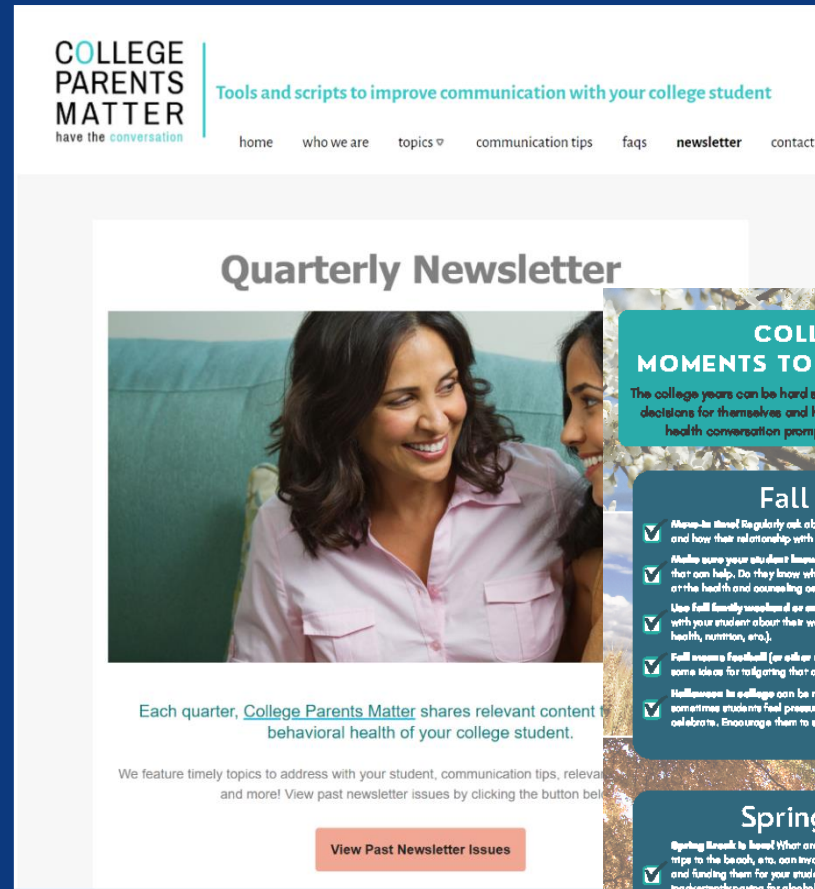
Kevin: "Yes! It's the worst."

Faculty Member: "If you don't mind, I wanted to talk to you about how you've been lately in general?"

THE MARYLAND COLLABORATIVE
TO REDUCE COLLEGE DRINKING AND RELATED PROBLEMS

Engaging Parents and Families

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



Addressing Cannabis

- Legal Fact Sheet
- Faculty webinar
- Parent webinar
- Cannabis misperceptions webinar
- Infographics (basics, mental health, use concerns)

7 THINGS TO KNOW ABOUT CANNABIS

What do I need to know about legalization?

On July 1, 2023, it will be legal for adults 21 and older in Maryland to possess less than 1.5 oz of cannabis for recreational use.

- Cannabis use and possession on campus, or at campus activities, will still be prohibited under federal law. There are no exceptions for medical cannabis products, even if you have a medical prescription card.
- It will still be illegal to use cannabis in public places off campus.
- Selling cannabis without a license remains illegal.

Why care about cannabis use? It's legal now, right?

While cannabis legalization is a complicated issue, from a health perspective, the data is clear. Contrary to some media coverage, cannabis use has very real negative consequences when it comes to student health and performance.

What's the difference between THC and CBD?

The cannabis plant has more than 100 chemical compounds, called cannabinoids. THC and CBD are the most common. THC is the psychoactive compound that produces a "high" feeling.

CBD does not produce a high and is usually marketed as a health product. However, these claims are problematic as they are generally not evidence-based, and using CBD can keep people from seeking effective care.

If I choose to use cannabis, how does it affect me?

Cannabis use has a lot of short-term and long-term negative consequences.

What is cannabis potency and is it

Cannabis potency, or the % of THC in a product, has risen steadily for years. In

HAWK CHECK-IN: Cannabis Use

TAKE THE CUDIT-R

Taking the CUDIT-R is a great way to check in with yourself regarding your cannabis use. Be sure to take the questionnaire on the front before looking on the back for more info, to make sure you are able to give unbiased answers.

HAVE YOU USED ANY CANNABIS OVER THE PAST 6 MONTHS?

NO? You do not need to complete the questionnaire.
YES? Continue on to the first question.

1 HOW OFTEN DO YOU USE CANNABIS?

- Never (0 points)
- Monthly or less (1 point)
- Two to four times a month (2 points)
- Two to three times a week (3 points)
- Four or more times a week (4 points)

2 HOW MANY HOURS WERE YOU "STONED" ON A TYPICAL DAY WHEN YOU HAD BEEN USING CANNABIS?

- Less than one (0 points)
- One or two (1 point)
- Three or four (2 points)
- Five or six (3 points)
- Seven or more (4 points)

3 HOW OFTEN DURING THE PAST 6 MONTHS DID YOU FIND THAT YOU WERE NOT ABLE TO STOP USING CANNABIS ONCE YOU HAD STARTED?

- Never (0 points)
- Less than monthly (1 point)
- Monthly (2 points)
- Weekly (3 points)
- Daily or almost daily (4 points)

4 HOW OFTEN DURING THE PAST 6 MONTHS DID YOU FAIL TO DO WHAT WAS NORMALLY EXPECTED FROM YOU BECAUSE OF YOUR USING CANNABIS?

- Never (0 points)
- Less than monthly (1 point)
- Monthly (2 points)
- Weekly (3 points)
- Daily or almost daily (4 points)

5 HOW OFTEN IN THE PAST 6 MONTHS HAVE YOU DEVOTED A GREAT DEAL OF YOUR TIME TO GETTING, USING, OR RECOVERING FROM CANNABIS?

- Never (0 points)
- Less than monthly (1 point)
- Monthly (2 points)
- Weekly (3 points)
- Daily or almost daily (4 points)

6 HOW OFTEN IN THE PAST 6 MONTHS HAVE YOU HAD A PROBLEM WITH YOUR MEMORY OR CONCENTRATION AFTER USING CANNABIS?

- Never (0 points)
- Less than monthly (1 point)
- Monthly (2 points)
- Weekly (3 points)
- Daily or almost daily (4 points)

7 HOW OFTEN DO YOU USE CANNABIS IN SITUATIONS THAT COULD BE PHYSICALLY HAZARDOUS, SUCH AS DRIVING, OPERATING MACHINERY, OR CARING FOR CHILDREN?

- Never (0 points)
- Less than monthly (1 point)
- Monthly (2 points)
- Weekly (3 points)
- Daily or almost daily (4 points)

8 HAVE YOU EVER THOUGHT ABOUT CUTTING DOWN, OR STOPPING, YOUR USE OF CANNABIS?

- Never (0 points)
- Yes, but not in the past 6 months (2 points)
- Yes, during the past 6 months (4 points)

Adamson SJ, Kay-Lambkin FJ, Baker AL, Lewin TJ, Thornton L, Kelly SJ, and Selman JD. (2010). An Improved Brief Measure of Cannabis Misuse: The Cannabis Use Disorders Identification Test - Revised (CUDIT-R). Drug and Alcohol Dependence 103:137-143.

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 Marinol™ and Syndros™, which can also treat loss of appetite and weight loss in people who have HIV/AIDS.

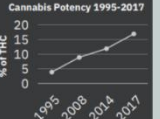
CBD (cannabidiol) is another compound found in cannabis and does not produce a "high". There has been much interest in CBD in recent years regarding potential health benefits. So far only one cannabis-derived product has been granted FDA approval, Epidiolex®, which is used to treat seizures in individuals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

ARE CANNABIS PRODUCTS REGULATED?

UNFORTUNATELY, NO. NOT REALLY.

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.

What Does My CUDIT Score Mean?

SCORING THE CUDIT-R

Tally up your points based on your answers on page 1. Below, we share some feedback and recommendations for you based on your score.

BASED ON YOUR SCORE...



WHAT SHOULD I DO NEXT?

- LOW RISK:** Keep it up! Whether it feels like it or not, those who don't use are in the majority.
- MODERATE RISK:** While you scored lower than others who use cannabis, based on current science, there is no safe amount of use. It's important to consider that cannabis can negatively impact your mental health, academic performance, and can be addictive. Reach out to the ATOD Center for more information.
- HIGH RISK:** As use increases, you may notice that your mental health, performance, and sleep has worsened. Sometimes it appears as if cannabis is helping those things, but sadly, it is likely making them worse. Discussing what you're experiencing with someone at the ATOD Center could be very helpful.
- SEVERE RISK:** Using cannabis very frequently significantly increases the chances of serious impacts on your mental health, learning, and motivation. We highly recommend exploring your use with someone at the ATOD Center.

REACH OUT TO THE ATOD CENTER! Lida Brown Building, umes.edu/ATOD
Director: Lauresa Wigfall, lmwigfall@umes.edu

MANAGING A BAR

How to Increase Profits & Decrease Liability

FREE ONLINE MARYLAND-CERTIFIED
TRAINING FOR BAR OWNERS & MANAGERS

SESSION 1 | MARCH 28, 10-11AM

Liquor Law Enforcement

How to protect your license

SESSION 2 | APRIL 4, 10-11AM

Insurance Claims

How to guard against lawsuits

SESSION 3 | APRIL 11, 10-11AM

Bar Revenue

How to increase sales, profits,
and tips (and prevent theft)

Earn a \$50 gift card
for each completed session!

Register for a session:

bit.ly/bartraining2023

 THE MARYLAND COLLABORATIVE
TO REDUCE COLLEGE DRINKING AND RELATED PROBLEMS

Engaging Retailers

Trainings for bar owners

Free online training to reduce over-
service and improve patron safety

Also available

Voluntary retail agreements

Campus Policies Reports

Campus Alcohol Policies Report

- 2016 Campus Alcohol Policy Report analyzed campus alcohol policies for clarity, accessibility, and effectiveness
- 2022 Analysis revisited policies and provided feedback for schools

Coming Soon: Campus Cannabis Policies Report



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

Summer 2024

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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

- The data contained in this presentation are derived from the Maryland College Alcohol Survey (MD-CAS), which is funded by the Behavioral Health Administration of the Maryland Department of Health.
- The Maryland Collaborative was established in 2012 and aims to use evidence-based strategies to reduce college student drinking, other substance use, and related problems.
- 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 and related problems.

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- A. Trends in Alcohol Use, Cannabis Use, and Mental Health: Overall MD-CAS Sample, 2014-2024**
- B. Maryland College Alcohol Survey (MD-CAS) Results: Frostburg State University, 2024**
 - 1. Characterizing Excessive Drinking and Related Problems**
 - 2. Alcohol-related Direct Consequences and Harms to Others**
 - 3. Access to Alcohol**
 - 4. On- and Off-campus Climate and Policy Enforcement**
 - 5. Cannabis and Other Substance Use**
 - 6. Mental Health and Substance Use**
 - 7. Students at Risk for Binge Drinking/Cannabis Use**
- C. Addressing Excessive Drinking and Related Problems at Frostburg State University**



Section A

Trends in Substance Use and Mental Health:

Overall MD-CAS Sample, 2014-2024

Participation in the Overall MD-CAS 2024

- 3,976 full-time undergraduate students ages 18-25 from twelve schools participated in the MD-CAS 2024.
- The overall response rate was 14.5%, ranging from 6% to 27% across schools.
- The online survey was administered for three weeks in February-March 2024.
- 7% of responses obtained using new generic link/QR code.
- 65% of respondents were ages 18-20 and 65% lived in residence halls or school-owned apartments.

	MD-CAS 2024 Sample (N=3,976)
Gender	
Cisgender Women (<i>n</i> =2477)	62%
Transgender Women (<i>n</i> =5)	0.1%
Cisgender Men (<i>n</i> =1172)	29%
Transgender Men (<i>n</i> =37)	1%
Genderqueer (<i>n</i> =71)	2%
Nonbinary (<i>n</i> =141)	4%
Gender not listed (<i>n</i> =30)	1%
Prefer not to state (<i>n</i> =43)	1%
Race/ethnicity	
Non-Hispanic White (<i>n</i> =1671)	43%
Non-Hispanic Black/African American (<i>n</i> =1008)	26%
Non-Hispanic Asian/Pacific Islander (<i>n</i> =477)	12%
Hispanic (<i>n</i> =454)	12%
Other or Multiracial (<i>n</i> =299)	8%

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

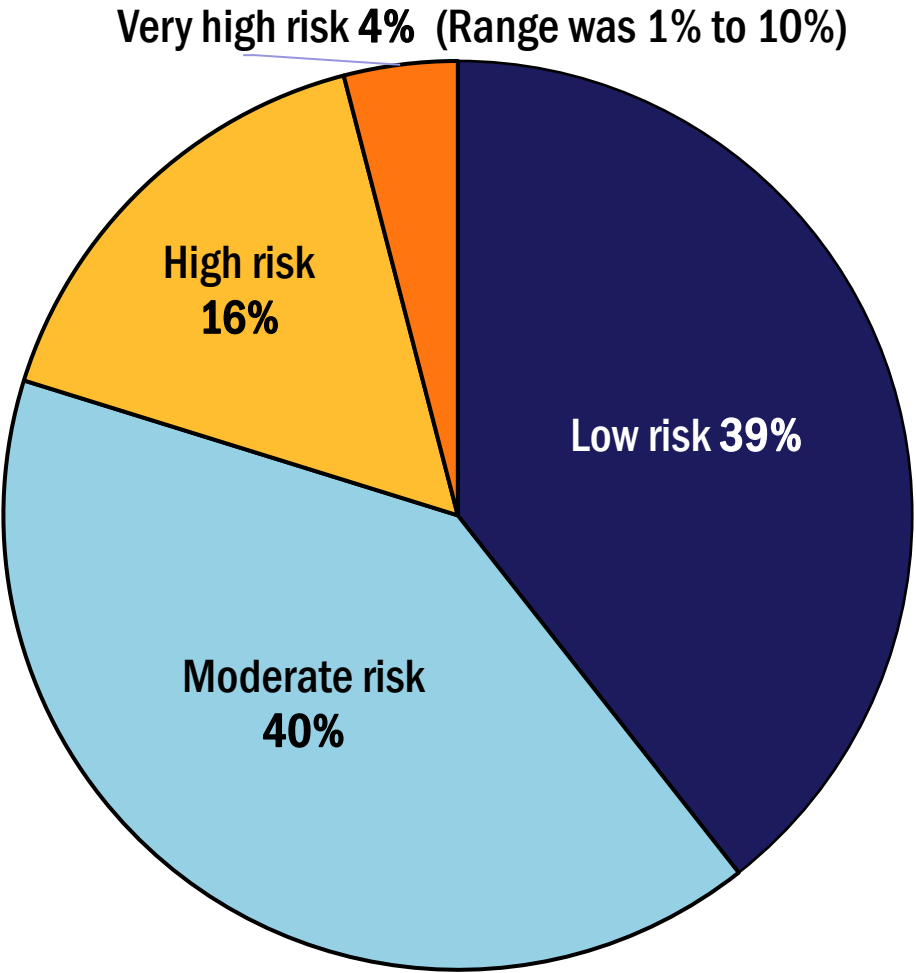
VERY HIGH RISK

Binge drinking five or more times during the past month

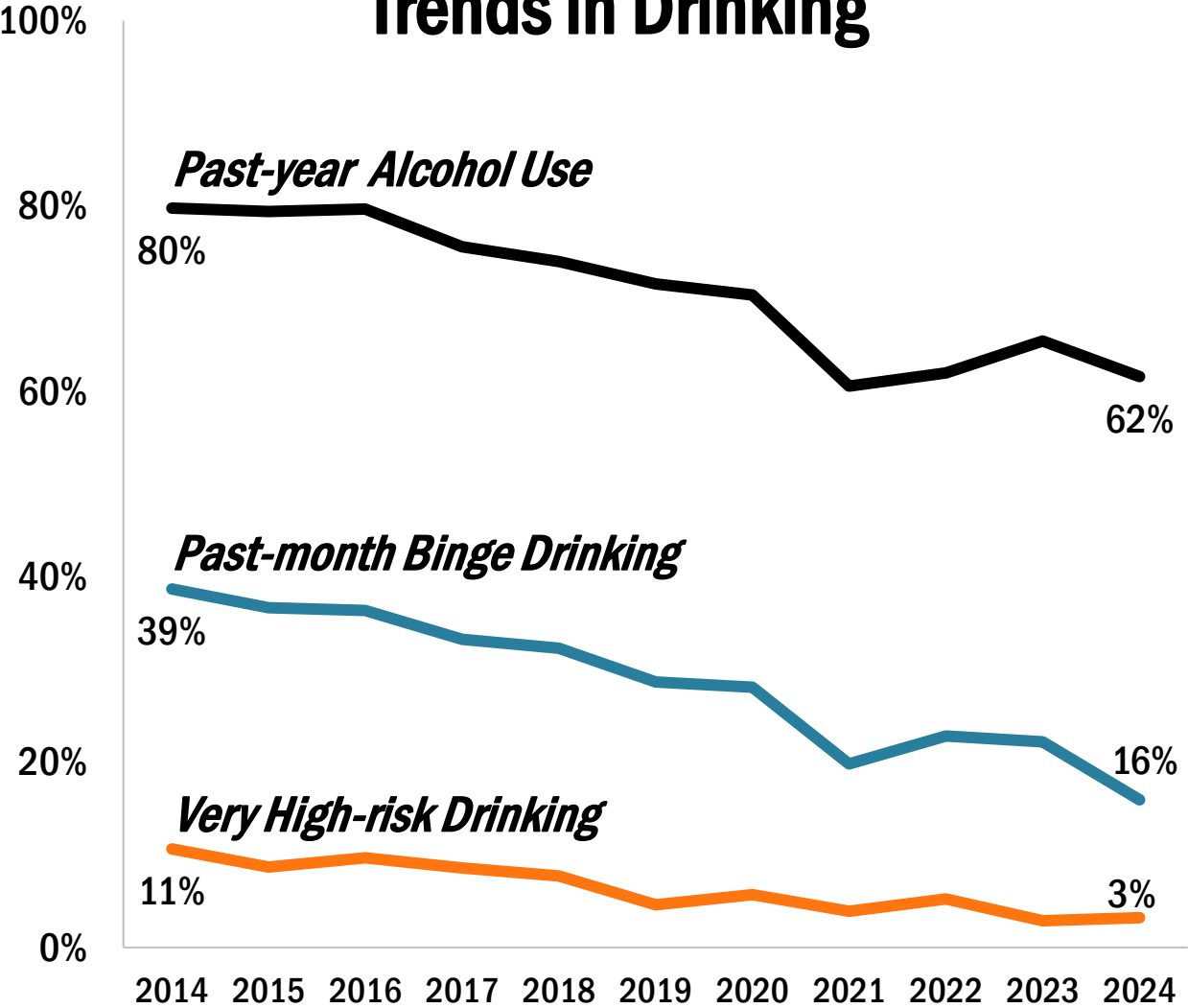
**Binge drinking is defined as consuming 5 or more drinks for males/4 or more for females and transgender people on the same occasion (i.e., in a row or within a few hours) on at least one day during the past 30 days.*

2024 Overall MD-CAS Sample (N=3,869)

Alcohol Risk Groups

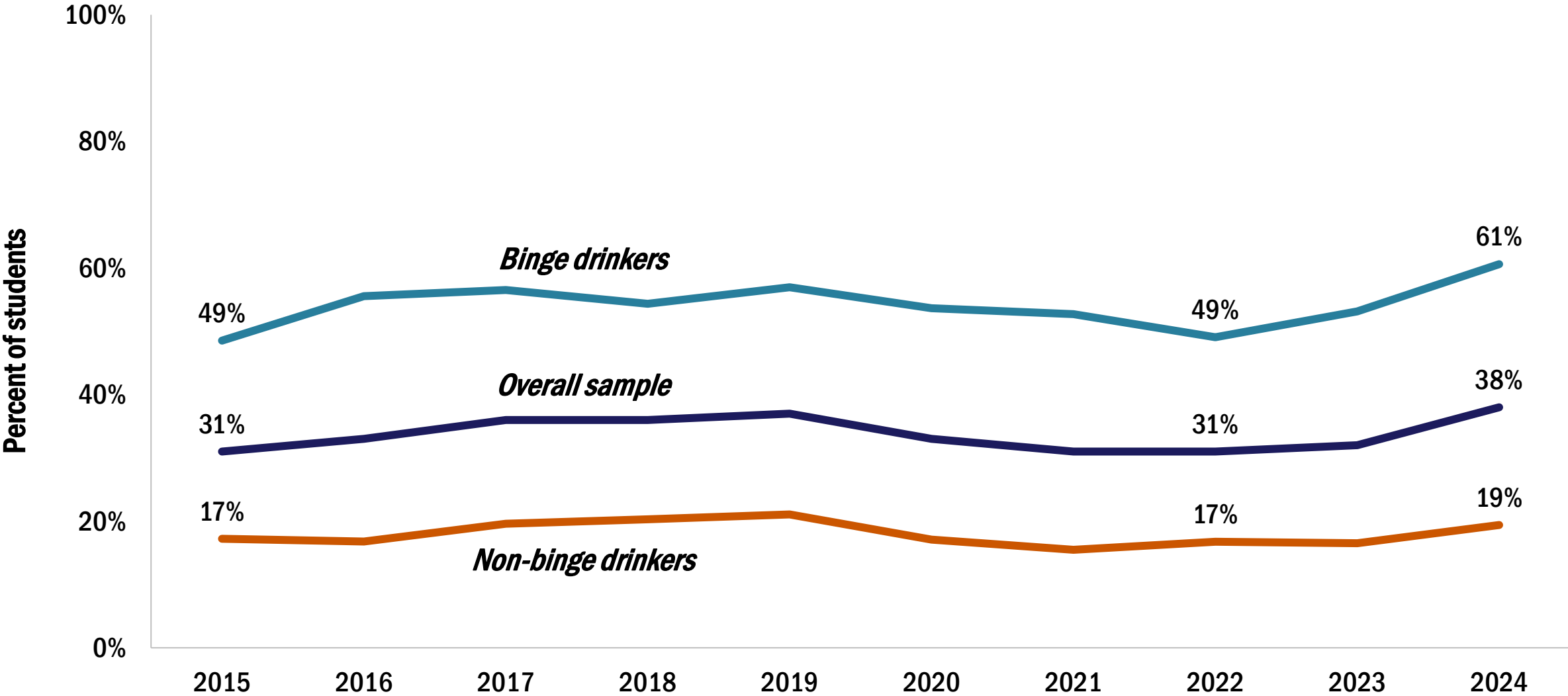


Trends in Drinking



Past-year Cannabis Use, Overall and by Binge Drinking

Overall MD-CAS Sample, 2015-2024

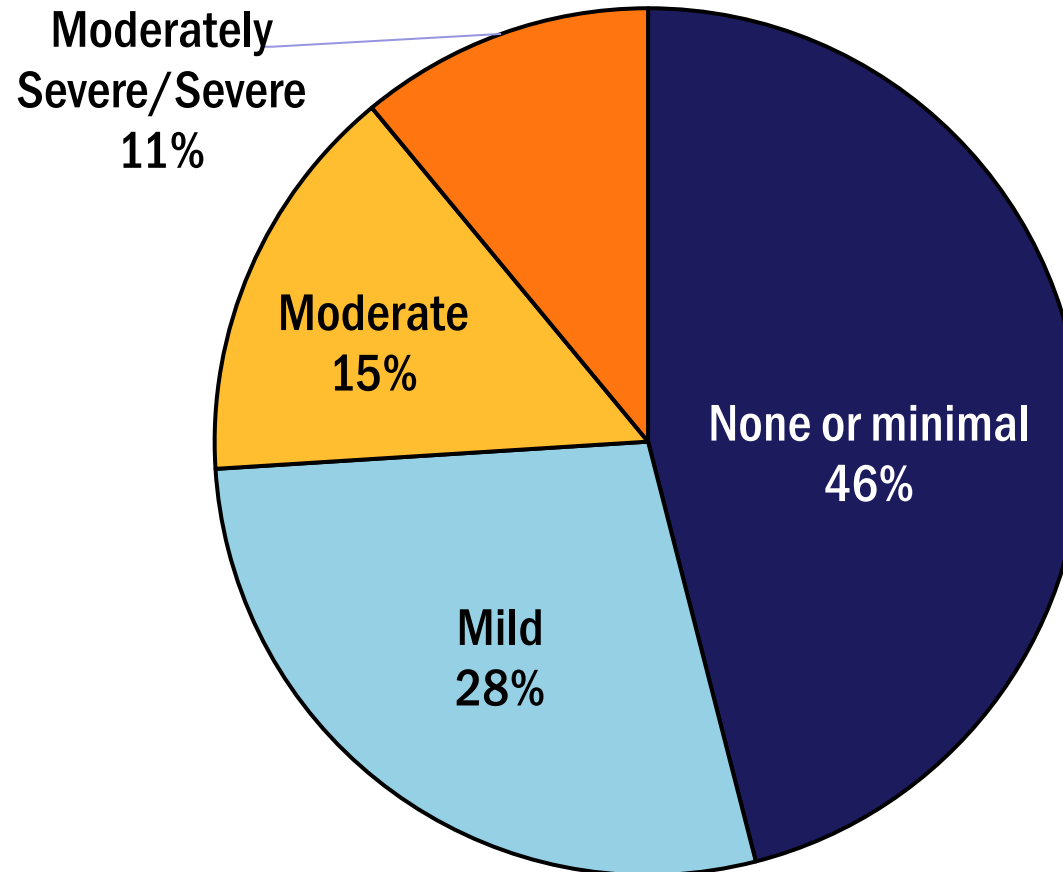


Depressive Symptoms, Overall 2024 MD-CAS Sample

Based on the PHQ-8, a standardized measure asking 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



Distribution of Level of Depressive Symptoms



Section B
Maryland College Alcohol Survey
(MD-CAS) Results:
Frostburg State University, 2024

School Participation in the MD-CAS 2024

- The online survey was administered for three weeks 2/18/24 – 3/10/24.
- FSU participated in the MD-CAS in 2014-2024.
- In 2024, 254 full-time undergraduate FSU students ages 18 to 25 participated (12.5% response rate).
- 80% of respondents were ages 18-21 and 60% lived in residence halls or school-owned apartments.
- When compared with the overall FSU student body, men and non-Hispanic Black students were underrepresented

	FSU MD-CAS 2024 Sample (n=254)	Overall FSU Student Body*
Gender		
Cisgender Woman	56%	48%
Transgender Woman	0%	
Cisgender Man	36%	52%
Transgender Man	1%	
Genderqueer	2%	
Nonbinary	4%	
Gender not listed	1%	
Prefer not to say	1%	
Race/ethnicity		
Non-Hispanic White	64%	55%
Non-Hispanic Black/African American	18%	27%
Hispanic	8%	7%
Non-Hispanic Asian/Pacific Islander	1%	1%
Other or Multiracial	8%	5%

FSU MD-CAS 2024 Overview

- 40% did not use either alcohol or cannabis during the past year ($n=97$)
- 57% drank alcohol in the past year ($n=146$)
- 47% drank alcohol in the past month ($n=117$)
- 25% binge drank in the past month ($n=62$)
- 31% used cannabis in the past year ($n=75$)
- 23% used cannabis in past month ($n=53$)
- 11% binge drank and used cannabis in the past month ($n=26$)
- 3% identify as being in recovery from alcohol and/or drug problems ($n=7$)
- 48% reported mental health struggles affecting their daily life ($n=107$)

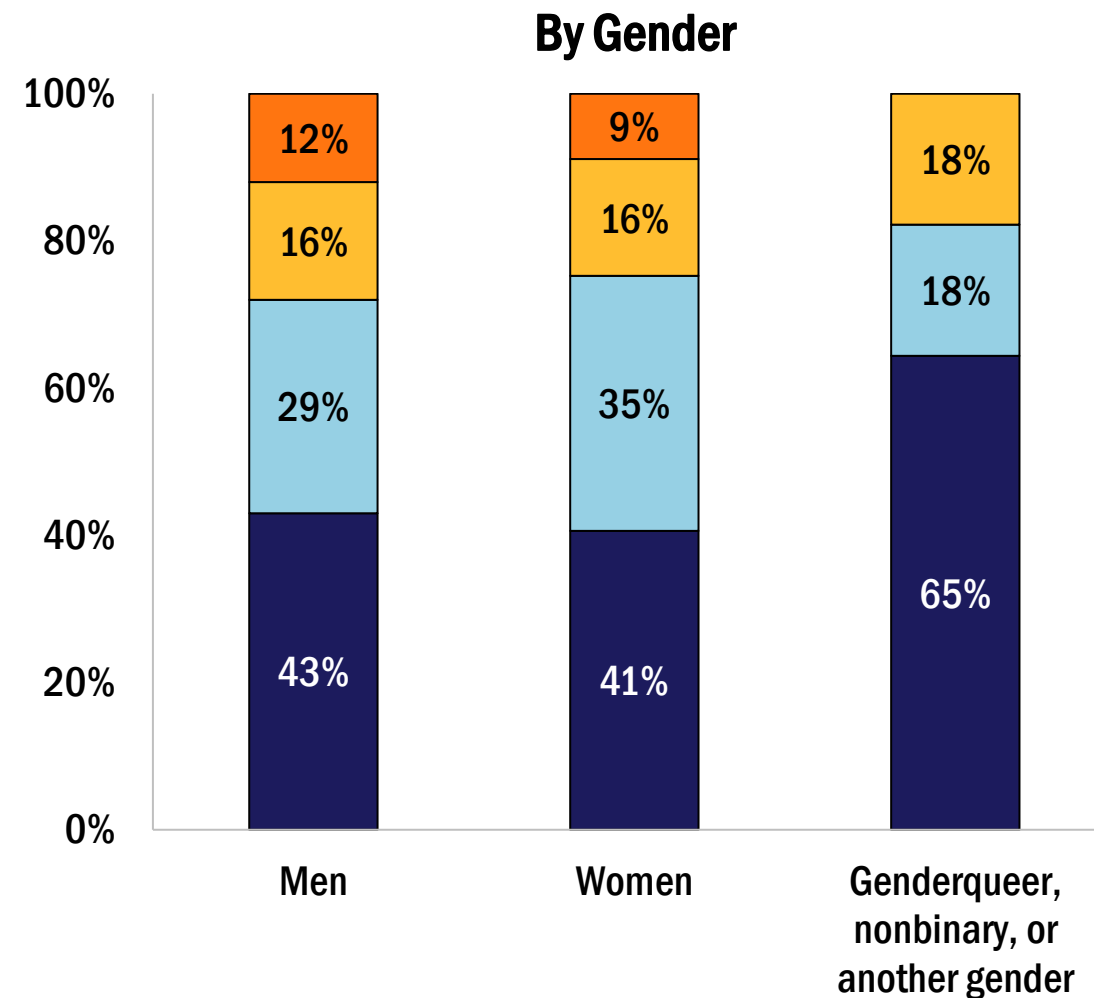
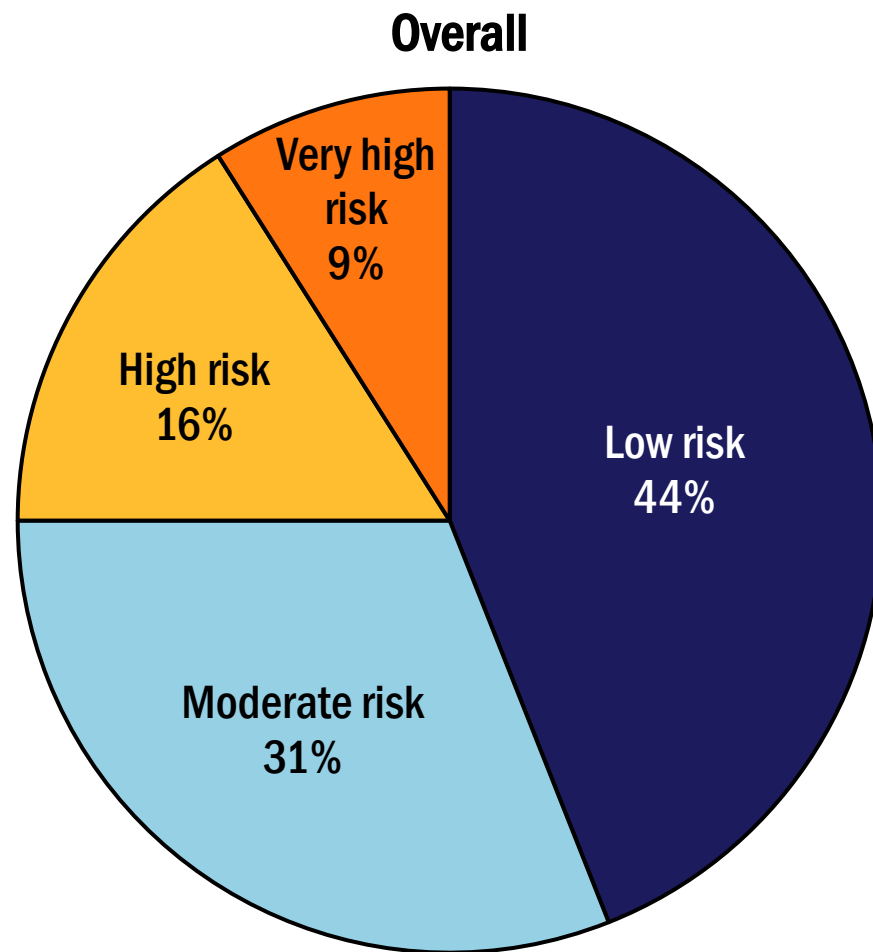


Characterizing Excessive Drinking and Related Problems

Alcohol Risk Groups

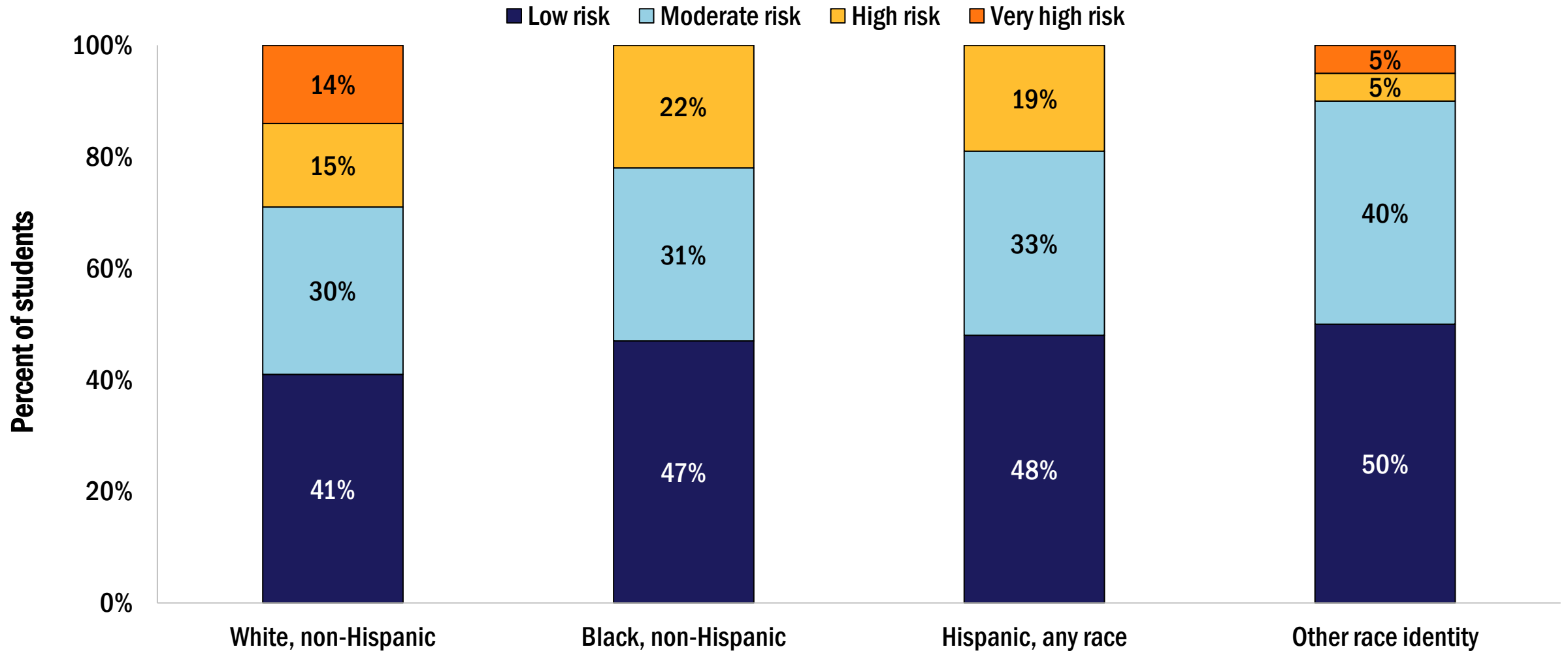
FSU MD-CAS 2024 Sample ($n=247$)

■ Low risk ■ Moderate risk ■ High risk ■ Very high risk



Alcohol Risk Groups by Race/Ethnicity

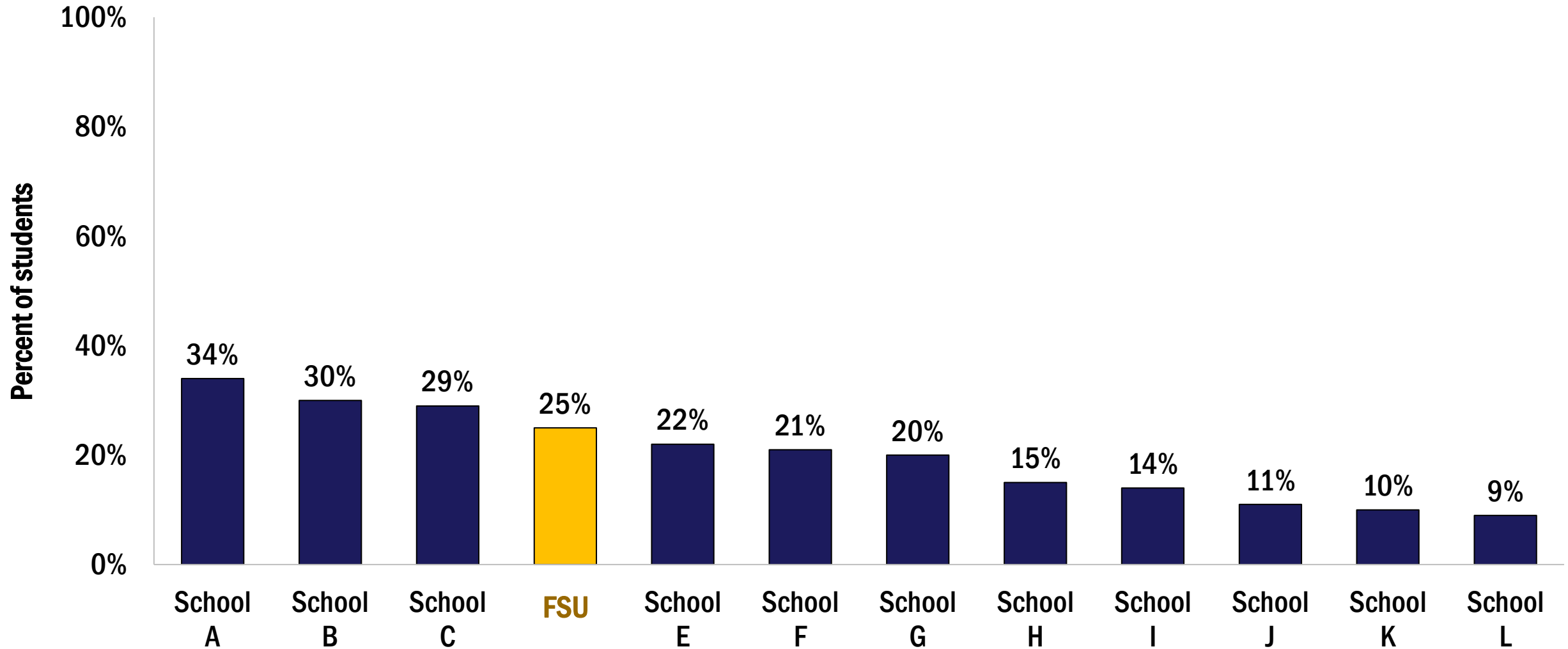
FSU MD-CAS 2024 Sample ($n = 253$)



Note: Asian students not included due to low sample size.

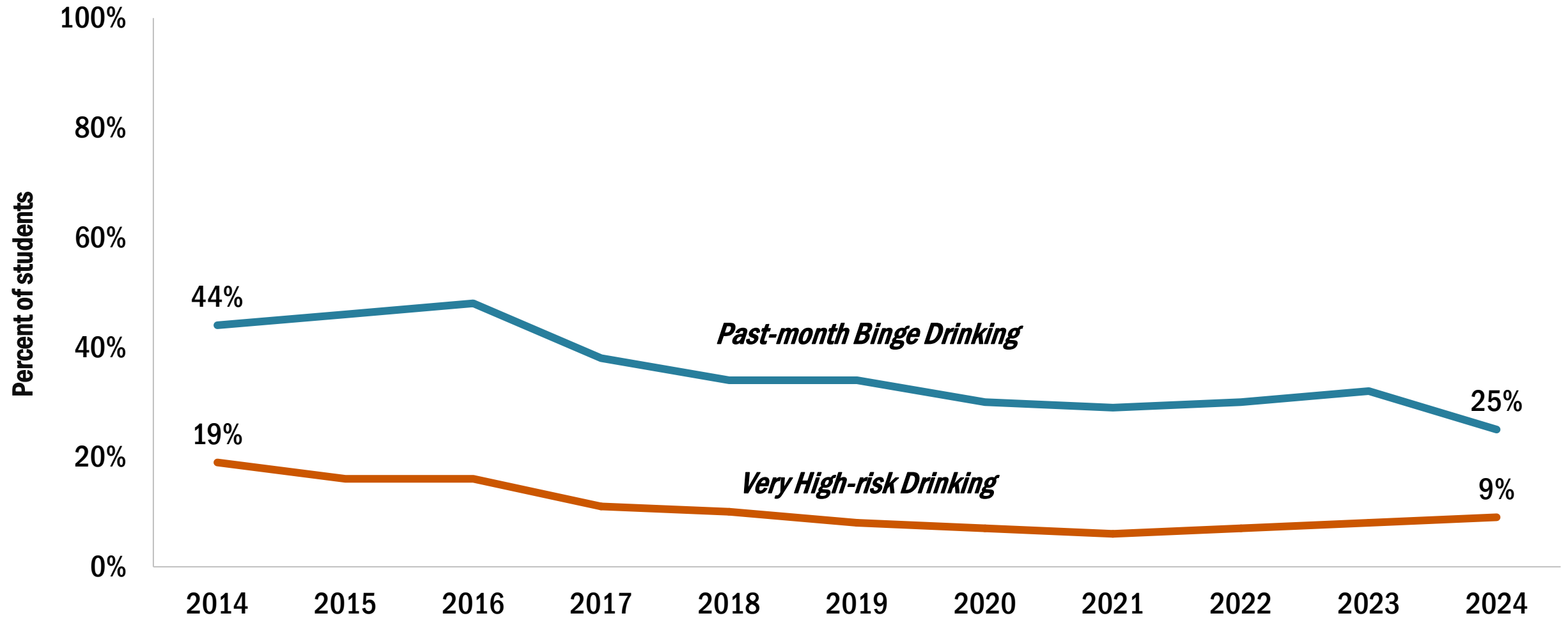
What Proportion of Students Binge Drink?

By School, MD-CAS 2024



Trends in Binge and Very High-risk Drinking

FSU MD-CAS 2024 Sample



In What Contexts Do FSU Students Drink?

	Percent who said they drank alcohol in that context “sometimes” or “often”
Alone	12%
When you have no class or obligations	47%
While engaging in academics*	1%
Right before or while driving a car	0%
With other family members	26%
With parents/guardians	28%
With parents/guardians (underage students)	27%

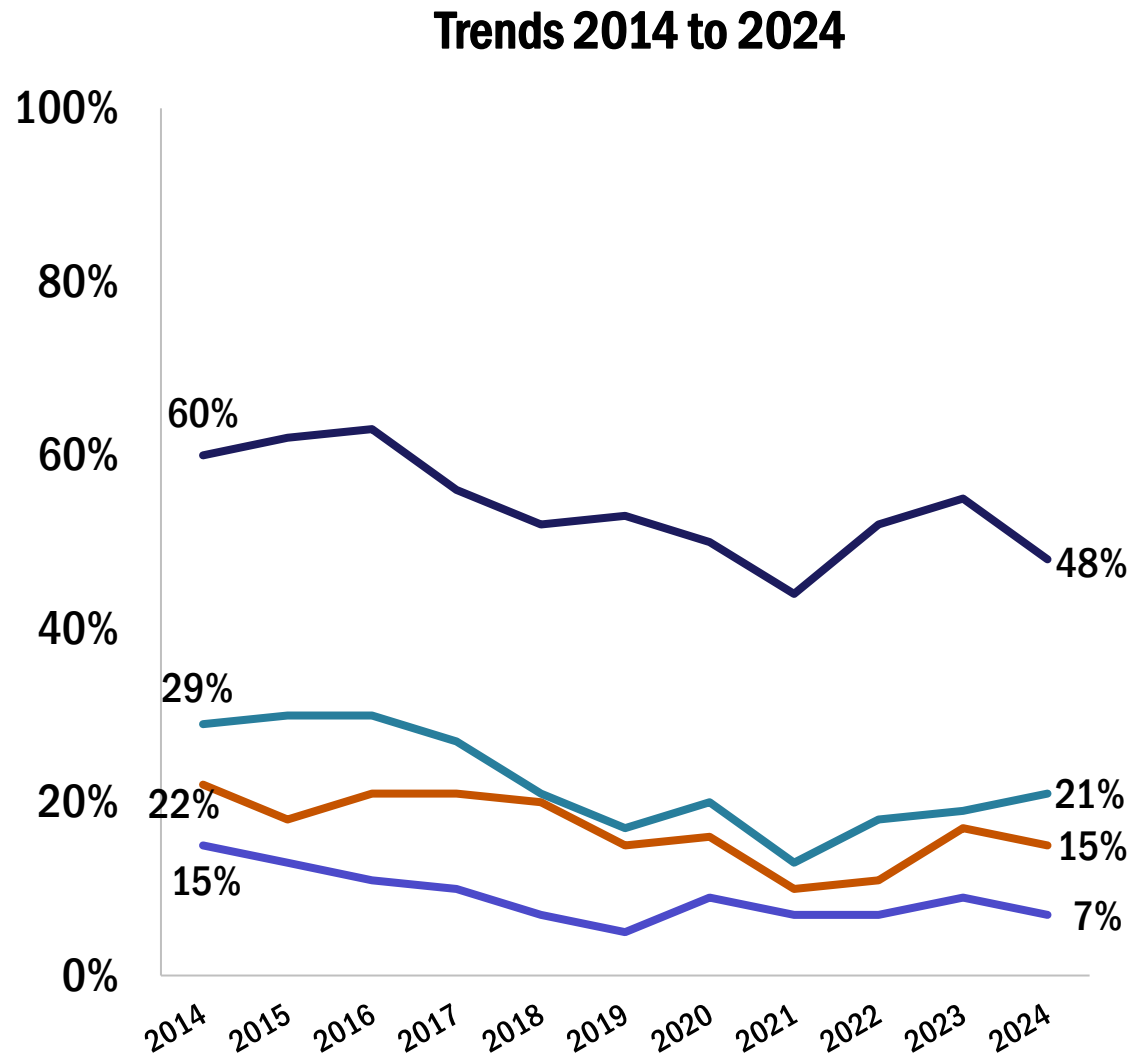
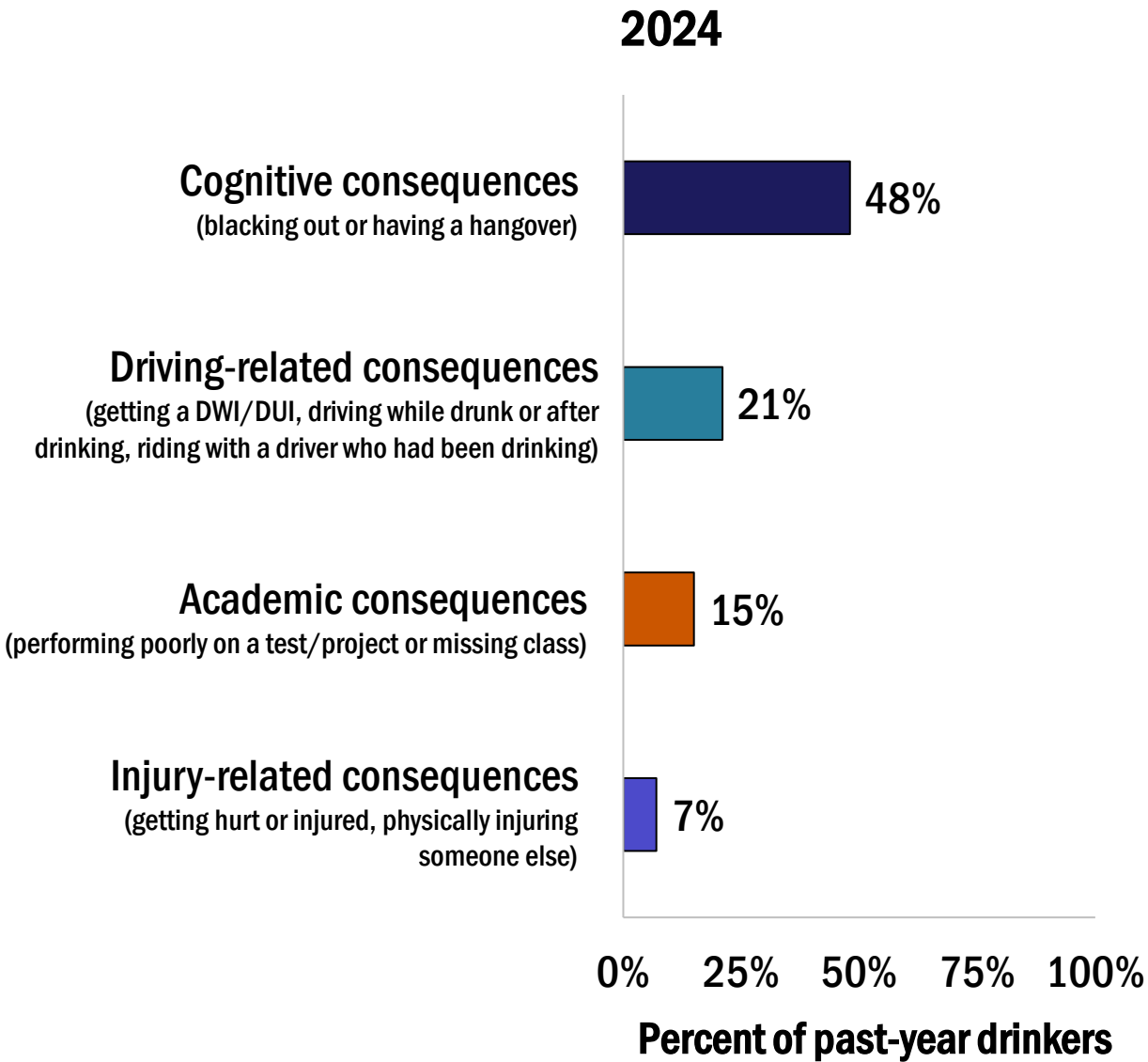
Note: Among past-year drinkers, MD-CAS 2024. “Engaging in academics” included before going to class, while in online class, or while studying.



Alcohol-related Direct Consequences and Harms to Others

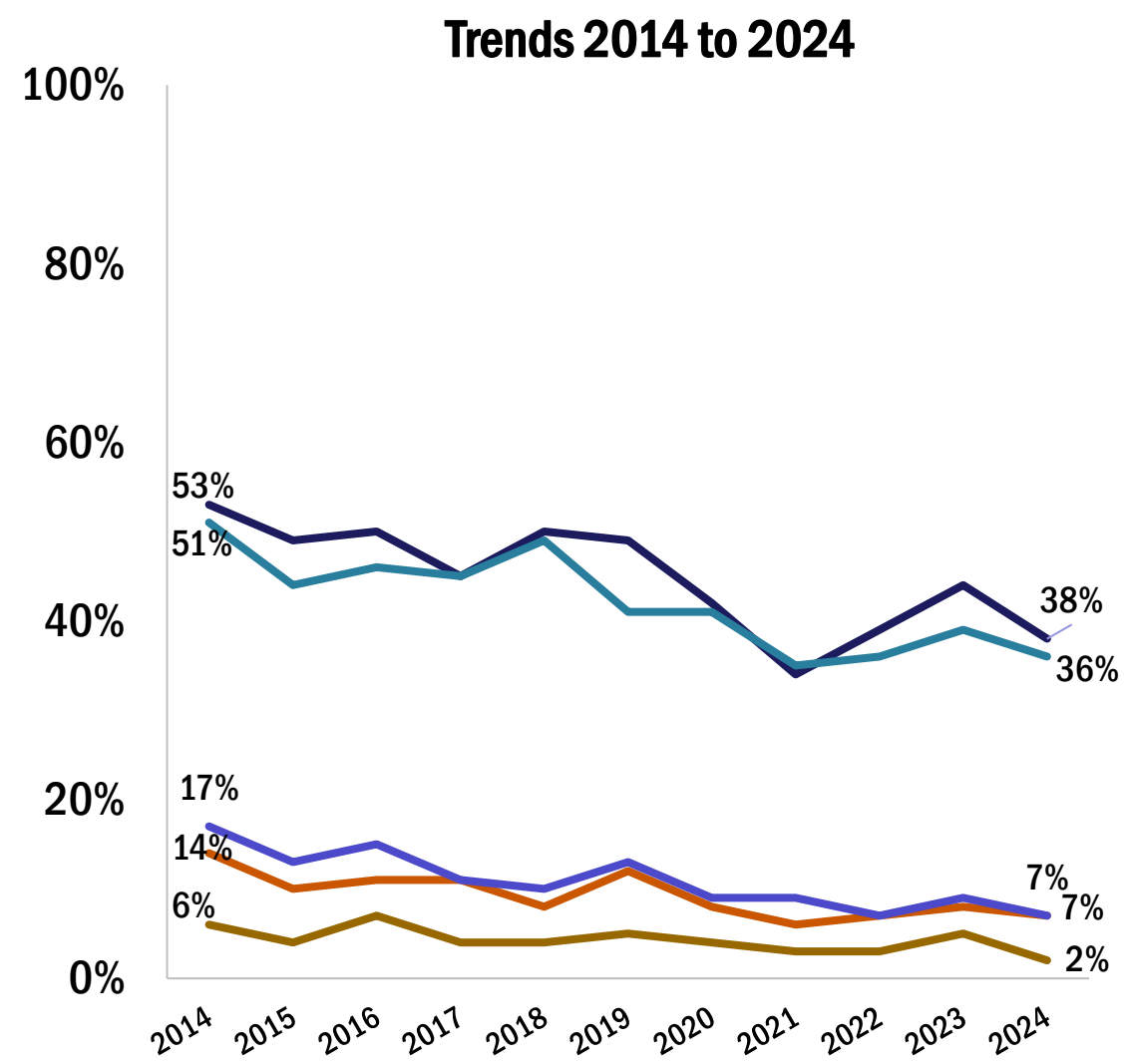
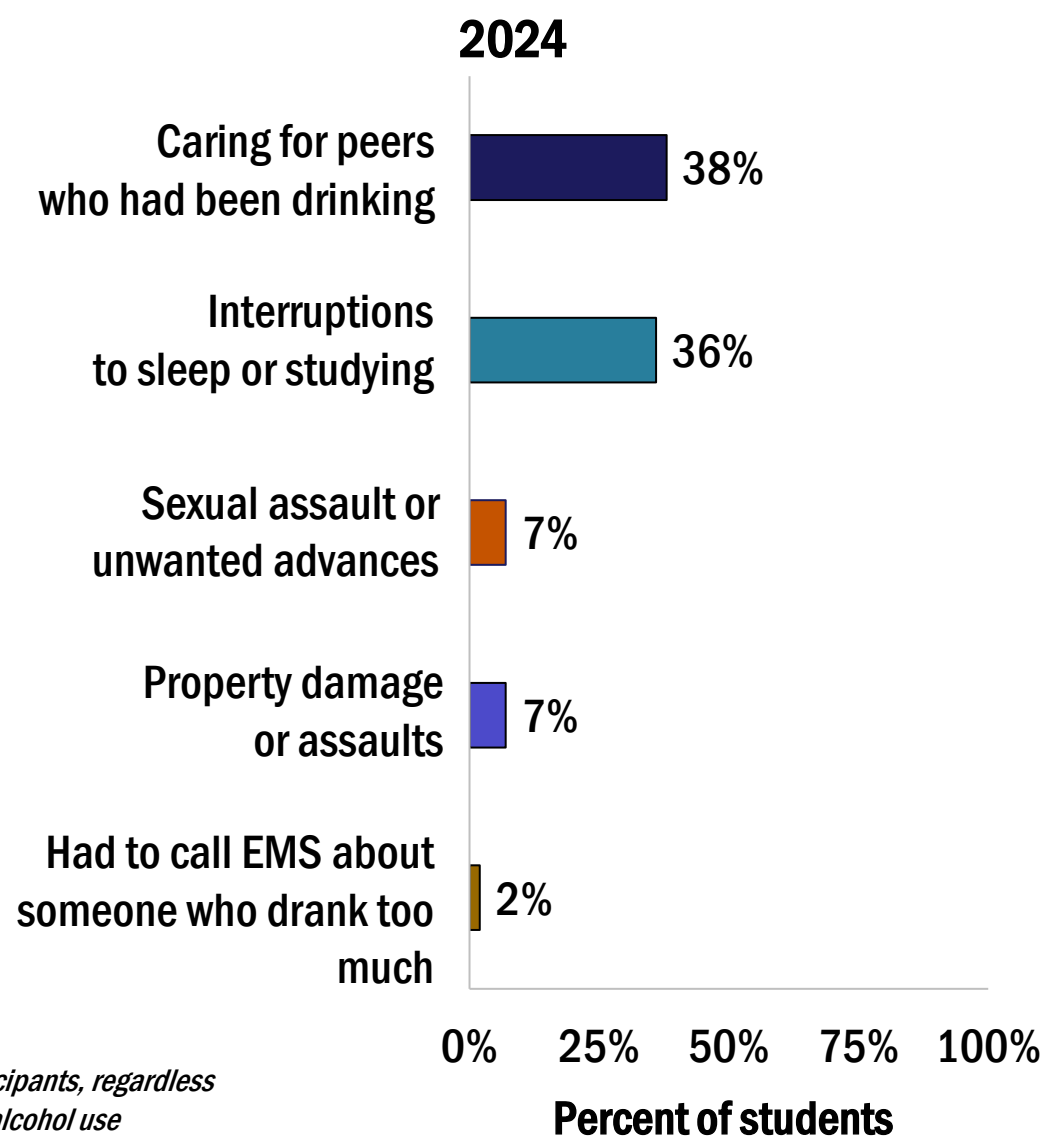
Direct Consequences of Alcohol Use

among FSU Past-year Drinkers



Harms Experienced as a Result of Other's Alcohol Use

among FSU Students*



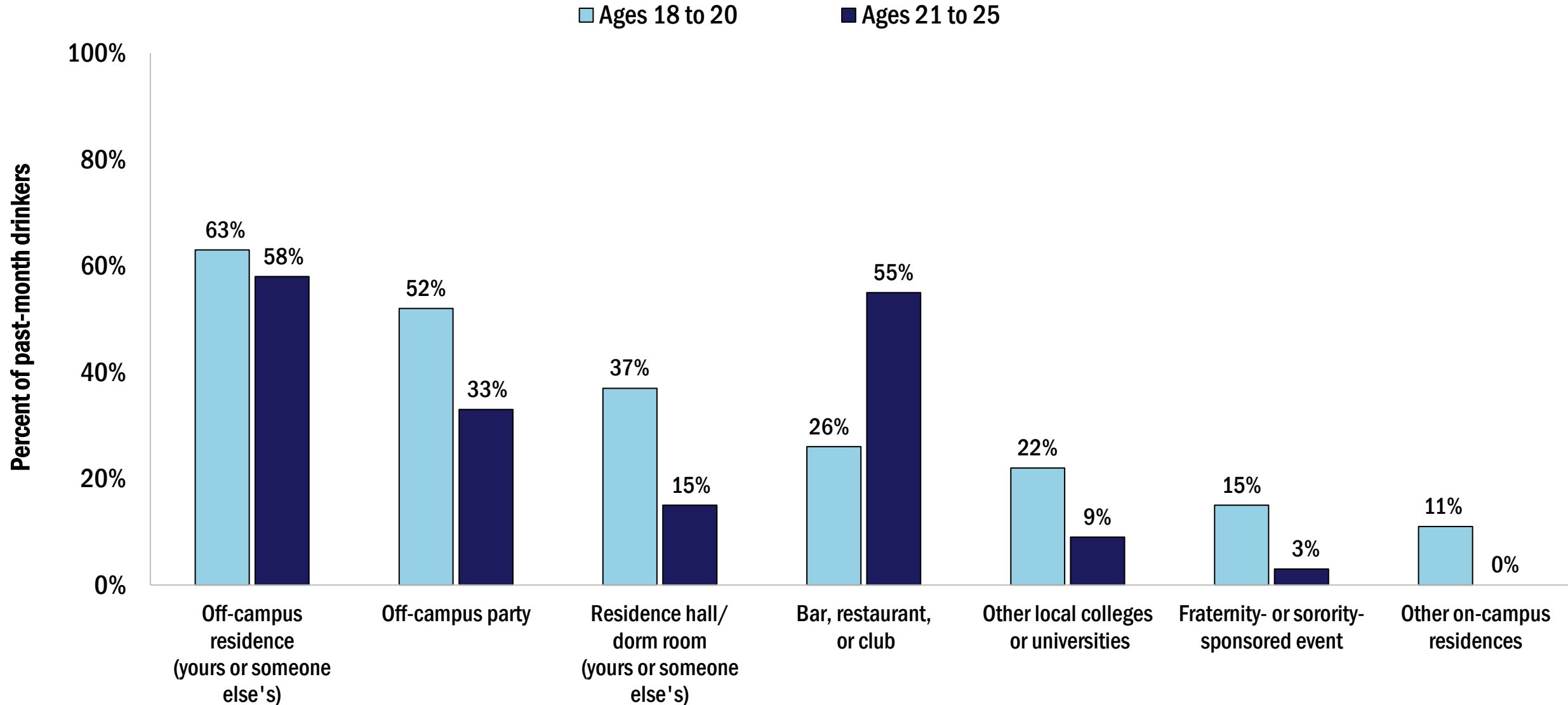
*Among all participants, regardless of their level of alcohol use



Access to Alcohol

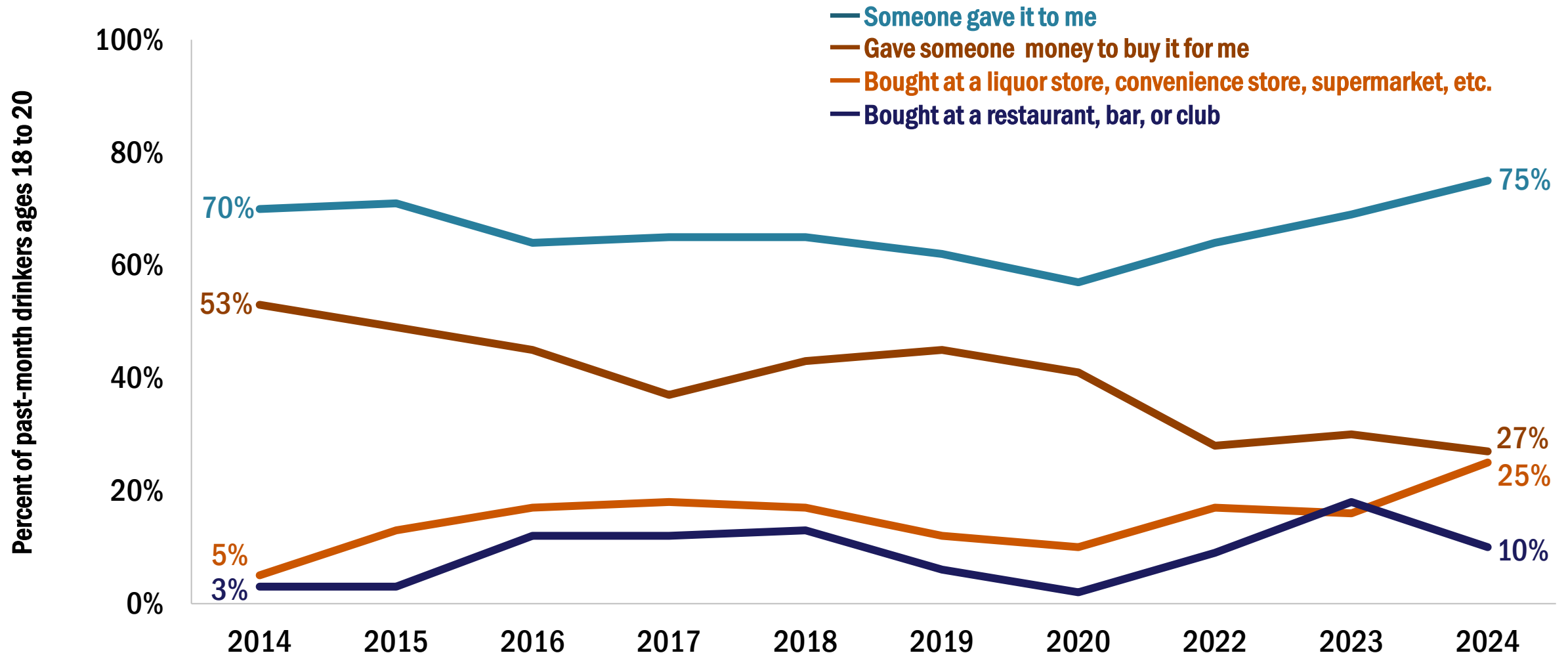
Where Do FSU Students Binge Drink?

By Age, among Past-month Binge Drinkers, MD-CAS 2024



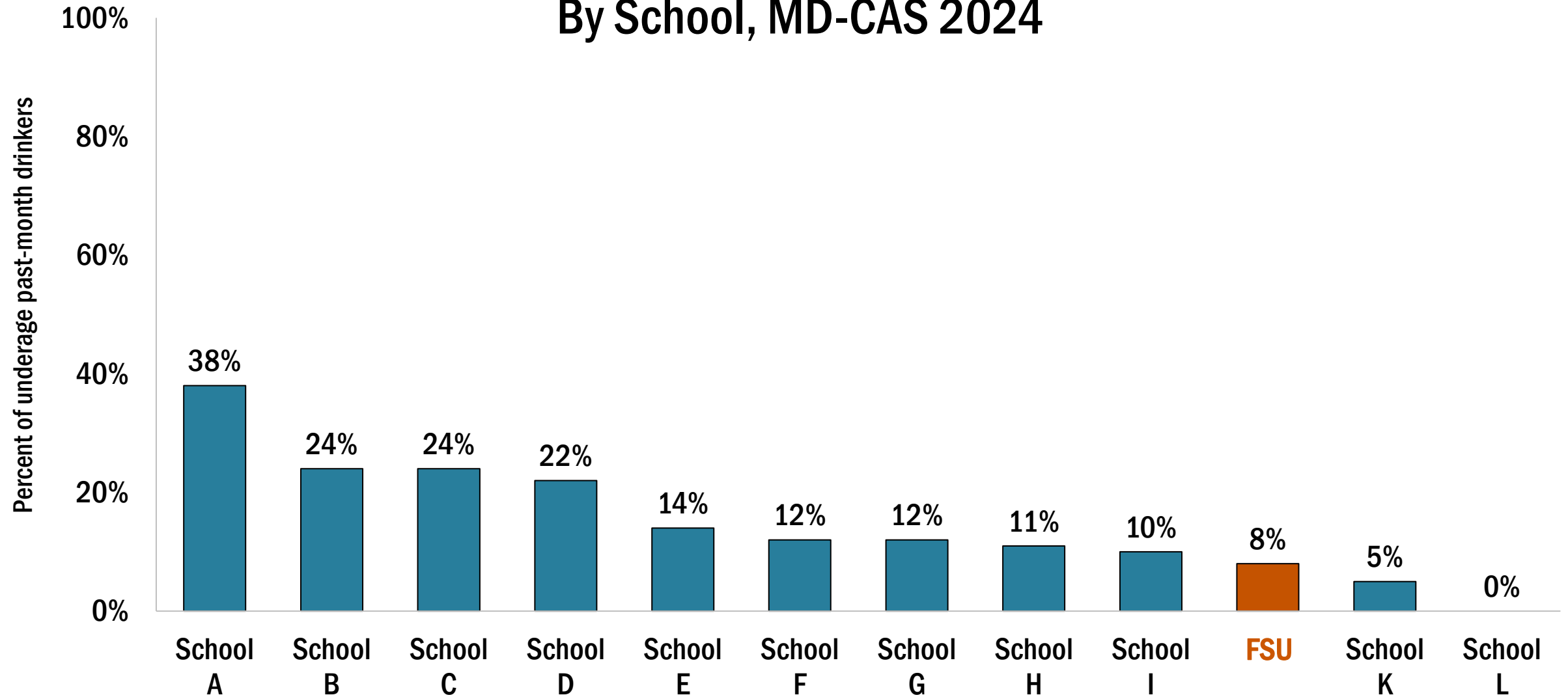
How Alcohol Was Obtained by Underage Drinkers

among FSU Past-month Drinkers Ages 18 to 20



Proportion of Underage Past-month Drinkers Using a False ID

By School, MD-CAS 2024



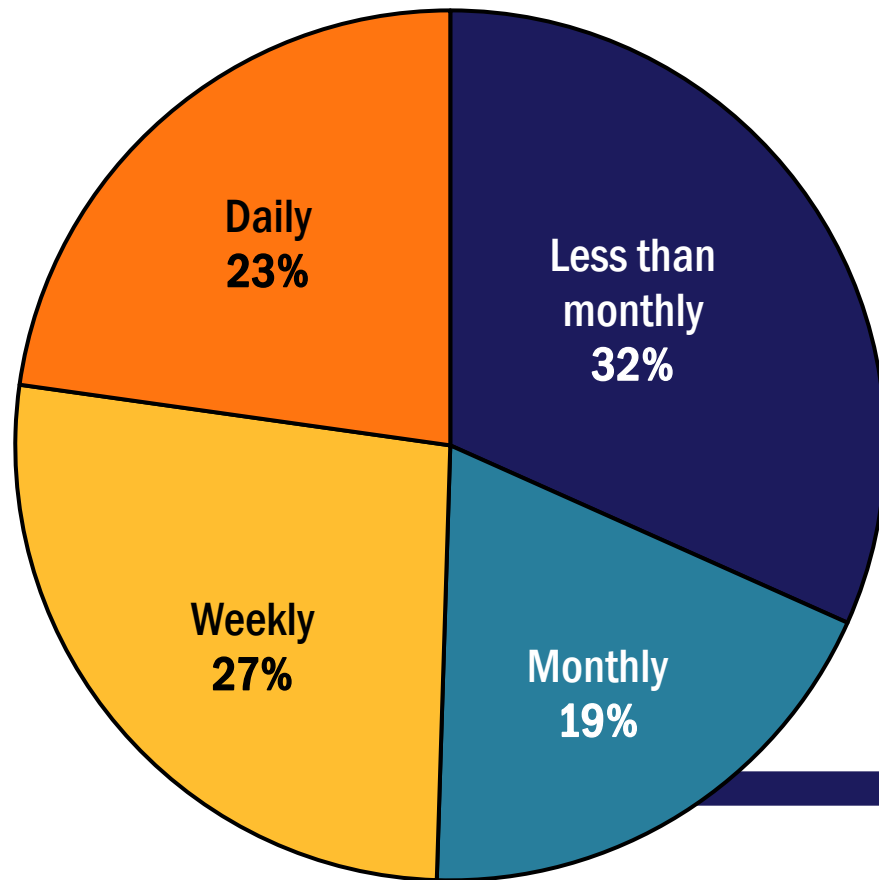
Note: Past-month false ID use



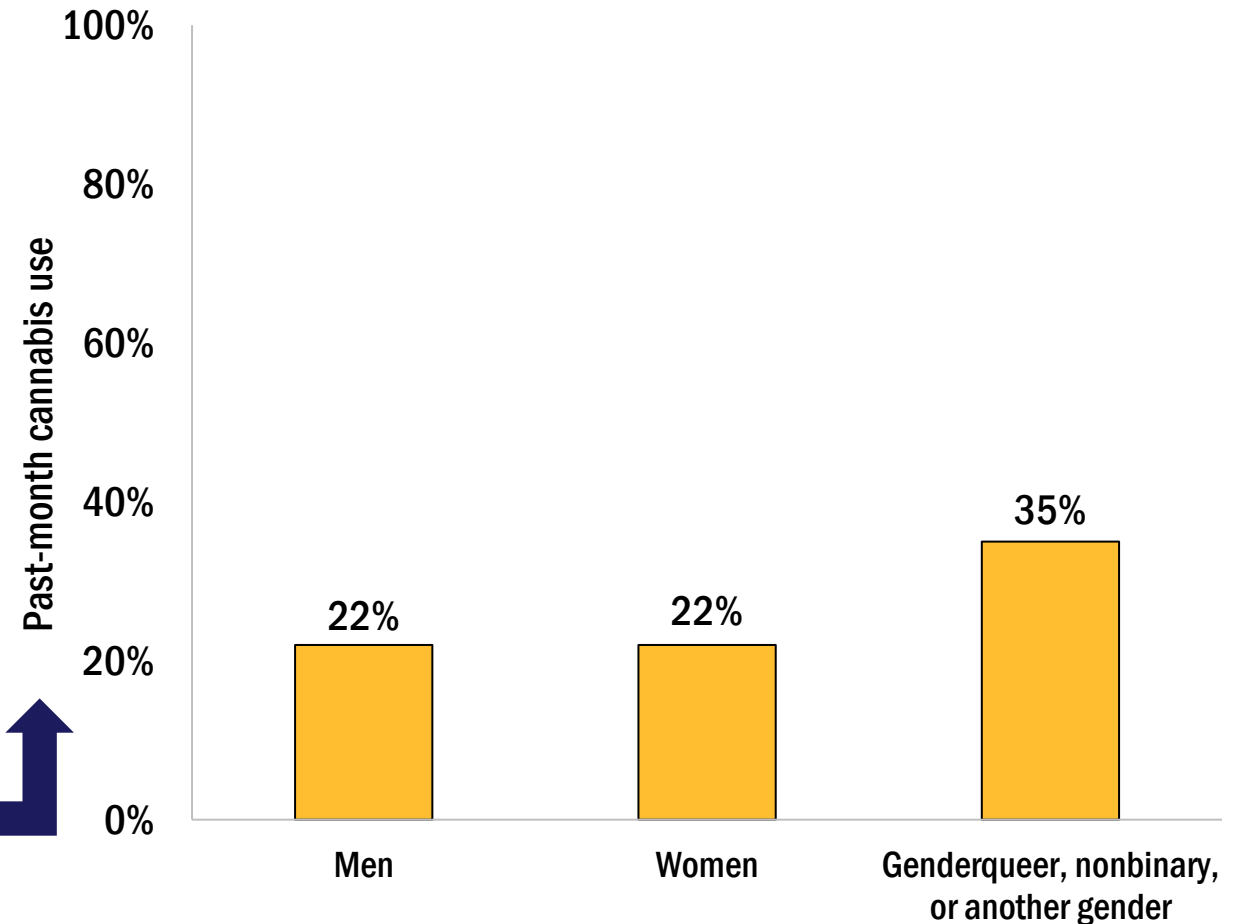
Cannabis and Other Substance Use

31% of FSU Students Used Cannabis in Past Year

How often did these students used cannabis during the past year?

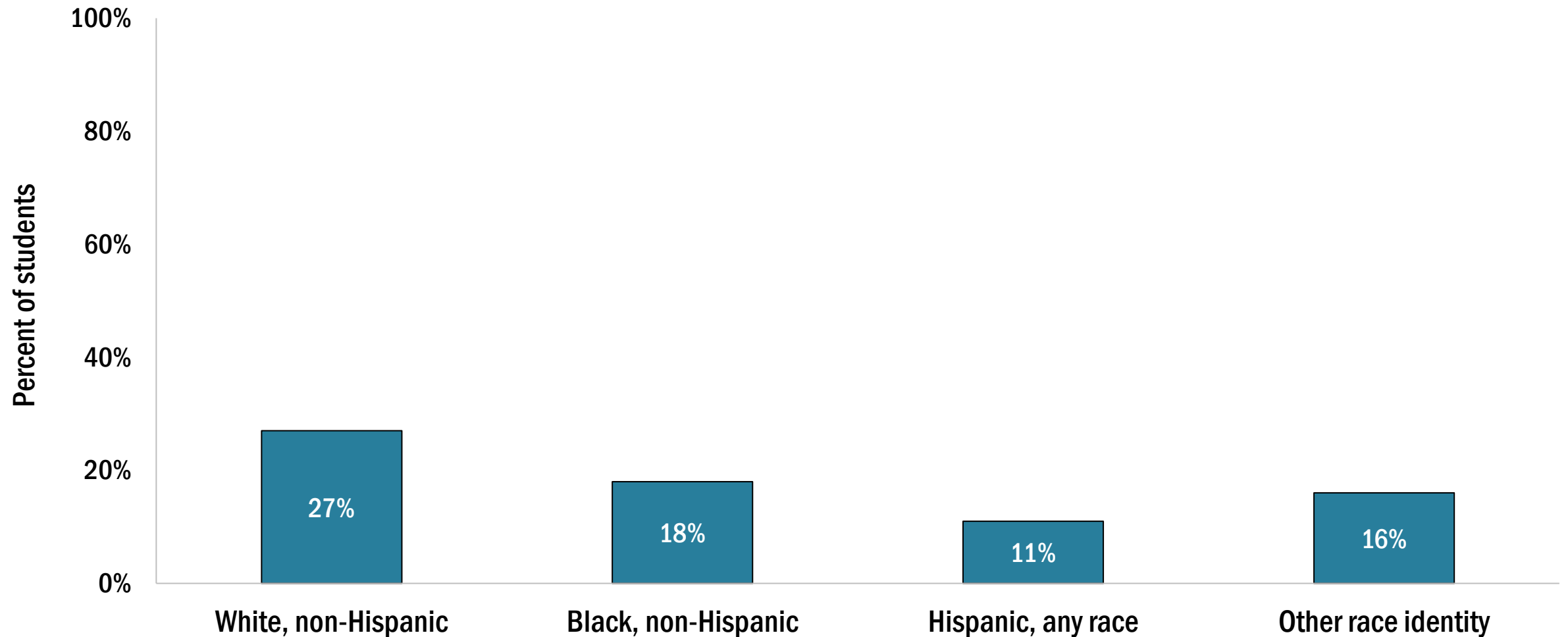


Is there a difference in cannabis use during the past month by gender?



Past-month Cannabis Use by Race/Ethnicity

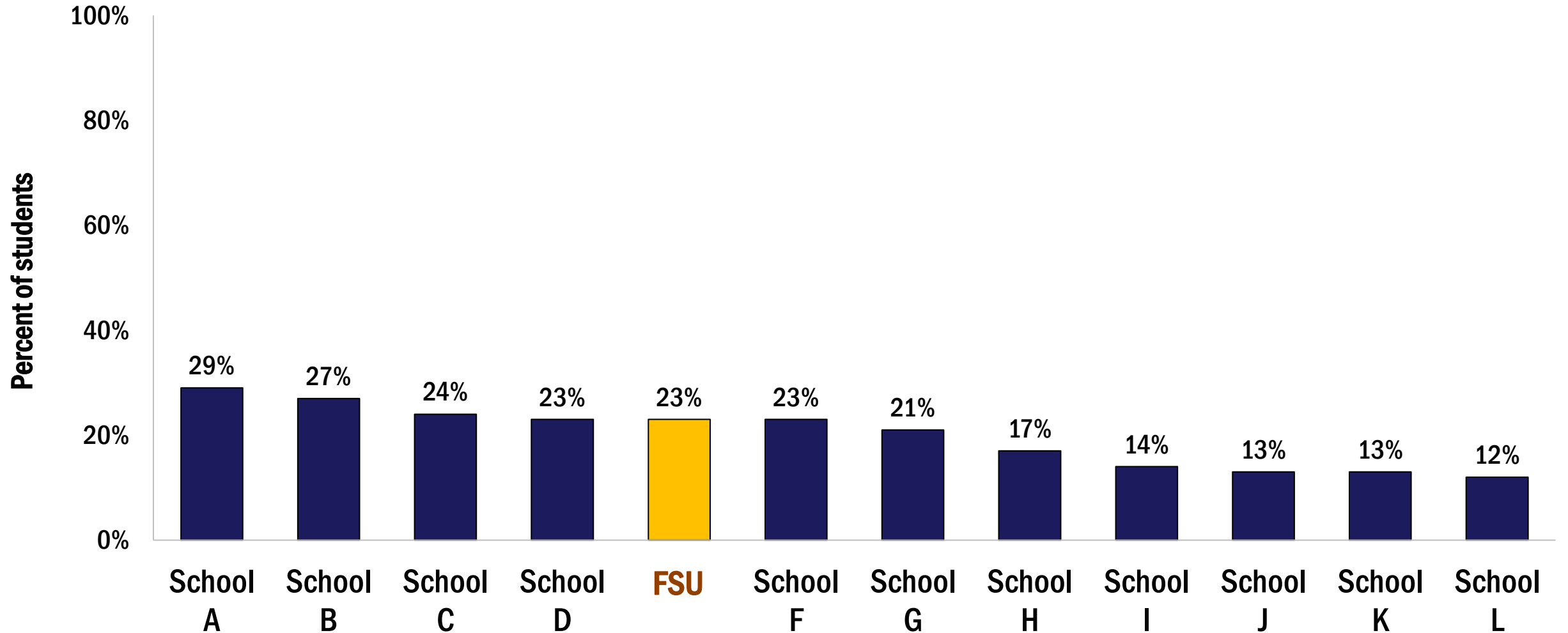
FSU MD-CAS 2024 Sample



Note: Asian students not included due to low sample size.

What Proportion of Students Use Cannabis?

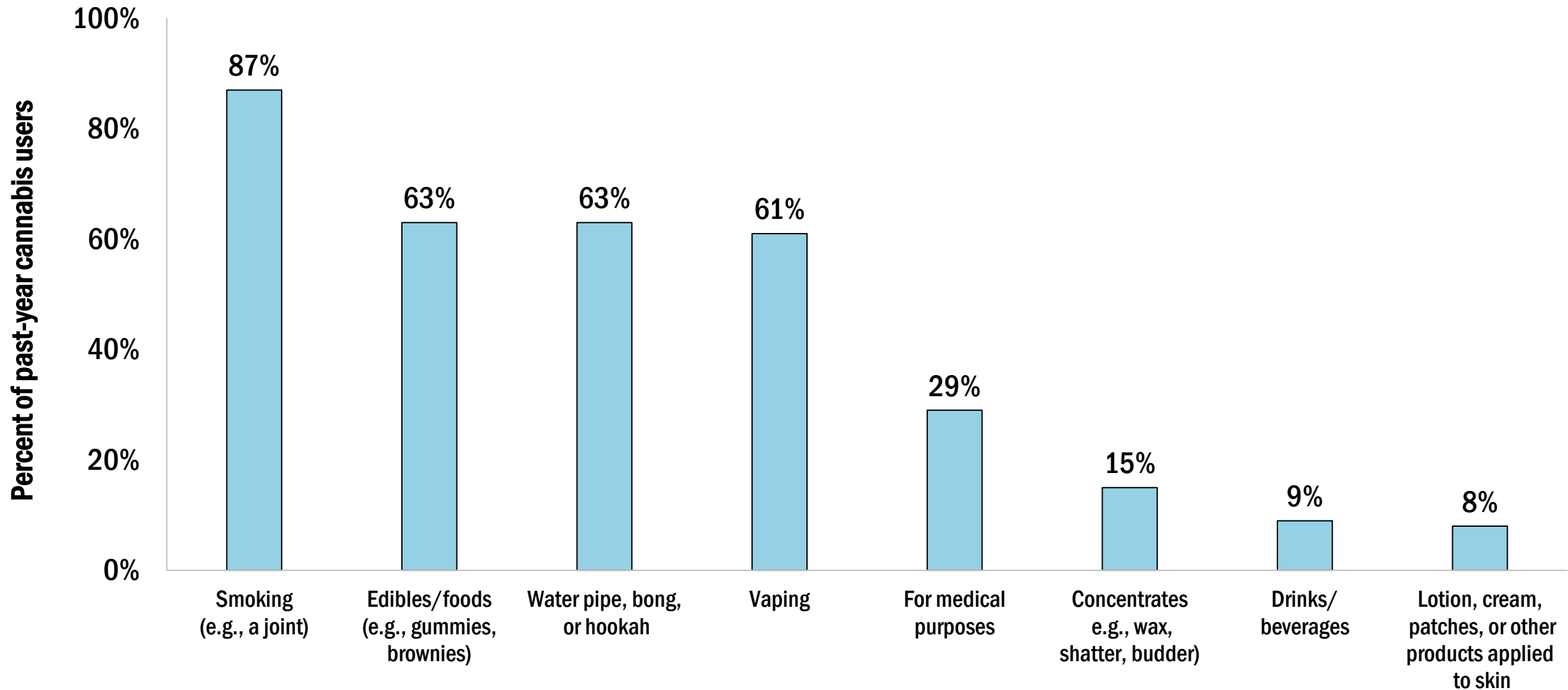
By School, MD-CAS 2024



Note: Past-MONTH cannabis use

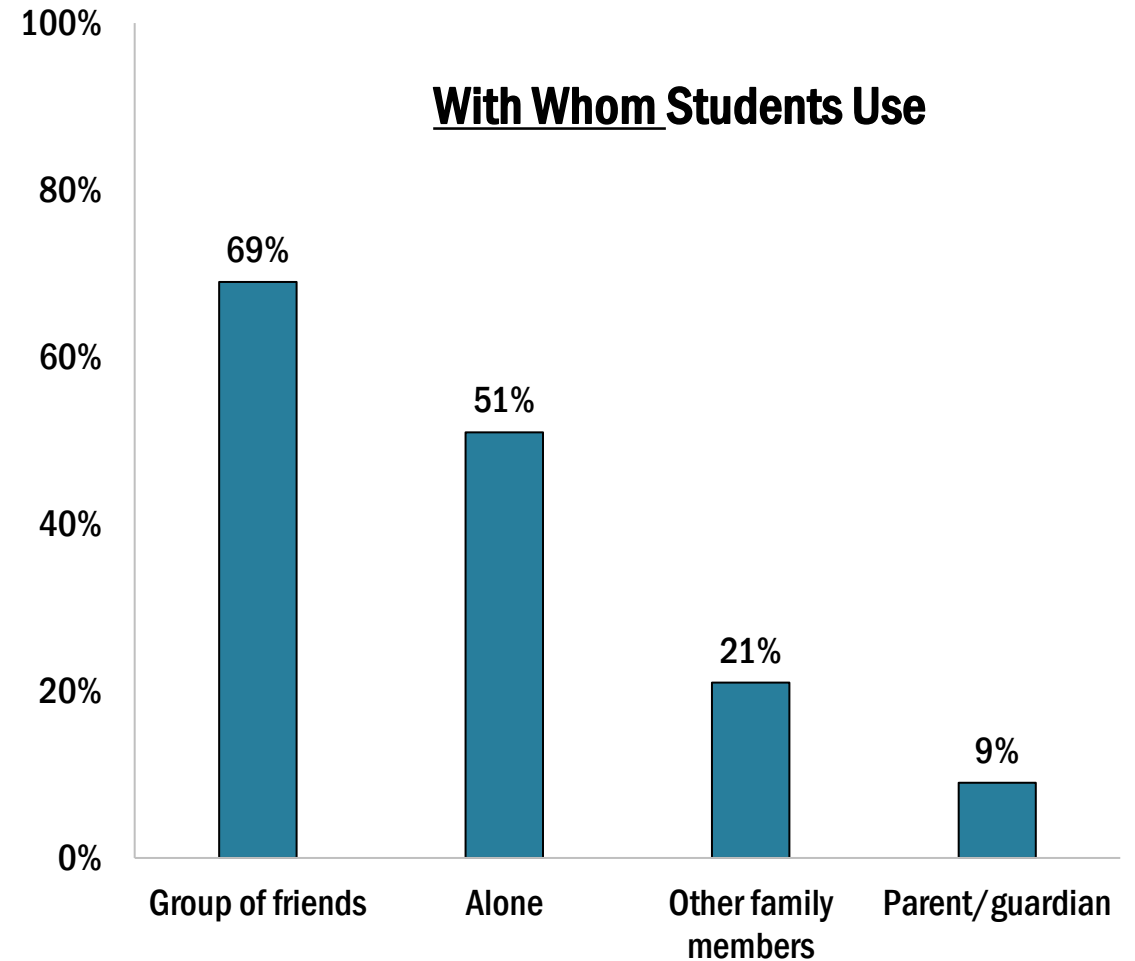
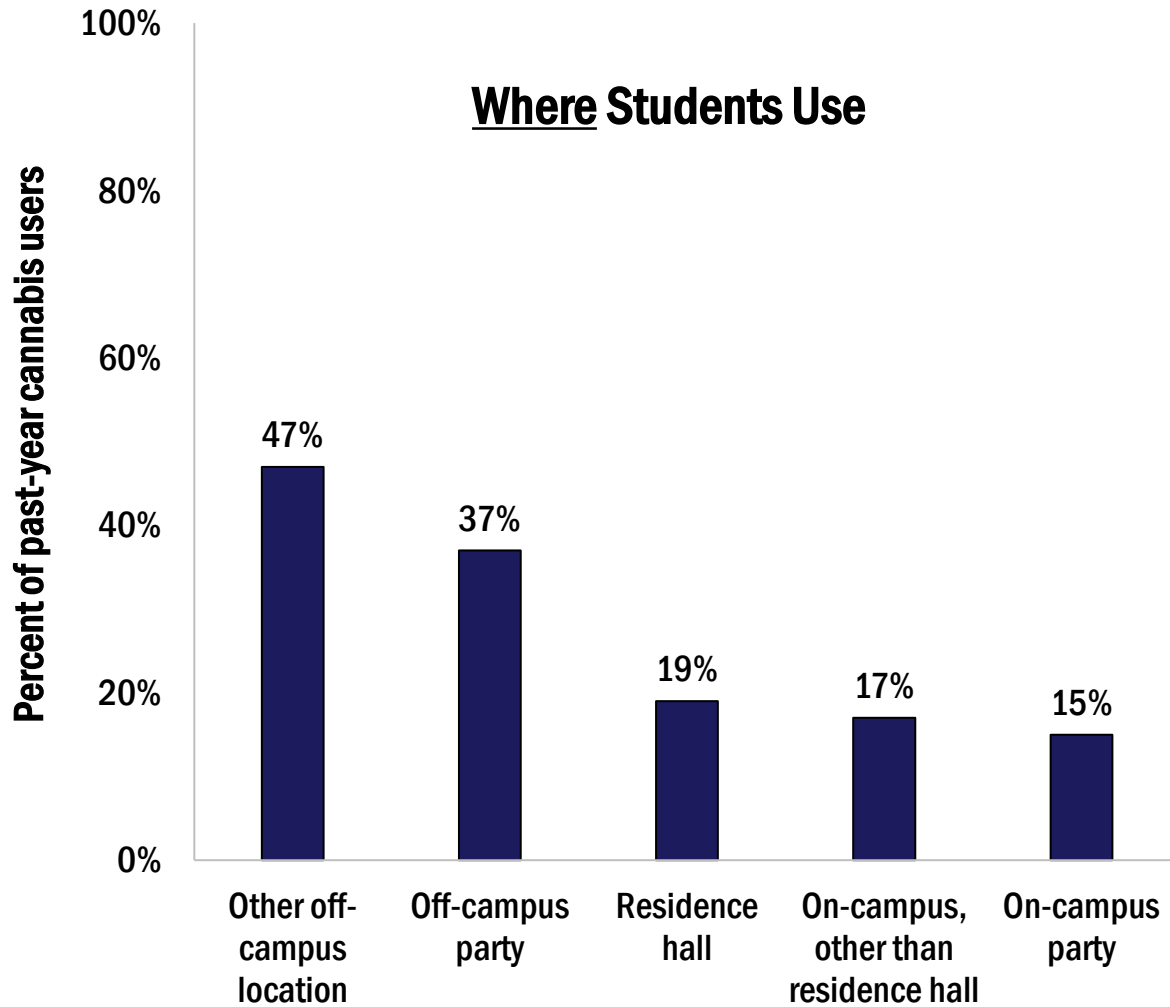
Method of Cannabis Use among Students

among FSU Past-year Cannabis Users



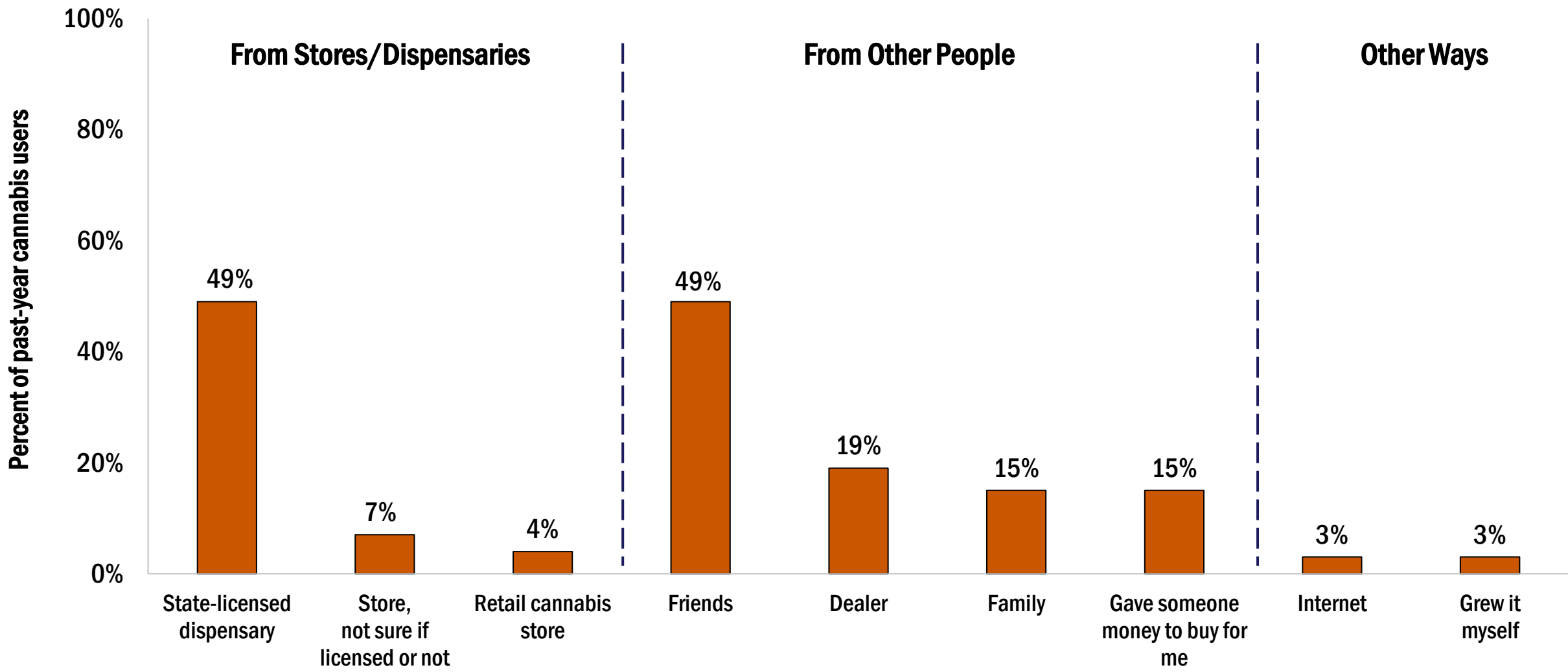
Contexts of Students' Cannabis Use

among FSU Past-year Cannabis Users



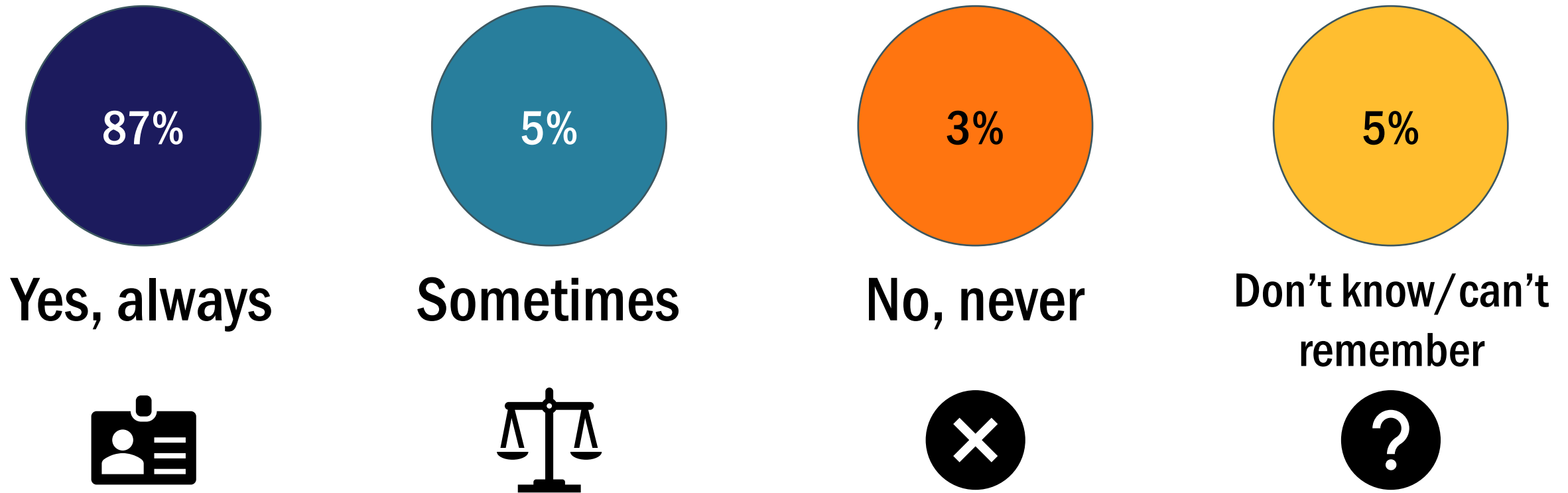
**Percent of past-year cannabis users who said they used cannabis that way "sometimes" or "often"*

How FSU Students Obtained Cannabis in Maryland



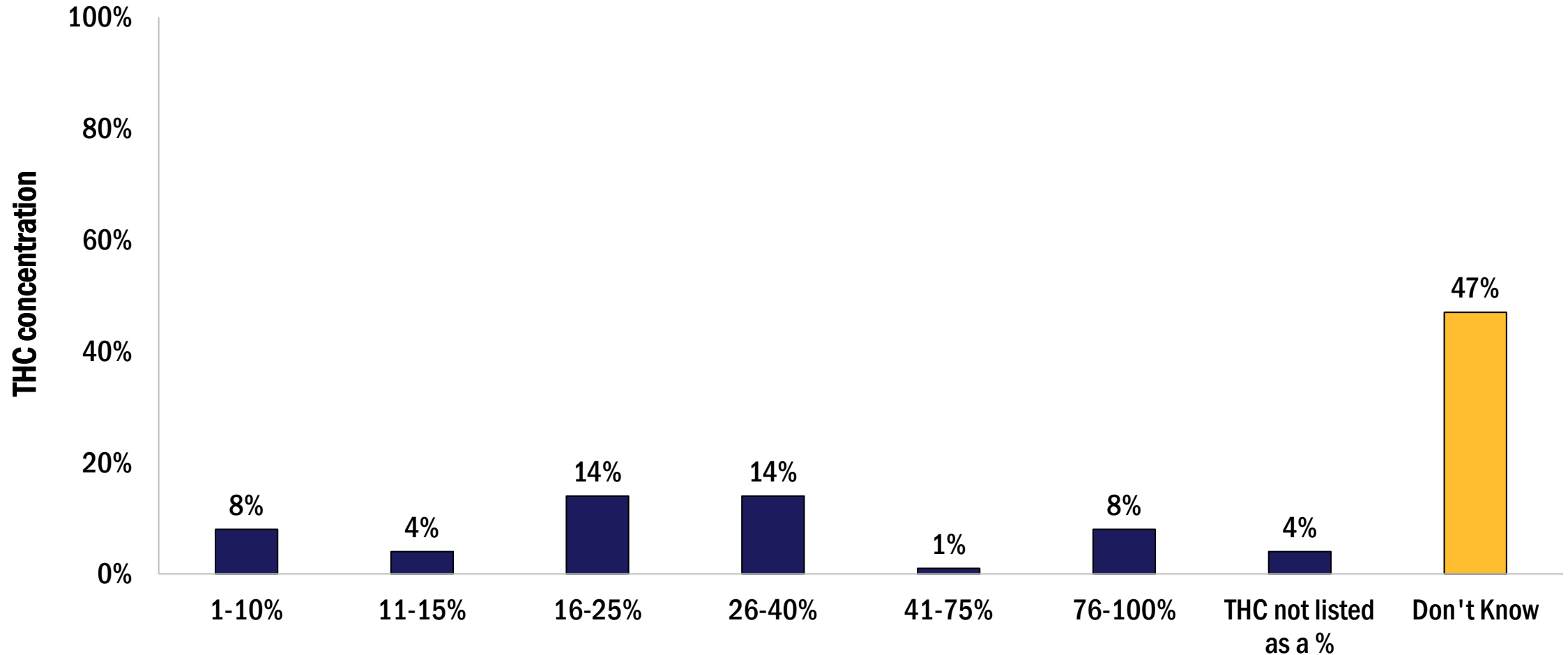
**Among students who used cannabis during past year. 4% said they had not obtained cannabis in Maryland.*

Were FSU Students who Bought Cannabis at a Dispensary or Store Carded or Asked for ID?



**Among students who obtained cannabis from a retail cannabis store/dispensary in Maryland since July 1, 2023*

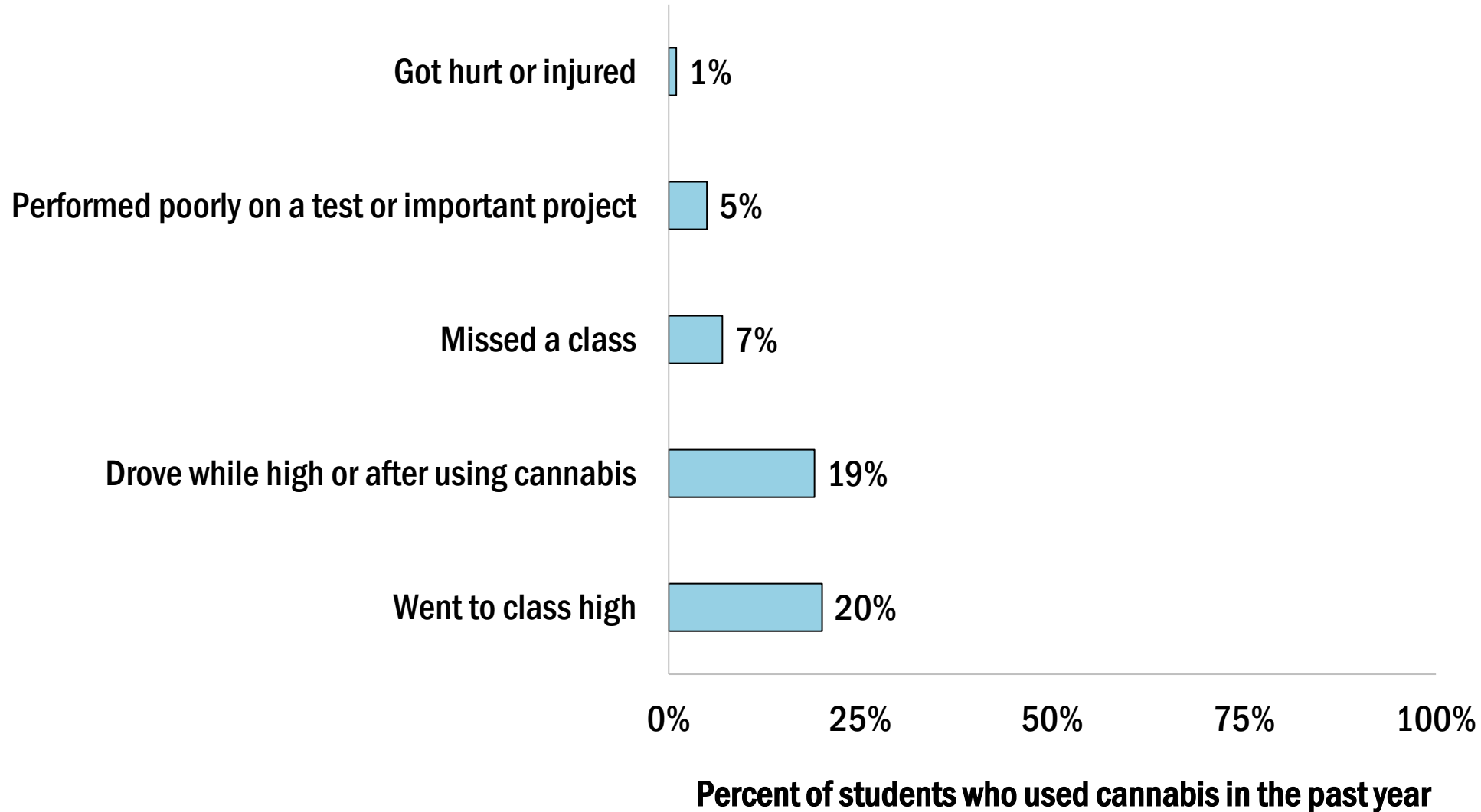
THC Concentration of Cannabis Most Frequently Used by FSU Students



**Among students who used cannabis in the past year.*

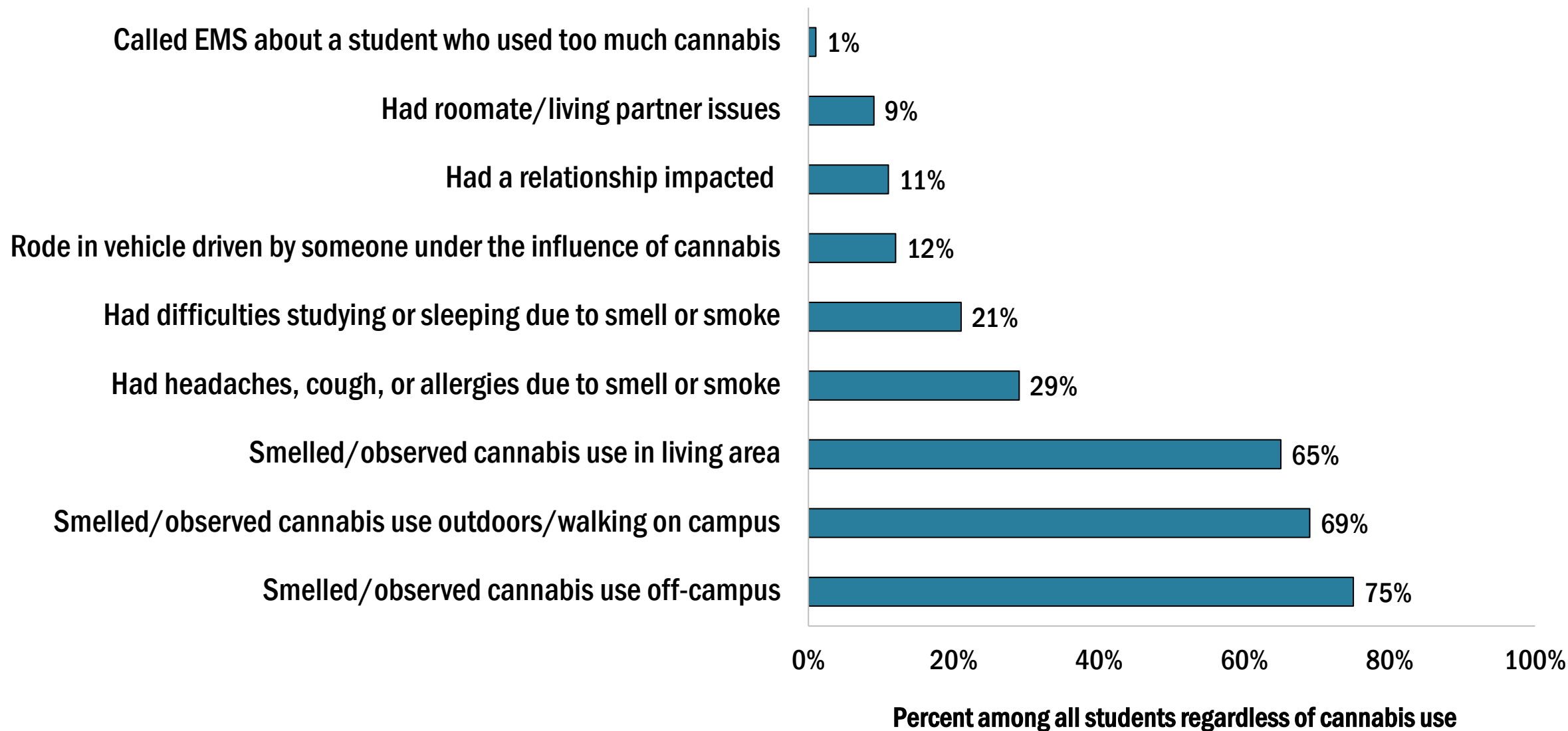
Direct Consequences of Cannabis Use

among FSU students



Harms Experienced as a Result of Other's Cannabis Use

among FSU Students



Student Comments about Cannabis Odor

Overall 2024 MD-CAS Sample

THE SMELL IS EVERYWHERE.....

“the weed in the dorms is ever-present....”



There is almost a constant cannabis smell sometimes in the residence halls, and it would be very much appreciated if more was done to both prevent that from happening and also to stop whoever in that moment is causing the smell.



“The weed smell is OUTRAGEOUS”

“The cannabis smell is LEGITIMATELY HORRIBLE and everyone can smell it in the dormitories, but the cannabis policy isn't enforced. Students come into class and on-campus jobs smelling strongly like weed. I don't have a problem with drugs, but the smell is awful and everywhere.”

“My on-campus dorm smells like weed every single day”

...there's always a constant odor in the halls and nobody is really interested in investigating further.

Student Comments About Cannabis Odor

Overall 2024 MD-CAS Sample

MAKES THEM FEEL SICK...

“ The smell of cannabis can come from my heater if someone else is smoking it, under my door. Sometimes it's so bad that I will put clothes to cover it up. At night I will crack my window for a little air and 20 minutes later someone is smoking. Several headaches and hungers from it although I have never touched cannabis or alcohol, the second hand is so much I worry about my health. ”

“ Please strictly enforce cannabis prohibition. I sit with a fellow classmate and she constantly reeks of it, giving me migraines ”



I don't mind people smoking weed but I wish it was more enforced with smell and requirement to open a window if they're going to do so since smoke smell makes me sick



“ Please I can't take the smell of weed in my bathroom anymore. ”

“ The use of cannabis in residents halls should be decreased as it interferes with me and my roommates.. ”

Other Substance Use among FSU Students

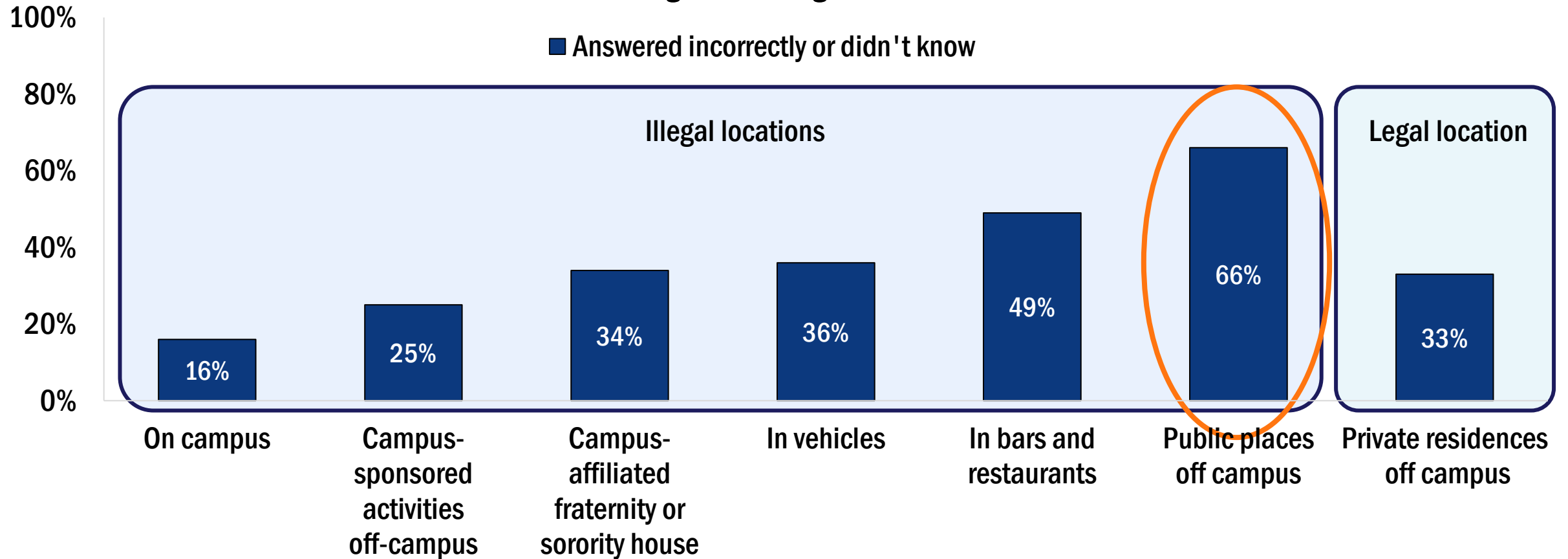
Substance	% of students who used during the past year
Tobacco (any tobacco product)	24%
Prescription drugs used nonmedically	3%
Prescription stimulants	2%
Prescription analgesics (pain relievers)	<1%
Prescription tranquilizers	0%
Prescription sedatives	<1%
Other substances	
Hallucinogens	4%
Cocaine	1%
Ecstasy	0%
Heroin	0%
Methamphetamine	0%



On- and Off-campus Climate and Policy Enforcement

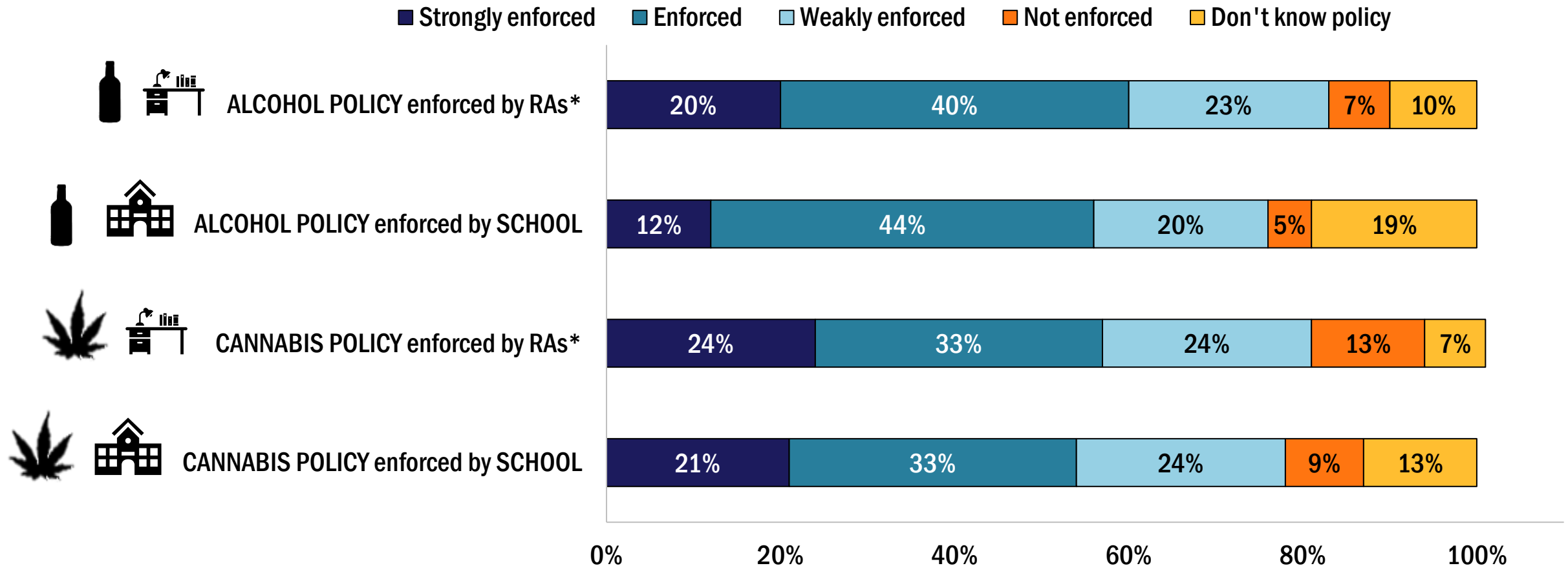
“Is it Legal in Maryland to Use Cannabis in the Following Places? (for those ≥ 21)”

FSU Students' Knowledge about Legal Locations to Use Cannabis



73% of FSU students knew the minimum age to legally use cannabis is 21.

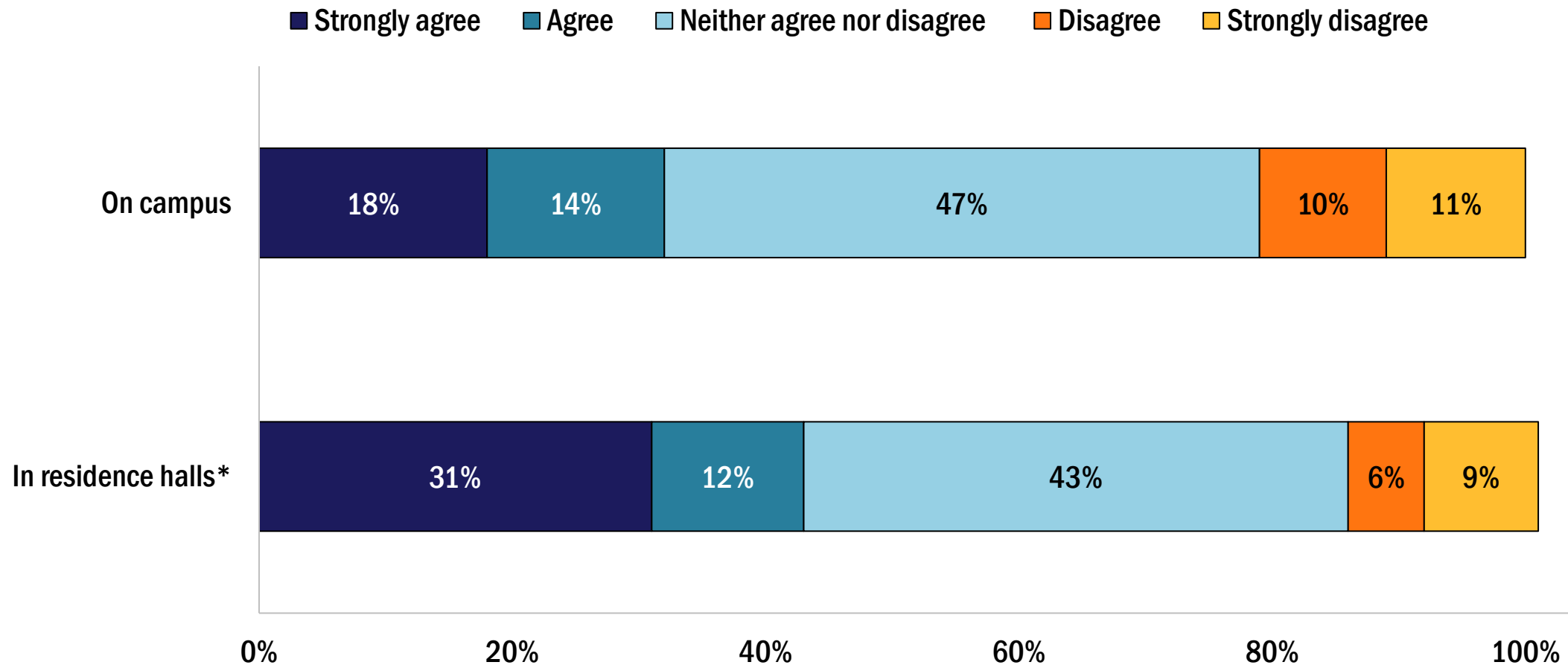
How Strongly Do FSU Students Think Policies Are Enforced?



To be effective, consequences must be: **Certain, Swift, and Sufficiently severe**

Note: Among students living in residence halls

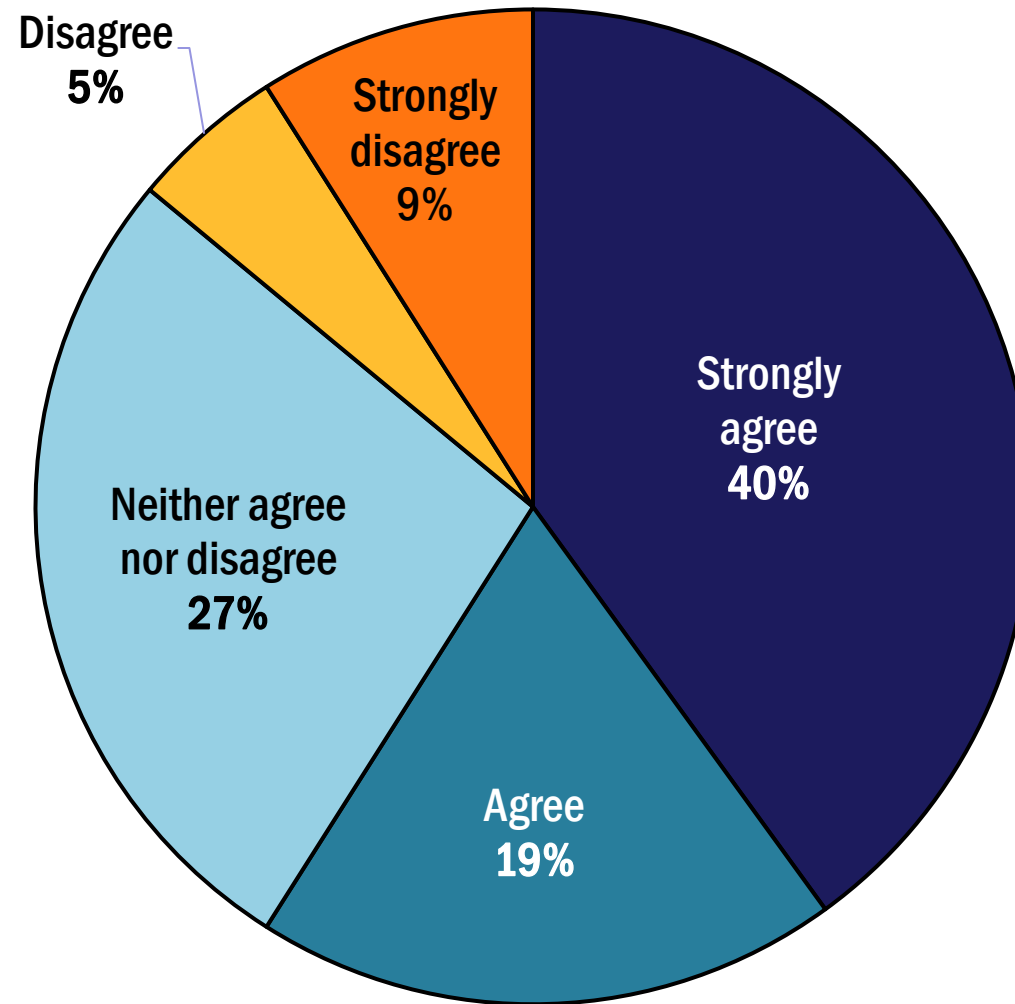
“I would like stronger enforcement of the policy prohibiting cannabis use.”



To be effective, consequences must be: **Certain, Swift, and Sufficiently Severe**

Note: Among students living in residence halls

“ I would support a campus policy that prohibits a strong cannabis smell or odor (e.g., smoke).”



A majority of FSU students would support an odor policy.

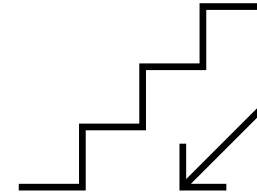
Recovery and Use Reduction among FSU Students



3% of students identifying as in recovery from alcohol or drug problems



31% of students who used alcohol and/or cannabis during the past year want to or tried to cut down or stop drinking or using drugs



62% of students who used binge drank and cannabis* want to or tried to cut down or stop



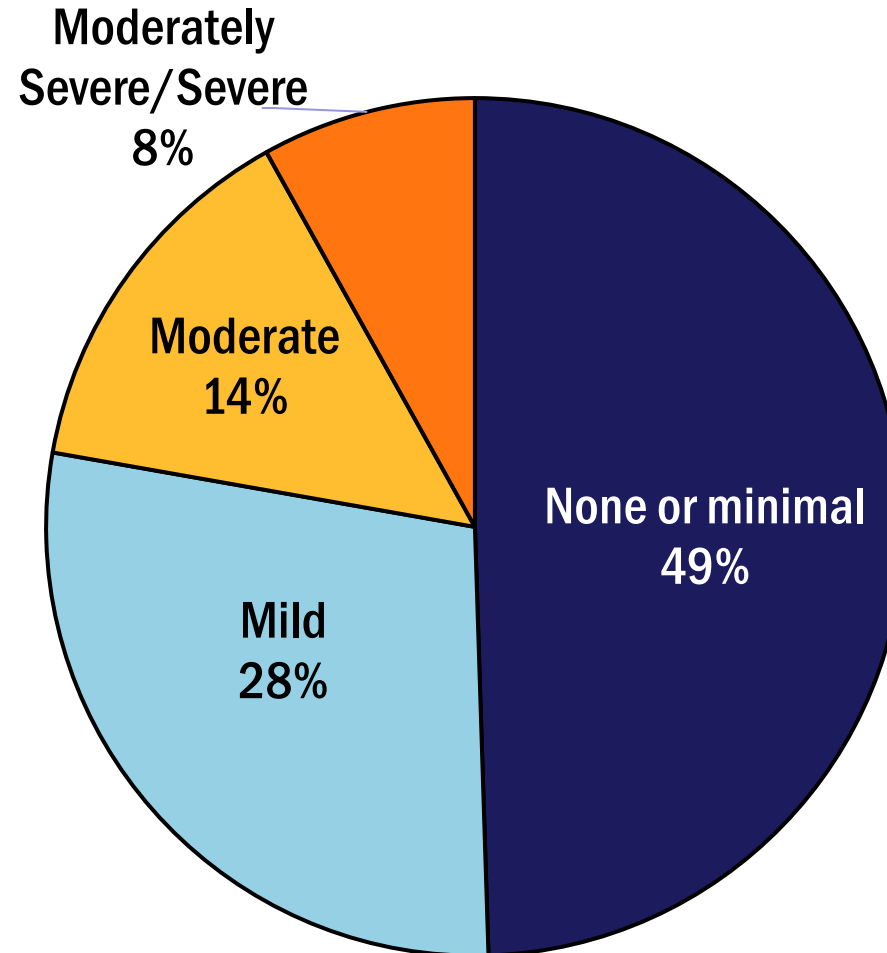
Mental Health and Substance Use

Depressive Symptoms

Based on the PHQ-8, a standardized measure asking 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”

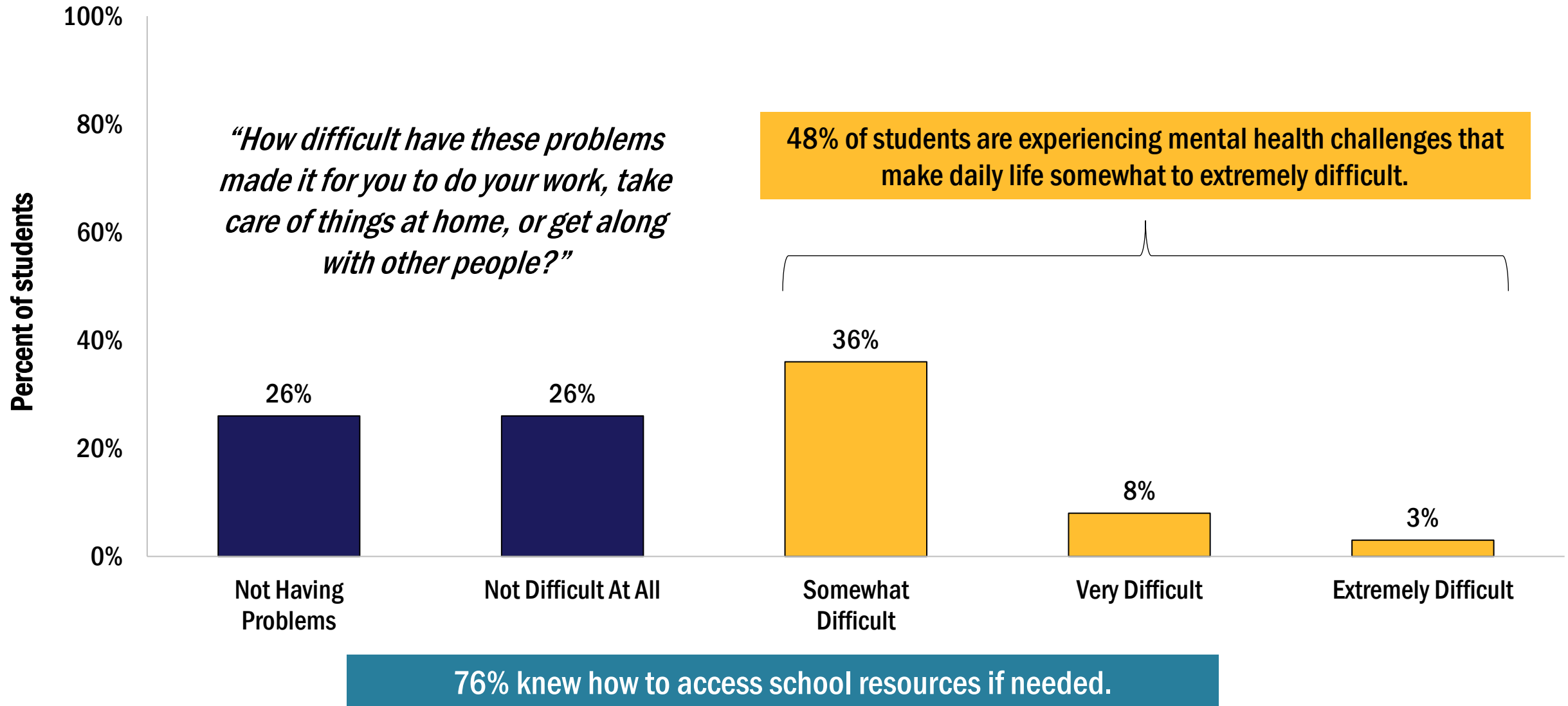
Depressive Symptoms

- 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



Distribution of Level of Depressive Symptoms for 2024 FSU MD-CAS Sample

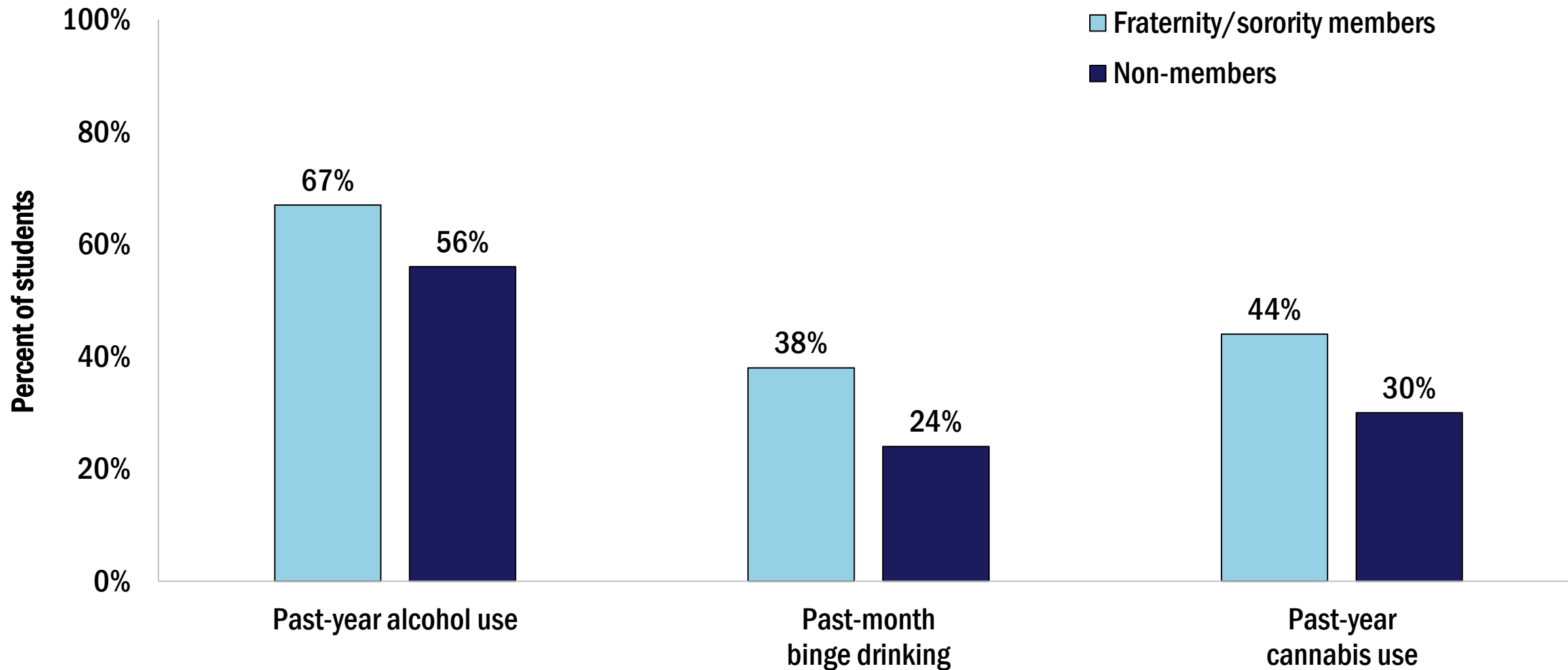
Almost Half of FSU Students Are Experiencing Mental Health Challenges That Affect Their Daily Life



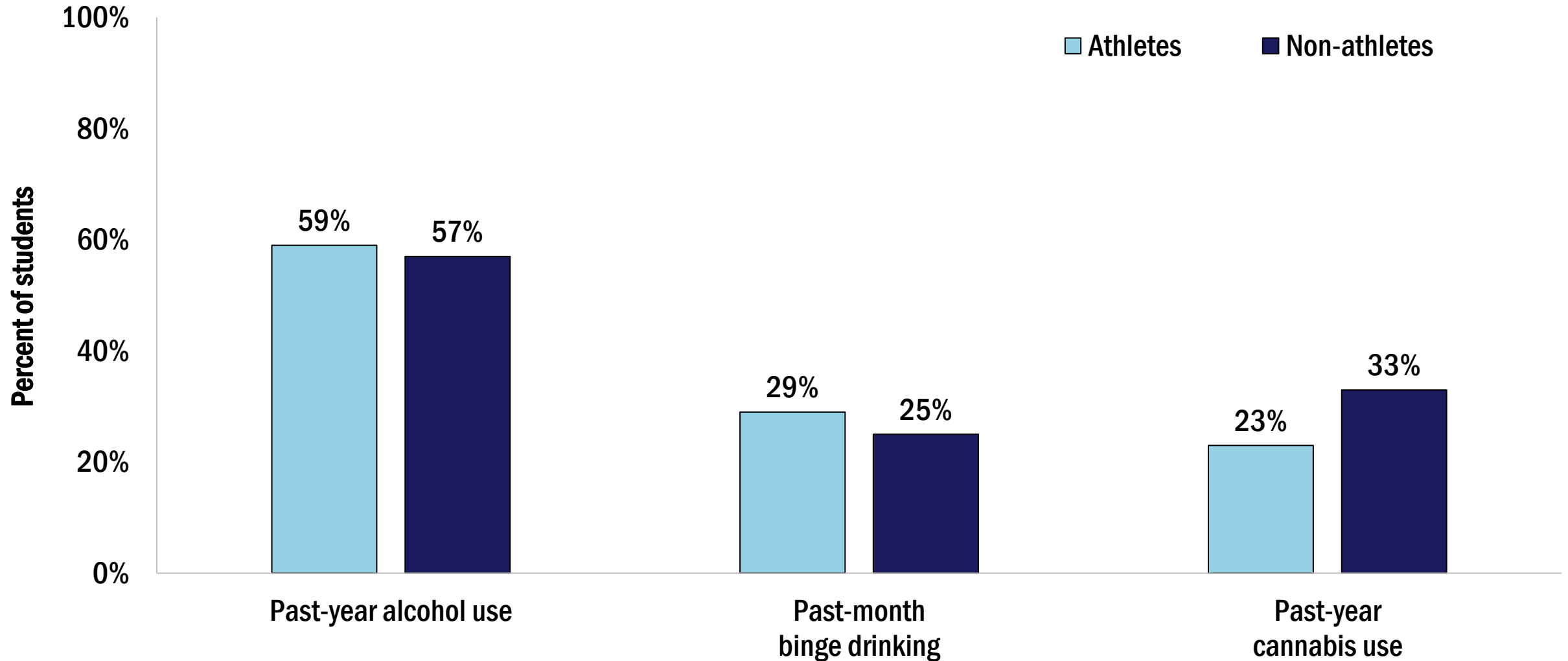


Students At Risk for Binge Drinking and/or Cannabis Use

Alcohol and Cannabis Use among FSU Fraternity and Sorority Members



Alcohol and Cannabis Use among FSU Athletes and Non-athletes





Looking Forward:

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

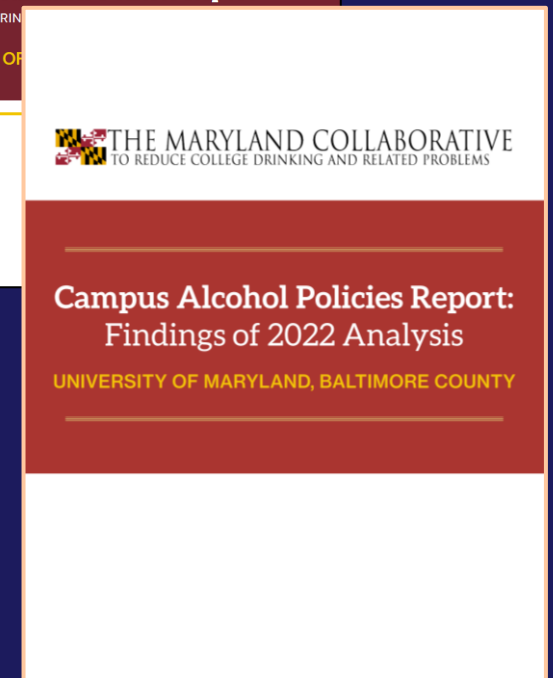
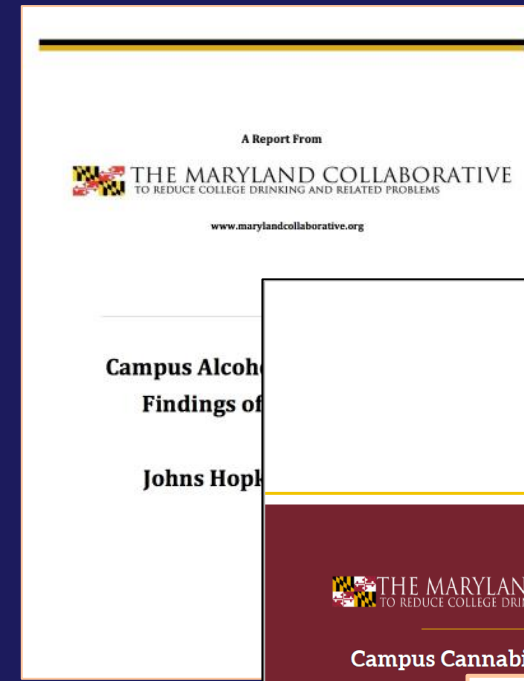
Campus Policies Reports

Campus Alcohol Policies Report

- 2016 Campus Alcohol Policy Report analyzed campus alcohol policies for clarity, accessibility, and effectiveness
- 2022 Analysis revisited policies and provided feedback for schools

Campus Cannabis Policies Report

- 2023 Campus Cannabis Policy Report analyzed campus cannabis policies and provided feedback for schools



**FREE ONLINE CERTIFIED TRAINING
FOR BAR OWNERS & MANAGERS**

How to Increase Profits & Decrease Liability

**Earn a \$50 gift card
for each completed session!**

FEBRUARY 13, 2024, 10-11 AM

FEBRUARY 20, 2024, 10-11 AM

FEBRUARY 27, 2024, 10-11 AM

Engaging Retailers

Trainings for bar owners

Free online training to reduce over-service and improve patron safety

Also available

Voluntary retail agreements

Available Trainings

Faculty/Staff

Student Affairs

Residence Life

Accessibility
Staff

Faculty and Staff:

- Addressing Student Substance Use: How Faculty and Staff Can Make a Difference

Residence Life Professional Staff:

- A Student-Centered Approach to Well-Being and Behavior Change

Resident Assistants:

- Recognizing Substance Use Concerns and Providing Support to Residents and Peers

Accessibility Staff:

- Addressing Student Substance Use: How Student Accessibility Staff Can Make a Difference

Engaging Professionals

- Trainings
- Roadmaps for campus resources
- Resource infographics
- Social media posts
- Box Drive

Towson Faculty and Staff Roadmap

The college years can be a difficult time for many students and finding campus resources can be challenging. Faculty, staff, and other members of the campus community are often unsure of where to turn or what to say when they come in contact with a student who needs help. This roadmap clarifies the resources available to students at Towson and provides tips on how to facilitate help-seeking.

Possible Warning Signs

Trust your gut. It is easy to brush away suspicions or assume that someone else is helping a student, but you might be the first person to act. Substance use and/or mental health issues are often related to academic disengagement, such as:

- Not showing up for class or meetings
- Poor performance on tests or projects
- Appearing disengaged/"checking out"

Irritability or changes in mood or behavior are other signs that a student might need help. If something feels off, it's important to find a campus resource that can help.

Depending on the type of concern, please contact the following offices:

Type Of Concern	Who To Contact	Contact Info
Alcohol and/or drug use	Alcohol, Tobacco, and Other Drug (ATOD) Prevention Center ¹⁶	(410) 704-2512 prevention
A student appears drunk, high, or is in possession of alcohol or drugs	Office of Student Conduct & Civility Education	(410) 704-2512 Admin
Anxiety, stress, relationship problems, sexual assault	Counseling Center	(410) 704-2512 towson.edu/counseling
Injury, sleep problems, illness	Health Center	(410) 704-2512

Sexual n		
Seekin		
General c		
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Do they		
Life-th		

¹⁶The Alcohol resources for substance intervention Faculty/Staff guidance can be found at towson.edu/prevention

UMES Faculty Help Hawks Thrive!

Faculty and staff at UMES play an integral role in student success. Substance use has significant impacts on students' academic and social development, and this resource provides information and strategies to address this important topic inside and outside the classroom.

IS SUBSTANCE USE "NORMAL" IN COLLEGE?

In short, no. Social norms and media can make it appear as if everyone is partying, but in reality, they aren't. There are many ways for students to get involved and have a rich social life that doesn't revolve around substance use.

68% of UMES students did not use cannabis in the past year

68%

However, although substance use is less common than you think, it is likely more harmful than you realize.

70% of UMES students choose to NOT binge drink

70%

Substance use has a sneaky way of robbing people of potential. For example, lost internships, dropping a class, not joining a student organization...these are all things that won't necessarily make or break a student's ability to graduate, but they are what we call "opportunity costs". As faculty, you only want the best for students and to help them make the most of all the opportunities college has to offer. Luckily, you can have a huge impact on student success!

WHAT ARE THE ACADEMIC IMPACTS?

UMES students who binge drink or use cannabis weekly or more are twice as likely to skip class often, and UMES students who binge drink or use cannabis have lower GPAs than students who do not binge drink or use cannabis

HOW CAN I HELP?

- Avoid unintentionally normalizing substance use, i.e. "don't go too crazy this weekend, you have an exam on Monday!"
- Promote positive mental health and coping strategies by hosting guest lectures from health and wellness staff, adding supportive syllabus statements, doing check-ins throughout the semester, etc.
- Keep an eye out for current news and research on substance use and behavioral health. This will help you be aware of emerging trends and concerns to look out for in your interactions with students.
- Most importantly, recognize red flags that a student is struggling check in with them, and refer them to resources (see below). Some red flags include chronic absenteeism or tardiness, appearing tired or even falling asleep in class, missing or late assignments, frequent requests for extensions, change in affect (for example, they used to participate frequently, but have stopped), and struggling academically (either consistently struggling or a sudden change in performance).



WHAT RESOURCES ARE THERE?

If you are feeling concerned about a student's substance use, would like to learn more about substance use issues in general, or to collaborate with a staff member about educating students you work with, contact the ATOD Prevention Center: Lida Brown Building, umes.edu/atod Director: Laurena Wigfall, lwigfall@umes.edu

If you'd like to be sent the full UMES "Faculty Resource Roadmap" that includes other campus student support services like the Counseling Center, and off-campus resources, please contact the ATOD Prevention Center.

7 THINGS TO KNOW ABOUT ALCOHOL

If I choose to drink in college, how does it affect me?

It affects your physical and academic performance, even long after a night of drinking! Alcohol hurts your sleep, and bad sleep hurts your academics...etc., not to mention that drinking (and maybe recovering) takes time out of an already packed schedule. Binge drinking also decreases your body's physical

Why care about alcohol use? "It's college", right?

You wouldn't stereotypically drink

What if I already drink and want to cut back?



What about my BAC?

Be wary of BAC "drink per hour" to start, for some rise beyond the

Where can I get more information?

5 oz.

BV

NY

get

my

will

inch

adly

Student Scenario: Substance Use

STEPS FOR INTERVENING

- PREPARE
- REACH OUT
- EXPLORE, AFFIRM, AND REFLECT
- SUMMARIZE AND REFER
- 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 intramural 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 his friendly self 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

BULLDOG CHECK-IN: Alcohol Use

TAKE THE AUDIT-C

Taking the AUDIT-C is a great way to check in with yourself regarding your alcohol use. Be sure to take the questionnaire on the front before looking on the back for more info, to make sure you are able to give unbiased answers.

BEFORE YOU ANSWER THE QUESTIONS BELOW, LEARN WHAT A STANDARD DRINK IS



Source: NIAAA
For more info, visit rethinkingdrinking.niaaa.nih.gov

1

Q1: HOW OFTEN DID YOU HAVE A DRINK CONTAINING ALCOHOL IN THE PAST YEAR?

- Never (0 points)
- Monthly or less (1 point)
- Two to four times a month (2 points)
- Two to three times a week (3 points)
- Four or more times a week (4 points)

2

Q2: HOW MANY DRINKS DID YOU HAVE ON A TYPICAL DAY WHEN YOU WERE DRINKING IN THE PAST YEAR?

- None, I do not drink (0 points)
- 1 or 2 (1 point)
- 3 or 4 (1 point)
- 5 or 6 (2 points)
- 7 to 9 (3 points)
- 10 or more (4 points)

3

Q3: HOW OFTEN DID YOU HAVE SIX OR MORE DRINKS ON ONE OCCASION IN THE PAST YEAR?

- Never (0 points)
- Less than monthly (1 point)
- Monthly (2 points)
- Weekly (3 points)
- Daily or almost daily (4 points)

Bush K, Kivlahan DR, et al (1998). The AUDIT alcohol consumption questions (AUDIT-C): An effective brief screening test for problem drinking. Ambulatory Care Quality Improvement Project (ACQUIP). Arch Intern Med. 158:1789-95.

Engaging Parents and Families

- Parent Website
- Quarterly Newsletter
- Conversation Prompt Checklist
- Resource Roadmap
- Custom letters
- Parent and Family webinar: **Your Voice Matters**

COLLEGE PARENTS MATTER

have the conversation

Tools and scripts to improve communication with your college student

[home](#) [who we are](#) [topics ▾](#) [communication tips](#) [faqs](#) [newsletter](#)

Quarterly Newsletter



Each quarter, [College Parents Matter](#) shares relevant content to support the behavioral health of your college student.

We feature timely topics to address with your student: [communication tips](#), [relevant articles](#), [podcasts](#).

COLLEGE PARENTS MATTER

have the conversation

Tools and Scripts to Improve Communication with Your College Student

Getting them to college is just the beginning. With good communication you will guide them through it. Your student still needs your guidance to navigate the decisions ahead of them and their future. Excessive drinking and other behaviors are not the best of the choices, which is why we put a focus on them here at College Parents Matter. They are serious problems that undermine student health, safety, and academic success, for both themselves and their fellow students. Family members like you can help students avoid such problems. And keeping these lines of communication open is where you start.

[Tips for Good Communication](#)

[High Risk Situations to Talk About](#)

WHAT RESOURCES PARENTS NEED TO KNOW Before their student starts college

So your child is planning to go to college...now what? Whether choosing a college or preparing to drop them off for their first day, it's important to understand university resources, how to access them, and which resources are must-haves for you and your student when deciding on a school.

Every college is a little bit different and their resources are too. Take advantage of events like orientation sessions, open houses, and family weekends to learn more about what an institution offers. While we hope your student never experiences some of the concerns below, if they do, it's important to know where to turn.

Type of Concern

Common University Departments or Resources

What You Could Say or Ask

General concerns/Don't know where to start	Student Affairs, Admissions, Parent and Family Affairs	My student needs help with ... and I don't know where to point them.
Struggling with homesickness, anxiety, sadness, stress, etc.	Counseling Center, Wellness Center, Residence Life	My student is really struggling and needs to talk to someone.
Physical health concerns: injury, sleep problems, illness, etc.	Health Center, Wellness Center	Where can my student see a doctor? Will they need insurance?

COLLEGE PARENTS MATTER: MOMENTS TO CHECK IN WITH YOUR STUDENT

The college years can be hard sometimes. With your help, your student will feel supported in making healthy decisions for themselves and have a happier and more successful experience! Here are some behavioral health conversation prompts and reminders to talk about with your student throughout the year.

Fall

- There's a third! Regularly ask about their roommate and how their relationship with them is going.
- Make sure your student knows campus resources and how to access them.

Winter

- It's the busy season! Have a conversation over Thanksgiving break about how they can manage stress during their upcoming exams.
- "How are you, really?" But make sure those during winter break to talk about how their fall semester went. Include topics like grades, relationships, social life, etc.
- Ask if they've felt any need for support someone and if they've taken advantage of campus resources. Discuss any barriers they feel to getting help.
- Discuss "break from school". Even if your student drank while away, it's still appropriate to communicate your expectations or home. High-risk events can include the Wednesday night before Thanksgiving and New Year's Eve.

Summer

- If your student will be away from college in the fall, use this time to talk with them about alcohol, and how they can make their home away from home a place where they can succeed as a student. College Parents Matter has specific guides for talking about off-campus housing.
- If your student has any ongoing mental health concerns (counseling and/or medication), talk with their school to understand how your student can continue to access that care while away from home.

Find out more about these topics, including conversation tips and guides! Visit us at [collegeparentsmatter.org](#)

COLLEGE PARENTS MATTER

Voice for Student Concerns: Student Advisory Board

- Opportunity for student-to-student discussions across campuses on issues of importance to them
- Hear “on-the-ground” reports of students’ concerns
- Students shared how much they value communication from president on these topics
- Students gain opportunity to learn public health skills and put them into practice

Making an Impact on Multiple Levels



Logan would like to eat more fruits and vegetables, but is having trouble incorporating this new goal

What is an Op-Ed?

- Got its name from “opposite the editorial page”
- Goes by different names these days, but most common would be the “opinions” section
- For example, the NYT calls them “guest essays”



Sleep and Substance Use Predictors

- “Eveningness” or preference for late bedtimes (being a night person)
- Shorter weekday sleep
- Shorter weekend sleep
- Later weekend sleep midpoint (essentially a later bedtime)
- Was predictive of alcohol/cannabis use even a year later
- Of course, not all “night people” have higher substance use, but could be a red flag we could look out for



Sources: Huster et al. 2022

Maryland Cannabis Law FAQs

- Which information was new or surprising to you?
- Which information do you think is important to communicate to other students on campus?



Promote National Drug Take Back Day this Saturday!



Will share a link to social media graphics and sample captions you can use!

Addressing Cannabis Understanding

• Infographics

- Basics
- Mental health
- Use concerns

• Faculty webinar

• Parent webinar

• Cannabis misperceptions webinar



HAWK CHECK-IN: Cannabis Use

TAKE THE CUDIT-R

Taking the CUDIT-R is a great way to check in with yourself regarding your cannabis use. Be sure to take the questionnaire on the front before looking on the back for more info, to make sure you are able to give unbiased answers.

HAVE YOU USED ANY CANNABIS OVER THE PAST 6 MONTHS?

NO? You do not need to complete the questionnaire.
YES? Continue on to the first question.

1 HOW OFTEN DO YOU USE CANNABIS?

- Never (0 points)
- Monthly or less (1 point)
- Two to four times a month (2 points)
- Two to three times a week (3 points)
- Four or more times a week (4 points)

2

HOW MANY HOURS WERE YOU "STONED" ON A TYPICAL DAY WHEN YOU HAD BEEN USING CANNABIS?

- Less than one (0 points)
- One or two (1 point)
- Three or four (2 points)
- Five or six (3 points)
- Seven or more (4 points)

3 HOW OFTEN DURING THE PAST 6 MONTHS DID YOU FIND THAT YOU WERE NOT ABLE TO STOP USING CANNABIS ONCE YOU HAD STARTED?

- Never (0 points)
- Less than monthly (1 point)
- Monthly (2 points)
- Weekly (3 points)
- Daily or almost daily (4 points)

4

HOW OFTEN DURING THE PAST 6 MONTHS DID YOU FAIL TO DO WHAT WAS NORMALLY EXPECTED FROM YOU BECAUSE OF YOUR USING CANNABIS?

- Never (0 points)
- Less than monthly (1 point)
- Monthly (2 points)
- Weekly (3 points)
- Daily or almost daily (4 points)

5 HOW OFTEN IN THE PAST 6 MONTHS HAVE YOU DEVOTED A GREAT DEAL OF YOUR TIME TO GETTING, USING, OR RECOVERING FROM CANNABIS?

- Never (0 points)
- Less than monthly (1 point)
- Monthly (2 points)
- Weekly (3 points)
- Daily or almost daily (4 points)

6

HOW OFTEN IN THE PAST 6 MONTHS HAVE YOU HAD A PROBLEM WITH YOUR MEMORY OR CONCENTRATION AFTER USING CANNABIS?

- Never (0 points)
- Less than monthly (1 point)
- Monthly (2 points)
- Weekly (3 points)
- Daily or almost daily (4 points)

7 HOW OFTEN DO YOU USE CANNABIS IN SITUATIONS THAT COULD BE PHYSICALLY HAZARDOUS, SUCH AS DRIVING, OPERATING MACHINERY, OR CARING FOR CHILDREN?

- Never (0 points)
- Less than monthly (1 point)
- Monthly (2 points)
- Weekly (3 points)
- Daily or almost daily (4 points)

8

HAVE YOU EVER THOUGHT ABOUT CUTTING DOWN, OR STOPPING, YOUR USE OF CANNABIS?

- Never (0 points)
- Yes, but not in the past 6 months (2 points)
- Yes, during the past 6 months (4 points)

Adamson SJ, Kay-Lambkin FJ, Baker AL, Lewin TJ, Thornton L, Kelly SJ, and Selman JD. (2010). An Improved Brief Measure of Cannabis Misuse: The Cannabis Use Disorders Identification Test - Revised (CUDIT-R). Drug and Alcohol Dependence 103:137-143.

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 Marinol™ and Syndros™, which can also treat loss of appetite and weight loss in people who have HIV/AIDS.

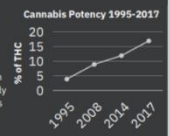
CBD (cannabidiol) is another compound found in cannabis and does not produce a "high". There has been much interest in CBD in recent years regarding potential health benefits. So far only one cannabis-derived product has been granted FDA approval, Epidiolex™, which is used to treat seizures in individuals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

ARE CANNABIS PRODUCTS REGULATED?

UNFORTUNATELY, NO. NOT REALLY.

WHAT ABOUT POTENCY?

Cannabis potency, or the % of THC in a product, has risen steadily for years. In 1995, the average THC content in cannabis was 4-5%. Today, it's 15-25%.



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.

What Does My CUDIT Score Mean?

SCORING THE CUDIT-R

Tally up your points based on your answers on page 1. Below, we share some feedback and recommendations for you based on your score.

BASED ON YOUR SCORE...



SEVERE RISK: • 12 or more points

HIGH RISK: • 8-11 points

MODERATE RISK: • 1-7 points

LOW RISK: • 0 points (never use cannabis)

WHAT SHOULD I DO NEXT?

LOW RISK: Keep it up! Whether it feels like it or not, those who don't use are in the majority.

MODERATE RISK: While you scored lower than others who use cannabis, based on current science, there is no safe amount of use. It's important to consider that cannabis can negatively impact your mental health, academic performance, and can be addictive. Reach out to the ATOD Center for more information.

HIGH RISK: As use increases, you may notice that your mental health, performance, and sleep has worsened. Sometimes it appears as if cannabis is helping those things, but sadly, it is likely making them worse. Discussing what you're experiencing with someone at the ATOD Center could be very helpful.

SEVERE RISK: Using cannabis very frequently significantly increases the chances of serious impacts on your mental health, learning, and motivation. We highly recommend exploring your use with someone at the ATOD Center.

REACH OUT TO THE ATOD CENTER! Lida Brown Building, umes.edu/ATOD
Director: Lauresa Wigfall, lmwigfall@umes.edu

Resources on Cannabis Law

- FAQs on new Maryland law
- Infographics
 - State law
 - Campus policies
 - Why banned on campus

UNDERSTANDING MARYLAND'S NEW CANNABIS LAW:

Law legalizing
cannabis takes effect
July 1, 2023.



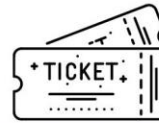
21 Legalization only
applies to adults 21
and older.

Cannabis will **still**
be banned on
campus...



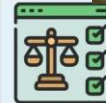
And at school
activities off-campus

And in public
places.



For persons <21,
there is \$100 fine
if less than 1.5 oz.
of cannabis

Illegal for 21 or older
to have 1.5 oz.



Scan for more details.

UMES MARYLAND STATE LAW CONFUSED ABOUT THE MARYLAND CANNABIS LAW?

IT'S SIMPLE

You have to be 21 or older AND in a private residence
(University housing is not a private residence.)

21+

AND



OTHERWISE, IT IS NOT LEGAL

To learn more visit: wwwcp.umes.edu/stod

WHY IS CANNABIS
banned
ON CAMPUS?

**Maryland's New
Cannabis Law
and
Medical
Marijuana
on Campus**



Maryland Collaborative Website

www.marylandcollaborative.org

Campus Resources

- Model Campus Policies
- Fact sheets and evidence briefs
- Infographics
- Initiatives and success stories
- Special reports
- Guide to Best Practices



Appendix C:

SAFE Office Annual Report FY 2023 (follows)

SAFE Office Annual Report FY 2024 (follows)

FY 2023 / DEPARTMENTAL PLAN

SAFE Office Annual Report FY 2023

This view always presents the most current state of the plan item.
Plan Item was last modified on 7/2/24, 10:19 AM
Your individual permission settings determine what fields and content are visible to you.

Template:

Departmental Annual Report

Enter: Year_Department/Unit Annual Report:

SAFE Office Annual Report FY 2023

Start:

7/1/2022

End:

6/30/2023

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 2022-23

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 10 BURG Peer Educational programs in the 2022-23 academic year.

2.1: Three BURG Peer Educators will participate in national certification process through the BACCHUS Conference.

3.1: The SAFE Director will increase peer education advocacy on campus as measured by recruiting and training at least 5 peer educators in the fall 2022 semester.

3.2: The SAFE Director will facilitate a peer education institute training in the 2022-23 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.
- 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 2022-23 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, Cannabis, 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?:

Since 1991, the center has been diligently gathering and compiling data from a multitude of sources. The Maryland Collaborative to Reduce College Drinking and Related Problems has provided a highly reliable survey (MD-CAS). We have found the work of the Collaborative to be outstanding and the reports have assisted the center in creating infographics to help promote our prevention efforts. The Maryland Collaborative Team administered the survey on twelve colleges in Maryland. The 2023 MD-CAS FSU Data is included in the compliance report. (See linked documents below)

This past year, FSU first year students participated in four online prevention initiatives via Vector Solutions. See link below for reports on each module. The online prevention initiatives underscores our commitment to creating a safe, supportive, and healthy campus environment for all members of our community.

Certainly, these data sources provide an understanding of student alcohol and drug use, and the need for a comprehensive prevention program. The data demonstrates the impact of some of the campus prevention initiatives. The ATOD Center has access to judicial board, campus and Frostburg City Police and Residence Life data. Our Peer Education Network also collects data which measures student knowledge skills, stages of change, development, and awareness of ATOD Policies and self-satisfaction data.

Based on our survey results, alcohol continues to be the most used drug at FSU with sixty-two percent of students drinking in the past year, twenty-nine percent binge drinking in the past month, thirty-nine percent reporting having had a hangover or blacking out in the past year and thirty-four percent had sleep and or study interruptions due to their alcohol consumption.

What were the results?:

2022-23 SAFE Office Results:

- 1.1:** Eight peer educators received 30 trainings during academic year and performed 200 initiatives reaching 134,088 students, faculty, staff and community members, disseminating 2,678 incentive items including brochures/pamphlets. Majority of our students believed their knowledge level increased significantly and found their experience to be welcoming, inclusive and positive. They also felt fully utilized and supported by advisor (see attached Satisfaction Survey, etc...).
- 1.1:** 2,234 service hours were recorded by our student volunteers
- 1.2:** BURG Peer Education Network conducted virtual education via canvas 123 days throughout academic year. Over 565 students were reached through this strategy.
- 2.1:** Students did not attend BACCHUS Conference due to restricted funds.
- 3.1:** Five new students were recruited and received Peer Education training during August, 2022.
- 3.2:** We did not have any new students recruited to conduct an FYI Training
- 4.1:** Maryland College Alcohol Survey conducted with 12% response rate. Complete report distributed in August 2022.
- 5.1:** SAFE Director attended monthly Western Maryland Prevention Coordinators meetings.
- 6.1:** Over 34 different social norms posters were disseminated via email/social media, including two comprehensive workbooks.
- 7.1:** Five (5) Basic Screening Intervention (BSI) session was conducted.

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 2023 goals and action priorities serve to inform and influence decision-making regarding SAFE initiatives for FY 2024.

Focus for 2023-24 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 80 educational programs by May 15, 2024
- Peer Educators will conduct at least 5 focus groups by May 15, 2024.
- Peer Educators will implement three recruiting events in the 2023-2024 academic year
- Ten students will receive facilitation skill building training at the Fall Institute, October 2023.
- Eighty percent of our peer educators will participate in two or more community service projects by May 15, 2024.
- Peer Educators will conduct ten information tables throughout the 2023-2024 academic year

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

- Five students will attend the fall institute training by October, 2023.
- Fifteen students will attend the spring institute training by March, 2025.
- Eighty percent of our peer educators will participate in two or more community service projects by May 15, 2024.
- Eighty percent of our peer educators will show statistically significant improvement on the Leadership Growth Satisfaction Survey (May 15, 2024)
- Peer educators will learn how to plan, organize and conduct general body meetings, leadership team meetings and strategic planning sessions throughout the 2023-24 academic year.
- The network will increase network meetings with key stakeholders throughout the 2023-24 academic year.
- Conduct one CPE training and nationally certify six (3) 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.

- Eight new freshmen students will be recruited during the 2023-24 Academic year.
- Four leadership peer educators will assist the BURG advisor facilitate 2023-24 Institutes.
- Peer educator satisfaction surveys will be completed in the 2023-24 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 2023-24 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 2023-24 academic year
- Encourage athletes, greeks and other engaged student organizations to take ownership in prevention efforts.
- 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.
- Strengthen relationship between other student groups and professionals who develop wellness programming on campus.
- 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 increase efforts to reduce isolation issue on campus
- Peer Educators will co-sponsor a Spring Festival by May 10, 2024.

* Educate students, faculty and staff about the new cannabis law in the 2023-24 academic year. (See new MJ link below evidence/artifacts)

* Produce and disseminate 8 PAWSCAST productions in the 2023-24 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 2023-24 academic year. and hire
- Increase membership Frostburg Community Coalition and retain FCC Chair.
- 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
- 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 600 FSU Students/Parents in July 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 to fifty throughout the 2023-24 academic year.
- Increase FSU factoid campaign efforts in the 2023-24 academic year.
- Increase messaging during high peak binge drinking times, especially during Halloween and Homecoming.
- Expose faculty members to the social norms messages by five percent in the 2023-24 academic year.
- Continue to display all posters on the FSU digital signs throughout the 2023-24 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 2023-24 academic year.
- The peer education network will conduct two awareness campaigns throughout the 2023-24 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 2023-24 academic year.

- The network will disseminate over 3,000 incentive items in the 2023-23 academic year.
- Continue to enforce opioid education policy to new students in the 2023-24 academic year.
- Prevention Center Director will increase outreach efforts to students in recovery by three percent in the 2023-24 academic year
- Provide support for screening of high risk marijuana users.
- The Prevention Center Director will provide BSI sessions to 8 students during the 2023-24 academic year
- Conduct one CPE training and nationally certify five new students in 2024-25 academic year.

* Increase MJ/Cannabis education to faculty, staff and students by 7 percent by May 15, 2024.

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 (OPHI). 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. The center's programming budget is significantly reduced and institutional support is needed to provide quality educational programs to students. 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 Communities Act.

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

The FY 2023 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, feedback, 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

[2023 FSU MD-CAS Full Report.pdf](#)

[A Social Norms Approach to College Drinking with H.docx](#)

[BSI 2022-23 Report.docx](#)

[DEA-Considering Culture Strategic Prevention Framework.pdf](#)

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

[FSU ATOD Grant FY 2024 Proposal.docx](#)

[FSU FY2024 ATOD Prevention Ctr Budget.xlsx](#)

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

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

[NCHA-IIIb FALL 2023 REFERENCE GROUP DATA REPORT \(1\).pdf](#)

[NCHA-IIIb FALL 2023 REFERENCE GROUP DATA REPORT.pdf](#)

[NCHA-IIIb FALL 2023 REFERENCE GROUP EXECUTIVE SUMMARY 03.19.24.pdf](#)

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

[UHC-white-paper-college-student-behavioral-health-report.pdf](#)

Related Items

No connections made

FY 2024 / DEPARTMENTAL PLAN

SAFE Office Annual Report FY 2024

This view always presents the most current state of the plan item.
Plan Item was last modified on 7/2/24, 10:24 AM
Your individual permission settings determine what fields and content are visible to you.

Template:

Departmental Annual Report

Enter: Year_Department/Unit Annual Report:

SAFE Office Annual Report FY 2024

Start:

7/1/2023

End:

6/30/2024

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.

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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 2023-24

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 20 BURG Peer Educational programs in the 2023-24 academic year.

2.1: Five BURG Peer Educators will participate in national certification process through the BACCHUS Conference.

3.1: The SAFE Director will increase peer education advocacy on campus as measured by recruiting and training at least 10 peer educators in the fall 2023 semester.

3.2: The SAFE Director will facilitate a peer education institute training in the 2023-24 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.
- 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 2023-24 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, Cannabis, 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?:

Since 1991, the center has been diligently gathering and compiling data from a multitude of sources. The Maryland Collaborative to Reduce College Drinking and Related Problems has provided a highly reliable survey (MD-CAS). We have found the work of the Collaborative to be outstanding and the reports have assisted the center in creating infographics to help promote our prevention efforts. The Maryland Collaborative Team administered the survey on twelve colleges in Maryland. The 2024 MD-CAS FSU Data is included in the compliance report. (See linked documents below)

This past year, FSU first year students participated in four online prevention initiatives via Vector Solutions. See link below for reports on each module. The online prevention initiatives underscores our commitment to creating a safe, supportive, and healthy campus environment for all members of our community.

Certainly, these data sources provide an understanding of student alcohol and drug use, and the need for a comprehensive prevention program. The data demonstrates the impact of some of the campus prevention initiatives. The ATOD Center has access to judicial board, campus and Frostburg City Police and Residence Life data. Our Peer Education Network also collects data which measures student knowledge skills, stages of change, development, and awareness of ATOD Policies and self-satisfaction data.

Based on our survey results, alcohol continues to be the most used drug at FSU with fifty-seven percent of students drinking in the past year, twenty-five percent binge drinking in the past month, thirty-eight percent reporting having had a hangover or blacking out in the past year and thirty-four percent had sleep and or study interruptions due to their alcohol consumption.

What were the results?:

2023-24 SAFE Office Results:

- 1.1:** Ten peer educators received 30 trainings during academic year and performed 235 initiatives reaching 164,225 students, faculty, staff and community members, disseminating 3,758 incentive items including brochures/pamphlets. Majority of our students believed their knowledge level increased significantly and found their experience to be welcoming, inclusive and positive. They also felt fully utilized and supported by advisor (see attached Satisfaction Survey, etc...).
- 1.1:** 1,886 service hours were recorded by our student volunteers
- 1.2:** BURG Peer Education Network conducted virtual education via canvas 94 days throughout academic year. Over 500 students were reached through this strategy.
- 2.1:** Students did not attend BACCHUS Conference due to restricted funds.
- 3.1:** Six new students were recruited and received Peer Education training during August, 2023. Two Psych interns were supervised.
- 3.2:** We did not have any new students recruited to conduct an FYI Training
- 4.1:** Maryland College Alcohol Survey conducted with 12% response rate. Complete report distributed at the end of June 2024.
- 5.1:** SAFE Director attended monthly Western Maryland Prevention Coordinators meetings.
- 6.1:** Over 36 different social norms posters were disseminated via email/social media, including two comprehensive workbooks.
- 7.1:** Five (5) Basic Screening Intervention (BSI) session was conducted.

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 2024 goals and action priorities serve to inform and influence decision-making regarding SAFE initiatives for FY 2025.

Focus for 2024-25 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, 2025
 - Peer Educators will conduct at least 6 focus groups by May 15, 2025.
- Peer Educators will implement three recruiting events in the 2024-2025 academic year
- Ten students will receive facilitation skill building training at the Fall Institute, October 2024.
- Eighty percent of our peer educators will participate in two or more community service projects by May 15, 2025.

- Peer Educators will conduct eight information tables throughout the 2024-2025 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, 2024.
- Fifteen students will attend the spring institute training by March, 2025.
- Eighty percent of our peer educators will participate in two or more community service projects by May 15, 2025.
- Eighty percent of our peer educators will show statistically significant improvement on the Leadership Growth Satisfaction Survey (May 15, 2025)
- Peer educators will learn how to plan, organize and conduct general body meetings, leadership team meetings and strategic planning sessions throughout the 2024-25 academic year.
- The network will increase network meetings with key stakeholders throughout the 2024-25 academic year.
- Conduct one CPE training and nationally certify six (5) 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 2024-25 Academic year.
- Four leadership peer educators will assist the BURG advisor facilitate 2024-25 Institutes.
- Peer educator satisfaction surveys will be completed in the 2024-25 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 2024-25 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 2024-25 academic year
- Encourage athletes, greeks and other engaged student organizations to take ownership to the "Bethe1 intervention initiative.
- 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.
- Pilot a new video initiative for new students in the 2024-25 academic year.
- Strengthen relationship between other student groups and professionals who develop wellness programming on campus.
- 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 increase efforts to reduce isolation issue on campus
- Peer Educators will co-sponsor a Spring Festival by May 10, 2025.

* Continue to educate students, faculty and staff about the cannabis law in the 2024-25 academic year. (See new MJ link below evidence/artifacts)

* Produce and disseminate 10 PAWSCAST productions in the 2024-25 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 2024-25 academic year. and hire
- Increase membership Frostburg Community Coalition and retain FCC Chair.
- 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
- 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 600 FSU Students/Parents in July 2024.

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 to fifty throughout the 2024-25 academic year.
- Increase FSU factoid campaign efforts in the 2024-25 academic year.
- Increase messaging during high peak binge drinking times, especially during Halloween and Homecoming.
- Expose faculty members to the social norms messages by five percent in the 2024-25 academic year.
- Continue to display all posters on the FSU digital signs throughout the 2024-25 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 2024-25 academic year.

- The peer education network will conduct two awareness campaigns throughout the 2024-25 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 2024-25 academic year.
- The network will disseminate over 3,000 incentive items in the 2023-24 academic year.
- Continue to enforce opioid education policy to new students in the 2024-25 academic year.
- Prevention Center Director will increase outreach efforts to students in recovery by three percent in the 2024-25 academic year
- Provide support for screening of high risk marijuana users.
- The Prevention Center Director will provide BSI sessions to 10 students during the 2024-25 academic year
- Conduct one CPE training and nationally certify five new students in 2024-25 academic year.

* Increase MJ/Cannabis education to faculty, staff and students by 10 percent by May 15, 2025.

* Increase peer educator student contacts as reflective listeners and collaborate with student counseling center buddy program.

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 Behavioral Health Administration. 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. The center's programming budget is significantly reduced and institutional support is needed to provide quality educational programs to students. 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 Communities Act.

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

The FY 2024 Annual Report from the SAFE Office was also provided to our funding source (BHA) 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, feedback, 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

 Campus Drug prevention Guide

 [2023 FSU MD-CAS Full Report.pdf](#)

 [2023 Halloween Party Planner - BURG PEER EDUCATION NETWORK & SAFE Office Pullen 109-1.pdf](#)

 [Alcohol and Young Adults Ages 18 to 25 National Institute on Alcohol Abuse and.pdf](#)

 [Be On Your A Game 2024.png](#)

 [BSI 2022-23 Report.docx](#)

 [Data Analysis & Talking Points - SAFE OFFICE 2023-24-1.pdf](#)

 [DEA-Considering Culture/Strategic Prevention Framework.pdf](#)

 [Frostburg State University 2023-2024 AlcoholEdu for College Impact Report.pptx](#)

 [Frostburg State University 2023-2024 Prescription Drug Misuse Prevention Impact Report.pptx](#)

 [Frostburg State University 2023-2024 Sexual Assault Prevention for Athletes Impact Report.pptx](#)

 [Frostburg State University 2023-2024 Sexual Assault Prevention for Graduate Students Impact Report.pptx](#)

 [Frostburg State University 2023-2024 Sexual Assault Prevention for Undergraduates Impact Report.pptx](#)

 [FSU ATOD Grant FY 2025 Proposal-Budget-Appendix.pdf](#)

 [FSU Bingedrinking banner.pdf](#)

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Planning

FSU Peer Education 2024 Skill Set Assessment & SELF satisfaction survey_.pdf
FSUATODBUDGET25_.pdf
NCHA-IIIb FALL 2023 REFERENCE GROUP DATA REPORT.pdf
NCHA-IIIb FALL 2023 REFERENCE GROUP EXECUTIVE SUMMARY 03.19.24.pdf
SAFE OFFICE 2022-2023 Data Info_graphics Talking Points.pdf
SAFE Office Internship Student Satisfaction Survey.pdf
UHC-white-paper-college-student-behavioral-health-report.pdf
Weed is not a Need.png

Related Items

Supports (Connected Up):

FOCUS LEARNING ON BOTH THE ACQUISITION AND APPLICATION OF KNOWLEDGE.
Frostburg Strategic Goal

PROVIDE ENGAGING EXPERIENCES THAT CHALLENGE OUR STUDENTS TO EXCEL.
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 facilities, technology and services, which enhance students' educational experience.
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