



# Campus Alcohol and Drug Education Center Annual Report 2018-2019

DIVISION OF STUDENT AFFAIRS  
CALIFORNIA STATE UNIVERSITY, CHICO

# Contents

- I. Department Mission Statement.....2
- II. Department Accomplishments.....2
- III. Changes in Policies and Procedures .....3
- IV. Resources Summary .....3
  - a. Human Resources.....3
  - b. Facilities/Equipment.....3
  - c. Space Issues.....3
- V. Program Evaluation of Past Year .....3
- VI. Ongoing Assessment Efforts.....4
- VII. Diversity Efforts .....4
- VIII. Program Usage and Outreach Summary .....5
  - a. Program Usage .....5
  - b. Other Evidence-Based Training Programs.....5
  - c. CADEC Outreach and Collaboration .....5
- IX. Analysis.....6
- X. Program Objectives for the Next Academic Year .....7
- XI. Appendices .....8
  - a. Appendix A: Wildcats ACT Assessment .....8
  - b. Appendix B: Safe Cats Class Assessment..... 10

## I. Department Mission Statement

The Campus Alcohol & Drug Education Center is committed to providing evidence-based educational programs and services that raise campus awareness about alcohol and drug abuse. CADEC strives to encourage, enable and empower students to make responsible and healthy choices, especially in areas where substance abuse is a concern.

CADEC's mission is aligned with CSU Chico's institutional mission in many important ways:

- A Commitment to **Excellence** in our prevention and education programming
- Dedication to **Research** based practice
- Commitment to **Innovation**
- Constant striving to **Serve** the local, regional and global communities
- A **Collaborative** spirit
- We embrace, engage and celebrate our **Diverse** community

## II. Department Accomplishments

- a. CADEC, Safe Place, and University Housing collaborated to create and facilitate a new training for all incoming students, Wildcats ACT (Alcohol and Consent Training). CADEC student staff and interns and Safe Place interns collaborated together to present this information to all University Housing students. With 16 students and three professional staff members, we were able to train about 1,825 students over a two day period.
- b. Established a drug and alcohol sanction class for University Housing students in order to offer a broader range of sanctioning options for students found responsible for violating drug and alcohol policy on campus. This has also allowed our department to stay on budget by lessening the number of 1:1 peer educator meetings by offering motivational interviewing as a second tier sanction rather than first tier. Safe Cats Class covers vaping, alcohol, and marijuana in a discussion based format. CADEC served 372 students in Safe Cats Class in the 18-19 school year.
- c. After years of directives to reduce both the CADEC operating and student assistant budget, CADEC was able to stay within appropriate budget parameters while still maintaining a high level of service for the campus community.
- d. CADEC collaborated with Fraternity Sorority Affairs to apply for and was awarded a small \$1000 grant, which allowed us to bring "Safe Medication Practices for Life" training to many of our Greek organizations. GenerationRX covers the risks of prescription drug abuse as well as how to keep prescription medications safe from diversion. CADEC trained 680 students in safe medication practices in the 2018-2019 school year.
- e. During our "Prescription Drug Awareness Week" CADEC collaborated with the University Police Department to host a DEA sponsored prescription drug takeback event. 65 pounds of unwanted or expired prescriptions were collected and disposed of during this event, and UPD and CADEC will continue to collaborate to bring prescription drug takeback events to our community.
- f. The growth of the referral system between University Housing and CADEC allowed us to receive 886 referrals and provide 720 individual sessions throughout the 2017-18 academic year. We introduced a new scheduling system called Titanium which has allowed CADEC to continue to prioritize confidentiality of student information and health records.

### III. Changes in Policies and Procedures

- a. No significant changes to report.

### IV. Resources Summary

For the first time, CADEC was able to stay within operating, student assistant, and work study budgets. CADEC accomplished this by moving from a previous system of having 2 office assistants on at all times to one, hiring less student staff than in previous years, and introducing Safe Cats Class, which has allowed us to provide an additional tier of sanctioning for University Housing. Previously, the first tier of sanctioning for UH was a 1:1 meeting with one of our peer educators. With Safe Cats Class, we are able to serve large numbers of students at one time, lessening our need for student staff hours while still providing a high level of service.

- a. Human Resources

CADEC has seen some significant staffing changes over the past two years:

- o Kait Mahler was hired as Senior Program Coordinator (previously served as Prevention Coordinator)
- o Shauna Quinn completed her time as a retired annuitant, providing the department with valuable leadership and insight, and completing a CAS (Council for the Advancement of Standards in Higher Education) report assessing the current state of the department.
- o Kelsie Hinders was hired as Prevention Coordinator

CADEC is excited to once again be fully staffed and is ready to continue to provide the highest level of service to the campus community.

- b. Facilities/Equipment

CADEC once again moved back to the SSC in the summer of 2018. CADEC is pleased to once again be on central campus, where we are the most accessible to students in need of our services.

During the 2017-2018 school year, CADEC has made it a priority to improve the general professional appearance of the office, purchasing a new desk and conference table. The new desk has also allowed us to better serve any students who use wheel chairs, or who may not have been able to communicate with our Office Assistants for any reason over the high barrier of the old desk.

- c. Space Issues

Space, as in the rest of campus, continues to remain an issue, as the current CADEC office, while preferable to Brice House, is not the ideal setting for confidential appointments. All offices are equipped with noise machines, but conversations can still be heard in the main office.

### V. Program Evaluation of Past Year

CADEC is pleased to state that all goals from the previous year have been met.

- a. Goal I. Implement the population-level program AlcoholEdu to all of our first-time freshmen and out transfer students. (met)

- b. Goal II. To organize the Tobacco Free Generation follow-up campus-wide survey that is a requirement of the grant. (met)
- c. Goal III. To evaluate the Safe Cats Class the University Housing sanctions class by a participant survey. This will require getting permission from Institutional Research to send out the survey. (met)
- d. Goal VI. Collaborate with Greek Life staff to implement the Generation RX grant. This will be a program to educate the students about Prescription Drug Use and Abuse. This grant was awarded August 8, 2018. (met)
- e. Goal V. Evaluate, Assess and improve the Wildcat ACT program that was implemented in the Fall of 2018. The evaluations have been very positive but the delivery of the program could be improved. (met)

## VI. Ongoing Assessment Efforts

- a. Wildcats ACT Pre/Post Test Result 2018-2019 (See Appendix A)
- b. Safe Cats Class Pre/Post Test Results 2018-2019 (See Appendix B)
  - i. SCC assessment results do show a net gain in knowledge/confidence of knowledge, however, we will be evaluating the assessment to ensure we are truly getting significant feedback from questions.
  - ii. Qualitative assessment data can be summarized as follows:
    1. Positive Feedback: Students enjoy that the class is interactive and think that the information presented is valuable
    2. Constructive/Negative Feedback: Students wish the class was shorter or at a different time, students did not find the information presented to be truthful or helpful, and students want to learn about a greater number of substances
    3. The number of positive qualitative feedback far outweighs the negative, and the class time will be changed for the next academic year.
    4. All data collected available upon request.
- c. CADEC will continue to expand assessment efforts during the next academic year.
- d. CADEC hired Retired Annuitant, Shauna Quinn, to complete a program assessment using the CAS (Council for the Advancement of Standards in Higher Education) standards. A copy of the report can be found at the CADEC office by request.

## VII. Diversity Efforts

- a. CADEC strives to create an inclusive work environment. We have a very diverse staff which reflects the demographics of our campus. Diversity is always a priority consideration when hiring new staff.
- b. All programs and services are designed to meet the characteristics and needs of our diverse college population. We nurture diversity by conducting team building exercises that challenge individuals' personal biases and focus on equity and inclusion. Team training is an ongoing at our weekly staff meetings throughout the year at CADEC.
- c. Professional staff and students are required to complete an online training that addresses equity and access. All new staff hired at CSU, Chico are required to attend a Diversity training. CADEC student staff attended a CCLC diversity training for student staff, as well as title IX and sexual assault awareness training.
- d. CADEC continues to look for ways to break down barriers that might stop

underrepresented students approach and utilize our services.

## VIII. Program Usage and Outreach Summary

### a. Program Usage

Alcohol and drug policy violation sanctions provided for the 2018-2019 academic year

- i. Individual Assessments – 28 self-referrals and referrals from other sources including faculty, staff, students, and Housing
- ii. Brief Alcohol Screening & Intervention for College Students – 32 referrals completed
- iii. Marijuana 101 (Online education program followed by an Motivational Interviewing session) – 5 referrals completed
- iv. Peer Educator Motivational Interviewing Session – 88 referrals completed
- v. Safe Cats Class (alcohol and drug education class) – 370 referrals completed

### b. Other Evidence-Based Training Programs

- i. Wildcats ACT
  1. 37 individual presentations conducted
  2. 1,925 students trained in the 2018-2019 Academic Year
- ii. Generation RX
  1. 9 individual presentations conducted
  2. 680 students trained in the 2018-2019 Academic Year
- iii. Wildcat ROAR! Alcohol Overdose Prevention/Bystander Intervention
  1. 28 individual workshops conducted
  2. 805 Students Certified in 2016–17 Academic Year

### c. CADEC Outreach and Collaboration

- i. Wildcat Welcome Week – CADEC partnered with Housing and Safe Place to bring Alcohol and Consent training to over 1,800 students living in on campus housing
- ii. Labor Day Weekend – CADEC tabled at Cirque d'UV and Day on the Green, giving us the opportunity to interact with all 2,100 students living in University Housing
- iii. National Collegiate Alcohol Awareness Week – CADEC tabled each day, sharing information about alcohol and safer drinking habits, and hosted a “bingo” event in the hub, where students had to answer questions related to alcohol in order to fill in bingo squares.
- iv. Collaborated with FSA to hand out over 1,000 water bottles with alcohol poisoning warning labels over two days of Halloween weekend.
- v. Safe Spring Break - CADEC tabled for four days and hosted an event in the UH Courtyard, promoting safe drinking behaviors over the Spring Break holiday
- vi. Collaborated with FSA to hand out over 1,500 water bottles with alcohol poisoning warning labels over two days of Cesar Chavez Weekend
- vii. Prescription Drug Awareness Week – CADEC tabled for four days and hosted a variety of events, including Opioid Overdose and Narcan/Naloxone training hosted by the Northern Valley Harm Reduction Coalition and a prescription drug takeback even in collaboration with UPD

- viii. CADEC hosted the second annual Great American Smoke Out, collaborating with community partners to host a tabling fair sharing the harms of smoking and vaping with the student body, and challenging students to quit vaping or smoking for 24 hours
- ix. CADEC has been working diligently to enforce the new “Smoke Free Campus” Policy. This includes distributing signage across campus each day, educating students at every presentation, hosting a cessation workshop, as well as hosting a “train the trainer” workshop for students interested in facilitating smoking cessation in their own careers.
- x. CADEC hosted its second annual Earth Day Cigarette Butt pick-up, collecting 259 cigarette butts across campus- down from 2469 collected at last year’s event.
- xi. The Giving Tree – two local non-profits partner with CADEC and a myriad of students, faculty and staff to make this special program happen. This year 120 gifts were donated to local children in need.

## IX. Analysis

After considering assessment opportunities, as well as demographic trends, the following is offered as discussion and analysis of issues and services that require strategic and intentional consideration in the next academic/fiscal year.

Our usage data does show a decline in the use of some of our evidence-based programs, such as Motivational Interviewing, BASICS, and Marijuana 101. Most of this is due to the implementation of Safe Cats Class, but we will continue to work with University Housing, Student Conduct, Rights, and Responsibilities, the Counseling and Wellness Center, and the Student Health Center to ensure programs, especially BASICS, continue to be available for students who need them.

Marijuana 101 also poses some issues for our staff, as it does not have the same feedback as the BASICS online assessment, making it difficult to give students the same level of analysis and support. Due to this, we will be transferring to a program called CASICS, which will allow us to bring our cannabis screening and intervention in line with our alcohol screening and intervention, bringing the highest level of evidenced based intervention to our students in need.

CADEC has done a great job of involving FSA in our efforts to hand out water on Halloween and Cesar Chavez, traditional “party” weekends for our students, which has allowed us to hand out water on two days instead of one for each occasion. However, we can be doing a better job of recruiting the entire campus to promote a “keep it safe, keep it local” message to our students to further discourage these party days. This was very effective strategy for Labor Day, which has all but disappeared as a party day with effective messaging and a large amount of alternative programming that is offered during that time. CADEC would love to recruit the support of the rest of the campus community not only to spread the safe a local message, but to provide a larger number of alternative programs for these days to discourage dangerous drinking and party culture.

Although CADEC is very intentional about hiring a diverse staff and providing diversity training to students, diversity efforts can always be expanded in order to make our office more welcoming to all students. CADEC can work on building partnerships with office such as the CCLC, GSEC, the STAR center, and TRiO support services in order to better serve more student on campus and help fight some of the stigma that is associated with using our services. CADEC can also do a better job of tracking student demographics in order to better assess progress on these efforts.

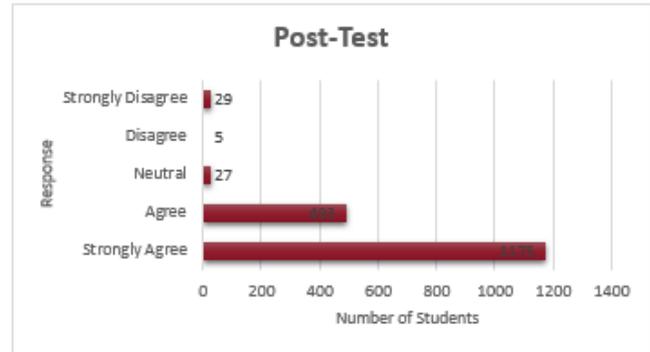
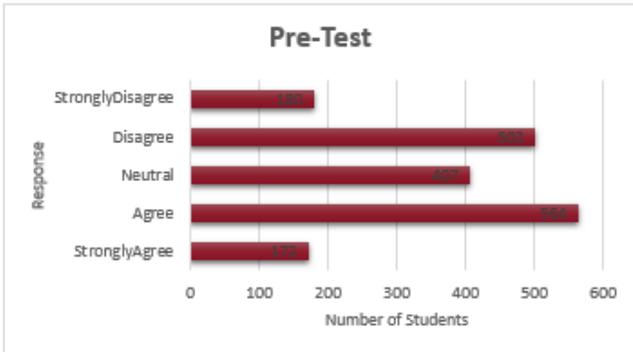
## X. Program Objectives for the Next Academic Year

- a. Expand evidence based programs by transitioning from Marijuana 101 to the CASICS (Cannabis Screening and Intervention for College Students) program in order to bring our cannabis screening and intervention in line with alcohol screening and intervention.
- b. Continue to train campus partners to facilitate BASICS and CASICS so that colleagues in any discipline have the tools to use motivational interviewing to deter dangerous drinking behaviors.
- c. Establish and maintain the investment of multiple stakeholders within and around the campus community to sustain the “Keep It Local, Keep It Chico” and “Respect Chico” culture of community collaboration as well as the “Wildcat Way” messaging particularly on major holiday weekends: Labor Day, Halloween, Cesar Chavez Day, and Graduation.
- d. Engage faculty, staff and students in this on-going effort to continually, with data, change the reputation of the institution from one of a “party school” to an institution of academic rigor, health and wellness
- e. Continue to document all CADEC program policy and procedure in order to ensure consistency in the program year to year, regardless of staff changeover.
- f. Continue to develop evaluation and assessment for all CADEC programs in order to better assess program effectiveness and better serve the campus community.
- g. Establish closer relationships with organizations such as the Cross Cultural Leadership Center and Multicultural and Gender Studies to better serve our communities of color, LGBTIQQA+ communities and other underserved, underrepresent communities.
- h. Continue to work with University Housing to develop a medical amnesty policy to encourage students to get help in the case of potential alcohol poisoning.

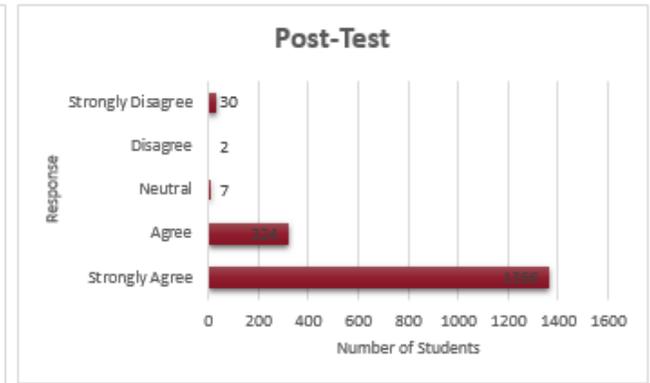
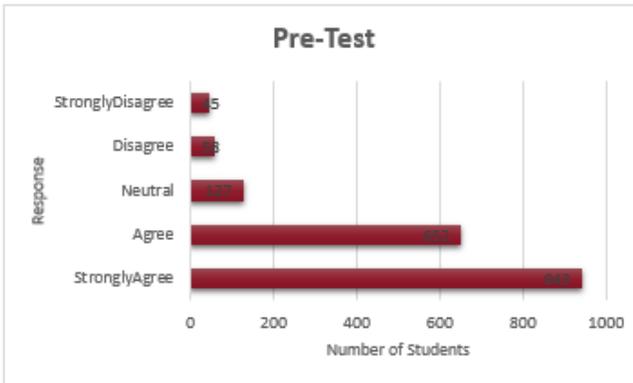
## XI. Appendices

### a. Appendix A: Wildcats ACT Assessment

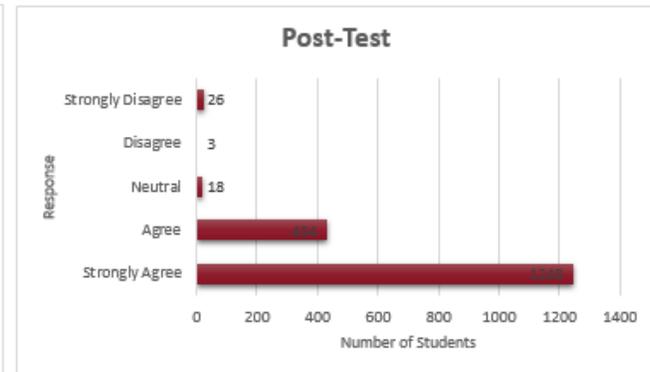
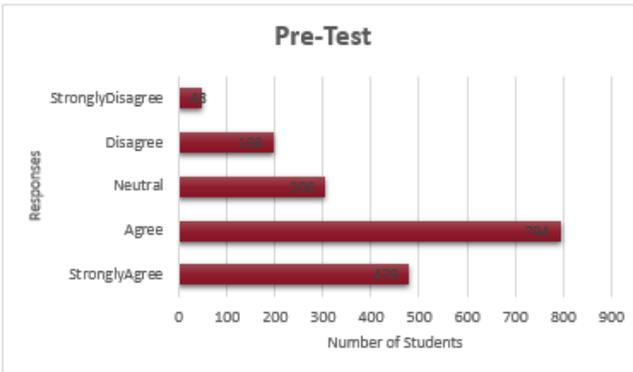
**Question 1: I am familiar with Safe Place and the services they provide**



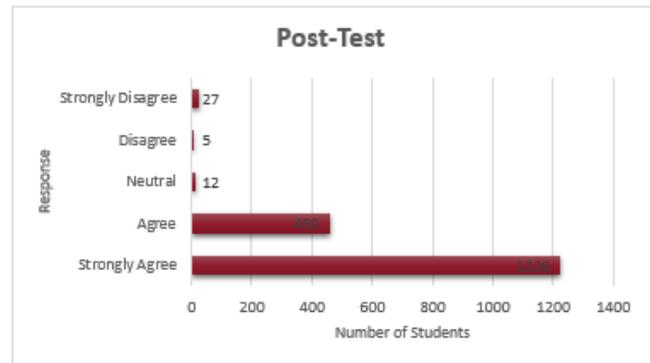
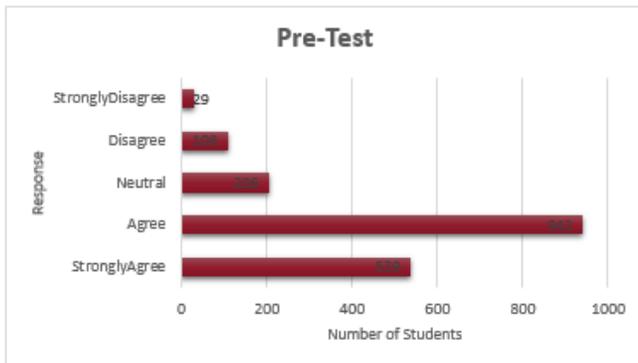
**Question 2: I am familiar with affirmative consent and how I am expected to utilize it**



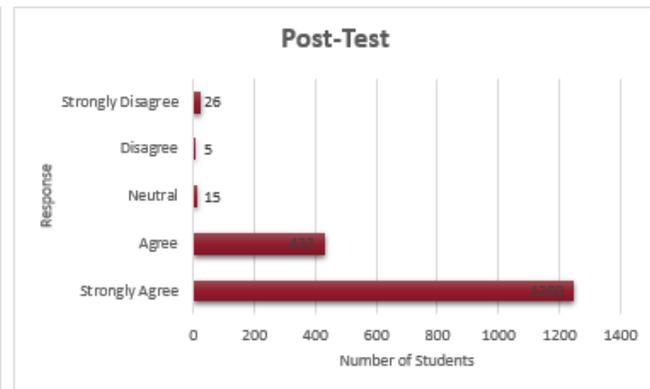
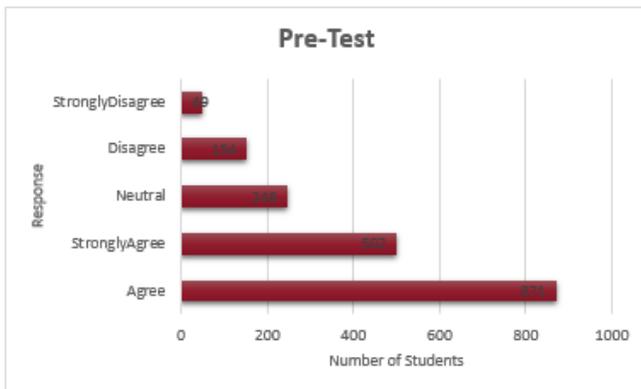
**Question 3: I know what confidential resource are available to me if I need to talk with someone about intimate partner violence, sexual assault, or stalking**



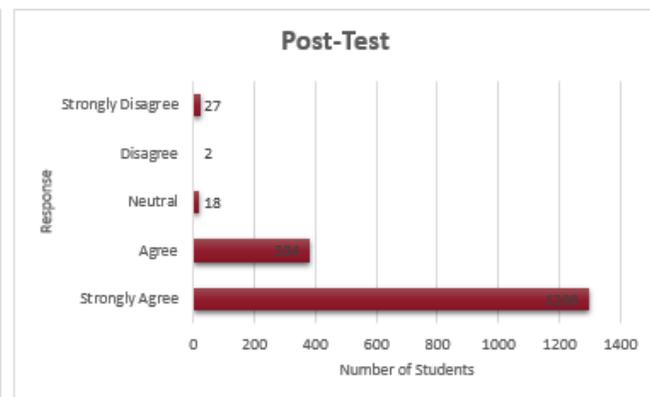
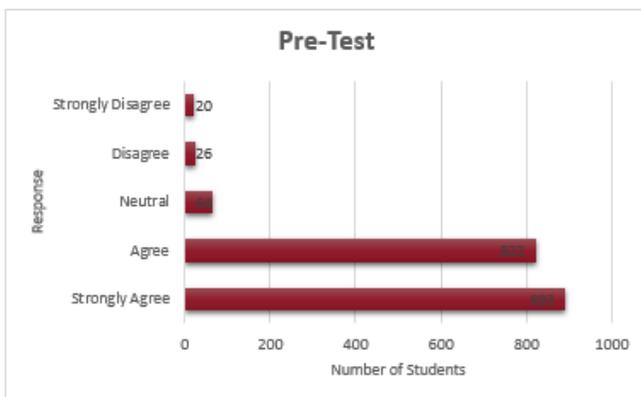
**Question 4: I know the signs of alcohol poisoning**



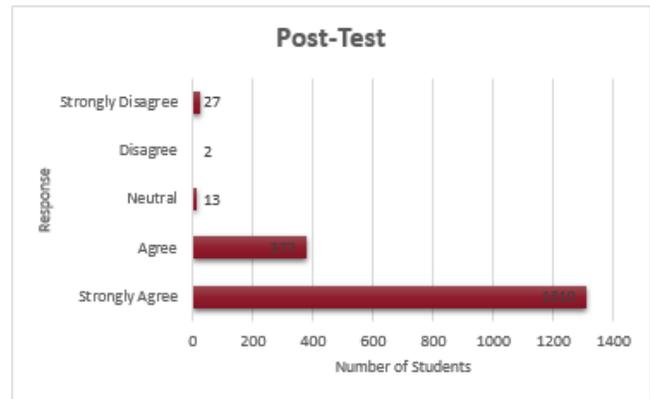
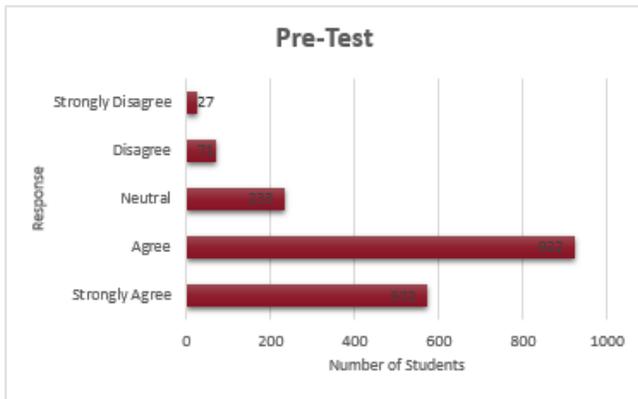
**Question 5: I know what to do if I encounter someone suffering from alcohol poisoning**



**Question 6: If I do decide to drink, I am familiar with safer drinking practices**

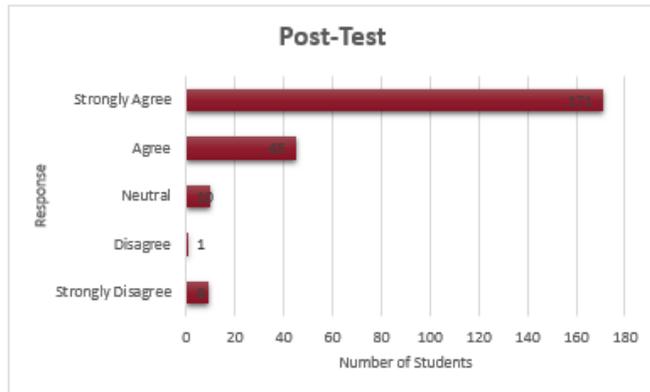
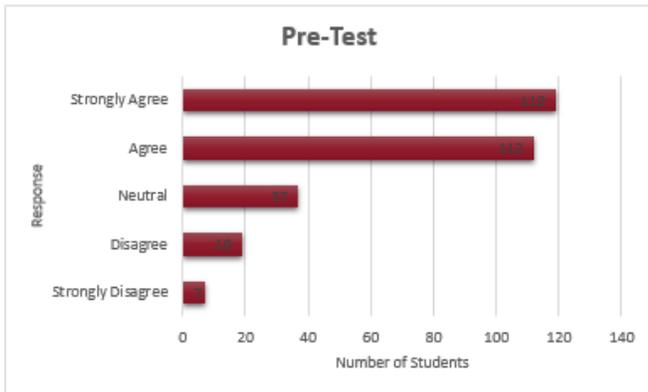


**Question 7: I understand different strategies on how to be an active bystander**

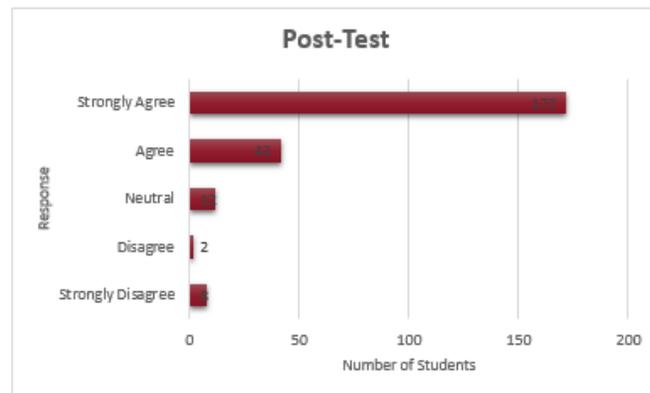
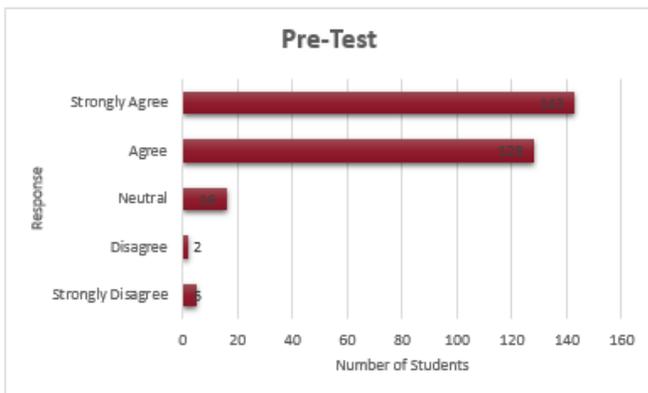


**b. Appendix B: Safe Cats Class Assessment**

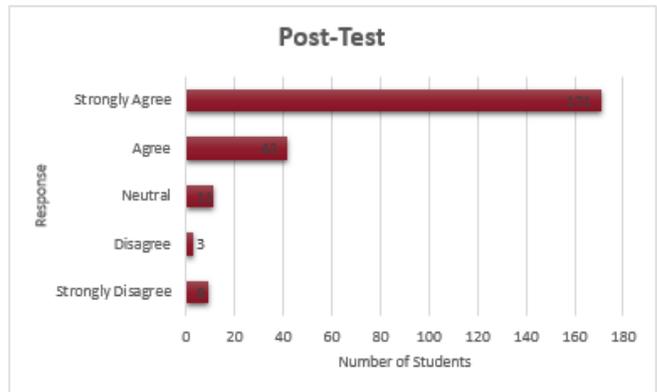
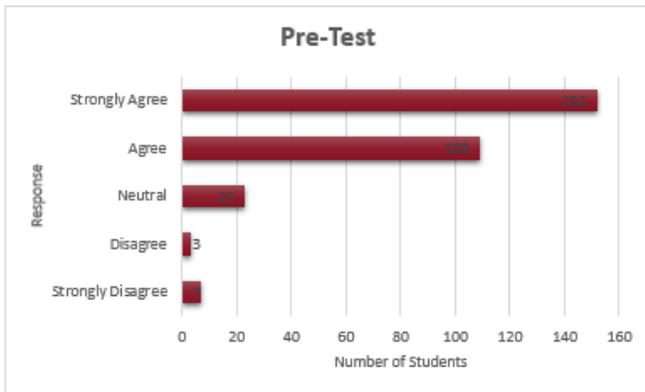
**Question 1. I am knowledgeable about the effects of nicotine on the body and brain**



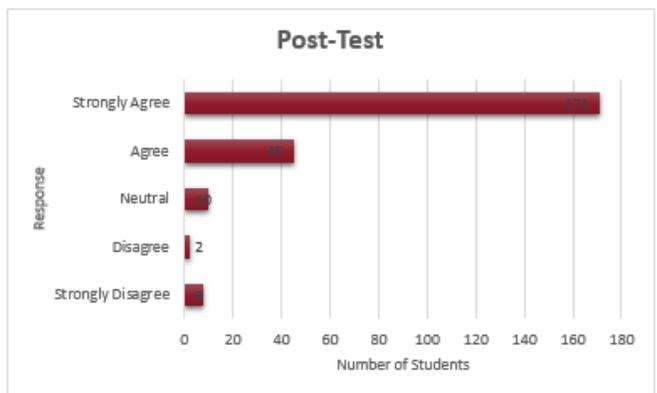
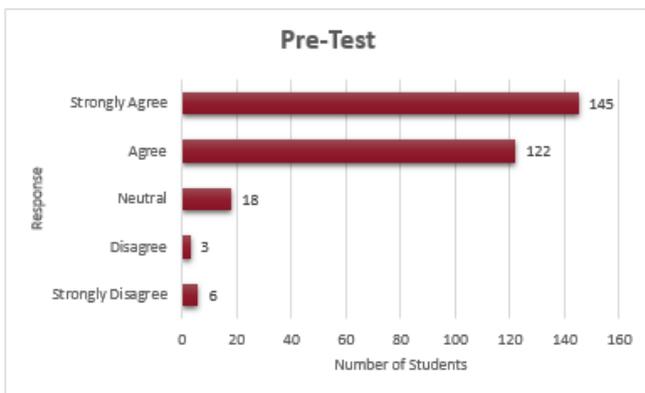
**Question 2. I am knowledgeable about the social, legal, and health consequences of high risk drinking behaviors**



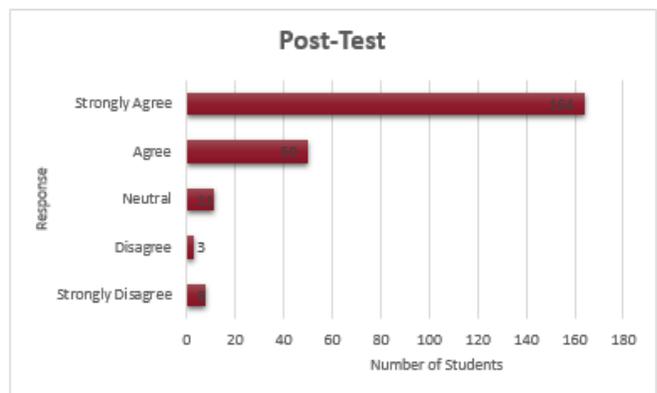
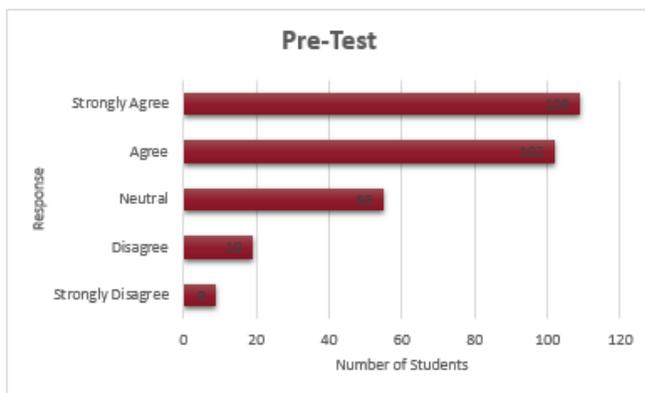
Question 3. I am knowledgeable about the social, legal, and health consequences of using cannabis



Question 4. I know how to avoid negative consequences from drinking and drug use and maintain my personal safety



Question 5. I am knowledgeable about resources on campus that could help me navigate any issues contributing to unsafe drinking or drug use



Report prepared by Kait Mahler, CADEC Senior Program Coordinator