

BOARD OF TRUSTEES
MIAMI UNIVERSITY
Minutes of the Academic and Student Affairs Committee Meeting
June 20, 2013
163 Upham Hall

The Academic and Student Affairs Committee of the Miami University Board of Trustees met on Thursday, June 20, 2013 in 163 Upham Hall on the Oxford campus. The meeting was called to order at 8:00 a.m. by Committee Chair Sue Henry. Also attending were Committee members Dennis Lieberman, Sharon Mitchell and Robert Shroder, along with National Trustee nominee Terry Hershey. Committee members Don Crain and Harry Wilks, and Student Trustee Arianne Wilt, were absent.

In addition to the Trustees, Bobby Gempesaw, Provost and Executive Vice President for Academic Affairs; Mike Curme, interim Dean of Students and Associate Vice President for Student Affairs; and Scott Walter, Assistant VP for Student Affairs, were in attendance. Also present to address agenda items or to provide support, were: Jim Oris, Dean of the Graduate School and Associate Provost; Phyllis Callahan, Dean of the College of Arts and Science; Deedie Dowdle, Associate Vice President for Communications and Marketing; Michael Kabbaz, Associate Vice President for Enrollment Management; James Kiper, Chair, University Senate Executive Committee; Steve Wyatt, incoming Chair of the Senate Executive Committee; Dr. David Pennock, Director Mallory-Wilson Center for Healthcare Education; Rebecca Baudry Young, Director of Student Wellness; Maria Vitullo, Director, Pre-Law Program; Dan Stewart, Associated Student Government, Secretary for Academic Affairs; and Ted Pickerill, Secretary to the Board of Trustees; as well as several others attending to observe or assist.

Executive Session

On a motion duly made, seconded, and voted upon by roll call vote, the Academic and Student Affairs Committee adjourned to Executive Session in accordance with the Ohio Open Meetings Act, Revised Code Section 121.22 to discuss personnel matters within Student Affairs. At 8:15 a.m. the Committee adjourned the Executive Session and convened into the Public Business Session.

Public Business Session

Announcements

Chair Sue Henry opened the public session and welcomed everyone to the meeting.

Student Trustees

There were no Student Trustee reports.

Associated Student Government

Secretary Dan Stewart introduced himself and made his first report to the Committee. He outlined his agenda for the year:

- Restructuring Academic Advising
- Reforming the role of the Living Learning Communities
- Effectively educating students about tutoring and other academic resources

Mr. Stewart's written report is included as Attachment A.

University Senate

Professor James Kiper, Chair of the University Senate Executive Committee, Introduced Steve Wyatt, the Executive Committee Chair for the 2013-2014 Academic Year. Dr. Kiper reported that there had not been a meeting of the Senate since the Committee's last meeting; he then recapped the year highlighting; new majors, name changes, merged departments, policy changes, Promotion and Tenure, Miami 2020, eLearning, and Google mail. He stated that he believed Academic Year 2012-2013 had been a successful one, and although his term as Chair had expired, it was his intention to continue service in the University Senate.

Chair Sue Henry then thanked Dr. Kiper for his service as Chair of the Senate Executive Committee and welcomed Dr. Wyatt.

Dr. Kiper's full report is included as Attachment B.

Academic Affairs Reports

Provost Update

Provost Gempesaw discussed several resolutions to be considered by the Board of Trustees, including changing the name of several schools to college. He provided background on this topic and stated that at many peer universities, use of the title college rather than school, is common; and that this practice allows the colleges to now have schools within, such as a School of Music or Architecture within a College of Fine Arts. An exception was the Farmer School of Business, which will continue the use of school, as this is common practice among their group of peer business schools. Provost Gempesaw also discussed a promotion and tenure policy change designed to provide consistency across academic divisions as to the final day to present material for consideration; the naming of two University Distinguished Professors; and several departmental title changes.

Following the Provost's remarks, Robert Shroder moved, Sharon Mitchell seconded, and by unanimous voice vote, the Committee voted to group the resolutions into four categories (Distinguished Professors, School to College name changes, Departmental name changes, and Promotion and Tenure policy) and recommended approval of the resolutions to the full Board of Trustees.

The resolutions are included as Attachment C.

Enrollment Management Update

Associate Vice President Michael Kabbaz outlined the Goals of the Office of Enrollment Management:

- Continue to Advance Enrollment Management's Functional Identity, Organization, and Culture at Miami
- Provide High Quality Services that are Efficient, Effective, and User Friendly that Support the University Community and Beyond
- Proactively Manage Undergraduate Enrollment Size and Composition
- Enhance Miami's State, Regional, National, and International Reputation through Expanded and Integrated Marketing and Communication Efforts to Prospective Audiences

Mr. Kabbaz then provided an enrollment update for Fall 2013. He stated there are currently 3,768 deposits, and while the expected summer "melt" will reduce the number of entrants, they still expect to be above 3,600 first-year students the Fall. When asked about the business school being above its 800 student goal, it was explained that business school yield was higher than predicted; he also pointed out that this excess contributed to an increased non-resident portion overall. Regarding the incoming class' quality indicators – ACT, acceptance rate, diversity, and non-resident percentage – all presented favorable movement over last's year's number, with only a slight decrease in yield. ACT scores had increased nearly a full point, and Mr. Kabbaz explained that ACT scores are a key factor in predicting retention, and a 1 point increase should result in a 1.5% increase in retention.

Mr. Kabbaz also highlighted: the American Culture and English (ACE) program which is above goal; transfer students, which are above last year numbers, but below the 250 student goal; and The Oxford Pathway (TOP), a program designed to bring strong, local area, wait-listed students to Oxford, following 16 credit hours of study on a regional campus. TOP is a new program with 34 confirmed students, the goal is for 30 to transition to Oxford in January.

He then discussed the very successful Oxford Scholars program, which provides extraordinary opportunities for very highly qualified incoming students. Mr. Kabbaz was asked about plans to systematically evaluate the program to make sure the students'

expectations are being met, and if there is a point person to manage this review; he stated the office is working to survey and manage the review.

Mr. Kabbaz then focused on loan debt. He stated the drivers are institution net cost (net of scholarships, etc.), family's affluence and financial considerations, loan rates, the economy, federal limits, and college attendance growth. He explained that the Pell grant's annual increase has not matched the increase in tuition rates. The maximum annual Pell grant is near \$6,000.

He then compared student debt to other Ohio schools – Miami was mid in comparison, less than Bowling Green and Kent State, and nearly the same as Ohio State. Of note, the totals include debt for out-of-state students as well, which actually makes Miami compare more favorably to those schools with a lower percentage of non-resident students. And, Miami is also the lowest in Ohio for the percent of students who must borrow. Mr. Kabbaz also discussed need-based aid, and key demographics of students who borrow.

Finally, Mr. Kabbaz updated the Committee on the Enrollment Center. The goal is to meet students' needs by greatly enhancing the use of self-service, and a first step is moving access to many services online. Implementation is through the Lean process, and funding is from money which would have gone to Accenture, and is instead used for start-up funding. Metrics for the transition include: by Fall 2015, 90% of services are online, 8% are met by generalists, and 2% by experts; and the score for service satisfaction will be at least a 4.0 out of 5.0. Mr. Kabbaz believes the improvements in service to students will ultimately allow proactive service and increase student retention.

Mr. Kabbaz's presentation is included as attachment D.

Pre-Professional Programs Updates

A pre-profession program report is included as Attachment E

TEAM

Dean Phyllis Callahan briefed the Committee on The Executive Advising and Mentoring (TEAM) Program. TEAM provides a connection between a liberal arts degree and professions. Features include; collaborative and integrated advising, career services partnership, and alumni involvement. Dean Callahan explained that TEAM is a four year process to provide experiences that emphasize the relevance and value of a liberal arts education, with an additional goal to improve student retention. TEAM combines the academic curriculum, co-curricular and applied experiences each year.

Dean Callahan's presentation is included as Attachment F.

Pre -Health

Dr. David Pennock discussed the Mallory-Wilson Center, explaining the pre-health advising center and program has a mission to provide the resources, information, and support that enable students to determine their professional goals and to develop a comprehensive plan to achieve those goals.

The program includes an optional Living Learning Community, a pre-medical studies co-major, and a pre-medical student scholars program. The program also features scholarships, student advising, the Miami/NEOMED partnership and opportunities for student development. The pre-health program is a four year process with features such as; pre-medical courses, advising, mock interviews, medical school application assistance, symposia, and career planning.

Recent medical school acceptance rates were 63% overall for Miami graduates, and 80% for those with a GPA above 3.20 with an above average MCAT.

Dr. Pennock's presentation is included as Attachment G.

Pre-Law

Ms. Maria Vitullo explained that it was the vision of Miami Alumnae Sue Henry which led to the creation of the pre-law program in 2007. Similar to TEAM and the pre-health program, pre-law is also a four year process, some aspects of which include; student advising, program advising, alumni interaction, university engagement, and courses in pre-law.

Recent law school acceptance rates were 95% overall for Miami graduates, with 19% of those graduates being accepted into top 25 law schools.

Ms. Vitullo's presentation is included as Attachment H.

Academic Affairs Written Reports

In addition to the presentations, an Academic Affairs "Good News" report is included as Attachment I.

Student Affairs Reports

Vice President for Student Affairs Update

Vice President for Student Affairs, Barb Jones, was in the process of transitioning to Boston College. Student Affairs was represented by Dr. Mike Curme, interim Dean of Students and Associate Vice President; and Dr. Scott Walter, Assistant Vice President for student Affairs. A Student Affairs update is included as Attachment J.

Wellness

Rebecca Baudry Young, Director of Student Wellness discussed addressing high student alcohol use. She explained that many factors contribute to student alcohol abuse, such as; long periods for free time, a widespread cultural belief that abuse is normal, availability, and enforcement efforts.

She articulated the prevention paradox – that only 20% of students are high risk drinkers, but 80% of resources are devoted to that 20%. In need of increased focus are the 60% of students who are moderate drinkers. Ms. Young explained that efforts to reach the 60% could include bystander action, engagement of the silent majority, internships, and student-led policy engagement. Such efforts require partnerships beyond the Wellness Office, such as; residence life, the local police, etc. Success in this area would be measured by changing minds, changing actions and changing outcomes.

Ms. Young also discussed many best practices, some of which Miami already includes; safe rides, RA training, a 21st birthday card, fake ID polices, engaging bar owners, peer engagement, Friday classes, and alcohol free options. She explained practices which are low cost and high impact are the actions of choice. She also shared that Alcohol edu demonstrated a strong desire for alcohol free activities, such as movie nights, and over 500 students indicated they would be willing to help plan such events. Miami once held “After Dark” events, but the \$100,000 annual cost proved prohibitive.

In discussion, reference was made to a prior initiative and report to address student alcohol abuse. The Committee requested a copy of this earlier report and any subsequent updates.

Having presented background and benchmarking information, Ms. Young will brief the Committee once again in September with actions to address the problem.

Ms. Young’s report and presentation are included as Attachment K.

Student Affairs Written Reports

In addition to the presentations, a Student Affairs “Good News” report is included as Attachment L.

Additional Written Reports

The following additional written reports were submitted for Committee review:

- Construction Update, Cody Powell, Associate Vice President for Facilities, Planning and Operations, Attachment M
- Advancement Update, Tom Herbert Vice President for Advancement, Attachment N

Adjournment

With no other business coming before the Committee, the Chair adjourned the meeting at 11:45 p.m.



Theodore O. Pickerill II
Secretary to the Board of Trustees



TO: Board of Trustees Academic/Student Affairs Committee
FROM: Dan Stewart
DATE: June 20, 2013

ASG Update

The Associated Student Government is very excited to start the 2013-2014 school year. With the Associated Student Government cabinet consisting of several returning members, as well as many new members, we represent diverse interests and are filled with innovative ideas. Saying this, we look forward to working in corroboration with every single one of you.

As for me in particular, my name is Dan Stewart, and I will serve as the Secretary for Academic Affairs in the 2013-2014 school year. I will be a sophomore Business Economics student, and was a student senator during my freshmen year serving on the Elections Committee and the Public Relations Committee.

When I ran for this position in the spring, I ran on a platform consisting of three points I will pursue during my tenure. My platform was as follows:

- **Restructuring academic advising**
 - Foster more contact with the faculty in a student's program of study
 - Eliminate the use of Dorm Advisors for Academic Advising
 - Pursue the implementation of an academic planning seminar
- **Reforming the role of the Living Learning Communities**
 - Reexamining the identity of the LLCs
 - Answering the question of "What are the current goals of the LLC program?"
And, "Have they been met?"
- **Effectively educating students about tutoring and other academic resources**
 - Improve advertisement regarding student resources (i.e., where can students go for tutoring?)
 - Encourage professors to provide student resource information to assist struggling students

For this position, I am a useful resource given that I just experienced the shortfalls and successes of these programs. Thus, I cannot wait to start the dialogue and address some of these issues. Let us make this a great year, and make incredible progress for Miami University.

For Love and Honor,

Dan Stewart
Secretary for Academic Affairs

**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

James Kiper, Chair

Steve Wyatt, Chair-elect

University Senate Website: www.muohio.edu/senate/

June 4, 2013

To: Members of Board of Trustees

From: James Kiper, Chair, Executive Committee of University Senate

Re: Recap 2012-2013 University Senate Actions

The following summarizes the 2012-2013 activities of University Senate.

- Curriculum
 - Reports from the Undergraduate Courses and Curriculum Committee included: 83 new courses, 43 revisions to existing courses, 3 new majors, 46 revisions to existing majors, 3 new minors, and 11 revisions to existing minors.
 - New Major
 - Biology, bachelor of arts and bachelor of science (SR 13-01, 9/10/2012).
 - Co-major, pre-medical studies (SR 13-05, 11/19/2012).
 - Co-major, comparative media studies (SR 13-29, 4/22/2013).
 - Name Changes.
 - School of Education, Health and Society – College of Education, Health and Society.
 - School of Creative Arts – College of Creative Arts.
 - School of Engineering and Applied Science – School or College of Engineering and Computing.
 - Department of Chemical and Paper Engineering – Department of Chemical, Paper and Biomedical Engineering.
 - Regional Campuses – School/College of Professional Studies and Applied Sciences.
 - Integrative Studies Program – Department of Integrative Studies
 - Criminal Justice Program – Department of Justice and Community Studies
 - Zoology MA, MS, PhD degrees change to biology (SR 13-27a, 4/22/2013).
 - Merged or transferred academic departments.
 - Departments of botany and zoology to create department of biology (SR 13-02, 9/24/2012).
 - Departments of business technology, computer and information technology, engineering technology, nursing to the academic department created on the regional campuses (SR 13-07, 02/11/2013)
 - Department of communication and journalism and film program merged to create department of media, journalism, and film (SR 13-08, 4/08/2013).
- Student Handbook
 - Chapter 4, Appeals, 2.4.A, University Appeals Board – Composition, no longer require that members be members of University Senate (SR 13-22, 04/15/2013).

June 4, 2013, Memo: Board of Trustees
Recap 2012-2013 University Senate Actions

- Graduate Handbook
 - Part 5, Graduate Faculty Information, Add lecturers and clinical faculty; and codifications (SR 13-04, 11/19/2012)
- Miami University Policy and Information Manual (MUPIM)
 - Section 16.13, Smoke-free environment to create a smoke-free and tobacco-free environment (SR 13-08, 4/08/2013) – corresponding changes to the *Student Handbook*.
 - Section 12.5, All-University Faculty Committee for Evaluation of Administrators, membership 3-year term to begin July 1; and revisions to the review schedule (SR 13-10, 4/08/2013 – corresponding changes to the *Enabling Act of University Senate and Faculty Assembly*).
 - Section 11.1.D, Curriculum, Deleting a course (SR 13-24, 4/15/2013).
 - Section 11, Curriculum, Ohio Board of Regents approval of new majors (SR 13-25, 4/15/2013).
 - Section 7, Evaluation, Promotion, and Tenure of the Instructional Staff (new evidence)(SR 13-28, 4/22/2013).
- Promotion & Tenure Guidelines for Dossier Preparation, 2011-2012
 - Detailed format for dossier core, teaching and academic advising – add assessment (SR 13-26, 04/15/2013).
- Revisions to the Academic Program Review Process
 - SR 13-06, 12/03/2012.
- Senate Documents
 - Bylaws of University Senate
 - Revisions to the composition of the following Senate committees (effective 7/2013)
 - Academic Policy Committee, SR 13-11
 - Academic Program Review, SR 13-12
 - Graduate Council, SR 13-13
 - Council for Undergraduate Curriculum, SR 13-14 (4/15/2013)
 - University Honors Program Advisory Committee, SR 13-15 (4/15/2013)
 - University Liberal Education Council, SR 13-16 (4/15/2013)
 - Faculty Research Committee, SR 13-17 (4/15/2013)
 - Committee for the Enhancement of Learning, Teaching, and University Assessment, SR 13-18 (4/15/2013)
 - Benefits Committee, SR 13-19 (4/15/2013)
 - Student Affairs Council, SR 13-20 (4/15/2013)
 - Dissolution of the Codification Committee, SR13-21, (4/15/2013)
- Proposals received on the Consent Calendar
 - *Miami Bulletin* (Admission for Graduate Students, Non-degree Status) and *Graduate Student Handbook*, Section 1.2.L, Graduate Academic Regulations, Registration, Policy Relating to Undergraduates Taking Graduate Courses (2/25/2013).
 - Courses offered in one division and carrying departmental prefixes (or subject codes) in another department (2/25/2013).
 - Digital Evaluation Implementation Committee recommendations (2/25/2013).
 - Comprehensive Undergraduate Research Plan (2/25/2013).
 - Dual Enrollments (2/25/2013).

June 4, 2013, Memo: Board of Trustees
Recap 2012-2013 University Senate Actions

- Course Repeat Policy (2/25/2013).
- Change in credit hours requirement for relocation (2/25/2013).
- Graduation requirements (2/25/2013).
- Prerequisite and co-requisite enrollment (2/25/2013).
- *Student Handbook*, Section 1.2.C.1, Adding/Dropping a Course (4/22/2013).
- Proposed action on remediation – free standards (4/22/2013).

- Miscellaneous
 - Procedures for Determining the Promotion/Tenure-initiating Unit and Academic Home Department of Faculty Assigned to the Regional Campuses (SR 13-23, Sense-of-the-Senate vote, 4/15/2013).

- Special Reports delivered to University Senate
 - Benefits Committee
 - Update on Miami Logo, Branding, and Domain Name
 - Miami 2020 Plan
 - Responsibility Centered Management
 - Fraternity and Sorority Life Update
 - Academic Integrity
 - Academic Calendar Implementation Update
 - Sustainability at Miami: FY 2012 Progress and Steps Ahead
 - Google Migration Update
 - Miami Plan Restructuring
 - Accreditation Update
 - The Interactive Future, An Overview of the Interactive Degree Audit
 - E-Learning Advisory Council
 - Global Initiatives, Reorganization: Imperatives and Opportunities
 - IT Classroom Support – Academic IT Planning Committee, Classroom Enhancements Council, and Niihka Advisory Committee.
 - Task Force for the Prevention of Sexual Assault
 - Regional Division Implementation Update
 - Academic Divisions’ Designation as College or School
 - Fiscal Priorities and Budget Planning Committee Annual Report.

cc: Bobby Gempesaw, Provost
Steve Wyatt, Chair-elect, 2012-2013 Executive Committee of University Senate

June 2013
Academic and Student Affairs

RESOLUTION R2013-xx

BE IT RESOLVED: that the Board of Trustees approves the recommendations from the President and Provost that the following individuals be awarded the appointment of Distinguished Professor effective with the 2013-2014 Academic Year:

Sheila Croucher
Distinguished Professor of American Studies

James T. Oris
Distinguished Professor of Zoology

June 2013
Academic and Student Affairs

RESOLUTION R2013-xx

WHEREAS, the title College and School are each used to refer to an academic division, and

WHEREAS, the use of each title, College and School, often varies by academic division, and

WHEREAS, University Senate has considered proposals from the Deans of several academic divisions to change the title from School to College,

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees hereby approves the following title changes:

The School of Creative Arts, is to be renamed the College of Creative Arts, and

The School of Education, Health and Society, is to be renamed the College of Education, Health and Society, and

The School of Engineering and Applied Science, is to be renamed the College of Engineering and Computing, and

BE IT FURTHER RESOLVED, that the Board of Trustees also approves the naming of the Regional Campus Division as the College of Professional Studies and Applied Sciences.

BE IT FURTHER RESOLVED, that the Provost shall establish and manage a process and timeline for the implementation of the title changes.

June 2013
Academic and Student Affairs

RESOLUTION R2013-xx

BE IT RESOLVED: that the Board of Trustees hereby approves the departmental title change from the Department of Chemical and Paper Engineering to the Department of Chemical, Paper and Biomedical Engineering, in the School of Engineering and Applied Science, effective with Academic Year 2013-2014.

June 2013
Academic and Student Affairs

RESOLUTION R2013-xx

WHEREAS, University Senate recommends the Department of Communication, and the Journalism and Film Programs be consolidated and named the Department of Media, Journalism, and Film, and

WHEREAS, the consolidation has the endorsement of the Provost and the President.

NOW, THEREFORE, BE IT RESOLVED: that the Department of Communication, the Journalism Program and the Film Program be consolidated into a department which the Board of Trustees hereby approves naming as the Department of Media, Journalism, and Film, within the College of Arts and Science, with the consolidation and naming to be fully implemented by the fall semester of the 2013-2014 academic year.

June 2013
Academic and Student Affairs

RESOLUTION R2013-xx

BE IT RESOLVED: that the Board of Trustees hereby approves the title change from the Criminal Justice Program to the Department of Justice and Community Studies, in the Regional Campus academic division, effective with Academic Year 2013-2014.

June 2013
Academic and Student Affairs

RESOLUTION R2013-xx

BE IT RESOLVED: that the Board of Trustees hereby approves the title change from the Integrative Studies Program to the Department of Integrative Studies, in the Regional Campus academic division, effective with Academic Year 2013-2014.

June 2013
Academic and Student Affairs

RESOLUTION R2013-xx

WHEREAS, the Department of Botany and the Department of Zoology are merging to become the Department of Biology; and

WHEREAS, University Senate has endorsed the Biology undergraduate major, and

WHEREAS, the Ohio Board of Regents had approved the creation of a Biology degree from the existing departmental resources of the Zoology and Botany majors, and

WHEREAS, University Senate has endorsed the name of the Zoology graduate majors (MA, MS, and PhD) be changed to Biology, and

WHEREAS, the Provost and the President endorse the name change to Biology for the Zoology graduate majors,

NOW, THEREFORE, BE IT RESOLVED: that the Board of Trustees hereby approves that the name for the Zoology graduate majors (MA, MS, PhD) be changed to Biology, effective with Academic Year 2013-2014.

June 2013
Academic and Student Affairs

RESOLUTION R2013-xx

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees hereby approves revisions to the *Miami University Policy and Information Manual*, Section 7, Evaluation, Promotion, and Tenure of the Instructional Staff, as set forth below:

7.8.A Candidate's Preparation of Tenure and Promotion Materials

Individuals in their final ~~probationary~~ of their probationary period and ~~those other~~ members of the instructional staff who wish to be considered for promotion are responsible for assembling and submitting a dossier of accomplishments and relevant supporting materials (the application) to their tenure initiating unit (TIU). Candidates may solicit suggestions from the head of the TIU (e.g., department chair or program director ~~(when appropriate)~~ as to appropriate materials. ~~A candidate may amend or supplement the application at any time prior to the submission of the application to the University Promotion and Tenure Committee. Once the dean has submitted the application to the University Promotion and Tenure Committee it may not be altered or supplemented.~~ The Promotion and Tenure Guidelines for Dossier Preparation are reviewed and approved each year by University Senate.

A candidate may amend or supplement the application at any time prior to the Dean's final recommendation (including reconsideration). Once the dean has made a final recommendation, the application may not be amended or supplemented. If the candidate elects to amend or supplement the application after the dossier has been forwarded from the TIU to the Dean for consideration, the Dean will share the amended/supplemented dossier with the TIU. The TIU may elect to amend, supplement, or reverse its recommendation based on the amended/supplemented application.

7.9 Rights of a Candidate Who Has Received a Negative Recommendation or Been Denied Tenure or Promotion

7.9.A Reconsideration

Within ten (10) working days of receipt of the written Statement of Reasons, the candidate may request, in writing, reconsideration by the individual or committee that rendered the negative recommendation. Reconsideration is on the merits of the case.

The candidate may respond, in writing, to the written Statement of Reasons prior to reconsideration. ~~The candidate may not alter his or her application or submit new evidence. "New evidence" includes accomplishments since the submission of the application and evidence of accomplishments not included in it.~~ The candidate's response to the written Statement of Reasons must be submitted no

later than ten (10) working days from the date of the request for reconsideration. Reconsideration shall be completed within ten (10) working days of the receipt of the candidate's response or, if no written response is given, within twenty (20) working days of the request for reconsideration.

A candidate who receives a positive recommendation upon reconsideration is notified as soon as possible. A candidate who receives a negative recommendation upon reconsideration is notified, in writing, with a Statement of Reasons for the negative recommendation. This written Statement of Reasons must be given no later than ten (10) working days from the date the negative recommendation is made. The original application, written Statement of Reasons for the negative recommendation, request for reconsideration, candidate's response to the written Statement of Reasons, and recommendation upon reconsideration, including the written Statement of Reasons, if any, become part of the record.

Enrollment Management Update

Board of Trustees
June 20, 2013

Michael S. Kabbaz, Office of Enrollment Management



MIAMI UNIVERSITY

Agenda

- OEM Mission Statement and FY14 Goals
- Enrollment Update: Fall 2013
- Loan Debt Update
- Enrollment Center Project Update

OEM Mission Statement

The Office of Enrollment Management is committed to creating and sustaining a culture of engaged University-wide partnerships to facilitate the design, implementation, and support of highly effective student-centric services. The Office embraces data-driven decision making to strategically lead and support the full student lifecycle from recruitment through graduation and beyond while optimizing University resources.

OEM Goal #1

Continue to Advance Enrollment Management's Functional Identity, Organization, and Culture at Miami

Lead the continued advancement of an enrollment management infrastructure and culture that embraces data-driven decision-making to strategically lead and support the University's multi-year enrollment planning and related student services, and effectively and efficiently execute the priorities of the University as outlined in the Miami 2020 Plan.

OEM Goal #2

Provide High Quality Services that are Efficient, Effective, and User Friendly that Support the University Community and Beyond

Enrollment management offices provide customer-centric support for faculty, staff, and university administrators through data and services that enable the University to accomplish its academic and administrative goals and objectives. Equally as important, these offices provide efficient, user-friendly, student-centric services that contribute to attracting, retaining, and graduating an academically-talented and increasingly diverse student body.

OEM Goal #3

Proactively Manage Undergraduate Enrollment Size and Composition

Meet all enrollment objectives while optimizing University resources and advancing the goals outlined in the Miami 2020 Plan.

OEM Goal #4

Enhance Miami's State, Regional, National, and International Reputation through Expanded and Integrated Marketing and Communication Efforts to Prospective Audiences

Aggressively personalize and customize all communication and marketing mediums and better leverage data to intentionally expand Miami's visibility and best leverage its core value propositions to prospective audiences and key influencers to meet its ambitious multi year enrollment and related student service goals.



ENROLLMENT UPDATE: FALL 2013

Fall 2013 Enrollment Goals

First-year Objectives:

- 3600 first-year target
 - Manage divisional capacity
 - Hold FSB enrollment @ approximately 800 first-year students
- Increase quality (ACT average)— SPTF
- Increase non-resident enrollment— SPTF
 - Non-resident domestic
 - International
- Increase ethnic/racial diversity— SPTF
- Improve yield— SPTF

Other Enrollment Objectives:

- Increase transfer enrollment— SPTF
- Increase ACE Program enrollment— SPTF/new priority
- Implement new TOP Program— new priority
- Manage financial aid budget

Fall 2013 – Application Status by Academic Division

	Applied				Admitted				Confirmed			
	2012	2013	Diff.	%	2012	2013	Diff.	%	2012	2013	Diff.	%
School of Engineering & Applied Science	2484	2982	498	20.0%	1815	2024	209	11.5%	417	444	27	6.5%
College of Arts & Science	8852	9408	556	6.3%	6487	6136	-351	-5.4%	1586	1402	-184	-11.6%
Farmer School of Business	5892	6825	933	15.8%	2930	3411	481	16.4%	822	944	122	14.8%
FSB/University Studies	0	0	0	0.0%	1349	1264	-85	-6.3%	443	385	-58	-13.1%
School of Education, Health & Society	2150	2392	242	11.3%	1520	1546	26	1.7%	426	411	-15	-3.5%
School of Creative Arts	923	913	-10	-1.1%	657	607	-50	-7.6%	200	177	-23	-11.5%
SCA/University Studies	0	0	0	0.0%	18	9	-9	-50.0%	4	1	-3	-75.0%
Total	20301	22520	2219	10.9%	14776	14997	221	1.5%	3898	3764	-134	-3.4%

Note: data are as of 5/23/2013

Fall 2013 – Application Status by Residency

	Applied				Admitted				Confirmed			
	2012	2013	Diff.	%	2012	2013	Diff.	%	2012	2013	Diff.	%
Non-resident	10993	12104	1111	10.1%	7790	7990	200	2.6%	1527	1494	-33	-2.2%
Domestic non-resident	8798	9815	1017	11.6%	6927	6927	0	0.0%	1368	1307	-61	-4.5%
International non-resident	2195	2289	94	4.3%	863	1063	200	23.2%	159	187	28	17.6%
Resident	9189	10296	1107	12.0%	6917	6948	31	0.4%	2369	2256	-113	-4.8%
Residency TBD	119	120	1	0.8%	69	59	-10	-14.5%	2	14	12	600.0%
Total	20301	22520	2219	10.9%	14776	14997	221	1.5%	3898	3764	-134	-3.4%

Note: data are as of 5/23/2013

Preliminary Key Quality Indicators – Fall 2013 vs. Fall 2012

ACT Average:

27.5 vs. 26.5, or a 1 point gain

Acceptance Rate:

66.6% vs. 72.8, or a 6.2% decrease

Students of Color:

13.3% vs. 12.6%, or a .7% gain

Non-Resident:

40.1% vs. 39.2%, or a .9% gain

Overall Yield:

25.1% vs. 26.3%, or a 1.2% decrease

	2012	2013	Diff
CAS	26.14	27.17	+1.03
FSB	28.04	28.49	+0.45
EHS	25.36	26.03	+0.67
EAS	27.34	28.75	+1.41
SCA	26.24	27.26	+1.02
Total	26.57	27.56	+0.98

Note: Domestic ACT average only

	2012	2013	Diff
CAS	24.80	23.30	-1.50
FSB	29.40	28.90	-0.50
EHS	28.10	26.70	-1.40
EAS	23.50	22.50	-1.00
SCA	32.20	29.80	-2.40
Total	26.90	25.70	-1.20

Note: Domestic yield only

Note: Data is year-to-date comparison through 5/23/2013

Other Enrollment Goals

American Culture and English (ACE) Program

Fall 2013 – Enrollment goal is 75-100 first-year students

- 108 confirmed students, or a 100% YTD increase versus fall 2012

Transfers

Fall 2013 – Enrollment goal is 250 transfer students

- 168 confirmed students, or a 27.3% YTD increase versus fall 2012

Note: data as of 5/23/2013

TOP Overview

- The Oxford Pathway (TOP) cohort program is a short-term and intensive learning program for students who reside within driving distance (50 miles or less) of the regional campuses.
- TOP is for local students with solid academic records who have been placed on the wait list to the selective Oxford campus.
- Students admitted into TOP enroll in regional campus classes during the fall semester and Oxford campus classes during the spring semester.
- Spring 2014 – Enrollment goal is 30 first-year Oxford students
 - 610 students offered TOP
 - 64 students have expressed interest
 - 35 confirmations to date

University Academic Scholars Program

Offers by Designation

Total Students	502
Creative Arts Scholars	50
EHS Leadership Scholars	68
Engineering and Applied Science Scholars	105
Farmer School of Business Scholars	140
Law and Public Policy Scholars	34
Premedical Scholars	67
University Sustainability Scholars	38

UASP Student Profile

Average ACT Score (SAT Converted)	31.33
Average GPA	4.09
Average HS Curriculum	17
Non-Resident	44%
Female	51%
Domestic Students of Color	38%
Bridges Participants	14%
First-Generation	17%

Note: Data are as of 5/23/2013

University Academic Scholars Program

UASP Designation	Target	Max	Offers	Enrolls
Creative Arts Scholars	5-15	20	50	21
EHS Leadership Scholars	15	20	68	16
Engineering and Applied Science Scholars	15-20	25	105	34
Farmer School of Business Scholars	25-35	37	140	50
Law and Public Policy Scholars	5-10	15	34	14
Premedical Scholars	10-15	20	67	21
University Sustainability Scholars	7-8	10	38	11
Totals	82-118	147	502	167

As a cohort, the enrolled Scholars represent 18 states, have an average ACT composite score of 31.2, an average GPA of 4.04, and an average curriculum score of 17. More than 38% of the Scholars are domestic students of color.

Note: Data are as of 5/23/2013



QUESTIONS?

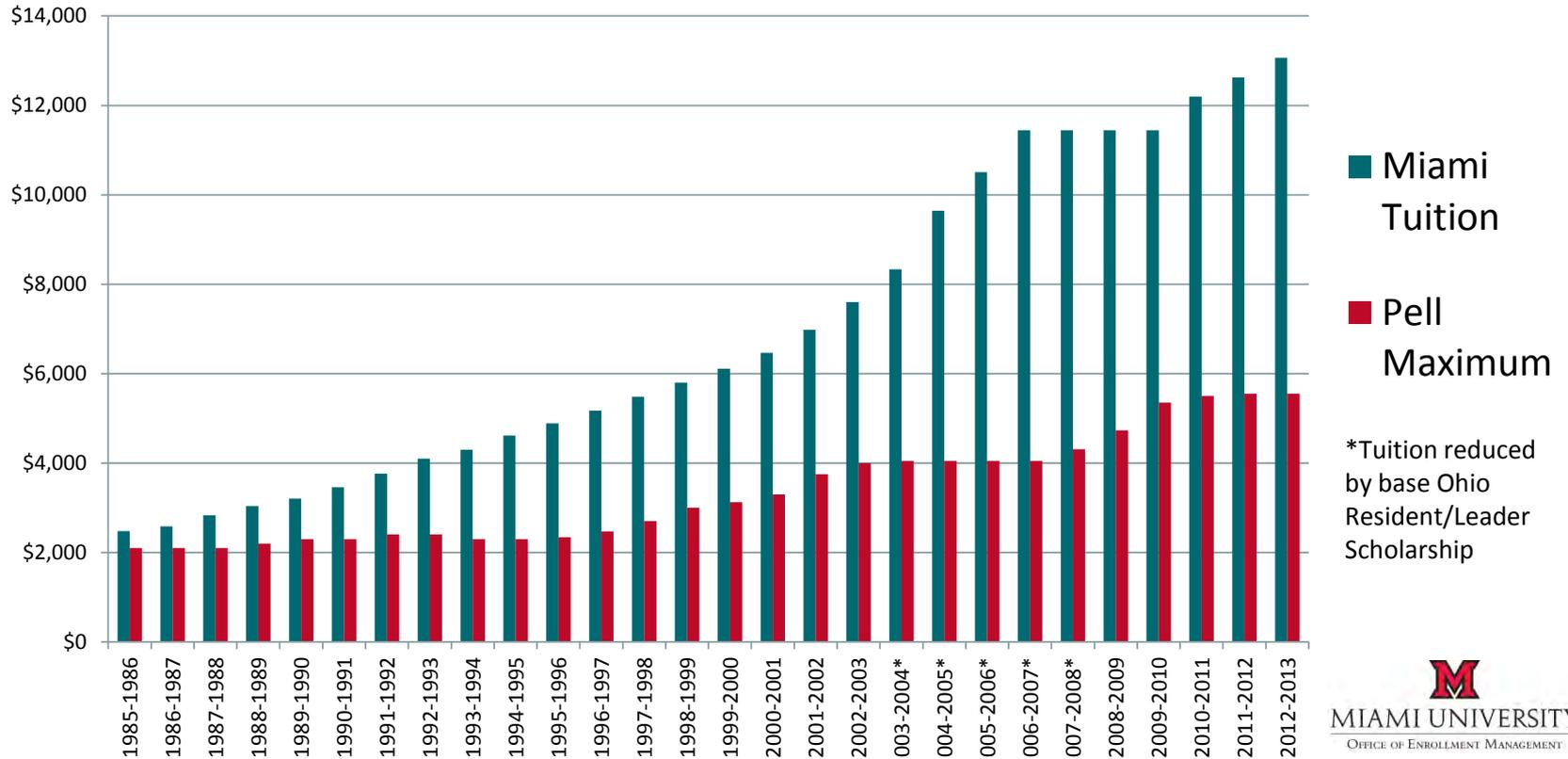


LOAN DEBT UPDATE

Key Factors Driving Student Loan Debt

- Institutional Net Cost
 - Merit
 - Need-based
 - Federal funding
- Family Financial Circumstances
 - Actual need
 - Perceived need
- Loan Rates
- Economy
 - Investment portfolios
 - Housing equity
- Federal Borrowing Limits
- Student College Attendance Growth

Pell Grant Coverage Relative to Miami's Tuition & Fees



Tuition Costs: Competition Set (2012-13)

Rank	College	Cost
1	University of Dayton	\$34,134
2	Pennsylvania State University	\$15,562
3	Michigan State University	\$13,800
4	University of Michigan	\$13,625
5	Miami University	\$13,067
6	University of Illinois	\$11,636
7	University of Cincinnati	\$10,784
8	The Ohio State University	\$10,037
9	Indiana University	\$10,034
10	Ohio University	\$10,282
11	Purdue University	\$9,900

Source: Institutional websites/Common Data Set

Student Debt: Ohio Schools (2011-12)

Rank	College Name	Debt	% Who Borrow	+ / - (2010-11)
1	Bowling Green State U*	\$33,803	80%	n/a
2	Kent State University	\$31,954	76%	\$2,112
3	University of Cincinnati	\$30,078	69%	\$2,485
4	Wright State University	\$28,349	83%	\$1,230
5	University of Toledo	\$27,927	72%	\$-511
6	Miami University	\$27,817	55%	\$639
7	Ohio University	\$27,060	67%	\$151
8	The Ohio State University	\$26,409	59%	\$1,569
9	Cleveland State University	\$24,346	57%	\$5,147
10	University of Akron	\$23,392	72%	\$1,296

- Nationally, the average debt is \$26,600 (2011)
- In 2011, Ohio ranks 7th in the country in student loan debt (\$28,683)

*2011 data; Source: Common Data Set; www.projectonstudentdebt.org

Student Debt: Competition Set (2011-12)

Rank	College Name	Debt	% Who Borrow	+ / - (10-11)
1	University of Dayton	\$40,628	62%	\$4,297
2	Pennsylvania State University	\$35,100	66%	\$1,570
3	University of Cincinnati	\$30,078	69%	\$2,485
4	Indiana University	\$28,769	52%	\$335
5	Miami University	\$27,817	55%	\$639
6	University of Michigan	\$27,815	44%	\$171
7	Purdue University	\$27,798	54%	\$512
8	Ohio University	\$27,060	67%	\$151
9	The Ohio State University	\$26,409	59%	\$1,569
10	Michigan State University	\$24,987	46%	\$1,262
11	University of Illinois	\$24,657	52%	\$1,682

Source: Common Data Set; www.projectonstudentdebt.org

Need-Based Funding: Competition Set (2012-13)

Rank	College	Avg. Grant
1	University of Dayton	\$24,112
2	University of Michigan	\$13,107
3	Purdue University	\$12,620
4	University of Illinois	\$12,549
5	Indiana University	\$10,920
6	Michigan State University	\$9,685
7	The Ohio State University	\$9,404
8	Miami University	\$7,326
9	Pennsylvania State University	\$6,655
10	University of Cincinnati	\$6,292
11	Ohio University	\$6,197

Note: Average need-based award to first-time, full-time freshmen

Key Demographics: Miami Borrowers

ACT Range	Average Loan Debt	Monthly Payment
26 & Higher	\$25,995	\$299
25 & Lower	\$27,882	\$321

High School GPA	Average Loan Debt
4.0 & Above	\$25,322
3.5 to 3.99	\$27,398
3.0 to 3.49	\$27,662
2.5 to 2.99	\$32,222
2.0 to 2.49	\$35,410

Average Debt: \$27,817



MIAMI UNIVERSITY
OFFICE OF ENROLLMENT MANAGEMENT

Note: Loan repayment calculated using finaid.org; assumes 10 year term

Key Demographics: Miami Borrowers

Academic Division	Average Loan Debt	Average Family Income	Monthly Payment
School of Fine Arts	\$31,806	\$91,504	\$366
School of Engineering & Applied Science	\$29,413	\$66,340	\$338
College of Arts and Science	\$29,075	\$103,660	\$335
Education, Health & Society	\$28,655	\$84,865	\$330
Farmer School of Business	\$24,667	\$122,973	\$284

Miami GPA	Average Loan Debt
3.5 to 4.0	\$25,090
3.0 to 3.49	\$26,507
2.5 to 2.99	\$30,554
2.0 to 2.49	\$31,856

Average Debt: \$27,817

Key Demographics: Miami Borrowers

Ethnicity (Federal Description)	Average Loan Debt	Average Family Income	Monthly Payment
Unknown	\$28,883	\$79,936	\$332
White	\$28,032	\$99,712	\$323
Black or African American	\$27,697	\$48,511	\$319
Asian	\$26,329	\$70,558	\$303
Hispanic/Latino	\$23,032	\$90,435	\$265
American Indian or Alaska Native	\$21,415	\$92,234	\$246

Residency	Average Loan Debt	Average Family Income
Non-Resident	\$29,810	\$151,787
Resident	\$27,475	\$86,256

Average Debt: \$27,817



QUESTIONS?



ENROLLMENT CENTER UPDATE

Miami University – “One Stop” Past

The Past (prior to 1995)

- Students were expected to walk around campus to multiple buildings to access service offices
- Acceptable business practices included a wait time of 5-7 business days for processing requests and transferring students between offices
- Business transactions were all paper based



Miami University – “One Stop” Present



The Present

- In 1995 Admission, Bursar, Registrar and Student Financial Assistance were relocated to the Campus Avenue Building (CAB)
- These student services remain located in CAB as separate offices
- Processes still include a waiting period for requests and transferring paperwork/students between offices.

Miami University – “One Stop” The Future

The Enrollment Center (EC)

- The Enrollment Center will become a virtual service initiative for all students, faculty, and staff supported by a physical space where best in class customer service is provided on a 24/7 basis to meet the growing business needs and demands of the current and changing student populations across the entire University.
- This dramatically improved service capability will positively impact student satisfaction, increase retention, lower the cost of delivery, and over time, become one, of many, selling points in the recruitment of new Miami students.
- The EC is a LEAN project that will change the service culture at Miami by providing better and easier to find information through the myMiami portal and by replacing manual, paper-intensive processes with automated, on-line applications.

Enrollment Center Timeline

• Spring 2011

- Accenture recommended implementation of a service center that would serve as a single delivery point for various services performed in the offices of the Bursar, Registrar, and Student Financial Assistance

• Fall 2011/Spring 2012

- The Enrollment Center project began

• Fall 2012

- Shared service opportunities, automation of manual processes, and portal projects identified and prioritized into development phases

Enrollment Center Timeline (cont'd)

- **Summer 2013**

- Phase 1.1

- Portal projects (July 1 completion)

- View financial aid requirements
 - View/accept/print financial aid award
 - View status of financial aid on alert dashboard
 - Report enrollment
 - Report outside awards
 - View real-time bill/make payment/arrange a payment plan through TMS (replacing CashNet)
 - Single sign-on to PNC for refunds
 - Apply the course repeat policy

- Automations in development

- Add/drop through photo roster/department application – expected to reduce manual processing 85% from 89,576 transactions per year to 9,471
 - On-line change of program – expected to reduce manual processing 90% from 37,653 per year to 4,000
 - On-line grade changes – expected to reduce manual processing 75% from 809 per year to under 200

Enrollment Center Timeline (cont'd)

- **Spring 2014**

- Phase 1.2
 - Virtual/web consolidation of support services

- **Summer 2014**

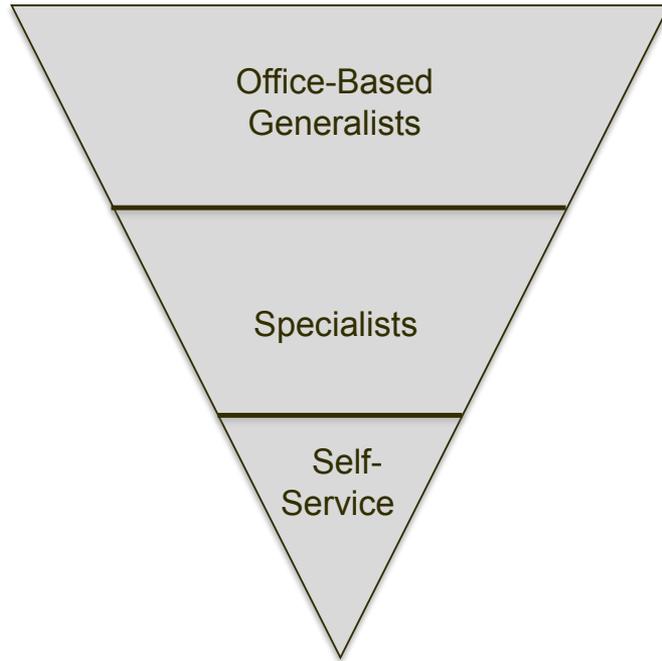
- Phase 2
 - Centralized Call Center (Bursar, Registrar, Student Financial Assistance)

- **Spring 2015 (TBD funding)**

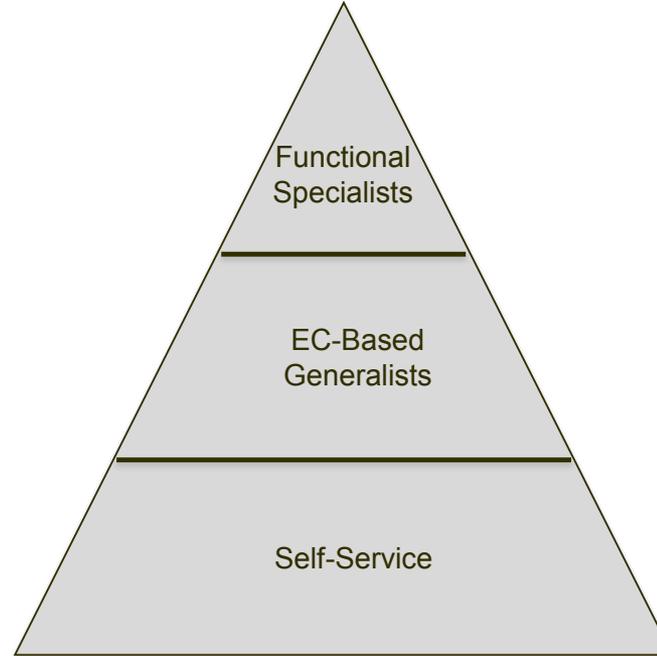
- Phase 3
 - Brick and mortar (conversion to physical space)

Enrollment Center Model

Current Service Model (X 3)



Future Service Model



Enrollment Center Service Delivery Structure

Student self-service:

- Consolidated and accessible 24/7 through the myMiami portal for students and families
- Confirm enrollment, view financial aid, register for courses, pay bill
- Eliminate paper transactions through automation

Phone/on-line chat based student services:

- Provided by highly cross-trained, professional level staff housed in the Enrollment Center or outsourced to a business which specializes in this type of service for universities

Brick and mortar based student services:

- Provided at all campuses by highly cross-trained, professional level staff
- Supported by the core student services offices when highest level expertise and intervention are required for problem resolution

Enrollment Center Success Metrics

Enrollment Center plan calls for achieving a web/phone/in-person service mix of 90/8/2 by Fall 2015:

- 90% of transactions successfully accomplished virtually through on-line applications embedded in the student/faculty/staff portal;
- 8% of transactions handled by the physical Enrollment Center front-line staff;
- 2% of transactions handled by experts in the core offices.

Enrollment Center Success Metrics (cont'd)

Other Key Success Metrics:

- Deliver annual customer service ratings of 4.0 or greater (out of 5) for the Enrollment Center and for each of the key processes by fall 2015
- Proactively and systemically alleviate routine student service issues to achieve a first to second year retention rate improvement of 1% by fall 2015

Enrollment Center Considerations

- Financial resources
 - Permanent funding for the Enrollment Center has not been identified
- Staffing model
 - Identifying and cutting \$500,000 in staff salary (\$250,000 in FY2013 and \$250,000 in FY2014) while still trying to determine staffing model/needs of the Enrollment Center
- Technology
 - Significant dependence on dedicated IT resources
- Physical location
 - Location and design of brick and mortar services have not been identified



QUESTIONS?

**Academic and Student Affairs Committee
Board of Trustees
June 20, 2013**

Summary: Miami's pre-professional advising and mentoring programs

Currently, there are three major professional pathways in place or being developed by faculty and staff in the College of Arts and Science (CAS): (1) The Pre-Med Program; (2) The Pre-Law Program and (3) Professional Pathways for the liberal arts student (TEAM). These programs are administered within the CAS, but both the Pre-Med and Pre-Law Programs are offered to all Miami students. The TEAM program is being developed to specifically focus on students in the liberal arts. Professional development of liberal arts students was one of the major initiatives in the CAS during academic year 2012-13, with a continuing commitment planned for the upcoming academic year and beyond.

Our goals are to:

- (i) ***organize and identify our current curriculum*** to help students understand learning outcomes and the skills they acquire, appreciate the value of those skills and learn how to present those skills to achieve their professional goals. We are achieving these goals with very minor changes to the curriculum, typically just adding a seminar course or two. Both the Pre-Med and Pre-Law Programs introduced a first year seminar course in fall, 2012. These seminars provide valuable information to students at the start of their academic training and help them assess if medicine or law is really the path they should follow. In fall, 2013, the CAS will offer another first year seminar course that will focus on linking the liberal arts to professions.
- (ii) ***develop co-curricular programs that support professional development.*** Starting in fall, 2013 a new *Living Learning Community (LLC)* will be offered to incoming first year students (see attached). In addition, both Pre-Law and Pre-Med have *University Scholars (US)* students entering in fall, 2013. Beyond curricular offerings, there are unique opportunities available to these LLC and US students.
- (iii) ***provide strong advising and mentoring.*** **Faculty advisors, professional advisors** in the programs and in the CAS Advising Office play critical roles in guiding these students. Additionally, **residence life advisors** offer socio-emotional support and guidance on the transition to college. **Alumni** involvement, both advisory to the program and through networking with students, is emphasized and is an important feature of these programs.
- (iv) ***provide opportunities for experiential learning through preceptorships, internships,*** etc. Collaboration with alumni is an important component of these programs, as is collaboration with Career Services.

The liberal arts are invaluable paths to many professions. These programs help students understand and navigate the paths, and they directly address the goals and objectives of the 2020 plan Unifying Goal, Learning and Discovery, and Foundation Goal 3, Effective Partnerships and Outreach, through focus on a defined curriculum, experiential learning opportunities and strong advising and mentoring. Through strong mentoring and advising, these programs also help to meet the objectives of 2020 plan Foundation Goal 2, Inclusive Culture and Global Engagement. Finally, the academic units contribute substantially to Foundation Goal 1, Transformational Work Environment, because the work environment is built around our academic programs.



Compass

Let your journey begin

Join a unique community of students who are actively discovering their interests, exploring possible majors and charting their career path.

Students living in the Compass LLC are enrolled in a seminar-style class taught in their residence hall. Topics include:

- Adjustment to college
- Self-reflection
- Building community
- Interaction with alumni speakers
- Perspectives on academic and career paths

The Compass LLC is designed to spur self-examination and to help students pursue a meaningful academic experience and career goal.

For Course Credit:

WST 110: Introduction to Contemporary Topics (one credit). Topic: "Focused Exploration and College Success." This seminar style course is taught by Individualized Studies: Western Program faculty and Student Affairs staff.



MIAMI UNIVERSITY
COLLEGE OF ARTS AND SCIENCE

Professional Development of Liberal Arts Students

Academic and Student Affairs Committee
Miami University Board of Trustees

June 20,2013



MIAMI UNIVERSITY

Professional Development

Key Features

- Organize and identify critical skills acquired from the *current curriculum* and link those skills to professions
 - Emphasis on liberal arts
- Collaborative, integrated advising
- Career Services
- Alumni involvement



MIAMI UNIVERSITY

The Executive Advising and Mentoring (TEAM) Program

Goals: Provide experiences that emphasize the relevance and value of a liberal arts education
Improve retention in the CAS

1st Year Exploration & Discovery

Curriculum

- Explore Majors
- Highlight Competencies
- Construct future curriculum
- 100 Level Seminar Class

Co-Curricular

- Compass LLC
- **Career Services**
- Identify interests/strengths through activities

Applied Experiences

- **Alumni Engagement**
 - *Meaningful* networking
 - Explore internships
 - Research possibilities

2nd Year Pathways

Curriculum

- Focus in specific area(s)
- Strengthen and deepen competencies
- CAS 201 (to be developed)

Co-Curricular

- **Career Services**
- *Focused, significant* participation in activities

Applied Experiences

- **Alumni Engagement**
 - *Meaningful* networking
 - Internships
 - Research

3rd Year Preparation

Curriculum

- Deepen focus in specific area(s)
- Strengthen and deepen competencies
- CAS 301 Seminar (pilot)

Co-Curricular

- **Career Services**
- *Focused, significant* participation in activities

Applied Experiences

- **Alumni Engagement**
 - Internships
 - Research

4th Year Placement

Curriculum

- 400 Level Capstone

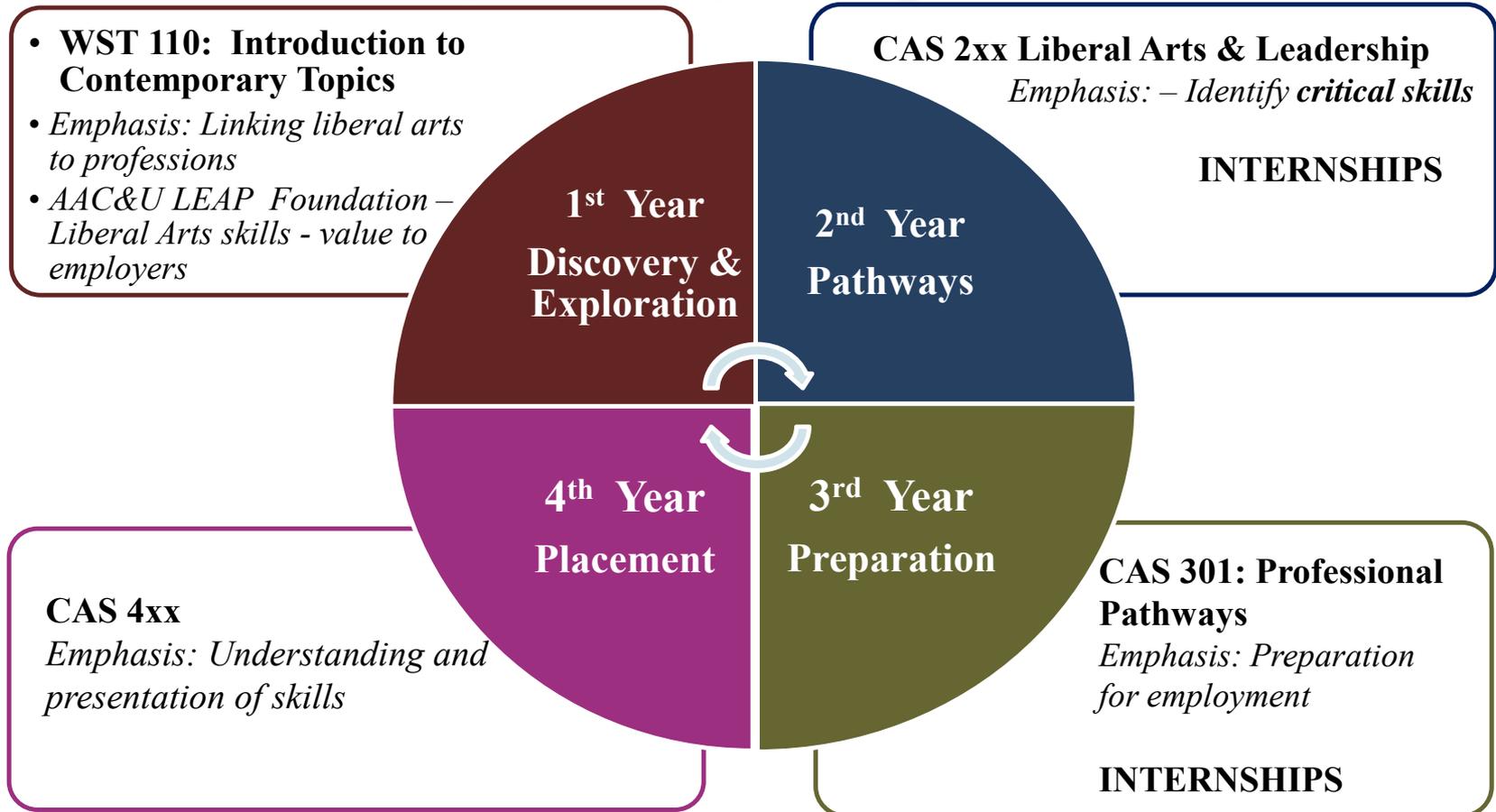
Co-Curricular

- **Career Services**
- *Focused, significant* participation in activities

Applied Experiences

- **Alumni Engagement**
 - Permanent Position

The Executive Advising and Mentoring (TEAM) Program



MIAMI UNIVERSITY

The Executive Advising and Mentoring (TEAM) Program

1st Year Focus - Discovery & Exploration

WST 110: Introduction to Contemporary Topics

Emphasis: – Linking the liberal arts to professions

AAC&U – LEAP Foundation – Liberal Arts skills and value to employers

Challenges and life circumstances (developmental psychology)

Liberal arts education as a foundation for life-long learning

Liberal arts education and diverse career paths

Majors and minors – acquiring transferable skills

Problem solving differs by discipline

Understanding and valuing diverse perspectives

Cooperative and collaborative learning

Interdisciplinary and multidisciplinary learning

Breadth and depth

Values of service learning

Constructing and planning future curriculum

Alumni guests/partners



MIAMI UNIVERSITY

The Executive Advising and Mentoring (TEAM) Program

2nd Year Focus: Pathways

CAS 2XX Liberal Arts and Leadership (in development)

*Emphasis: – Identify **critical skills** acquired by liberal arts*

Writing Competency and Quantitative Literacy requirements (Fall, 2013)

Curriculum:

Cultural Competence, Global Studies, etc.

Characteristics identified by employers & how liberal arts develop them:

Meaningful and visionary leadership

Strategic/analytic thinker

Agility

Creative/innovative

Flexible/adaptive

Ability to build good relationships

Ability to organize/prioritize

INTERNSHIPS

Alumni

Career Services



The Executive Advising and Mentoring (TEAM) Program

3rd Year Focus: Preparation

CAS 301: Professional Pathways for A&S Students

Emphasis: Preparation for employment

Introductions and Expectations: Building a Roadmap to Career Success

Core Skills/Competencies and Application of Core Skills (Alumni)

Problem solving/critical thinking

Communication and Networking

Leadership

Professional ethics and integrity

Career Services and Planning

Building a resume and interview skills

Mock Interviews, resume evaluation



MIAMI UNIVERSITY

The Executive Advising and Mentoring (TEAM) Program

4th Year: Placement

CAS 4XX – in development

Emphasis: Understanding and presenting skills to potential employers

- Students will have an accurate appraisal of their skills



MIAMI UNIVERSITY

Pathways to Professions: Healthcare

The Thomas H. Mallory and David F. Wilson
Center for Healthcare Education

A comprehensive
Prehealth Advising Center



MIAMI UNIVERSITY

Mallory-Wilson Center

Mission

To provide the resources, information, and support that enable students to determine their professional goals and develop a comprehensive plan to achieve those goals



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Mallory-Wilson Center

Organization

Alumni
Board of Directors



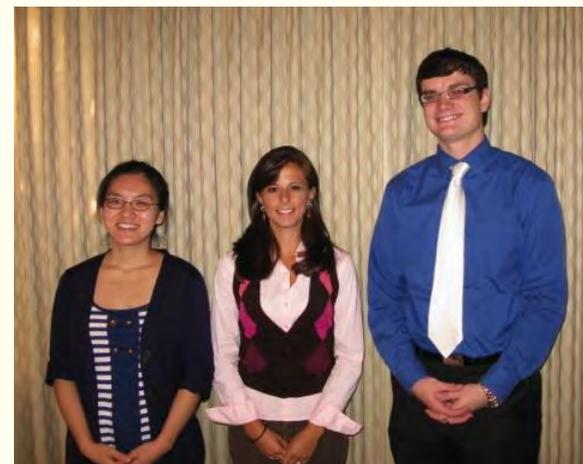
Student
Advisory Board



Director

Assistant Director

Master Program Associate



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Mallory-Wilson Center

Program Components

- Student Advising
- Scholarships/Awards
- College and University Engagement
- Alumni engagement



MIAMI UNIVERSITY

Mallory-Wilson Center

Student Advising

- Prehealth Advisor



- Faculty Prehealth Advisory Committee

- Student Organizations
- Mallory-Wilson Center Premedical LLC



Mallory-Wilson Center

Student Advising

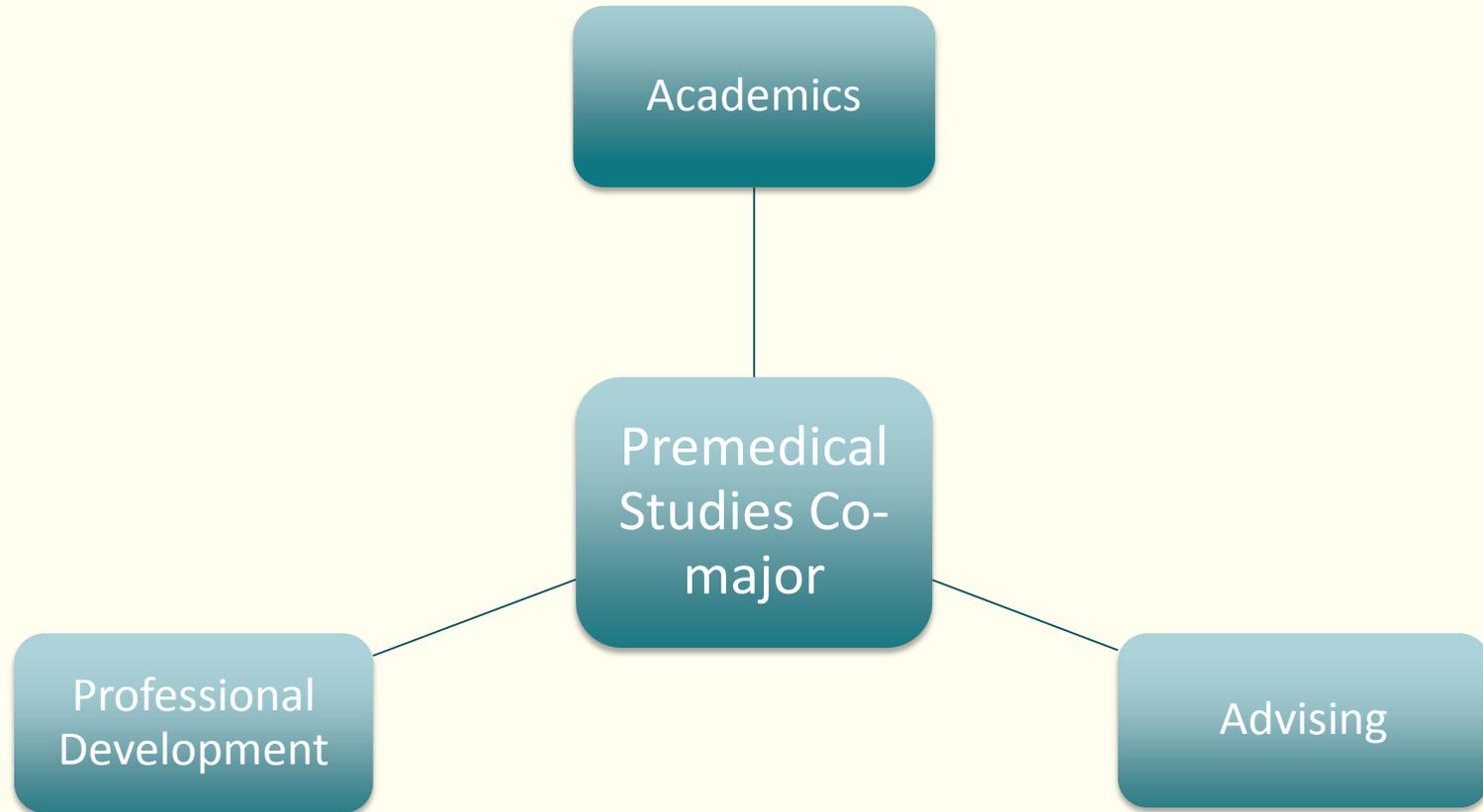
Academic

- Premedical Studies Co-major
- Premedical Scholars Program
- Miami/NEOMED Partnership
 - Healthcare in a diverse and ageing society: Explorations in Primary Care



MIAMI UNIVERSITY

Premedical Studies Co-major

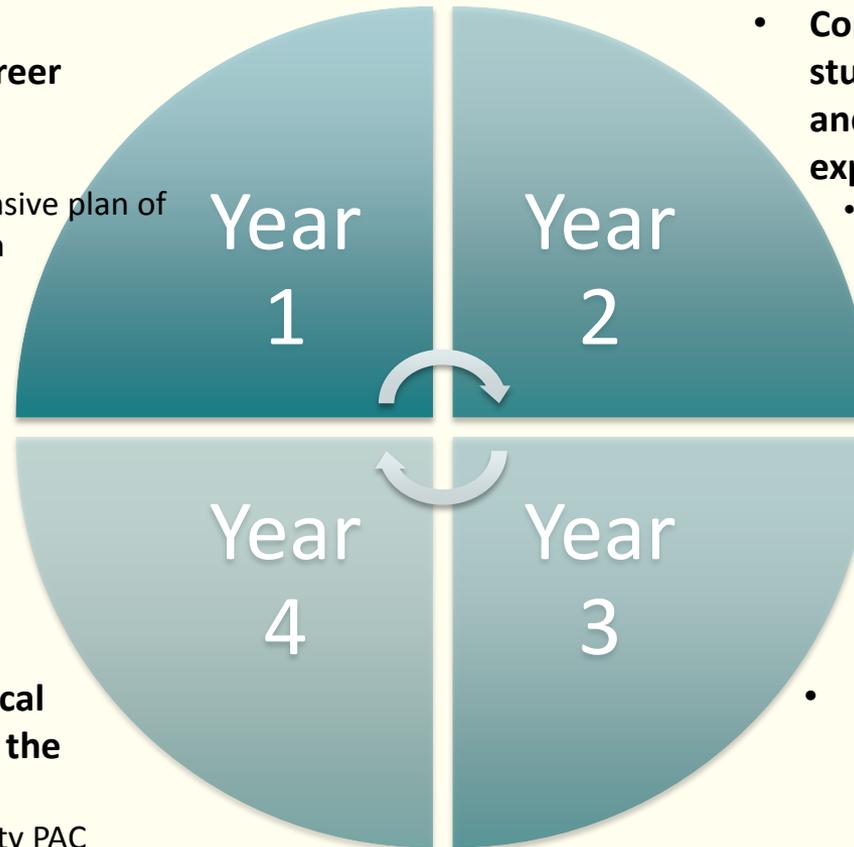


MIAMI UNIVERSITY

Premedical Studies Co-major

- **Initiating premedical studies/Exploring career opportunities**

- PMD 101
 - Comprehensive plan of preparation
- Prehealth advisor



- **Continuing premedical studies/Exploring the field and gaining medical experience**

- Prehealth & faculty PAC Advisors

- **Completing premedical studies/Planning for the future**

- Prehealth & faculty PAC advisors

- **Preparing the application/Exploring the field and gaining medical experience**

- PMD 301
 - Mock application
 - Mock interview
- Prehealth & faculty PAC advisors



MIAMI UNIVERSITY

Mallory-Wilson Center

Student Advising

Experiential

- Preceptorships
 - Traditional
 - Extended
 - AIP/Miami partnership

Informational

- Symposia
- Bio 400 Capstone Seminar
- Student organization programming



MIAMI UNIVERSITY

Mallory-Wilson Center

Scholarships/Awards

- Scholarships (>\$80,000 annually)
- Outstanding Premedical Student
- Messenger Loans



MIAMI UNIVERSITY

Mallory-Wilson Center

Alumni Engagement

- Preceptorship Programs
- Speakers
 - Symposia
 - Bio 400 Capstone Seminar
 - Student organizations
- Alumni Board of Directors



MIAMI UNIVERSITY

Mallory-Wilson Center

College and University Engagement

Office of Admissions

- Premedical Scholars
- Open house
- Red Carpet Day
- Bridges
- Discover the Sciences
- Make it Miami
- Meetings with prospective students

New Student Programs

- Orientation
- Welcome Week
- Mallory-Wilson LLC kickoff
- Exploring Majors Fair

Academic Affairs

- Faculty Prehealth Advisory Committee
- Premedical Scholars
- Miami/NEOMED Partnership
- Symposia/PMD courses
- Honors Program

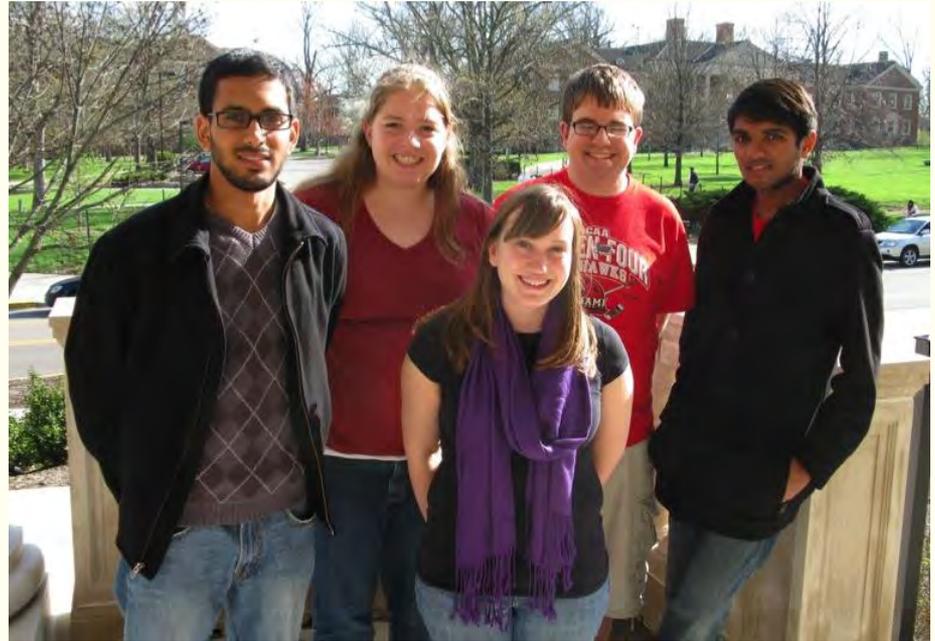


MIAMI UNIVERSITY

Mallory-Wilson Center

Student Success

- ~70 students placed into medical school each year
- 63% Miami Admission Rate
- 46% National Admission Rate
- 80% Miami Admission Rate for students with 3.2 gpa and average MCAT



MIAMI UNIVERSITY

Pathways to Professions: Healthcare

The Thomas H. Mallory and David F. Wilson
Center for Healthcare Education

A comprehensive
Prehealth Advising Center

Thank you

Questions?



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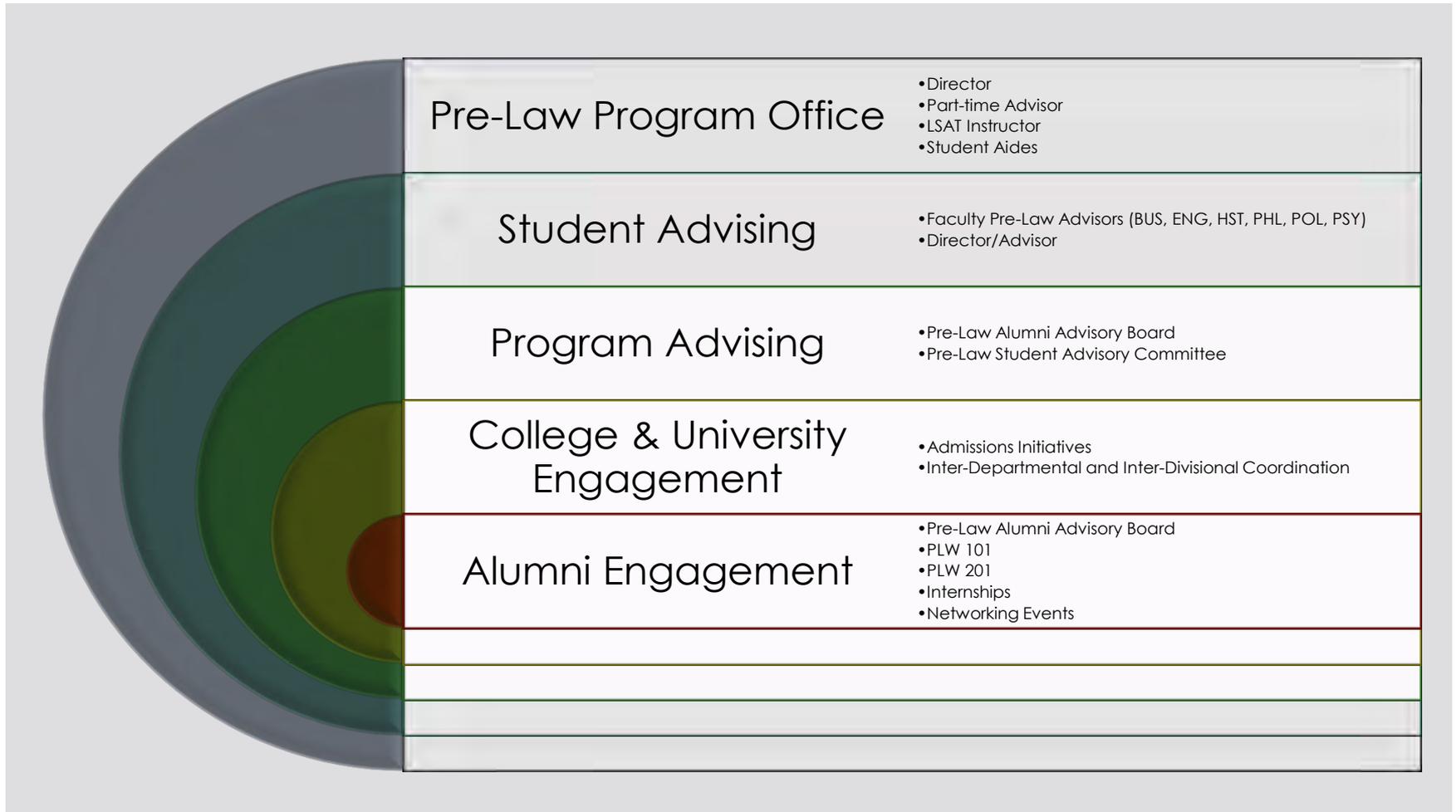
MIAMI UNIVERSITY

MIAMI UNIVERSITY PRE-LAW PROGRAM

MARIA P. VITULLO, ESQ.
DIRECTOR, PRE-LAW PROGRAM

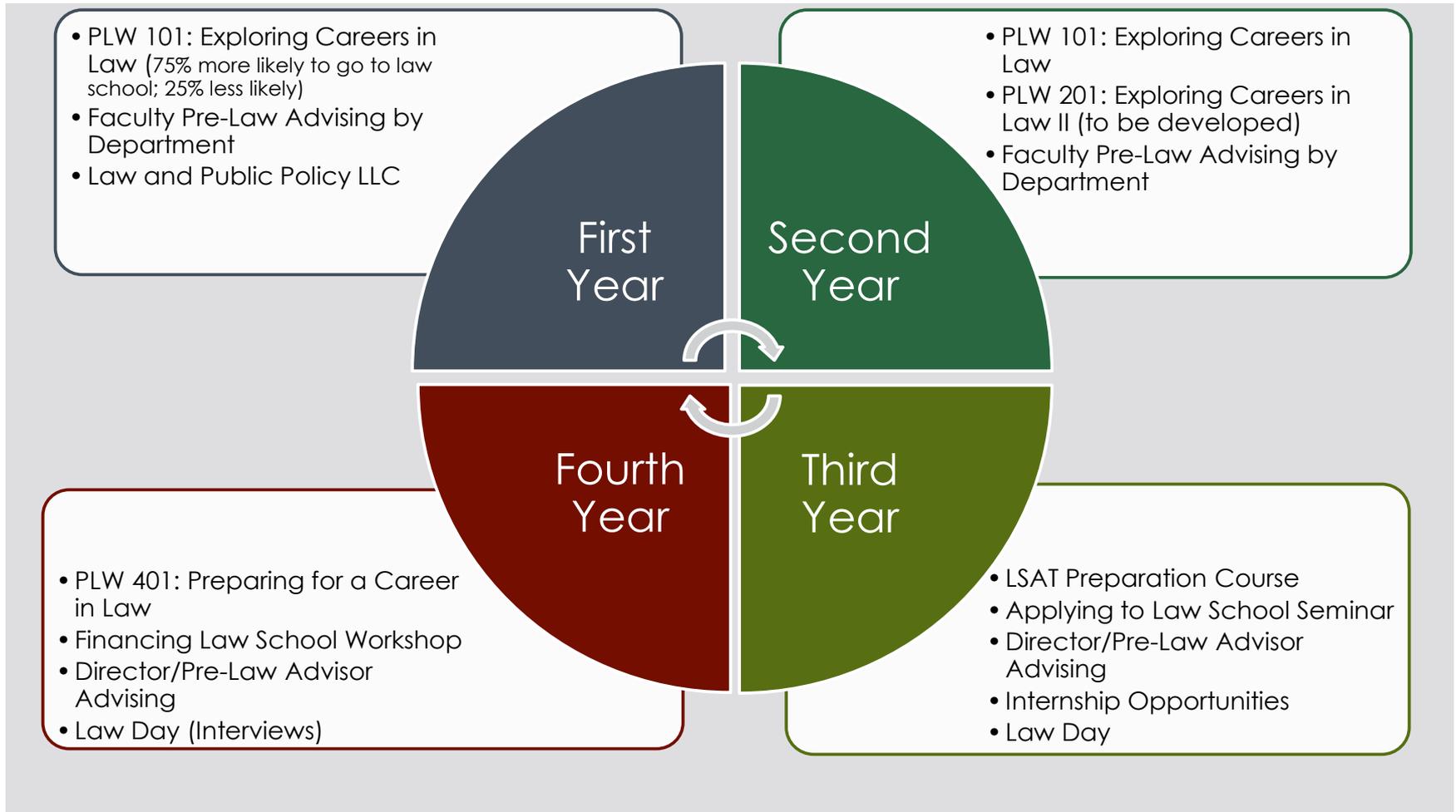
JUNE 20, 2013

PROGRAM COMPONENTS



STUDENT ADVISING

(EDUCATING, EXPOSING AND EQUIPPING)



PROGRAM ADVISING

■ Pre-Law Alumni Advisory Board

- 15 attorneys
- Diverse backgrounds
- Geographically diverse
- Meet twice a year
- Financially support
- Advice on all aspects of Program
- Provide student mentoring/internship opportunities

■ Pre-Law Student Advisory Committee

- 8-12 students
- Diverse majors
- Meets bi-monthly
- Attend pre-law programming events
- Advice on student programming events
- Assist with Program events, initiatives

COLLEGE & UNIVERSITY ENGAGEMENT

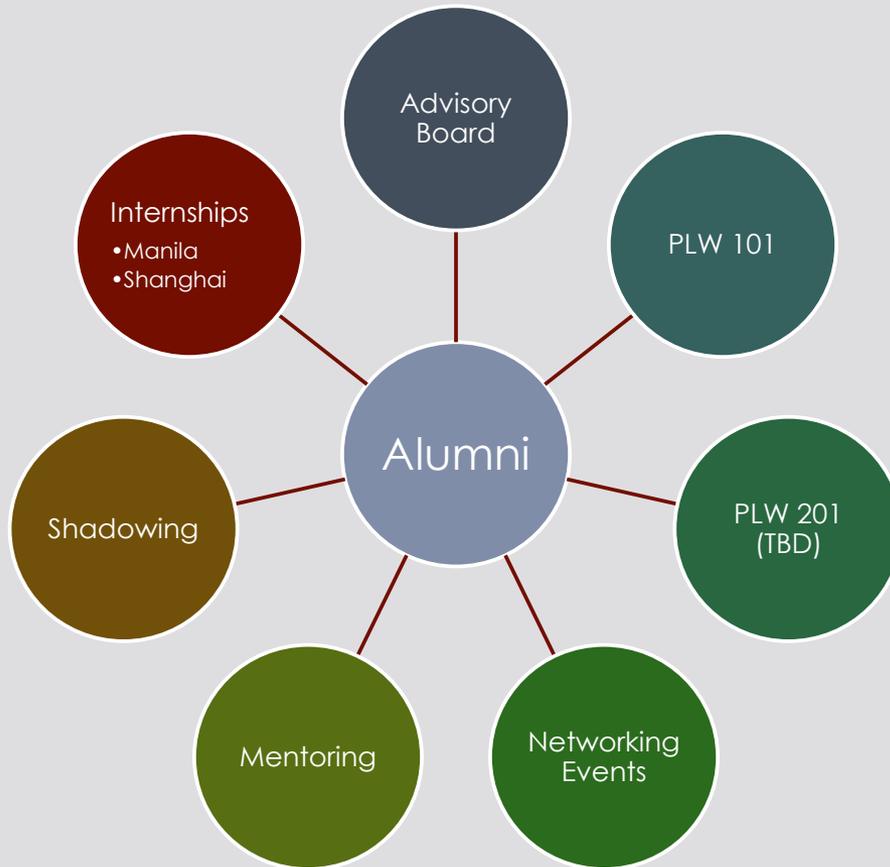
Office of Admission

- Law and Public Policy Scholars
- Welcome Week
- Bridges Program
- Red Carpet Events
- Open Houses
- Make It Miami
- Prospective Student Meetings

Divisional/Departmental Coordination

- CAS Pre-Law Advisors (ENG, HST, PHL, POL, PSY)
- FSB Pre-Law Advisors
- Mock Trial (FSB)
- Inside Washington (COM)
- Summer Business Institute (FSB)
- Career Services

ALUMNI ENGAGEMENT



2011-2012 APPLICATION CYCLE

- 95% of senior applicants admitted (94/99), compared to 84% national acceptance rate
- Average GPA: 3.36 (compared to 3.37 nationally)
- Average LSAT: 156.9 (70th Percentile)(compared to 154.4 nationally)
- 19% of seniors admitted to Top 25 law schools
 - Profile: Average highest LSAT: 164.9
Average GPA: 3.76
- 32% of seniors admitted to Tier 1 law schools
 - Profile: Average highest LSAT: 163.7
Average GPA: 3.71
- 53% of seniors admitted to Tier 2 law schools
 - Profile: Average highest LSAT: 160.2
Average GPA: 3.51

2012 SENIOR MATRICULATION

- 89% of accepted seniors matriculated (84/94):
 - 10 seniors (11.9%) matriculated to a Top 25 law school;
 - 23 seniors (27.4%) matriculated to a Tier 1 law school
 - 18 seniors (21.4%) matriculated to a Tier 2 law school

- Senior Matriculation by Volume (based on 73 reported)
 - OSU(8)(ranked 36)
 - Cleveland Marshall (7) (ranked 119)
 - Akron (4) (ranked 119)
 - Capital (4) (RNP)
 - Cincinnati (4) (ranked 80)
 - Loyola (4) (ranked 76)
 - DePaul (3) (ranked 109)
 - St. Thomas (3) (ranked 124)
 - Toledo (3) (RNP)
 - Boston University (2) (ranked 29)
 - Dayton (2) (RNP)
 - Notre Dame (2) (ranked 23)
 - Alabama (ranked 21); Brooklyn (ranked 80); Case Western (ranked 68); Catholic (ranked 80); Charlotte (RNP); University of Chicago (ranked 4); Chicago-Kent (ranked 68); Columbia (ranked 4); Emory (ranked 23); Georgetown (ranked 14); Illinois (ranked 47); Indiana (ranked 25); Indiana-McKinney (ranked 98); John Marshall (RNP); Louisville (ranked 68); Northern Kentucky (RNP); Northwestern (ranked 12); Ohio Northern (RNP); Pennsylvania (ranked 7); Penn State (ranked 64); Pittsburgh (ranked 91); Richmond (ranked 53); Saint Louis (ranked 102); Tennessee (ranked 61); Valparaiso (RNP); Washington & Lee (ranked 26); William & Mary (ranked 33).

Good News from Academic Affairs

April 2013 – June 2013

Sally Lloyd to receive Benjamin Harrison Medallion

04/10/2013

Sally Lloyd, who has served in numerous academic and administrative roles since joining Miami in 1990, will receive Miami University's prestigious Benjamin Harrison Medallion during the May 10 commencement ceremony. The announcement was made during faculty assembly April 10.

Miami Mock Trial eighth in nation

04/16/2013

The Miami University James Lewis Family Mock Trial program team placed eighth in the nation at the 2013 American Mock Trial Association National Championship Tournament held in Washington, D.C., April 12-14. The team is part of the top three percent of collegiate mock trial programs in the country.

Two Miami students receive NSF Graduate Research Fellowships

04/17/2013

Jillian Epstein, a senior chemical engineering major at Miami University, and Kristyn Shreve, a master's student in environmental science, have been awarded fellowships from the National Science Foundation's (NSF) Graduate Research Fellowship Program.

They are two of 2,000 students nationwide (out of 13,000 who applied) to receive the award which recognizes and supports outstanding graduate students who are pursuing research-based master's and doctoral degrees in fields within NSF's mission.

P. Renee Baernstein receives Distinguished Teaching Award

04/18/2013

P. Renee Baernstein, associate professor of history at Miami University, received the 2013 Distinguished Teaching Award from the Ohio Academy of History at its annual meeting earlier this month. The award recognizes faculty in mid- or late-career who have demonstrated a sustained commitment to teaching and service in Ohio.

Miami junior receives national Beinecke Scholarship

04/22/2013

Miami University junior Brian Sopher is one of 20 college students nationwide to receive the 2013 Beinecke Scholarship, a national fellowship for students who plan to pursue graduate studies in the arts, humanities or social sciences.

David Tierney named Sigma Xi Researcher of the Year

04/23/2013

David Tierney, associate professor of chemistry and biochemistry, has been named Miami University's Sigma Xi Researcher of the Year for 2013.

Miami to form office of research for undergraduates

04/25/2013

Miami University has announced plans for a new office of research for undergraduates that will coordinate research activity by undergraduates across the university and market programs to current and prospective students.

Seniors receive President's Distinguished Service Award

04/25/2013

The Miami University President's Distinguished Service Award was presented to 13 graduating seniors for their contributions to the campus, the greater community and to higher education.

Goldman Prize winner to study and create energy narratives, promote sustainable energy use

04/29/2013

Miami University senior Allison McGillivray, recipient of the \$34,000 Joanna Jackson Goldman Memorial Prize, will spend a year after graduation pursuing her passion to become a writer-activist through the study and creation of energy narratives.

Miami University enrolls talented and diverse class of 2017

05/02/2013

Following a record number of applications, Miami University's accepted class of 2017 is shaping up to be the most impressive in the university's history.

More than 22,500 students had applied for fall 2013 admission, up nearly 11 percent from the previous year. As of the May 1 confirmation deadline, the number of first-year students confirming their enrollment to Miami surpassed the university's goal of 3,600. Currently, 3,752 students are committed to attending Miami in the fall.

Miami and Northeast Ohio Medical University together create MD Pathway Program

05/09/2013

Miami University and the Northeast Ohio Medical University (NEOMED) have established the Miami-NEOMED Baccalaureate to MD Pathway Program to identify and support future medical school students starting in their middle and high school years.

Miami artists part of Ohio Designer Craftsmen's "The Best of 2013" exhibition

05/14/2013

Artwork by Susan Ewing, associate dean of the School of Creative Arts and Miami University Distinguished Professor of Art, and Geoff Riggle, visiting assistant professor of art, has been selected for the Ohio Designer Craftsmen's "Best of 2013" exhibition at the Ohio Craft Museum in Columbus. The exhibition runs through June 23.

Student Affairs Update
Dean of Students
June 2013

1. Office of Diversity Affairs (ODA)

The Office of Diversity Affairs in conjunction with the Center for American and World Cultures sponsored a lecture by Dr. Khalil Gibran Muhammad in February. **His topic was** “The Challenge of Historical Illiteracy in the Age of Mass Incarceration.” In addition, Dr. Terrell L. Strayhorn spoke in April to approximately 170 students, faculty, and staff **on the topic of** “Living While Black: Real Talk about Race and Social Progress in the US.”

ODA sponsored two special graduation events in the month of May. Lavender Graduation, the annual celebration of and retrospective for Miami LGBTQA graduates, was celebrated on Sunday, May 6. This year, the event received strong support from the 1809 LGBT Alumni, who come back to join the celebration. At the event 12 graduates were honored, and over 50 people came to participate and share in some rainbow cake. The Horizon Celebration was held on Saturday, May 11. Family members and friends, faculty, and staff were invited to the event to honor the achievements of undergraduate and graduate multicultural and international students. The name HORIZON signifies the new beginnings, opportunities, and challenges facing our students at the dawn of their professional lives. Three undergraduate students gave reflections on the topic **“How has your Miami experience prepared you for a global society?”** The keynote speech given by Cheryl Young, Assistant Provost for Global Education Initiatives, and a reflection given by 2012 Miami alum Tenechia Lockhart focused on global education. Each graduating student was recognized personally for his/her academic achievement, and each was presented with a certificate and a gift from the Office of Diversity Affairs. Approximately 300 persons attended the event honoring 60 students. In advance of the event, the graduates were asked to give a written response to the question **“How have the programs and/or services of the Office of Diversity Affairs impacted your experience at Miami?”** The following are a few responses:

The ODA, has served as an advocate on my behalf as a student of color. The line of communication that they extend to students here, has given me numerous opportunities to broaden my horizons and have new experiences. The office has served as a great resource during my four years of undergrad. As, I do appreciate their services they have aided me and guided my success here at Miami.

The Office of Diversity Affairs is the sole reason as to why I decided to attend Miami University. Their programs that advocate for diversity have helped me to see the bigger picture when I was one of few diverse students on a predominantly white campus. They provided me with educational programs regarding networking, money management, study habits, career goals, etc. They also provided me with a plethora of resources that I could utilize under any condition. I have gained mentors that I will have for a lifetime.

The programs and services offered by the ODA have allowed me to explore and understand my culture at a deeper level and learn to appreciate my heritage. I've also had the opportunity to share in the other cultures of others.

2. Office of Residence Life

Three residence halls, two new (Etheridge (231 beds) and Maplestreet Station (90 beds)) and one new dining facility (Maplestreet Station, with 7 restaurant venues) will come online in the fall. Bishop Hall (92 beds) will also come back online after a year-long renovation. Anderson and McFarland Halls go offline for renovation in 2013-14. Porter and Scott Halls will be first year halls in 2013-14, while Etheridge, Maplestreet, and Bishop will house upper-class students. Construction continues on the three new halls on Western Drive, along with the new dining facility there. Western Drive will be open for move-in on August 22, 2013.

Three new Living Learning Communities will open in first year halls in fall 2013:

- (1) Guys in Engineering and Computing (GiEC, a name which the students wanted), is open to men with interest in and studying the fields of engineering and computing.
- (2) **Innovation, Design Thinking, Creativity, “which will explore and develop abilities we all have to find creative and innovative problems through design thinking”**. Thirty of the students in this LLC will take SCA111 as a required course [enrollment capped by faculty member].
- (3) Compass (which is a merging of Invent your Major and Inquiry & Discovery LLCs from 2012-13) is designed to spur self-examination, which will culminate in direction and the intentional pursuit of a meaningful academic experience and career goal. This LLC will include University Studies students who opted for the Explore Miami LLC as a choice on their housing contract. All students in this LLC will take WST110 and ENG111 as a cohort.

The three New LLCs for 2nd year students are detailed in section 5 below.

3. Division of Student Affairs Masculinities Committee

The Division of Student Affairs Masculinities Committee recently hosted the National Conference on College Men. This conference brought over 85 students, faculty, and staff from across the country to Miami for three days of intense education and engagement surrounding issues facing male students on college campuses.

4. Orientation

This year, we anticipate over 9,800 students and family members to attend one of our 16 summer orientation sessions between June 4 and July 3. To date, 3,271 domestic, first-year students (91%) are currently registered for summer orientation; we're following up with the 311 students who have not yet registered for a summer session. We're ahead of last year with respect to the percentage of first-years registered for a summer session; last year at this time, about 80% of domestic first-year students were registered for a summer session. Students who cannot attend a summer session will be able to attend August Orientation (August 21-22).

Changes to/improvements in the orientation program this summer include:

- The start of the first day of summer orientation will begin one hour later this year to allow for easier travel for those driving in from surrounding areas.
- We have added a session during our Academic Exploration time where students and family members can connect with advisers and learn more about the pre-medical co-major
- We have added an evening social for parents and guests, sponsored by Alumni Affairs and the Development Office.

- This year, students have the option to submit their Miami ID photos online, and pick up their ID photos at orientation (those who do not submit a photo in advance can still have a photo taken and receive their ID at orientation).

5. Second Year Programs

Mike O'Neal, the director of Second Year Programs, will be coordinating a Faculty Learning Community through CELTUA during the 2013-14 academic year that is focused on the developmental needs of second year students at Miami. There are 10 individuals signed up for this FLC, representing student and academic affairs as well as representatives from the regional campuses.

Participation in the second year living learning communities for 2013-14 has seen an increase in the number of students who initiated their own community. We have a record number of groups and students: 9 groups, 148 students. In related LLC news:

- **The new LLC “Meaning and Purpose (MAP)”** is supported by the Ford Initiative and has 13 students in the community next year.
- Another unique second year living learning community is the Outdoor Leadership, which is an extension of the first year LLC and focused on providing additional leadership experience for students in this area. Fourteen students are signed up for this LLC. This LLC is a partnership between ORL, SYP, and Outdoor Pursuits.
- Second Year Programs and Residence Life worked with the Wilks Leadership Institute to create a second year LLC that is open to anyone interested in leadership development. There are 27 residents signed up for this community.

6. Rinella Learning Center (RLC)

The Rinella Center conducted a successful search to fill three academic coordinator positions. The new staff is as follows:

- Chastity Dittman, with a masters from Miami University
- Golden Fannin, with a masters from Ohio University and is ABD
- Jeremy Harmon, with a masters from Virginia Tech

The Center will also be transitioning to a new electronic system (Tutor Trac) in support of its Tutorial Assistance Program to facilitate the student registration and access to tutoring services. The Center continues to serve about 6,000 Miami undergraduate students a year through its various programs and services. We offered about 14,500 hours of tutoring and supplemental instruction this year. We also proctored 1,678 exams for students with disabilities.

Presentation to the Board of Trustees

June 20, 2013

Office of Student Wellness

The Office of Student Wellness uses the Social Ecological Model to address alcohol prevention. This model is endorsed as ‘best practices’ in the field by the National Institute of Alcohol Abuse and Alcoholism, the National Institutes of Health, The Center for Disease Control and Prevention, among many others. This framework suggests that individual choices are influenced by physical, social, legal and economic environment in which we live, work and play. Research in the area of alcohol prevention on college campuses have found that strong emphases on environmental prevention has the most success in decreasing rates of high-risk drinking behaviors. A research team at Everfi conducted an exhaustive analysis of research to examine effectiveness of prevention strategies. In 2011, The Office of Student Wellness completed a diagnostic tool (See Addendum A) to review which strategies were already in place and how they compared to the Everfi research.

Alcohol Free Options/Events continues to prove to be an effective, evidenced-based strategy to reduce high risk drinking behaviors. Examples of other schools that have seen success with this approach include Penn State, Marquette University, West Virginia University, San Diego State University, University of Michigan, and North Dakota State University. Miami University also engaged in this strategy during 2000-2009. Miami University’s evaluation data shows that the events were highly attended and reduced the perception that the social atmosphere on campus promotes alcohol use.

Between the years 2000-2009, the Office of Student Wellness (then Office of Health Education) had the resources and staff to support this and other programming. The Office included a Director, Assistant Director, 1.5 coordinators, and an administrative assistant. There was a budget of \$100,000 exclusively for Alcohol Free Events that was originally funded through a federal grant. That grant expired in 2009. Currently the Office of Student Wellness has two full time staff, the Director and Assistant Director, and employs students as Peer Educators for programming needs. The salary for the Assistant Director is funded through fees paid by students for sanction classes facilitated by the Office of Student Wellness.

Alcohol Edu for College serves as a population based strategy for first year students as a component of Miami University’s Comprehensive Plan to Address High Risk Drinking. It was discovered that first year students had varying degrees of education and knowledge about alcohol as they entered college.

AlcoholEdu for College:

1. “levels the playing field”- so students come into this environment with the same knowledge
2. Gives them a common language to talk about alcohol and high risk drinking
3. Prompts students to think about what kinds of decisions they want to make (beginning to move through stages of change i.e. pre-contemplative to contemplative)
4. Promotes data driven decision making within the Office of Student Wellness to prepare for programming needs of students.
5. Has proven efficacy (See Addendum B)

AlcoholEdu is a Population-Level Prevention program that is designed to be given to an entire population of students, such as our entering first-year class. This method creates a learning experience that:

- Motivates behavior change
- Resets unrealistic expectations about the effects of alcohol
- Links choices about drinking to academic and personal success
- Helps students practice safer decision-making
- Engages students to create a healthier campus community

For a course demo, click here: <http://www.outsidetheclassroom.com/solutions/higher-education/alcoholedu-for-college/course-demo.aspx> Access to Miami’s AlcoholEdu course will be available starting July 1, 2013.

The data we get from AlcoholEdu each year helps illustrate what types of student drinking behaviors existed before arriving to campus, thus helping to determine the types of programming and strategies Miami should have in place to offer students. Looking at the percent of high-risk drinkers, for example, over a span of nine years helps us to see how our students compare to national trends over the same amount of time. This data also helps to demonstrate a need for programming, education, and resources. Most importantly, it sets the tone for incoming students and sends the message that Miami University has certain expectations for their students.

When Miami University was named a party school in August 2012 by the Princeton Review, it was no doubt a blemish on our reputation. It also illustrated the delicate relationship between a town and university. Many other universities and city leaders have collaborated on environmental strategies to change a drinking culture among students. Those that were most successful targeted access of alcohol in bars, alcohol outlet density, partnering with landlords, and enforcement by local and university police.

Another effective strategy is to start communicating the university’s expectations around alcohol use during recruitment. Messaging must be clear, frequent, and consistent. Targeting parents can be very helpful so that they understand the university’s expectations and to help them set expectations with their students. Roger Williams University has integrated many messages and expectations into communications with parents.

When these expectations are not met, it is important to have meaningful consequences that help a student develop. Educational sanctions are preferred to arbitrary punishments. The fee for a Miami University alcohol sanction class for a first time offender is \$150. For a second offence, a student will be mandated to undergo a substance abuse assessment through the Student Counseling Center with a \$250 fee. A third offence will result in suspension. Other impactful consequences could include

- Ineligible for Study Abroad opportunities for a limited time
- Loss of Off-Campus House exemption
- “Semester Sit-Out” from intramurals, school trips, extracurricular activities
- “Benched” – Coaches may have consequences for players.
- Ineligible for leadership positions – RA, SOULS, ASG

However, for these consequences to be meaningful to students, they must be enforced consistently and predictably. Currently, these possible consequences are determined on a case-by-case basis.

As the Office of Student Wellness moves forward, we look to strengthen our partnerships with the Miami and Oxford community. We also want to broaden our programming to include a more holistic approach to wellness. Students with strong connections to campus, that are involved in healthy relationships, engage in meaningful reflection, and are knowledgeable about accessing resources, will make healthy and responsible decisions, not only about alcohol use, but also in regards to the world around them.

Presentation to the Miami University Board of Trustees

June 20, 2013

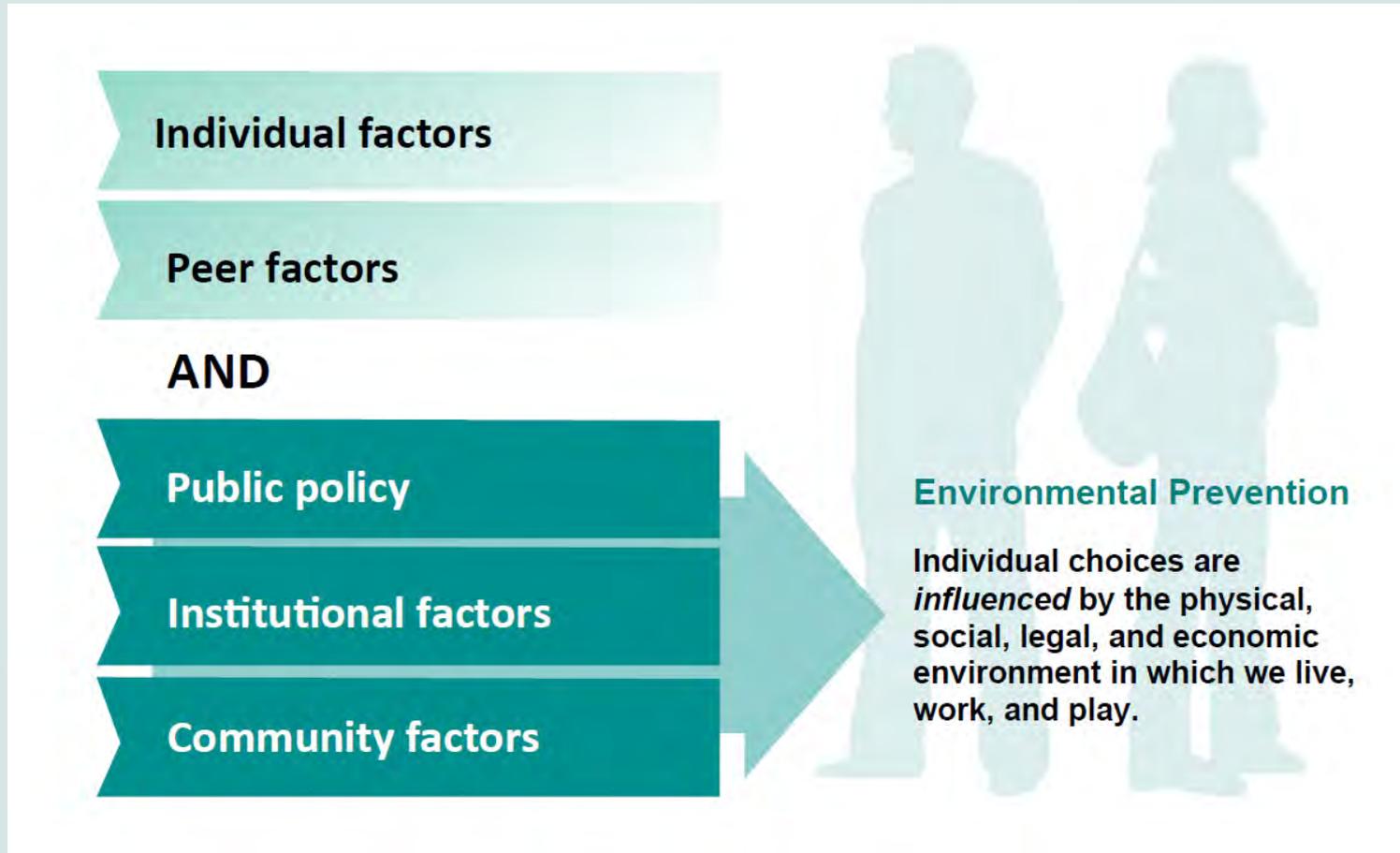
Rebecca Baudry Young
Office of Student Wellness

What Works?

Principles of Effective Prevention

- ✓ **Environmental, public-health approach**
- ✓ **Comprehensive efforts addressing both high-risk groups and campus-wide efforts**
- ✓ **Evidence-based, best-practice strategies**
- ✓ **Coalition-based efforts with broad support**

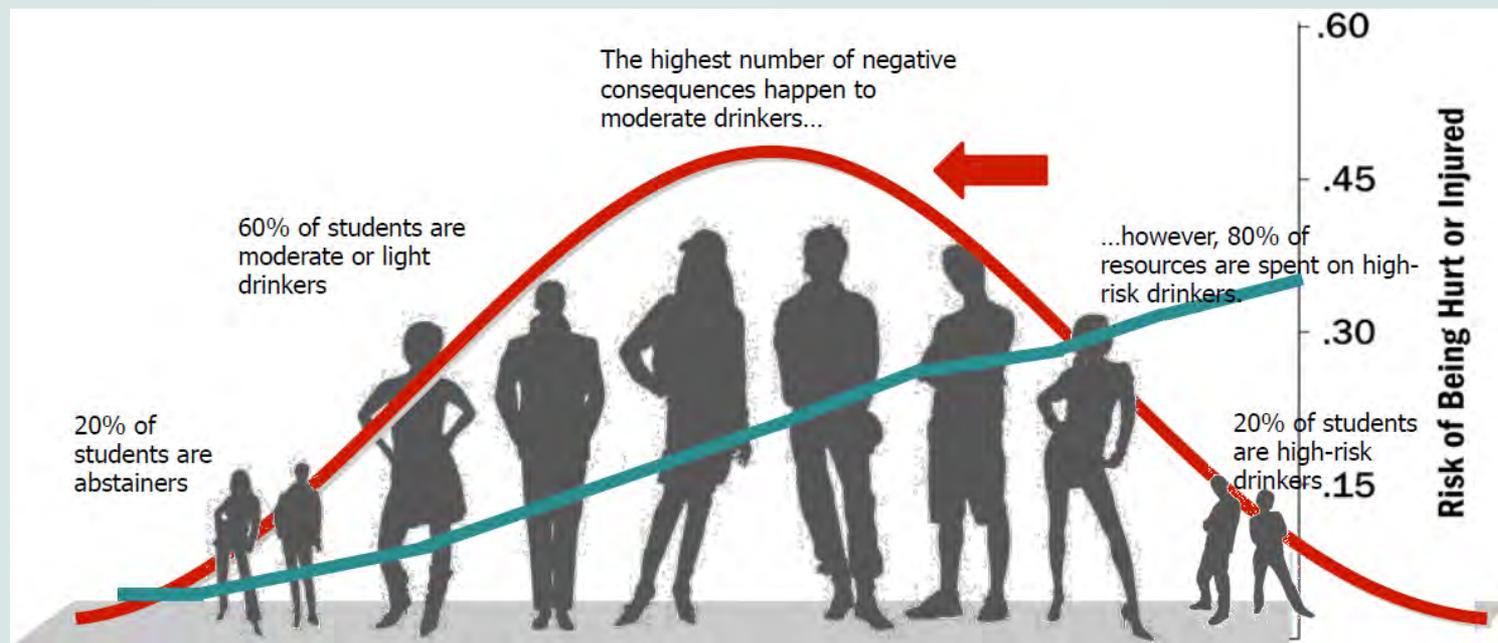
Ecological Framework for Alcohol Prevention on College Campuses



Addressing High-Risk Collegiate Alcohol Use Through Environmental Prevention

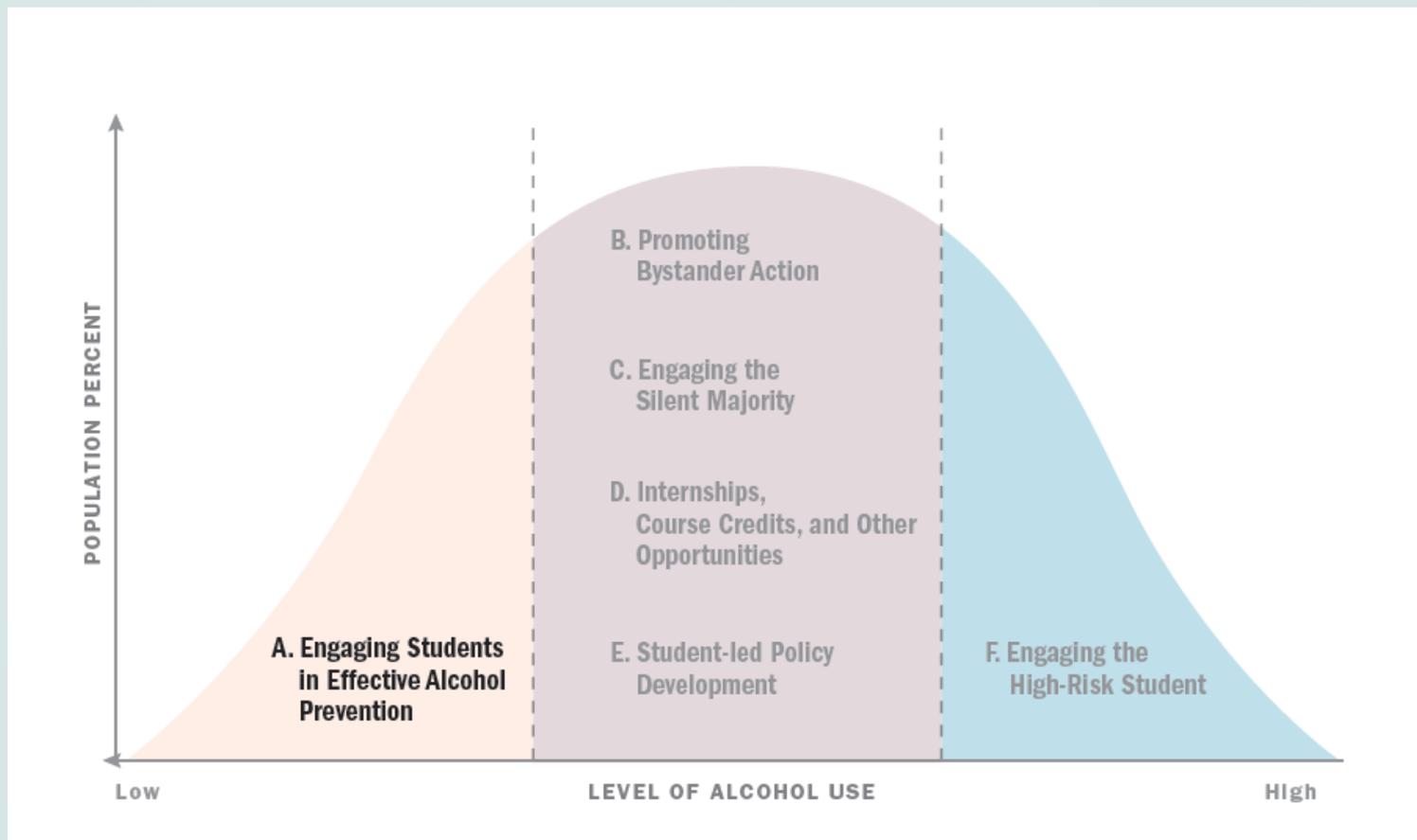
ENVIRONMENTAL FACTORS		ENVIRONMENTAL STRATEGIES
Long periods of unstructured free time	➔	Offer alcohol-free social options
Widespread belief that college alcohol and other drug abuse is “normal”	➔	Create a health-promoting normative environment
Aggressive alcohol promotions targeting college students	➔	Restrict alcohol promotion and marketing on and off campus
Abundantly available, inexpensive alcohol	➔	Limit alcohol availability
Inconsistently enforced laws and policies	➔	Increase enforcement efforts and assess consistency

The Prevention Paradox

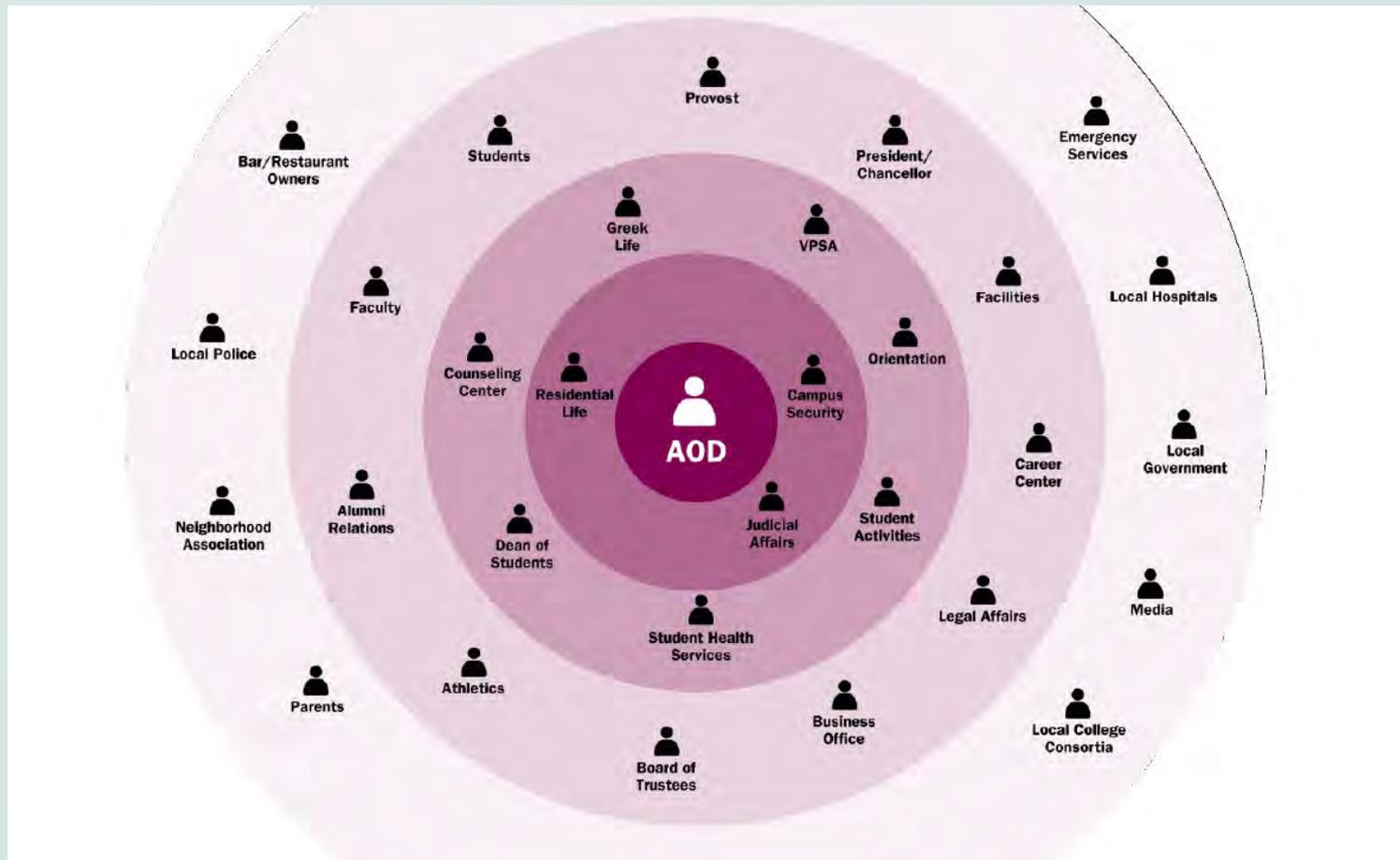


Source: Weitzman and Nelson (2004). College Student Binge Drinking and the "Prevention Paradox": Implications for Prevention and Harm Reduction. Journal of Drug Education.

Engaging Students Across the Alcohol Risk Continuum



Extending Prevention Beyond The Office of Student Wellness



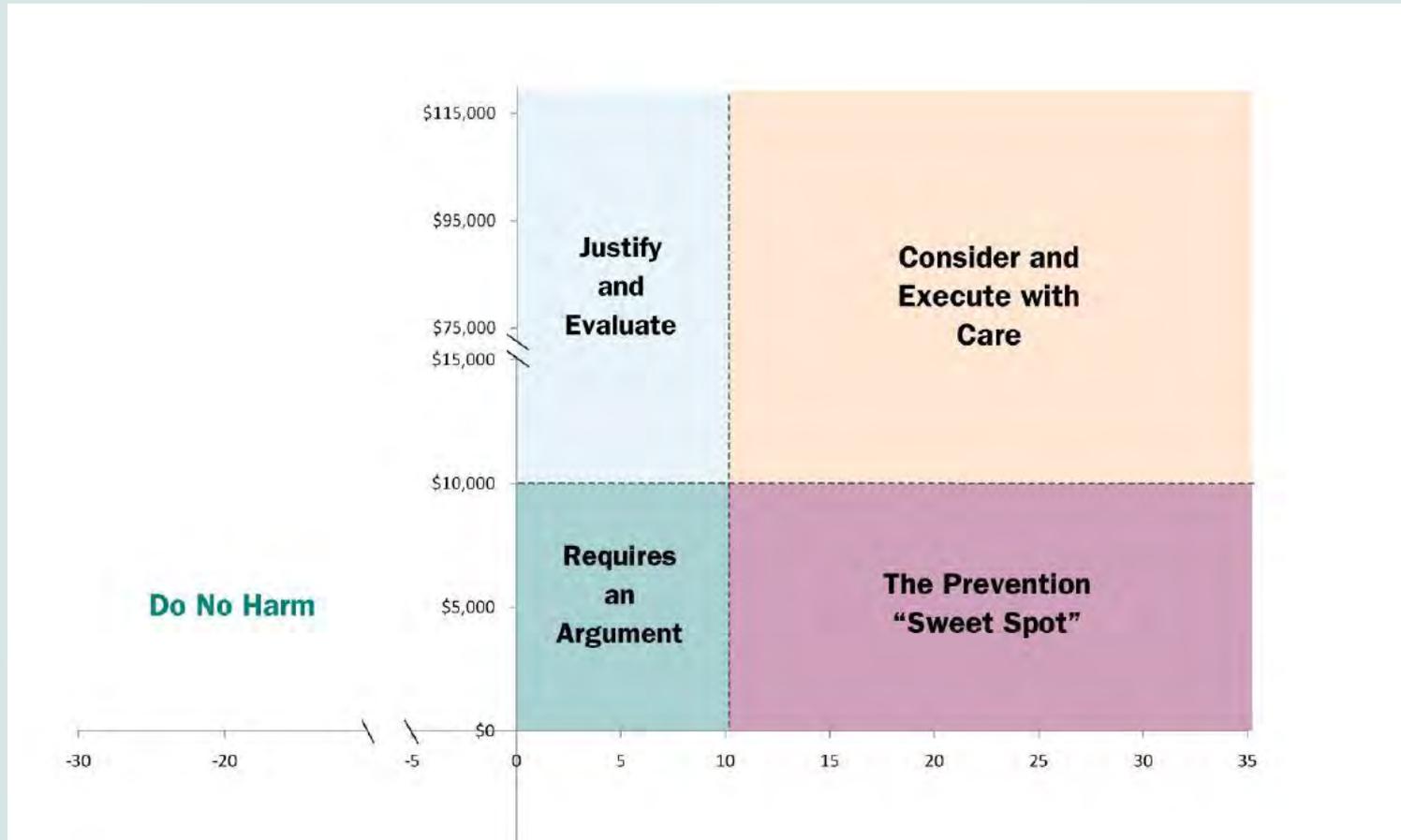
Success is Measured Along Multiple Dimensions

Changed Minds	Changed Actions	Changed Outcomes
<ul style="list-style-type: none"> • Attitudes toward drunk driving • Knowledge of hard alcohol use risk • Awareness of campus policies • Willingness to participate in alcohol-free options • Knowledge of genetic factors in alcohol use • Belief that drinking is the “cool thing to do” • Positive expectancies for alcohol use • Knowledge of standard drink measure • Understanding of BAC • Ability to set limits on alcohol use • Ability to refuse a drink 	<ul style="list-style-type: none"> • Frequency of alcohol use • Campus-wide “binge drinking” rates • Drinking to get drunk • Number of drinks per week • Pregaming behavior • Fake ID use • Doing shots • Drinking the night before an exam • “Power hour” drinking • Typical BAC • Heavy episodic drinking occurrences 	<ul style="list-style-type: none"> • ER visits • Nausea, vomiting • Blackouts • Memory loss • DUIs • Campus alcohol violations • Recidivism • Missed classes • Poor academic performance • Sleep disruption • Neighborhood complaints

Evaluating for Best Practices

Strategy	Impact Score	Cost	Percentage of Students Impacted
Breathalyzer Feedback	-22.0	\$500	10%
Invited Speakers	0.0	\$3,000	5%
BAC Cards	3.0	\$1,000	10%
Fatal Vision Goggles	3.3	\$700	8%
Medical Amnesty	8.0	\$7,000	70%
Curriculum Infusion	8.3	\$4,500	5%
Safe Rides	10.0	\$104,654	21%
RA Training	11.1	\$1,348	49%
21st Birthday Cards	11.1	\$5,045	22%
Fake ID Policies	12.0	\$0	30%
Limiting Drink Specials	13.0	\$0	15%
Parental Notification	13.3	\$2,000	37%
RBS Training	13.5	\$1,225	45%
Peer Engagement	14.5	\$9,473	25%
Substance-Free Housing	15.8	\$0	2%
Friday Classes	16.0	\$0	60%
Social Marketing	17.3	\$21,288	60%
Alcohol-Free Options	18.0	\$27,570	9%
Alcohol Price and Taxation	24.0	\$0	45%
Social Norms Marketing	26.5	\$14,614	60%
BASICS	45.4	\$19,535	3%
Online Education	51.1	\$8,690	18%

Interpreting Placement of Strategies



A Visual Depiction of the Findings



Mapping Miami University's Current Prevention Strategies



What has been done?

- 21st Birthday cards
- Basics
- CHOICES
- Parental Notification
- **Peer Engagment/Education**
- Online Education/Alcohol Edu
- RA Training
- Alcohol Free Options (2000-2009)
- Safe Rides/Door to Door
- BREATHE Campaign with Counseling Center
- Professional Development with Student Health Center Staff
- Education for Sanction Classes –Prime for Life

Alcohol Free Options Detract from High-Risk Use

A scan of the research base:

Study	Outcomes	Score
Maney et al. (2002) Quasi-experimental survey of alcohol use and perceptions, participation in alcohol-free options	<ul style="list-style-type: none"> Reduced likelihood of heavy drinking participants Thinking alcohol-free events were fun and identifying socially with participants associated with decreased binge drinking 	40
Anderson & Milgram (2001) Evaluation of "WVUp All Night"	<ul style="list-style-type: none"> Reductions in student bar use and late-night noise in residence halls Reduction in alcohol-related arrests, injuries and DUIs Decline in student union beer sales Decline in campus incidents during first two weeks of academic year 	26
UNC- Chapel Hill , Case study of "Fall Fest"	<ul style="list-style-type: none"> Precipitous urgent care visit decline Decline in alcohol-related events on- and off-campus Fewer students drank in the on-campus fraternity courtyard Decrease in business at off-campus bars 	28
Grand Valley State U. , Evaluation of "Passport" program	<ul style="list-style-type: none"> Significant drop in high-risk drinking 	4
Penn State U. , Case study of "AfterFest"	<ul style="list-style-type: none"> No reported riots since event launch 	6
Robinson& Janevic (2008) , "UMix Late Night" Evaluation	<ul style="list-style-type: none"> Attendees drink less than general student population Higher consumption associated with less favorable perceptions of UMix 2/3 of occasional Friday-night drinkers drank less when attending UMix Most potential attendees do not consider lack of alcohol as a barrier to attending UMix 	22
Vangsness & Oster-Aaland (2009) , Case Study of "Club NDSU"	<ul style="list-style-type: none"> Fewer violations per 1,000 students Most attendees favored Club NDSU over events with alcohol 	16
Walla Walla C.C. , Case study of "RAWHIDE"	<ul style="list-style-type: none"> Impact on student-athlete AOD use 	2

AVERAGE Impact Score = 18

Impact on Behavior

Alcohol-free options can support and reinforce students' decisions not to drink

- ✓ Penn State – participants less likely to drink
- ✓ University of Michigan – attendees drank less than the general student population



Do events help drive down alcohol use among moderate or high-risk drinkers, or do they simply attract lower risk drinkers?

- ✓ Support and reinforce healthy behaviors
- ✓ Attendance demonstrates healthy student behaviors
- ✓ Provides a forum for healthier students to meet and interact



Alcohol-free options may reinforce students' motivation to change their drinking behaviors (Murphy et al., 2007).

Miami Students Want to Participate

Effective prevention includes actively engaging students to reinforce positive behavioral intentions of drinkers and non-drinkers alike. The data below can inform decisions around investments in planning and prioritizing alcohol-free activities.

This year (2012), your students are most interested in the following activities:

#1 Movie nights	1,522
#2 Live music	1,516
#3 Intramural sports tournaments	1,477
#4 Fitness classes	1,371
#5 Nothing specific – just a place to hang out	1,188
#6 After Dark – every night at the Shriver Ctr.	1,176

In addition, this year **538** students indicated an interest in planning alcohol-free events and activities.

Success at Marquette: Collaboration is Key

The screenshot displays the website for Late Night Marquette. The header includes the site name and navigation links: HOME, ABOUT, SCHEDULE, CONTACT, BOOK CLUB, E-LIST, MILWAUKEE SCENE. A main announcement states: "Registration for the January 18 BattleShip tournament is now open! [CLICK HERE TO REGISTER.](#)"

The main content area is divided into sections:

- THIS WEEK:** Features three event cards for Thursday, Friday, and Saturday. Thursday's event is "Winter Fury" (7:00pm - 12:00am), Friday's is "Winter Fury" (8:00pm - 1:00am), and Saturday's is "Winter Fury" (9:00pm - 1:00am).
- EVERY WEEK:** Features three event cards: "DOLLAR BOWLING THURSDAYS 4:30PM TO 8:30PM", "headpin bowling Fridays 6:00pm - 1:00am", and "COSMIC BOWLING SATURDAY NIGHTS 9 PM - CLOSE".

On the right side of the page, there is a section titled "ABOUT LATE NIGHT MARQUETTE" with a "Mission Statement" and "Goals".

Mission Statement

Late Night Marquette actively promotes a vibrant campus culture by collaborating with members of the university and Milwaukee communities to provide fun, innovative, and inexpensive programming to students. A diverse group of students and student organizations are key participants in the planning and implementation process, which provides valuable leadership and learning experiences.

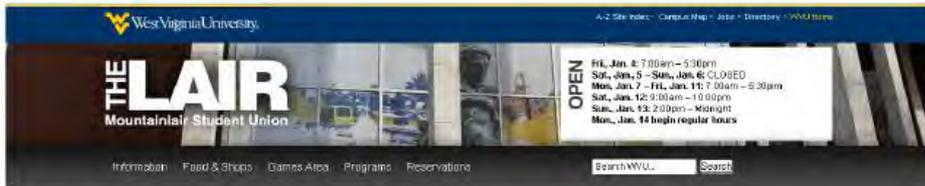
Goals

1. Create places for students to gather and socialize during late night hours
2. Establish late night programming as part of the campus culture
3. Incorporate traditional programs into a broader late night programming initiative
4. Develop new programs that broaden the experiences of students
5. Build excitement on campus in order to build a stronger Marquette community
6. Connect students with entertainment opportunities in the greater Milwaukee community
7. Collaborate with students, staff, faculty, and alumni and encourage all of these groups to share special areas of expertise and talent
8. Encourage student involvement and leadership

Resources for Student Programs

Late Night Marquette is happy to promote your student organization's or your hall's event on our website. Just contact [DANNY MANSON](#) to have the event listed. (NOTE: All events must be registered and approved.)

Schools Respond to Growing Need



WVUp All Night /January 17 – 19: Welcome Back Weekend

Thursday, January 17

9:00pm

[Paranormal Activity 4](#) (FREE: No ticket required)

[Mountaineer Comedy Club](#)

Astro Bowling (Discounted Price)

Billiards (Discounted Price)

[The Stripping](#) (FREE: No ticket required)

FREE Chicken Noodle Soup, Vegetarian Veg. soup & Nachos

Gluck Theatre 7:00pm

Side Pocket

Games Area 9:00pm

Games Area 9:00pm

Gluck Theatre 9:30pm

Commons Area 10:00pm

Friday, January 18

Study Room

Drop-In Tutoring

[The Stripping](#) (FREE: No ticket required)

[NIGHT SEVE](#) Community Service Opportunity

Astro Bowling (Discounted Price)

Billiards (Discounted Price)

ICE CREAMING presented by WVU Dining Services

[Ice Rink](#) featuring the WVU Figure Skating Club

[Snowglobes](#)

[Paranormal Activity 4](#) (FREE: No ticket required)

FREE Chicken Noodle Soup, Vegetarian Veg. soup & Nachos

FREE Scrambled Eggs, Hash Browns, Biscuits & Gravy & Fruit

[Mystery Alaska](#) (FREE: No ticket required)

Cacapon Room 6:00pm

Kanawha Room 6:00pm

Gluck Theatre 7:00pm

Mineer Rm. 8:00pm

Games Area 9:00pm

Games Area 9:00pm

Food Court 9:00pm

Food Court 9:00pm

Vandalia Lounge 9:00pm

Gluck Theatre 9:30pm

Commons Area 10:00pm

Common's Area Midnight

Gluck Theatre midnight



Case study: North Dakota State University

North Dakota State University's Club NDSU

Activities:

- Music, dancing
- Video games

Prizes:

- Small prizes throughout evening
- Grand prizes at end of event

Alcohol Education:

- Informational cups (standard drink sizes and normative messaging)
- Audio messages about impaired driving
- Email after the event with normative feedback

Planning and Financing:

- Collaboration with other campus entities and student organizations
- Promoted through various media including t-shirts, web ads and listservs

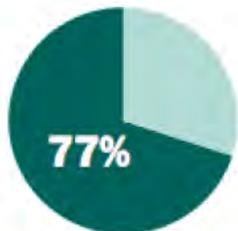
Assessing Impact:

- Alcohol-related arrest and University Code violations compared to previous years
- Surveys on student perceptions and attitudes about the event

Measuring Success

Student Ratings of Club NDSU

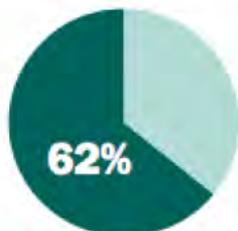
“Exciting” or
“Very exciting”



“Better” or “Somewhat better” than a party with alcohol



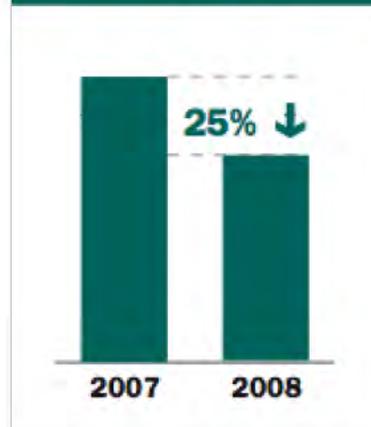
Would attend Club NDSU over bar/party



A “cool option” for a social activity



Decline in Campus Alcohol Policy Violations



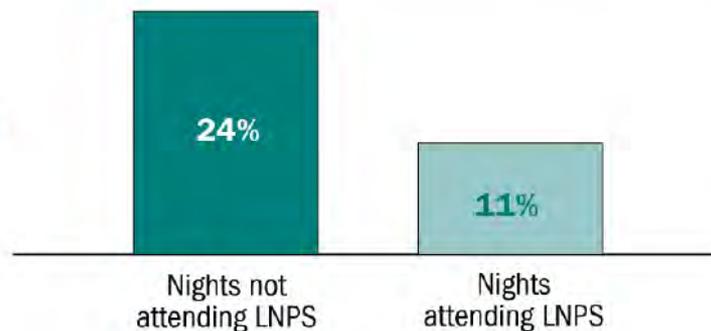
Source: Vangsness, J. & Oster-Aaland, L. (2009, January). Club NDSU: Assessing the Effectiveness of Late-Night Programming Through Direct and Indirect Measures. NASPA Strategies Conference 2009: Alcohol Abuse Prevention and Intervention; Alcohol Prevention Coalition interview.

Case Study: Penn State

Fewer Students Report Drinking on Nights they Attend LateNight Penn State

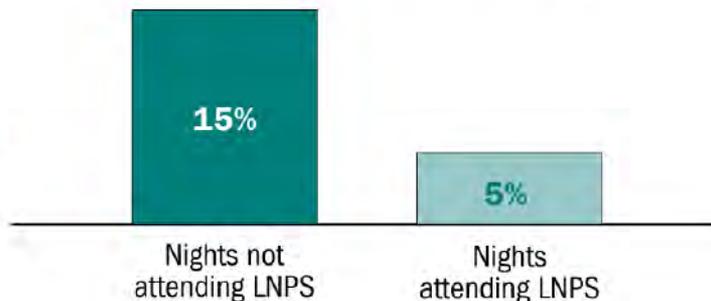
Any Drinking

A lower percentage of students report any drinking on nights they attend LNPS vs. other nights



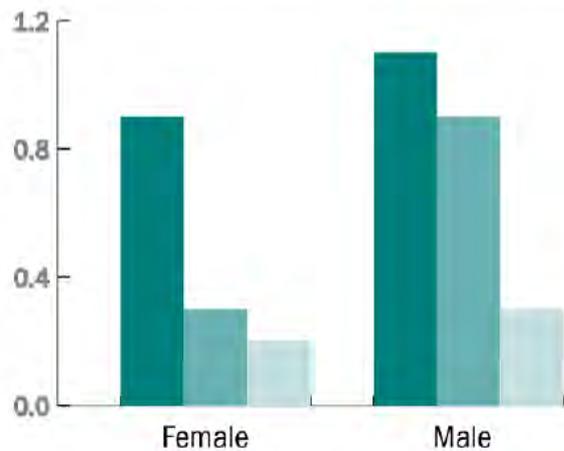
High-risk Drinking

A lower percentage of students report high-risk drinking on nights they attend LNPS vs. other nights



Measuring Success

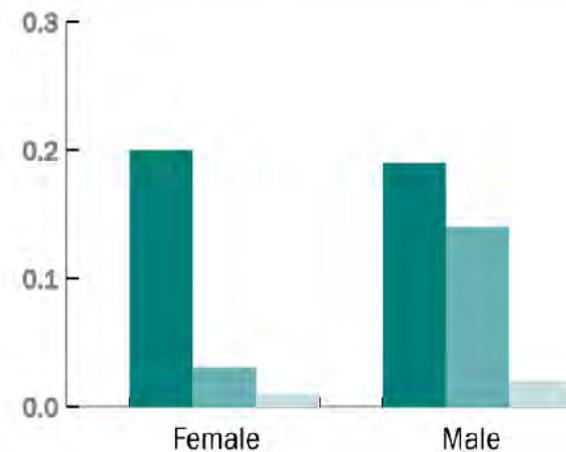
Number of Drinks Consumed



■ Nights out ■ LNPS ■ Nights in

Females drank 64% fewer drinks on nights of LNPS attendance than on nights out.

Likelihood of Drinking



Females were 84% less likely to consume alcohol on nights of LNPS attendance compared to nights out.

Case Study: Miami University

AFTER DARK 2004 -2009

- Average attendance approximately 459 participants.
- Marquis events draw approximately 2,500 students.
 - One marquis event per month
- 51% believe it helps decrease alcohol use by Miami Students.
- 16% reduction in the perception that the social atmosphere on campus promotes alcohol use.
- 95% of students will attend again and 92% will encourage others.
- Annual Budget \$100,000

Where Does AlcoholEdu fit into the Miami Prevention Framework?

- AlcoholEdu for College:
 1. Population-based strategy – All first year students are exposed
 2. “levels the playing field”- so students come into this environment with the same knowledge (varying degrees of alcohol education at high-school)
 3. Gives them a common language to talk about alcohol and high risk drinking
 4. Prompts students to think about what kinds of decisions they want to make (beginning to move through stages of change i.e. pre-contemplative to contemplative)
 5. Proven efficacy

Personalized Pathways

Pathways are determined by students' responses to survey questions in several categories.

Introduction

Gender

Drinking Patterns

New in 2010:
Self-Referral Tool

Attitudes and Beliefs

Readiness to Change



A Sample Profile for "Jill"

Jill is an 18-year-old incoming first-year student. She thinks that getting drunk every once in a while is okay, as long as it doesn't interfere with school. She drinks—not necessarily a lot—but wonders how this might change when she gets to college.

Making a Plan

In order to achieve my goals, I plan to:

- Set a reasonable limit on the number of drinks that I will have in one sitting.**
- Find ways to remind myself of my goals.
- Make sure I eat before (or while) I drink.**
- Be sure not to skip meals before drinking.
- Pace my rate of drinking.**
(For example, aim for one or fewer drinks per hour.)
- Alternate non-alcoholic drinks with alcoholic drinks.
- Keep track of how many drinks I've had.**
- Send myself a new text message for every drink I have.
- Avoid activities that might cause me to "chug" alcohol.**
- Not do shots.

PRINT

Planning Tools

[My Goals](#)

[BAC Calculator](#)

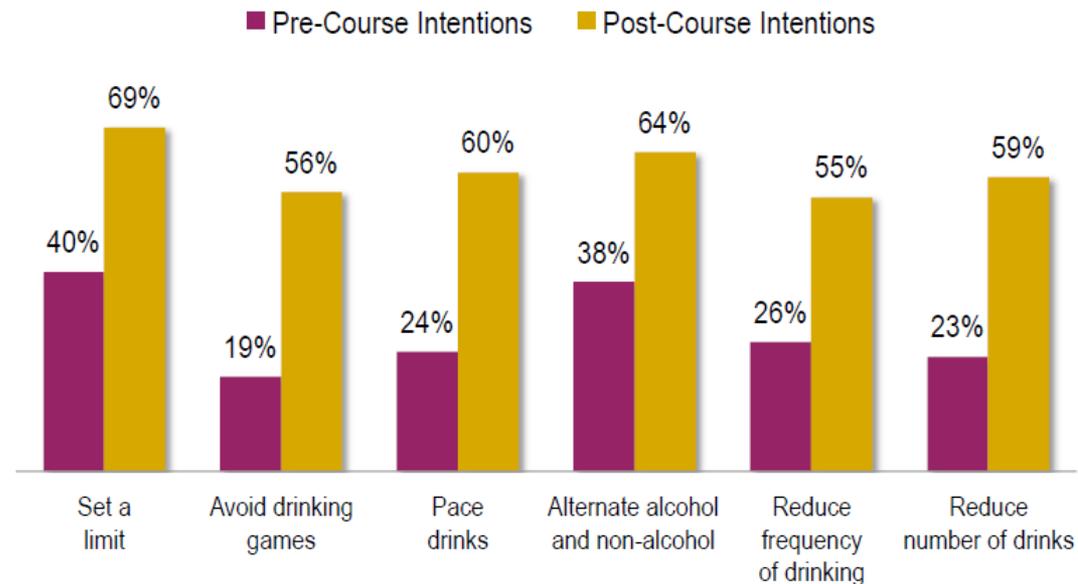
[Resources](#)

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AlcoholEdu increases behavioral intentions

After completing AlcoholEdu, Miami University students reported an increase in several positive behavioral intentions. Programming efforts aimed at further promoting these behaviors can reinforce the messages students received through AlcoholEdu.

Intention has been shown to be the most important variable in predicting behavior change (Ajzen, 1991).

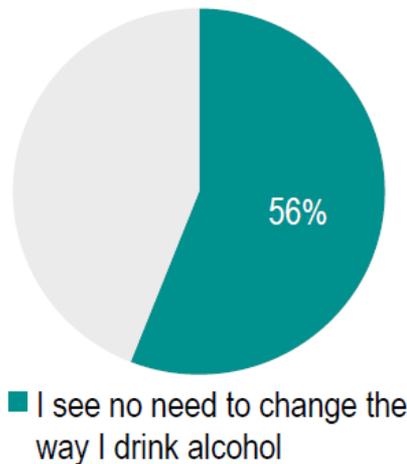


Data represents student responses collected in Survey 1 (Pre-course) and Survey 2 (Post-course).

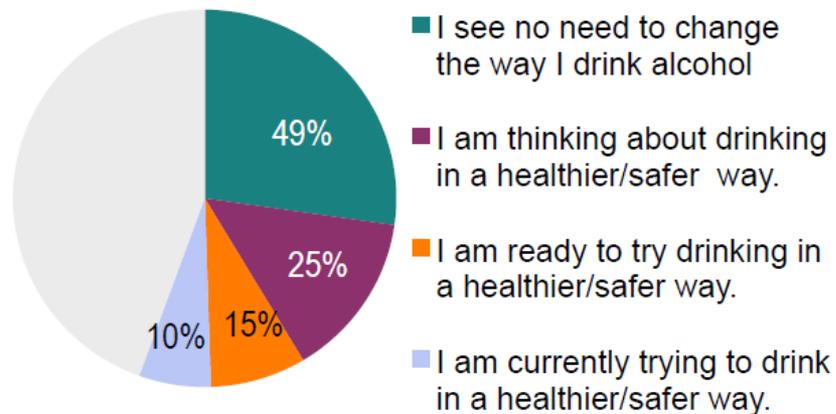
AlcoholEdu Moves Students through the Stages of Change

Among the 56% (467 students) of high risk drinkers who saw “no need to change the way they drink” before taking AlcoholEdu, 25% (118 students) indicated their readiness to change after completing the course.

High Risk Drinkers
Pre-Course



High Risk Drinkers
Post-Course



AlcoholEdu Educates

In Fall 2012, students reported that AlcoholEdu:

Helped me establish a plan for responsible decisions around alcohol

82%

Prepared me to identify and/or help someone who has alcohol poisoning

81%

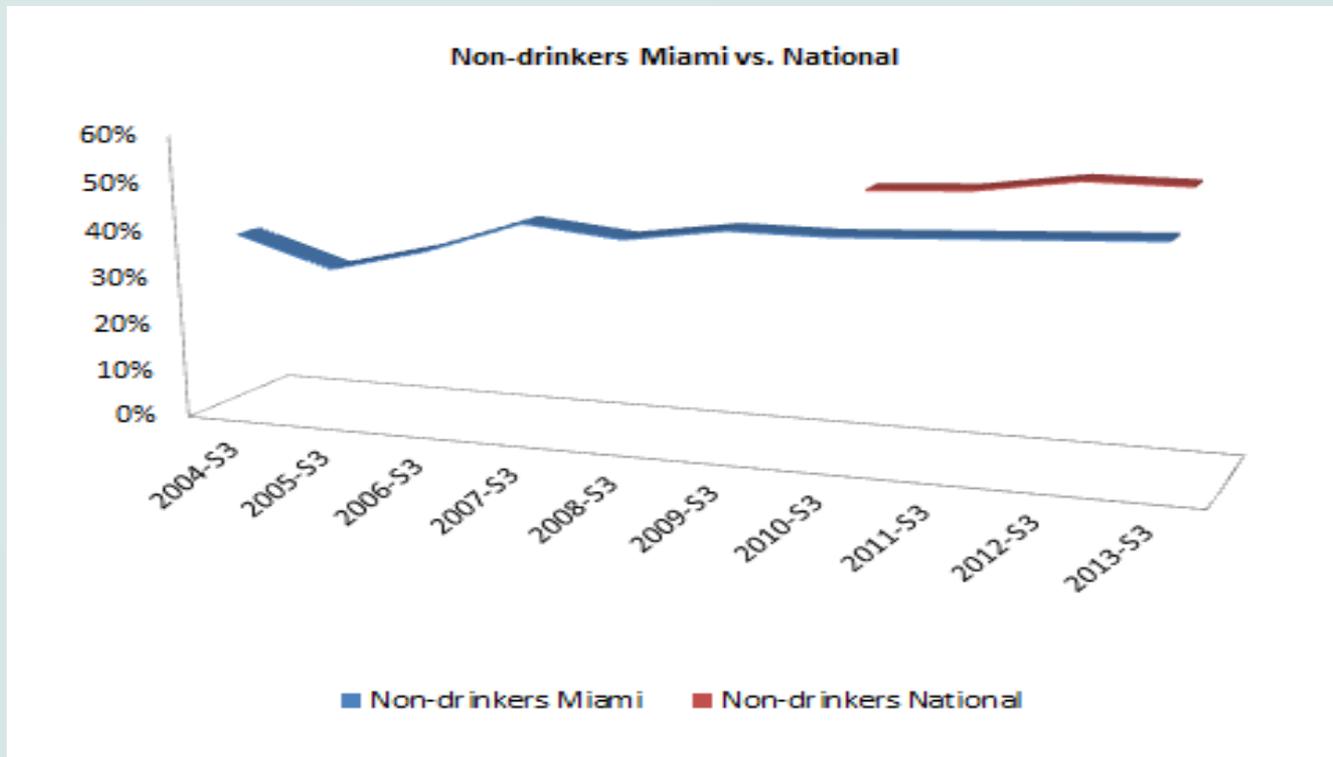
Stimulated me to reflect on my personal attitudes

62%

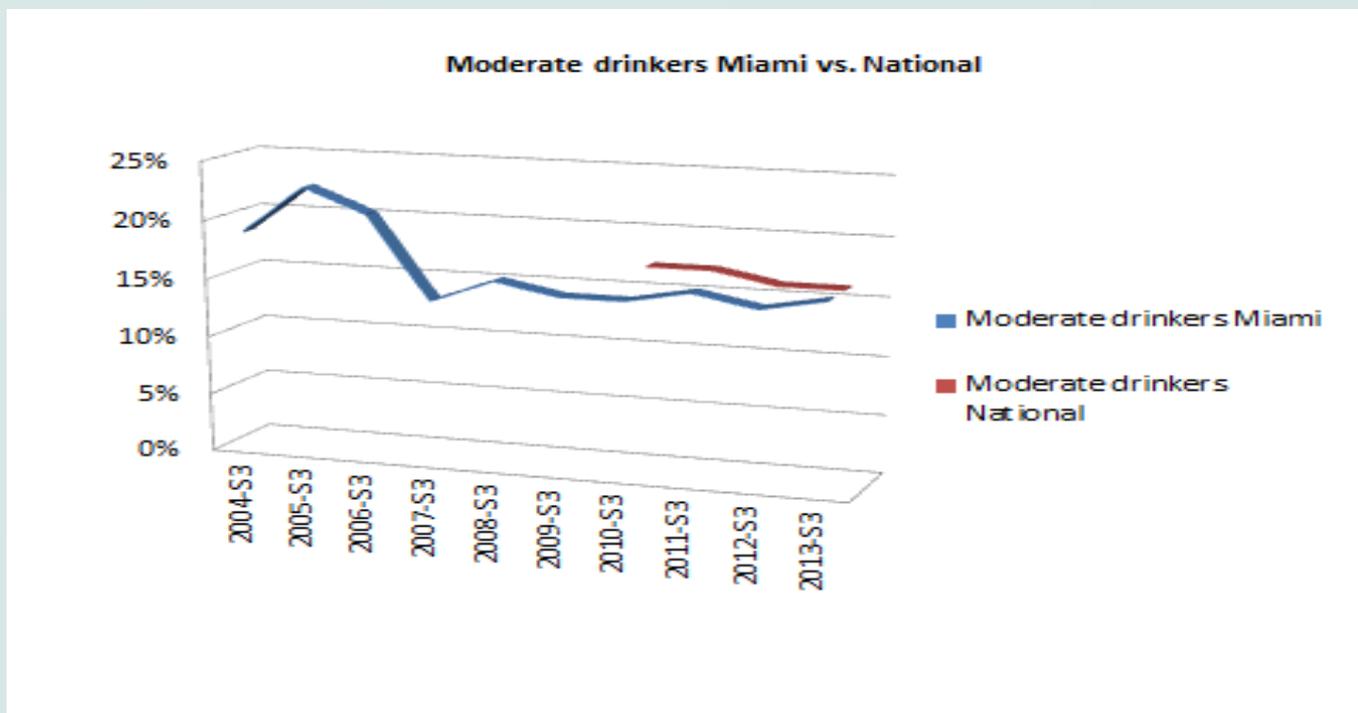
Changed my perceptions of others' drinking-related behaviors

60%

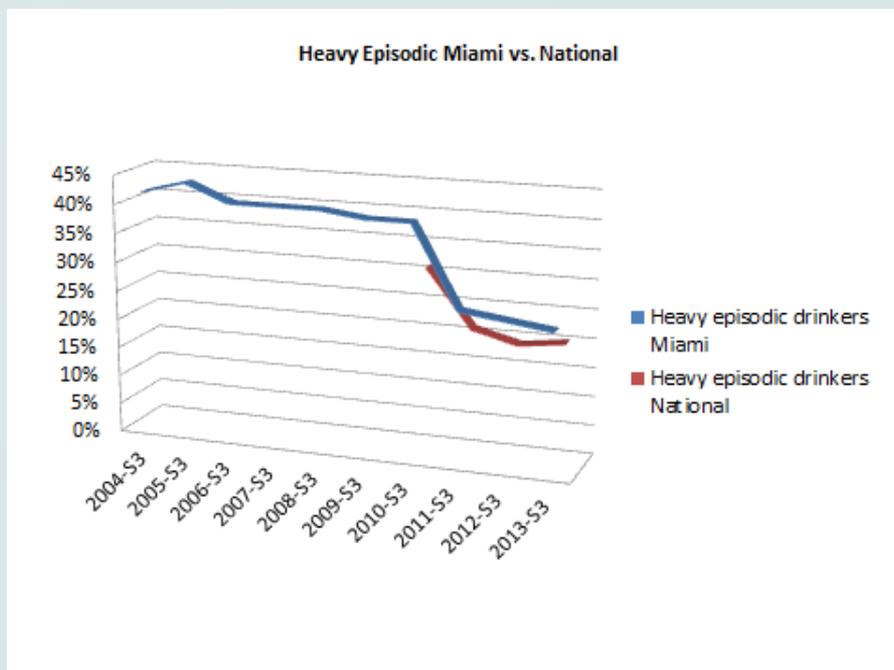
AlcoholEdu Measures Drinking Behaviors: Non Drinkers



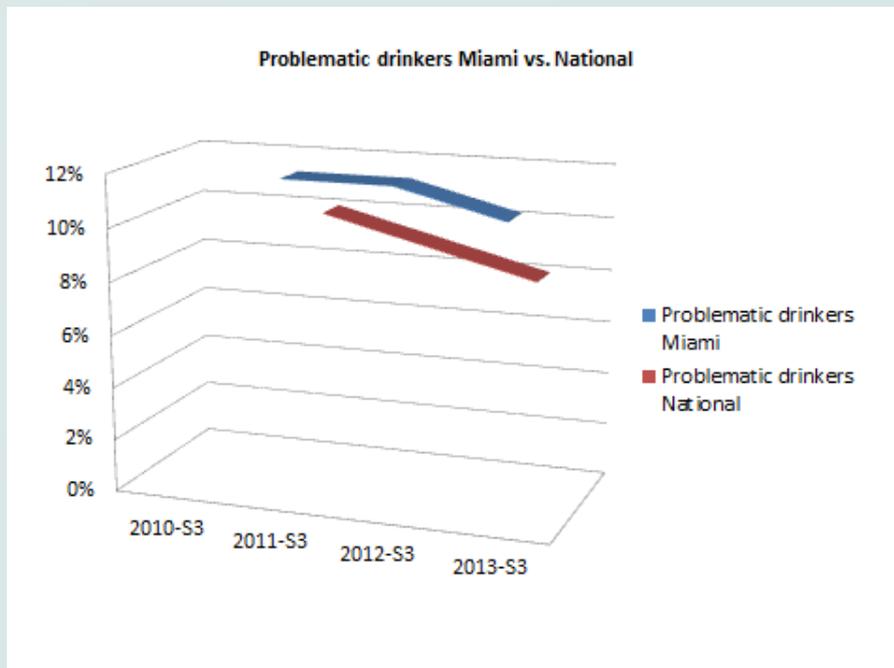
AlcoholEdu Measures Drinking Behaviors: Moderate Drinkers



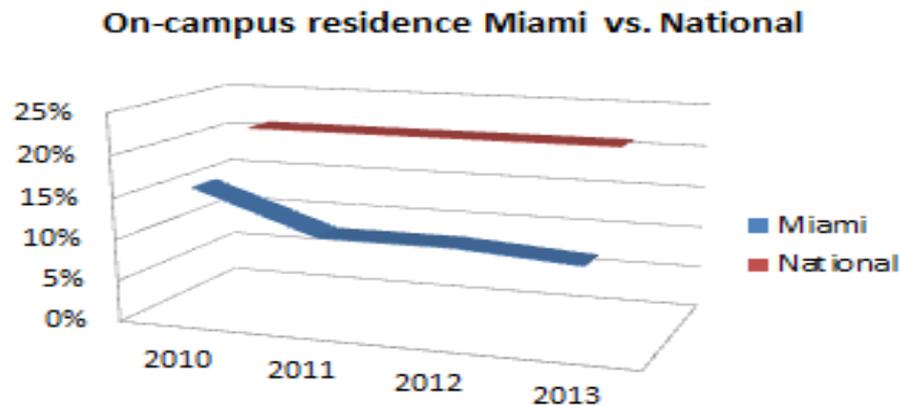
AlcoholEdu Measures Drinking Behaviors: Hig-Risk Drinkers



AlcoholEdu Measures Drinking Behaviors: Problematic Drinkers

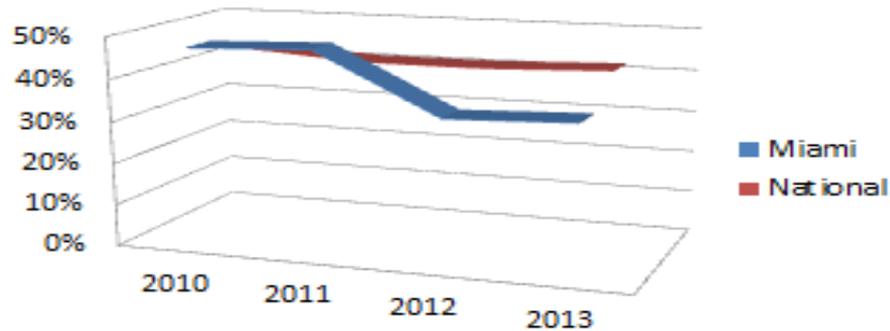


AlcoholEdu Measures Drinking Behaviors: Where Students Drink – On-Campus Residence

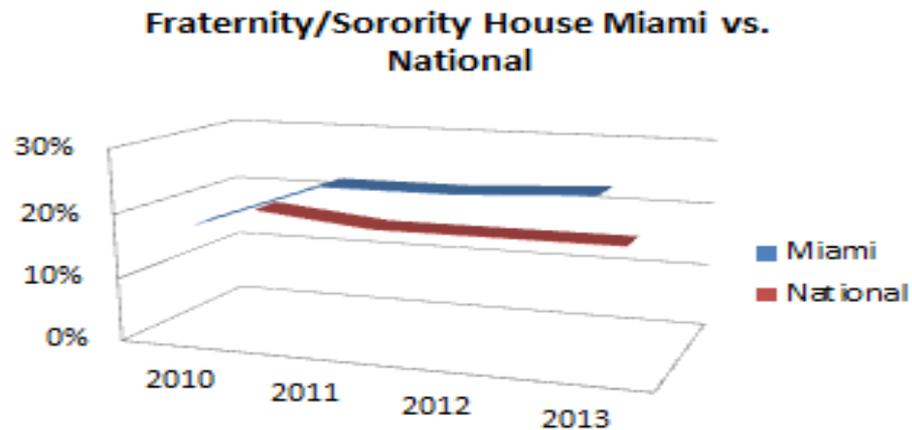


AlcoholEdu Measures Drinking Behaviors: Where Students Drink – Off-Campus Residence

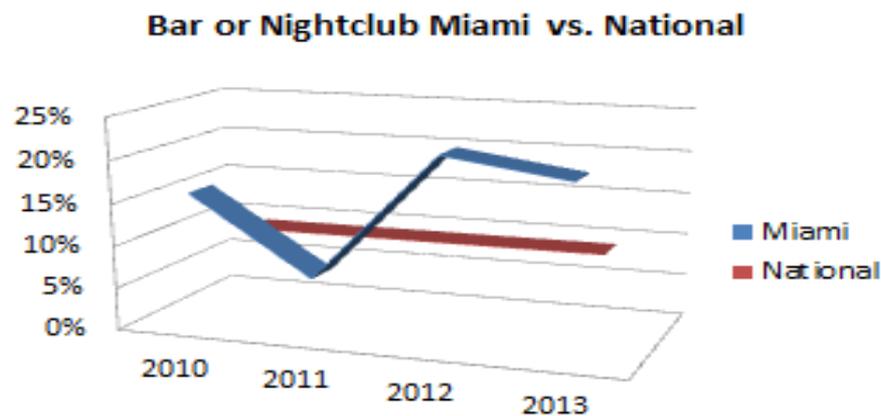
Off-campus residence Miami vs. National



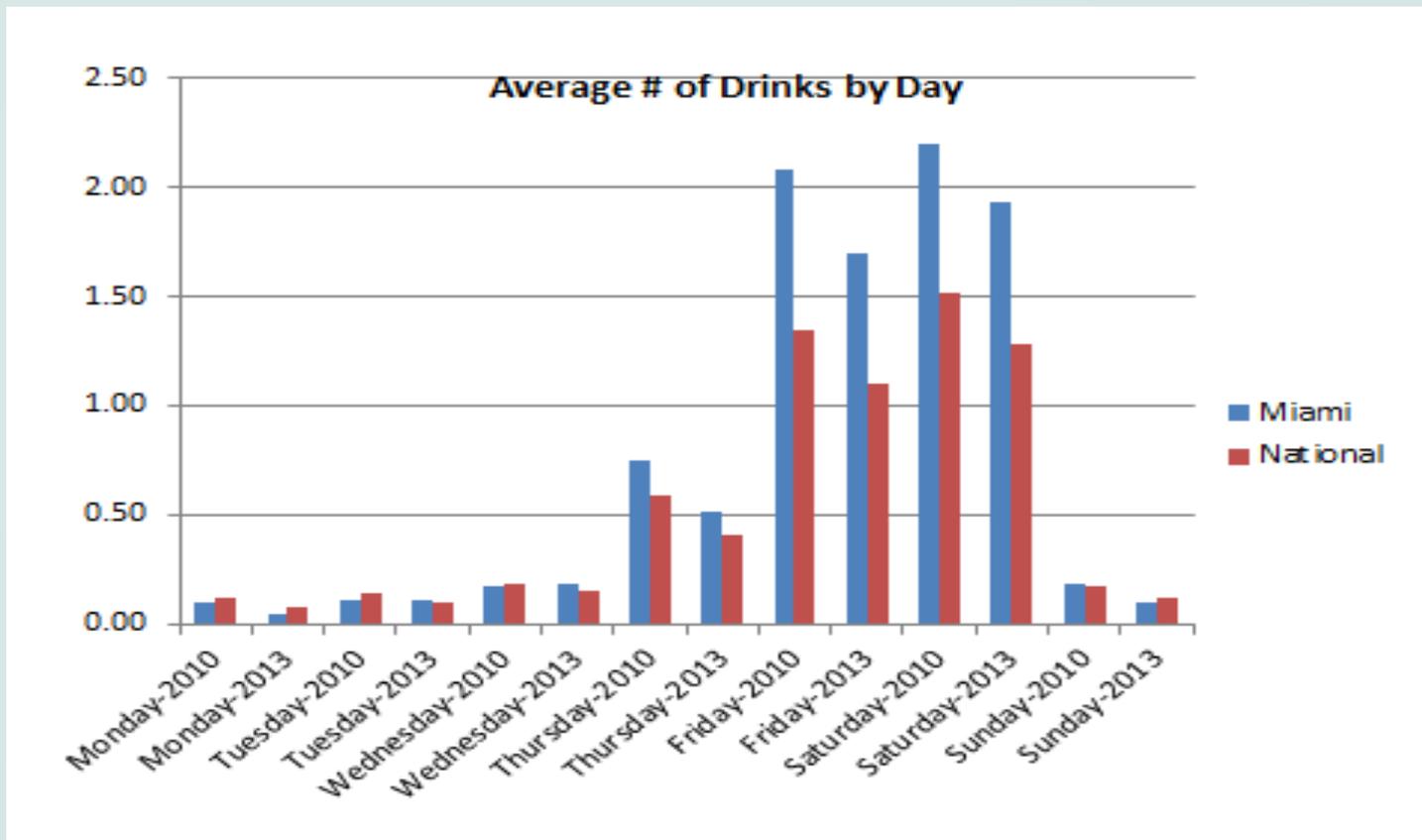
AlcoholEdu Measures Drinking Behaviors: Where Students Drink – Fraternity/Sorority House



AlcoholEdu Measures Drinking Behaviors: Where Students Drink – Bar/Nightclub



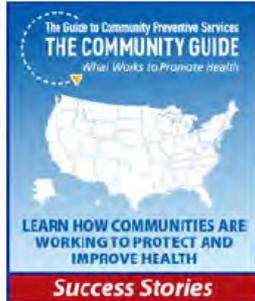
AlcoholEdu Measures Drinking Behaviors: Work Hard, Play Hard



Does Miami University have a Party School Image or Does Oxford have a Party Town Image?

Miami University	City of Oxford, OH
U.S. News & World Report ranks Miami 3rd among the nation's top universities for its commitment to undergraduate teaching.	House Signs
Presidential Award in the 2012 President's Higher Education Community Service Honor Roll	Number of Alcohol Retailers: 20 Number of bars, clubs, or restaurants that serve alcohol: 32
Ranks 11th in the nation. when it comes to return on (tuition) investment	Drink Specials at Bars
Ranks 1st among Ohio's public universities for best salary potential after graduation	Outdoor Drinking Venues/Patios

Town and Gown



CDC'S GUIDE TO COMMUNITY PREVENTIVE SERVICES ("THE COMMUNITY GUIDE") helps practitioners select programs and policies to improve health and prevent disease, answering the following questions:

- **Which program and policy interventions have been proven effective?**
- **Are there effective interventions that are right for my community?**
- **What might effective interventions cost?**
- **What is the likely return on investment?**

The Community Guide Recommendations for Alcohol Prevention Include:

Increasing alcohol taxes
Maintaining limits on hours and days of sale
Regulation of alcohol outlet density
Dram shop liability
Enhanced enforcement of laws prohibiting sales to minors

ALL CDC'S ALCOHOL RECOMMENDATIONS ARE IN THE POLICY REALM

Limiting Access to Alcohol in Bars

The Policy, Alternatives, Community, and Education (PACE) Project at the University of Wisconsin-Madison

UW- Madison Targets Drink Special Promotions in Downtown Madison

FALL 2002: 25 bars and nightclubs voluntarily agree to limit weekend drink promotions

Results over the six-month study period compared to 12 months earlier:



ON FRIDAY NIGHTS:

Disorderly conduct	DECREASED BY 35%
Vandalism	DECREASED BY 28%
Liquor law violations	DECREASED BY 16%

ON SATURDAY NIGHTS:

Disorderly conduct	DECREASED BY 8%
Vandalism	INCREASED BY 28%
Liquor law violations	DECREASED BY 2%

Source: www.higheredcenter.org

Limiting Alcohol Outlet Density



RESEARCH FINDINGS ON ALCOHOL OUTLET DENSITY

- **Increased alcohol outlet density associated with**
 - increased alcohol use
 - increased negative consequences:
 - ✓ drunk driving and traffic crashes
 - ✓ injuries, violence, and crime

Density can be measured/restricted by:

- outlet size or sales volume
- clustering or close proximity to each other
- proximity to schools, parks, churches
- community or population size



CRITICAL TOOLS FOR REGULATING ALCOHOL OUTLET DENSITY

- **Conditional Use Permits (CUP)** establish conditions on how, when, and where new outlets can operate
- **Public Nuisance Ordinances (Deemed Approved Ordinances or DAO)** impose nuisance-related standards on existing outlets



A COMMUNITY TAKES CONTROL IN CALIFORNIA

Vallejo, CA: population = 110,000—with 205 alcohol outlets
Geographic Information System (GIS) mapping showed increased police service calls: fights, sexual assaults, public intoxication, drinking and driving, public loitering, etc.

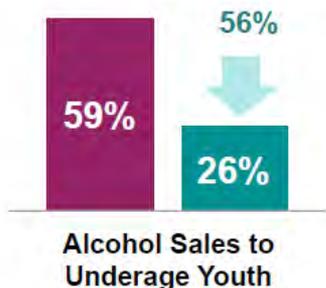
↓ **18% reduction**
IN OUTLETS (205 TO 170)

↓ **53% reduction**
IN ALCOHOL-RELATED NUISANCE CALLS

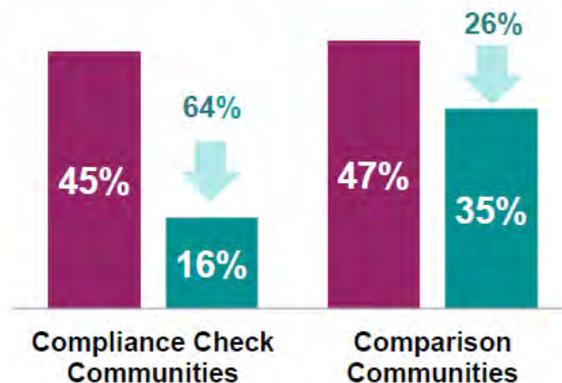
Source: Kypri et al, 2008; Scribner et al, 2010; Weitzman et al (2003); CADCA (2011).

Checking Servers for MLDA Compliance

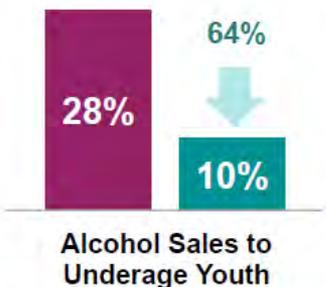
Reductions Following Three Waves of Compliance Checks



Underage Sales in Compliance Check Communities vs. Comparison Sites



Reductions Following Quarterly Compliance Checks



To be effective, compliance checks must be conducted:

- 1) at all establishments and
- 2) frequently (several times/year)

Source: Preusser et al, (1994); Grube (1997); Barry et al, (2004).

Landlords and Chronic Nuisance Properties Put on Notice in Bremerton



Bremerton, Washington

- **Population: 37,000—with 60% rental properties, large transient population**
- **Large blue collar and military community**
- **Home to several colleges: Olympic College, Corinthian College, Eton College**

LANDLORD NOTIFICATION SYSTEM

FROM 2010 – 2011
NOTIFICATIONS
DECLINED, EVEN WITH
INCREASES
IN PROPERTIES

- Puget Rental Owners Association (PROA) requested police notification when activities occurred on their properties
- Voluntary system: Landlords submit e-mail addresses and rental property addresses to be notified in case of a police incident on their premises.
- Marketed through newsletters, enclosures in water bills, at time of license renewal
- Commercial properties also: bars and prostitution, fights and noise, over-service

CHRONIC NUISANCE PROPERTY ORDINANCE

SINCE ADOPTING,
CALLS FOR SERVICE
AT PROBLEM
PROPERTIES HAVE
BEEN REDUCED

- Started in January 2008 to supplement the voluntary notification system
- Includes calls to police, building code, and health code violations
- 3 loud parties within 30 days = landlords must present a plan of action
- 3 nuisances within 60 days = chronic nuisance property
- Landlord's have an opportunity to respond: counsel tenants, cease and desist orders, eviction notices, etc.
- If no action is taken, a hearing examiner can assess a fine to either tenant or landlord: from \$100/day up to \$1000.

Source: Alcohol Prevention Coalition interview.

Model Lease Provides Specific Language for Landlords

- I. To expressly respect the rights and needs of other Tenants and neighbors (including Lessor if Lessor is a neighbor) to the quiet and peaceful enjoyment of their property, and not to create or allow to be created by invitees, guests or agents, any unlawful, noisy or offensive use of the Leased premises, nor to commit any disturbance or nuisance, or to obstruct the free use or access of common areas or to threaten or bother any other Tenant, neighbor, guest, maintenance worker, owner or management personnel. The receipt or observation by the Lessor of a complaint regarding noisy or offensive conduct or other violation of this provision during the term hereof shall constitute sufficient grounds for eviction at the option of the Lessor;
- J. **Limit on Parties and Gatherings:** The Lessee(s) shall not have parties or gatherings of over twelve (12) people in the unit or common areas; Lessor in no way shall be liable for the conduct, actions, transportation to or from the party, or damages by the Lessee's invitees, their guests, whether invited or not to such gathering; Lessee(s) assumes full and complete responsibility and liability for all damages to the unit, to the Lessee, their invitees, or to guests, whether specifically invited or not;
- K. To prohibit kegs of beer from the units and all common areas, including hallways; no alcohol consumption in common areas. Violation of this provision constitutes a full and complete violation of this Lease;
- L. To prohibit the sale of alcoholic beverages, and the use of alcoholic beverages to visitors and guests not of legal age or intoxicated, and to prohibit the possession, use and sale of any narcotics or other controlled substances on the premises or the creation of any condition in the unit or common areas by Lessee(s), Lessee's family or guests that constitutes a nuisance pursuant to G.L. c.139 subsection 19, or any other similar state or federal law. Any such violation shall terminate the Lessee(s) right to occupy as permitted by law;

Education and Enforcement in Tandem

Salve Regina University

Education

Welcome bags



Labor Day Weekend

- Information on laws and policies
- A small gift
- Letters from the mayor of Newport, the Chief of Police, and Gerald Willis, Associate Dean of Students

Off-campus newsletter



Beginning of Classes

- Overview of local and university judicial policies

Living Off-Campus Workshop



Parents' Weekend

- Tips for off-campus renting
- Information on city laws

Enforcement

Home Visits



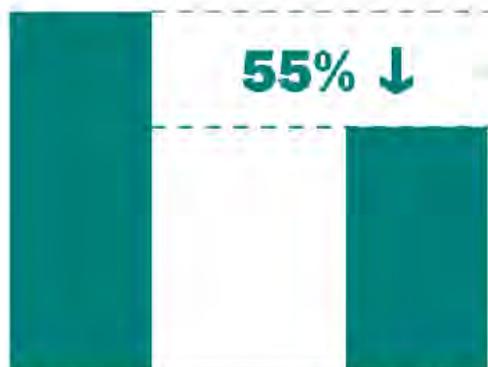
- Visits occur the morning after noise complaint
- First visit serves as warning
- Second visit: court summons and campus adjudication

September

Newsletter distributed at start of Spring semester

Case Study: Salve Regina

Complaints Filed by Local Residents



Reduction occurred alongside increased awareness by residents of how to file a complaint

2005

2007

Additional Outcomes:

- Decrease in homes visited
- Decrease in court summons for noise law violations
- Decrease in adjudication for violating Student Code of Conduct for off-campus living

Alcohol Related Drivers of Enrollment and Retention

Enrollment Drivers		Retention Drivers		
Academic Reputation	Future Career Opportunities	Academic Performance	Student Engagement	Emotional/Social "Fit"
Impact of High-Risk Drinking				
<ul style="list-style-type: none"> • Weakens perception of academic commitment • Can "turn off" most academically oriented candidates 	<ul style="list-style-type: none"> • Stories of employers being less inclined to hire from "party schools" • Public campaigns against "party school" images (University of Rhode Island, University of Colorado, etc.) 	<ul style="list-style-type: none"> • Studies demonstrate negative relationship between high-risk drinking and academic performance • Academic consequences include failure to attend class, submit assignments, and obtain high GPA 	<ul style="list-style-type: none"> • Emerging studies show high-risk drinking has a negative impact on student engagement • High-risk drinkers less likely to engage in meaningful activities and relationships (inside and outside class) 	<ul style="list-style-type: none"> • Studies show emotionally and socially "healthy" students are more likely to succeed in college • Stories of students who don't like a drinking culture leaving school because of bad "social fit"

Communication Opportunities

Key Messages to Students Who Drink

- Institution's focus on its academic mission
- Expectations for student conduct – enforcement of campus policies and state/local laws
- Social norms marketing campaign to communicate campus drinking norms and student support for stricter policies and enforcement
- Campus resources and programs
- Health, safety, legal, and academic risks
- How to keep BAC in a safer range

Points of Contact for Prospective Applicants

- Promotional materials (i.e., Web sites and printed materials)
- Admissions officers and alumni interviewers
- Student tour guides
- Campus visits
- Televised athletic events (i.e., no alcohol sponsorships/promotions)
- Other?

Points of Contact for Accepted Students (Pre-Enrollment)

- Acceptance letter/packet
- Open houses for accepted students
- Webinars for accepted students
- Letters to parents
- Pre-enrollment mailings (i.e., housing, registration)
- Universal alcohol education (online course)
- Orientation Programs (i.e., materials, presentations, student performances, discussion groups)

Case Study: Roger Williams University

August 19, 2009

Dear Parents:

I look forward to your arrival this weekend at Roger Williams University and urge you to attend our First Year Student Convocation on Saturday at 2:30 p.m. This annual tradition marks the official beginning of the Roger Williams experience for our incoming students and our campus community. A buffet lunch will be available for new students and their families on D'Angelo Common until 1:00 p.m. Our current students, faculty and staff look forward to welcoming your student and assisting in the important transition from home to campus during the next several weeks.

This is one of the most exciting times in a young person's life, and it is important for them to fully understand both the opportunities and responsibilities that university life brings. This week, as you prepare to bring your student to campus, I am asking you to engage them in an important conversation on a perennial college issue – alcohol use. You remain an important role model in your child's life, and we ask you to partner with us in our efforts to provide a safe and respectful living-learning environment. It is important for all students to consider the following:

- Each year over 1,400 college students across the nation die from alcohol related incidents – most of them related to excessive alcohol use.
- It is not only those students who abuse alcohol who suffer. Second-hand effects are experienced by peers in the form of property damage, sleep disruption, assaults and drunk driving.
- Students who use alcohol are less likely to experience academic success. Research indicates that students who frequently consume alcohol earn lower grade point averages than those students who abstain or use alcohol responsibly.
- The University will hold underage students in possession of alcohol accountable through our student conduct system and will cooperate with local law enforcement when serious incidents occur on or off campus.

In the past few weeks nearly every entering student has started our Alcohol EDU on-line educational program. Our educational efforts on this issue will continue during the academic year, and our student programming boards have already planned a variety of fun, safe social options open to all students that will continue throughout the academic year.

Thank you for assisting us with a successful transition to college life by having this important conversation with your student. I look forward to your arrival and hope to see you at Convocation on Saturday.

Sincerely,
Roy J. Nirschel, Ph.D.
President

Engages parents in the issue, stresses partnership

"I am asking you to engage [your child] in an important conversation on a perennial college issue – alcohol use. You remain an important role model in your child's life, and we ask you to partner with us in our efforts to provide a safe and respectful living-learning environment."

Highlights student accountability

"The University will hold underage students in possession of alcohol accountable through our student conduct system and will cooperate with local law enforcement when serious incidents occur on or off campus."

Reinforces AlcoholEdu requirement

"In the past few weeks nearly every entering student has started our Alcohol EDU on-line educational program."

References ongoing programs, alcohol-free options

"Our educational efforts on this issue will continue during the academic year, and our student programming boards have already planned a variety of fun, safe social options open to all students that will continue throughout the academic year."

Why Parents?

The Value of Parental Involvement in the Transition to College

Abar et al. (2008) Summary

Summer Parental Behavior



Parental interest in and monitoring of how student spends free time



First Year Student Behavior



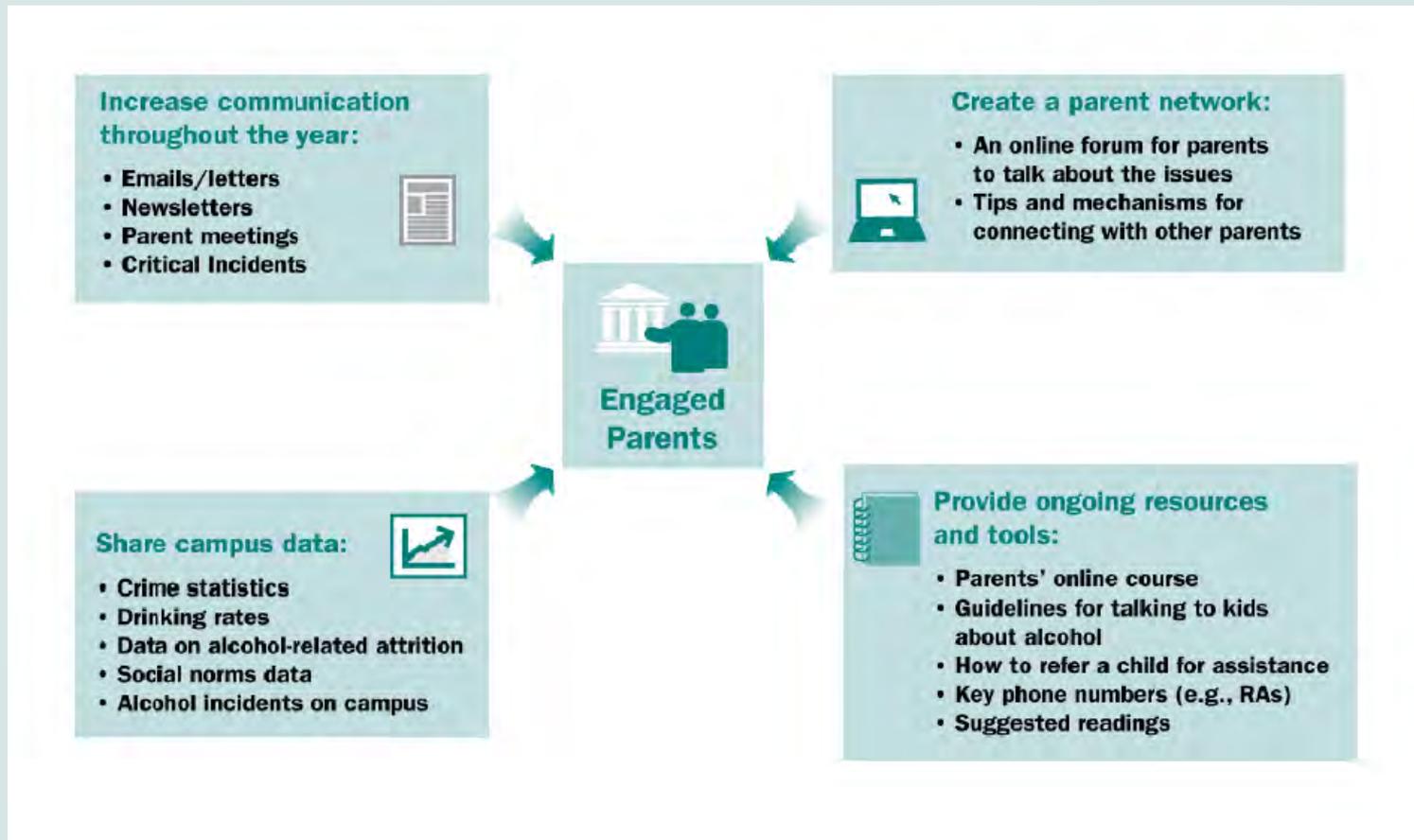
- ↓ Heavy drinking peers
- ↓ Personal consumption



Conclusions

Parental interest in how their children spend their time during transition impacts consumption of alcohol

Engaging Parents



Potentially Effective Strategies



A parental handbook for talking to students about alcohol (Turrisi et al., 2001)



Resources and Information (Contact info, guidelines & policies campus data)



Targeting messaging to parents before key events (Ohio Univ.)



Parents as key stakeholders and advocates (Univ. of Alabama)



Parental notification (Roger Williams Univ.)



Ongoing parental engagement (Roger Williams Univ.)

Engaging Students Online Before Arriving to Campus

Using Social Media and Social Norms to Reach Students at Michigan State

Social Norms project team

Join From Variety of Majors:



Mass communication



Professional writing



Technology

Students Play Critical Role:



Run focus groups



Create marketing materials



Monitor and post discussion on Facebook and Twitter

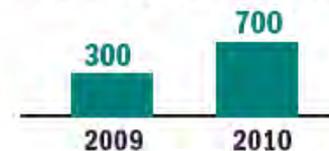


Support Duck Day events

Using Social Media to Promote Campaign

- Over 2,100 fans of MSU's social norms marketing Facebook page 
- Recruit new members
- Notify students of Duck Days giveaway and events
- Respond to requests for campaign t-shirts
- 134 students follow the social norms marketing campaign on Twitter 

Duck Day Attendance



When Expectations Are Not Met

Effective policies for students who violate a Code of Student Conduct:

- 3 “Strikes You’re Out”
- Education sanctions
 - Basics
 - Prime for Life
- Ineligible for Study Abroad opportunities for limited time
- Loss of Off-Campus House exemption
- “Semester Sit-Out” from intramurals, school trips, extracurricular activities
- “Benched” – Coaches may have consequences for players
- Ineligible for leadership positions – RA, SOULS, ASG

MU Sanction Class Data

Alternatives (2 hour non-disruptive):

Will you make different decisions concerning alcohol use

YES (87.5%)

NO (12.5%)

CAEP 105 (4 hour disruptive)

Will you make different decisions concerning alcohol:

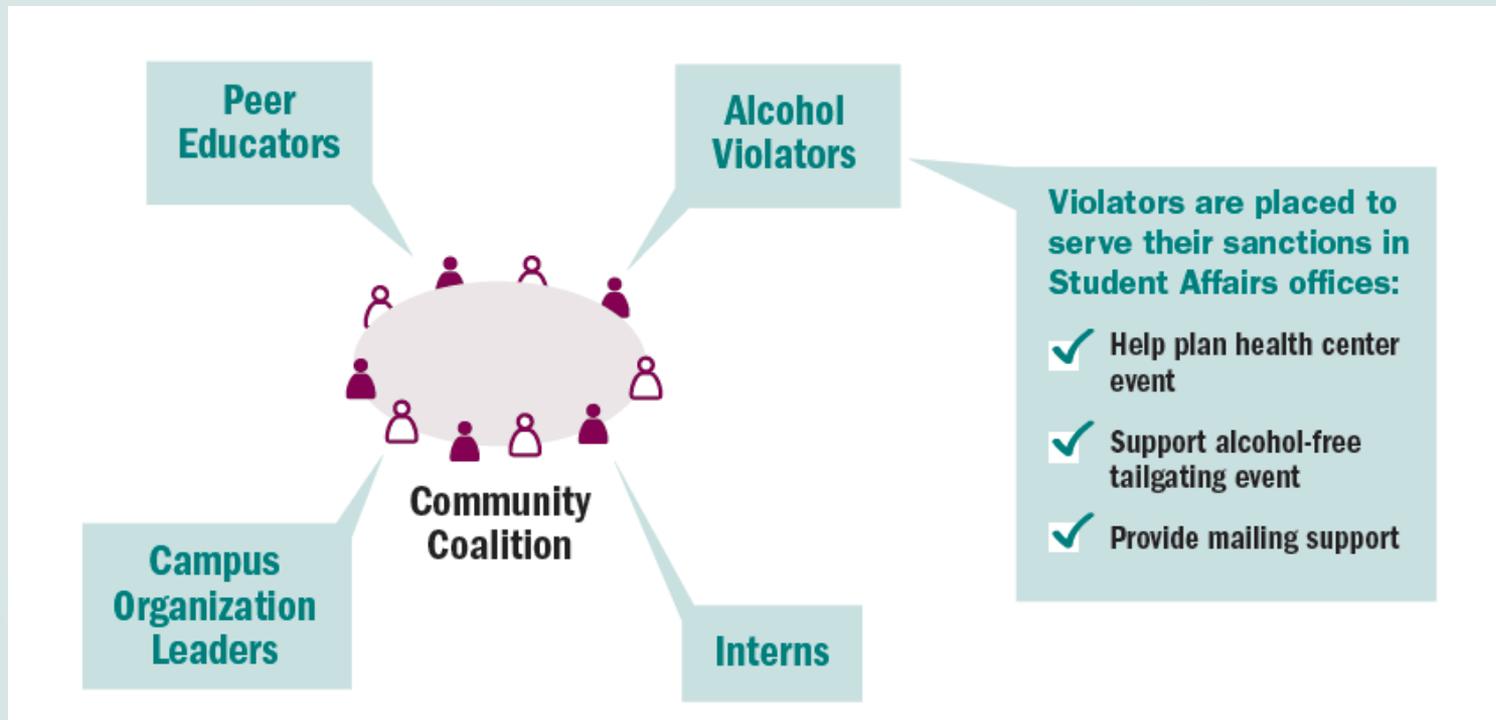
YES (90.5%)

NO (9.5%)

How will you use the information learned today:

- Stay from being dependent
- monitoring intake
- decrease rate of drinking
- set limits
- keep in mind standard drinks
- consider decisions and consequences
- use the strategies to make better choices
- don't drink under 21
- help others
- eat food

Sanctioned Students Can Support Alcohol Prevention



An Update on Medical Amnesty

- * 12 States have adopted Medical Amnesty into legislation
- * 197 Universities currently have an amnesty policy
- * Policies at universities can vary; some cover only the caller, some cover the organization or house hosting the event, some have limited use of the policy
- * Miami ASG and SAC have passed a motion for the university to consider a policy
- * The Office of Student Wellness presented information to the President Executive Council 5/28/13

Outside The Classroom

Alcohol Prevention Coalition Diagnostic Assessment

Demographic Information

Please provide us with some characteristics of your institution.

1. Governance
 - Public
 - Private

2. Is your campus currently religiously-affiliated?
 - Yes
 - No (skip to Q. 4)
 - Don't** know (skip to Q. 4)

3. Please indicate religious affiliation
 - Baptist
 - Catholic
 - Episcopal
 - Jewish
 - Lutheran
 - Methodist
 - Mormon
 - Presbyterian
 - Quaker
 - Protestant (Other)
 - Other: (please specify)

4. Setting
 - Urban
 - Suburban
 - Small town
 - Rural

5. Region
 - Northeast (CT, MA, ME, NH, NJ, NY, PA, RI, VT)
 - South (AL, AR, DC, DE, FL, GA, KY, LA, MD, MS, NC, OK, SC, TN, TX, VA, WV)
 - Midwest (IA, IL, IN, KS, OH, MI, MN, MO, ND, NE, SD, WI)
 - West (AK, AZ, CA, CO, HI, ID, MT, NM, NV, OR, UT, WA, WY)

6. Undergraduate population size
students [**Note: must be a number**]

7. Athletics Division
 - I A (FBS)
 - I AA (FCS)
 - II
 - III
 - NAIA

Alcohol Prevention Coalition Diagnostic

Please indicate the percentage of full-time students who fall into each category.

	Percentage
8. Live in on-campus housing	50%
9. Live in off-campus university-owned housing	%
10. Live in private (i.e. non-university) housing/apartment	50%
11. Greek-affiliated	30%
12. Varsity athletes	%

The following questions pertain to campus-wide student surveys (e.g., NCHA, Core).

	Percentage	Data Source
13. Full-time students who are abstainers (campus-wide)	15%	NCHA, MU survey
14. Full-time students who are high-risk drinkers (campus-wide)	51%	ncha

15. What definition of "high-risk drinking" is the figure in Question 14 based upon (e.g., 4+ for females/5+ for males, 5 or more drinks in a sitting, NIAAA definition of 5 or more drinks for males, or 4 or more drinks for females in about 2 hours, etc.)?

Alcohol Incident Hotspots

On a scale of 1 - 5, what is the level of alcohol-related problems occurring on your campus in each of the following settings?

	1	2	3	4	5	N/A
	No problems	Few problems	Moderate level of problems	Serious problems	Very serious problems	
16. Gatherings of faculty with students (either on- or off-campus)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Student gatherings in residence hall rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Fraternity events or parties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Sorority events or parties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. On-campus dances or concerts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Intercollegiate athletics events	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Tailgate, pre- and post-game parties	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Intramural sports events	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Campus events designated as "alcohol-free"	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Homecoming celebrations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Off-campus house parties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Off-campus bars or clubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Other (name them below)						
Other: Parents in town	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: MARIJUANA IN WOODS	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Alcohol Prevention Coalition Diagnostic

Alcohol Prevention Coalition Diagnostic

29. What data sources are you drawing upon to identify your Alcohol Incident Hotspots in questions 16-28?
anecdotal, self reports in greek community, police reports
30. Drawing from the Alcohol Incident Hotspots information in questions 16-28, list the top three critical settings you believe should be prioritized to address high-risk alcohol use among students:
1. off campus houses
 2. Residence Halls/Uptown Bars
 3. Fraternity events

The following questions pertain to Greek letter organizations at your institution.

	Fraternity	Sorority
31. How many organizations are there?	31	20
32. How many houses are on-campus?	0	0
33. How many houses are off-campus?	21	0
34. How many organizations have housing available to their members?	21	0

Alcohol Outlet Density

	Number	Data Source
35. How many off-premise alcohol retailers—such as liquor stores, convenience stores, or grocery stores that sell alcohol—are located within three miles of your campus?	20	state of ohio division of liquor control
36. How many bars, taverns, restaurants, and clubs that serve alcohol are located within three miles of your campus?	32	state of ohio division of liquor control

The following questions pertain to the off-campus community.

	Always	Usually	Sometimes	Rarely	Never	Don't know
37. How often do local off-premise retailers check IDs of possible underage customers?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. How often do local bars and clubs check IDs of possible underage customers?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

39. What are your responses to questions 37-38 based upon?
- General impressions
 - Law enforcement compliance checks
 - Mystery shops
 - Other (please specify)
40. How would you rate the alcohol-related problems in the neighborhoods immediately adjacent to campus?
- No problems
 - Few problems
 - Moderate problems
 - Serious problems
 - Very serious problems

Alcohol Prevention Coalition Diagnostic

41. What is your response to question 40 based upon?

- General impressions
 Actual police reports
 Complaint hotline
 Other (please specify)

In the previous year, how many of the following occurred as a result of student alcohol use?

	Number of Incidents
On-campus incidents	
42. Total alcohol violations	567
43. Noise complaints	
44. Vandalism	
45. Minor in possession citations	60
46. Sexual assaults	10
47. Physical assaults	548
48. Alcohol violations in on-campus residential facilities	633
49. Greek-affiliated violations (skip if no Greek affiliations)	
50. Violations among athletes	
Off-campus incidents	
51. Total alcohol violations	202
52. Noise complaints	
53. Vandalism	
54. Minor in possession citations	3
55. Sexual assaults	3
56. Physical assaults	6
57. Alcohol-related violations in off-campus residences	0
58. Greek-affiliated violations (skip if no Greek affiliations)	2
On- or off-campus incidents	
59. Calls to authorities for assistance (possible alcohol overdose)	
60. Medical transports for possible alcohol overdose	
61. Suspensions of athletics teams for violations	
62. Suspensions of fraternities and sororities for violations	1
63. Serious injuries (injuries requiring medical attention) treated at your health center or local hospital/clinic	
64. Deaths	

Alcohol Prevention Coalition Diagnostic

Alcohol Programming

65. What are the primary components of your alcohol prevention programming? (Select all that apply)

21st birthday cards

Alcohol 101

Used in the case of (select all that apply):

- Judicial referral
- Counseling referral
- "Soft" referral from concerned friends/contacts
- Targeting first-year students
- Targeting Greek-affiliated students
- Targeting athletes
- Targeting all students
- Targeting other population (please specify)

Alcohol Awareness Week

AlcoholEdu

Used in the case of (select all that apply):

- Judicial referral
- Counseling referral
- "Soft" referral from concerned friends/contacts
- Targeting first-year students
- Targeting Greek-affiliated students
- Targeting athletes
- Targeting all students
- Targeting other population (please specify)

Alcohol-free events and activities

Alcohol Wise

Used in the case of (select all that apply):

- Judicial referral
- Counseling referral
- "Soft" referral from concerned friends/contacts
- Targeting first-year students
- Targeting Greek-affiliated students
- Targeting athletes
- Targeting all students
- Targeting other population (please specify)

ASTP (Alcohol Skills Training Program)

Used in the case of (select all that apply):

- Judicial referral
- Counseling referral
- "Soft" referral from concerned friends/contacts
- Targeting first-year students
- Targeting Greek-affiliated students
- Targeting athletes
- Targeting all students
- Targeting other population (please specify)

Alcohol Prevention Coalition Diagnostic

 BAC cards **BASICS**

Used in the case of (select all that apply):

- Judicial referral
- Counseling referral
- "Soft" referral from concerned friends/contacts
- Targeting first-year students
- Targeting Greek-affiliated students
- Targeting athletes
- Targeting all students
- Targeting other population (please specify)

 Breathalyzer feedback **CHOICES**

Used in the case of (select all that apply):

- Judicial referral
- Counseling referral
- "Soft" referral from concerned friends/contacts
- Targeting first-year students
- Targeting Greek-affiliated students
- Targeting athletes
- Targeting all students
- Targeting other population (please specify)

 CollegeAlc

Used in the case of (select all that apply):

- Judicial referral
- Counseling referral
- "Soft" referral from concerned friends/contacts
- Targeting first-year students
- Targeting Greek-affiliated students
- Targeting athletes
- Targeting all students
- Targeting other population (please specify)

 Curriculum infusion **Designated driver program** **"Don't cancel that class" program** **e-CHUG**

Used in the case of (select all that apply):

- Judicial referral
- Counseling referral
- "Soft" referral from concerned friends/contacts
- Targeting first-year students
- Targeting Greek-affiliated students
- Targeting athletes
- Targeting all students
- Targeting other population (please specify)

Alcohol Prevention Coalition Diagnostic

 Fatal vision goggles **Group Motivational Enhancement**

Used in the case of (select all that apply):

- Judicial referral
- Counseling referral
- “Soft” referral from concerned friends/contacts**
- Targeting first-year students
- Targeting Greek-affiliated students
- Targeting athletes
- Targeting all students
- Targeting other population (please specify)

 Health fair/tabling events **Invited speakers**

Used in the case of (select all that apply):

- Targeting first-year students
- Targeting Greek-affiliated students
- Targeting athletes
- Targeting all students
- Targeting other population (please specify)

 Mock DUI trial (BACCHUS)

Used in the case of (select all that apply):

- Targeting first-year students
- Targeting Greek-affiliated students
- Targeting athletes
- Targeting all students
- Targeting other population (please specify)

 MyStudentBody.com

Used in the case of (select all that apply):

- Judicial referral
- Counseling referral
- “Soft” referral from concerned friends/contacts**
- Targeting first-year students
- Targeting Greek-affiliated students
- Targeting athletes
- Targeting all students
- Targeting other population (please specify)

 New student orientation **Online education (non-commercial course)**

Used in the case of (select all that apply):

- Judicial referral
- Counseling referral
- “Soft” referral from concerned friends/contacts**
- Targeting first-year students
- Targeting Greek-affiliated students
- Targeting athletes
- Targeting all students
- Targeting other population (please specify)

Alcohol Prevention Coalition Diagnostic

Peer engagement (not limited to peer education, e.g., social norms marketing support, data collection, or policy support)

Prime for Life

Used in the case of (select all that apply):

- Judicial referral
- Counseling referral
- “Soft” referral from concerned friends/contacts**
- Targeting first-year students
- Targeting Greek-affiliated students
- Targeting athletes
- Targeting all students
- Targeting other population (please specify)

Safe rides

Small group social norms intervention

Used in the case of (select all that apply):

- Targeting first-year students
- Targeting Greek-affiliated students
- Targeting athletes
- Targeting all students
- Targeting other population (please specify)

Social marketing campaign (not including social norms marketing)

Used in the case of (select all that apply):

- Targeting first-year students
- Targeting Greek-affiliated students
- Targeting athletes
- Targeting all students
- Targeting other population (please specify)

Social norms marketing campaign

Used in the case of (select all that apply):

- Targeting first-year students
- Targeting Greek-affiliated students
- Targeting athletes
- Targeting all students
- Targeting other population (please specify)

Student theater troupe

Used in the case of (select all that apply):

- Targeting first-year students
- Targeting Greek-affiliated students
- Targeting athletes
- Targeting all students
- Targeting other population (please specify)

Substance-free housing

Alcohol Prevention Coalition Diagnostic

 TIPS for the University

Used in the case of (select all that apply):

- Judicial referral
- Counseling referral
- “Soft” referral from concerned friends/contacts**
- Targeting first-year students
- Targeting Greek-affiliated students
- Targeting athletes
- Targeting all students
- Targeting other population (please specify)

 Virtual house party

Used in the case of (select all that apply):

- Targeting first-year students
- Targeting Greek-affiliated students
- Targeting athletes
- Targeting all students
- Targeting other population (please specify)

 Other programming (please specify)

66. Does your campus offer recovery support for students in recovery?

- Yes
- No (skip to Q. 68)
- Don't know** (skip to Q. 68)

67. Which of the following sources of recovery support are available on your campus? (Select all that apply)

- Alcoholics Anonymous
- Non-AA support group
- Support for students returning from medical leave due to AOD problems
- Treatment services (on-campus)
- Other (please specify)

68. Does your campus train faculty and staff on the identification and referral of students with alcohol or other drug problems?

- All faculty and staff
- Most faculty and staff
- Some faculty and staff
- None

Alcohol Prevention Coalition Diagnostic

If an effort to promote student health and safety, have any of the following changes been made on your campus to support your prevention efforts?

	Yes	No	Already in Place
Revised academic calendar			
69. Scheduled more early morning classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70. Scheduled more Friday morning classes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71. Scheduled more Friday morning exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72. Shortened the period between final exams and graduation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73. Shortened the period between move-in day and first day of classes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
74. Rescheduled spring break to non-peak time	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Expanded learning opportunities for students			
75. Increased opportunities for faculty-student contact	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
76. Established living and learning communities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
77. Expanded emphasis on volunteer service and opportunities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
78. Emphasized community service for academic course requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Healthier social alternatives to drinking and partying			
79. Expanded hours for the student center, library, gym, or other alcohol-free settings	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
80. Opened alcohol-free settings for students to hang out	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
81. Provided healthy spring break opportunities (e.g. Break Away, service trips)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Campus-wide changes			
82. Increased academic standards	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
83. Other (name them below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Alcohol Prevention Coalition Diagnostic

Alcohol Policies

Does your campus have any of the following restrictions on alcohol use?

	Yes	No	N/A
84. Prohibit alcohol use on campus for all faculty, staff, students, and administrators (if yes, skip to Q. 89)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
85. Prohibit all student alcohol use on campus (if yes, skip to Q. 89)	<input type="checkbox"/>	<input type="checkbox"/>	
86. Prohibit all alcohol use on campus for students under age 21	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
87. Prohibit alcohol use in public places	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
88. Prohibit kegs in residence halls	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
89. Prohibit kegs in fraternities and sororities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
90. Prohibit all alcohol marketing on campus	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

On-Campus Alcohol Sales

91. Does your campus profit from the sale of alcohol at sports events?

- Yes
 No
 N/A

92. Is there a campus pub where individuals can purchase alcohol by the drink?

- Yes
 No (skip to Q. 100)

93. Are students under age 21 allowed in the campus pub?

- Yes
 No (skip to Q. 95)

94. How is underage student drinking monitored in the campus pub? (Check all that apply)

- IDs checked
 Limits on number of drinks sold per sale
 Alcohol sold in small containers (cups, glasses)
 Underage drinking not monitored
 Other (please specify)

The following questions inquire about on-campus sales and service of alcohol.

	Yes	No
95. Are campus pub bartenders required to receive alcohol server training?	<input type="checkbox"/>	<input type="checkbox"/>
96. Does the campus pub serve food other than bar snacks?	<input type="checkbox"/>	<input type="checkbox"/>
97. Does the campus pub serve alcohol during the day on weekdays?	<input type="checkbox"/>	<input type="checkbox"/>
98. Are there policies limiting the type or amount of alcohol served?	<input type="checkbox"/>	<input type="checkbox"/>
99. Is there a system that verifies students are of legal drinking age?	<input type="checkbox"/>	<input type="checkbox"/>

Alcohol Prevention Coalition Diagnostic

On-campus Event Registration and Hosting

100. Are student organizations or of-age students allowed to serve alcohol at parties, functions and events on-campus?
 Yes
 No (skip to Q. 108)
101. Does your campus require that on-campus social functions be registered?
 Yes
 No (skip to Q. 103)
102. Are hosts/sponsors of on-campus social functions required to attend any type of meeting or training in order to have the function registered?
 Yes
 No

On-campus Functions Where Students are Present

103. Does your campus require the availability of non-alcoholic beverages at functions where alcohol is served?
 Yes
 No (skip to Q. 105)
104. Are these beverages provided free of charge to attendees?
 Yes
 No

		Yes	No
105.	Does your campus require that food be served at on-campus functions where alcohol is served?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
106.	Does your campus require the use of registered and trained alcohol servers at on-campus social events?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
107.	Does your campus have a system in place for verifying the age of students at on-campus events where alcohol is served?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Off-campus Event Registration and Hosting

108. Are student organizations or of-age students allowed to serve alcohol at parties, functions and events off-campus?
 Yes
 No (skip to Q. 116)
109. Does your campus require that off-campus social functions be registered?
 Yes
 No (skip to Q. 111)
110. Are hosts/sponsors of off-campus social functions required to attend any type of meeting or training in order to have the function registered?
 Yes
 No

Alcohol Prevention Coalition Diagnostic

Off-campus Functions Where Students are Present

111. Does your campus require the availability of non-alcoholic beverages at functions where alcohol is served?
 Yes
 No (skip to Q. 113)
112. Are these beverages provided free of charge to attendees?
 Yes
 No

		Yes	No
113.	Does your campus require that food be served at off-campus functions where alcohol is served?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
114.	Does your campus require the use of registered and trained alcohol servers at off-campus social events?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
115.	Does your campus have a system in place for verifying the age of students at off-campus events where alcohol is served?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

On-Campus Advertising

		Yes	No
116.	Does your campus allow event advertising to include the availability of alcohol at the event?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
117.	Does your campus have a policy to prohibit the sponsorship of campus events/promotions by the alcohol industry?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

118. Are non-university establishments that sell alcohol allowed to advertise on your campus?
 Yes
 No (skip to Q. 121)
119. How are they allowed to advertise?
 Radio
 Bulletins
 Fliers
 Campus newspaper
 Facebook
 Other (please specify) **coupons**
120. Are there prohibitions on any of the following types of promotions? (Check all that apply)
 Brand-preference ads
 Low-priced specials
 Happy hours

Campus Sporting Events

121. Does your campus prohibit alcohol sales at campus sporting events?
 Yes (skip to Q. 124)
 No
122. Does your campus place restrictions on the sale of alcohol at sporting events?
 Yes
 No (skip to Q. 124)

Alcohol Prevention Coalition Diagnostic

123. What types of restrictions are in place? (Check all that apply)
- IDs checked
 - Other systems for verifying age
 - Limits on the number of drinks sold per sale
 - Alcohol sold in small containers (cups, glasses vs. pitchers)
 - Limits on the time when alcohol is sold
 - No alcohol sales in stands
 - Other (please specify) **beer tent**
124. Does your campus prohibit fans from entering sporting events with alcohol?
- Yes
 - No
125. Does your campus ban the use of alcohol at tailgate pre- and post- game parties?
- Yes (skip to Q. 128)
 - No
126. Does your campus limit alcohol use at tailgate events (e.g. designated areas, times, per person limits on alcohol)?
- Yes
 - No (skip to Q. 128)
127. What restrictions are in place? (Check all that apply)
- Limited hours of access before/after game time
 - Limited to designated areas only
 - Per-person limits on alcohol allowed in tailgate area
 - Separate student-only tailgate areas
 - Other (please specify)
128. Does your campus provide alcohol-free events/activities for students during tailgating hours?
- All of the time
 - Most of the time
 - Some of the time
 - Never
 - Don't know**

Policies Governing Greek Letter Organizations

129. Does your campus place any of the following restrictions or controls on Greek organizations recognized by your campus? (Select all that apply)
- Deferred rush
 - Hold hosts responsible for violations and problems
 - ID checking at events
 - Mandatory party registration
 - Mandatory responsible beverage service (RBS) at functions where alcohol is served
 - Prohibit off-campus parties where alcohol is served
 - Prohibit all alcohol use
 - Prohibit drinking during pledge period
 - Prohibit drinking during rush
 - Prohibit kegs or other common sources of alcohol at social events
 - Require security to be present at social events
 - Set academic standards to be met
 - No recognized Greek Life Organizations on campus

Alcohol Prevention Coalition Diagnostic

Community and State Level Policies

130. Has your campus worked to establish the following strategies in an attempt to limit alcohol availability off-campus? (Select all that apply)
- Limit the number and concentration of alcohol outlets near campus
 - Restrictions on low-priced drink promotions
 - Limit days or hours for alcohol sales
 - Limit quantities of alcohol that can be purchased per sale
 - Limit container size for alcohol sales
 - Require keg registration
 - Social host liability ordinance
 - Ban admittance of minors to bars/clubs
 - Other (please specify)
131. Does your state include a policy banning the use of false identification (fake ID) for the purpose of purchasing alcohol?
- Yes
 - No
 - Don't know

Alcohol Policy Enforcement Effort

132. Does your campus engage in the following enforcement activities to monitor and curtail alcohol use among students? (Select all that apply)
- Patrols near on-campus parties
 - Patrols near off-campus parties
 - ID checks at on-campus functions
 - Decoy operations at campus pubs and social functions
 - Breathalyzer checks for entry to alcohol-free events
 - Room searches/random safety checks
 - Interdiction efforts to prevent students bringing alcohol into residence halls
 - Other (please specify)
133. Which entities are charged with the *enforcement* of laws/policies governing alcohol use among students from your campus? (Select all that apply)
- Residence Life
 - Student activities office
 - Campus security/university police
 - Independent security personnel
 - Off-campus police
 - State or regional alcohol licensing/control agency
 - Other (please specify)
134. How consistent is the enforcement of laws/policies governing alcohol use among students among these entities?
- Inconsistent Consistent
- 1 2 3 4 5
135. How lenient or strict is the enforcement of laws/policies governing alcohol use among students among these entities?
- Very Lenient Very Strict
- 1 2 3 4 5

Alcohol Prevention Coalition Diagnostic

136. When a law/policy enforcement effort to address alcohol problems is planned, are these efforts publicized to notify students in advance?
- All of the time
 Most of the time
 Some of the time
 Rarely
 Never
 Don't know
 No law/policy enforcement effort plans to date
137. Once a law/policy enforcement effort to address alcohol problems takes place, are the resulting citations and violations publicized to students?
- All of the time
 Most of the time
 Some of the time
 Rarely
 Never
 Don't know
 No law/policy enforcement effort plans to date
138. When a student commits an alcohol-related violation off-campus, are campus authorities notified?
- All of the time
 Most of the time
 Some of the time
 Rarely
 Never
139. In your opinion, how appropriately does your campus respond to off-campus student alcohol offenses?
- Too strict
 Neither too strict nor too lenient
 Too lenient

Campus Disciplinary & Sanctioning Procedures

140. Does your campus policy include the following? (Select all that apply)
- A point-based sanctioning system for alcohol violations
 Mandatory minimum sanctions
 Medical amnesty
 Parental notification
 “Three strikes and you're out”

Alcohol Prevention Coalition Diagnostic

How does your campus administration typically handle students in the following situations? (Select all that apply)

	Do nothing	Talk with student	Refer to education or counseling	Take disciplinary action
141. Student brings alcohol into area or event where alcohol is prohibited	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
142. Of-age student buys alcohol for underage friends	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
143. Student becomes drunk and disorderly at a campus party or event	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
144. Student hosts an on-campus event where others become drunk and disorderly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
145. Student requires emergency treatment for alcohol overdose	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
146. Student is arrested for off-campus violation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
147. RA or roommate reports student is drinking heavily	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
148. Student caught with a fake ID	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

149. How often is disciplinary action taken when underage students are caught or reported drinking?
- All of the time
 Most of the time
 Some of the time
 Rarely
 Never

How likely are the following responses to an underage student found drinking or in possession of alcohol in the case of a first offense with no associated violations?

	Usually	Sometimes	Rarely	Never
150. Official warning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
151. Parent is notified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
152. Fine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
153. Community service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
154. Probation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
155. Suspension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
156. Referral to alcohol education program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
157. Referral to alcohol assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

158. Does your campus take disciplinary action against students who host parties, or organizations that host events where alcohol violations occur?
- No
 Student hosts
 Organization hosts
 Both student and organization hosts
159. Do students on your campus face disciplinary action for alcohol-related violations that occur off-campus?
- All of the time
 Most of the time
 Some of the time
 Rarely
 Never

Alcohol Prevention Coalition Diagnostic

160. Which campus entities are responsible for meting out disciplinary sanctions for students with alcohol violations? (Select all that apply)

- Residence Life
- Student Activities office
- Dean of Students Office
- Office of Student Conduct/Community Standards
- Greek Life/Affairs
- Athletics Department
- Student Judicial Board
- Other (please specify)

161. How consistent are the sanctions for student alcohol violations among these entities?

Inconsistent

1

2

3

4

Consistent

5

162. How lenient are the sanctions for student alcohol violations among these entities?

Very
Lenient

1

2

3

4

Very Strict

5

163. How does your campus disseminate its written AOD policy to students?

- Posted on Web
- E-mailed to students
- Published in student handbook
- Published in college catalogue
- Handed out at orientation
- Handed out at meetings/classes/workshops required of students
- Published in admission materials
- Handed out at presentations to student groups
- Communicated via AlcoholEdu course
- Via social media (Facebook, Twitter, etc.)
- Other (please specify)

Alcohol Prevention Coalition Diagnostic

Critical Processes

Please check all that apply regarding your use of the data sources listed below:

	My campus relies on this data source as a baseline measurement for our campus alcohol prevention efforts	If selected...		
		Alcohol-related incidents are captured in the reporting form	I use these data to inform our alcohol prevention strategy	I call upon this data source to evaluate campus alcohol prevention efforts
164. Surveys of student knowledge, attitudes, and behaviors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
165. On-campus police data	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
166. Off-campus police data	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
167. Clery Reports	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
168. Judicial/disciplinary reports	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
169. Residence Life reports	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
170. Student Health Services reports	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
171. Hospital admission data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
172. Student Counseling Center reports	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
173. Facilities reports (dorm damage, vandalism, etc.)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
174. Results from environmental scan (CARA)	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
175. Focus group data	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
176. Registrar data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strategic planning and evaluation

177. Do you have specific goals for your alcohol prevention efforts?
 Yes
 No (skip to Q. 179)
178. How often do you revisit your alcohol prevention goals and make revisions?
 Every year
 Every 2 years
 Every 3-5 years
 Every 6+ years
 Never
179. Have you engaged in a formal strategic planning process to inform and guide your campus alcohol prevention efforts?
 Yes
 No (skip to Q. 181)

Alcohol Prevention Coalition Diagnostic

180. How long ago did you do this?
 This year
 Last year
 2 years ago
 3-5 years ago
 6+ years ago
181. With whom do you share your alcohol prevention progress indicators and reports? (Select all that apply)
 President/Chancellor
 Board of Trustees/Regents
 Vice President for Student Affairs
 Other Vice Presidents
 Provost
 Alcohol Task Force
 Director level staff in Student Affairs
 Campus-Community Coalition
 Health/Counseling/Wellness staff
 Other (please specify)
182. In order to be eligible for federal education funding, does your campus create an alcohol and other drug policy report in compliance with federal regulations in EDGAR Part 86 (a.k.a. the “**biennial review**”)?
 Yes
 No (skip to Q. 184)
183. In what year did you most recently complete this review?
06-08 (write in year)
184. Has your campus ever undertaken a comprehensive review and examination of its alcohol policies?
 Yes
 No (skip to Q. 188)
185. How often does your campus review and revise its alcohol policies?
 Annually
 Every 2 years
 Every 3-5 years
 Every 6+ years
 Never
186. As your campus reviewed the various policies and codes that govern various campus groups (e.g., Greeks, athletes, faculty and staff policies) to ensure that they are uniform and consistent with one another?
 Yes
 No
187. In what year did you most recently complete this review?
2010 (write in year)
188. Has your campus reviewed the various policies and codes that govern various campus groups to ensure that they are uniform and consistent with state law?
 Yes
 No

Alcohol Prevention Coalition Diagnostic

Institutionalization

189. Are you the person primarily responsible for and most closely affiliated with alcohol prevention on campus?

Yes

No (skip to Q. 195)

Fill in the following information about yourself:

	Response
190. What is your title?	
191. What level of FTE do you devote to alcohol prevention?	
192. What other issues/programs do you oversee?	
193. What level of FTE do you devote to other issues/programs?	
194. To whom do you report?	

Fill in the following information about the person primarily responsible for alcohol prevention on campus (skip if same as above):

	Response
195. What is the primary person's title?	Assistant Director
196. What level of FTE do they devote to alcohol prevention?	.92 FTE
197. What other issues/programs do they oversee?	peer education
198. What level of FTE do they devote to other issues/programs?	
199. To whom do they report?	Director of Student Wellness

200. Besides the personnel listed above, are there other staff on campus with some responsibility for alcohol prevention and intervention?

Yes

No

201. What is the total FTE devoted to alcohol prevention and intervention on your campus (including your time, other staff, and paid student help)?

Alcohol Prevention Coalition Diagnostic

202. Are you part of a regional campus system that demands the time and attention of your alcohol prevention staff?
 Yes
 No
203. How much funding has been allocated from your institution's budget to alcohol prevention programming and support, not counting grant-supported work and excluding personnel costs?
 \$
204. How many times has your Chancellor/President publicly spoken about the alcohol issue in the past year?
 0 times 1 time 2 times 3 times 4+ times
205. How many times has your Vice President for Student Affairs publicly spoken about the alcohol issue in the past year?
 0 times 1 time 2 times 3 times 4+ times
206. How invested is your supervisor in campus alcohol prevention efforts?
 Not at all invested Extremely invested
 1 2 3 4 5
207. Are concerns regarding issues of student health and wellness mentioned within the mission of your division?
 Yes
 No
208. Has your Chancellor/President convened a group (campus task force, community coalition, alcohol committee, etc.) to specifically address issues related to student alcohol use?
 Yes
 No (skip to Q. 211)
209. Does the Chancellor/President or his/her designee participate in this group?
 Yes
 No
210. To whom does the group report?

Connecting Student Alcohol Use to Mission-Critical Activities

	Yes	No	Don't know
211. Is student health and wellness mentioned as a key priority in your institution's strategic plan?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
212. Has your institution articulated specific, measurable goals for improving student health and wellness?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
213. Have you articulated how student alcohol use impacts key institutional priorities (e.g., impact of alcohol use on academic performance, retention, cost management)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Alcohol Prevention Coalition Diagnostic

214. Does your campus have an established forum (task force, alcohol committee, etc.) to engage a variety of campus offices in alcohol prevention? (Note: this refers to a campus-focused group, not a community coalition.)

- Yes (proceed to next question and skip Q. 220 and 221)
 No (skip to Q. 220)

215. How many times has this group met in the last year?

- Never
 1
 2
 3-5
 6+

216. Which of the following campus groups are represented in the task force?

- Faculty/researchers
 Administrators
 Alcohol prevention professionals
 Health services
 Students
 Greek Life/Affairs
 Student leaders
 Residence Life
 Campus security/university police
 Other (please specify) athletics, off campus affairs, student conduct

217. Which of the following off-campus groups are represented in the task force?

- Local law enforcement officials
 Government officials
 Hospital/clinic staff
 Business leaders
 Bar/outlet owners
 Landlords
 Neighborhood residents
 Liquor licensing board members
 Alcohol treatment services staff
 No off-campus groups represented
 Other (please specify)

- | | | | | | | |
|------|--|---|-------------------------------|-------------------------------|--|---|
| | | Not at
all
Active | | | | Engaged
and Active |
| 218. | Rate the task force's level of activity. | <input type="checkbox"/>
1 | <input type="checkbox"/>
2 | <input type="checkbox"/>
3 | <input checked="" type="checkbox"/>
4 | <input type="checkbox"/>
5 |
| 219. | Rate the task force's degree of progress. | Stagnant
<input type="checkbox"/>
1 | <input type="checkbox"/>
2 | <input type="checkbox"/>
3 | <input checked="" type="checkbox"/>
4 | Productive
<input type="checkbox"/>
5 |

Alcohol Prevention Coalition Diagnostic

220. Do you have working relationships with any of the following constituencies to pursue your alcohol prevention goals?
- Faculty/researchers
 - Administrators
 - Alcohol prevention professionals
 - Health services
 - Students
 - Greek Life/Affairs
 - Student leaders
 - Residence Life
 - Campus security/university police
 - Other (please specify) athletics, office of off campus affairs, office of student conduct
221. Do you have working relationships with any of the following off-campus constituencies below to pursue your alcohol prevention goals?
- Local law enforcement officials
 - Government officials
 - Hospital/clinic staff
 - Business leaders
 - Bar/outlet owners
 - Landlords
 - Neighborhood residents
 - Liquor licensing board members
 - Alcohol treatment services staff
 - No off-campus groups relationships
 - Other (please specify) Butler county Alcoholism Council
222. Does your community have a campus-community coalition or town-gown committee formed to address college student alcohol problems that are witnessed in the community?
- Yes
 - No (skip to Q. 228)
 - Don't** know (skip to Q. 228)
223. How many times have you met in the last year?
- Never
 - 1
 - 2
 - 3-5
 - 6+
224. What campus groups are represented in the coalition or town-grown group?
- Faculty/researchers
 - Administrators
 - Alcohol prevention professionals
 - Health services
 - Students
 - Greek Life/Affairs
 - Student leaders
 - Residence Life
 - Campus security/university police
 - Other (please specify) judicial affairs, off campus affairs, city government, faith community, local school district, oxford police department, high school students, local hospital

Alcohol Prevention Coalition Diagnostic

225. What off-campus groups are represented in the coalition or town-gown group?
- Local law enforcement officials
 - Government officials
 - Hospital/clinic staff
 - Business leaders
 - Bar/outlet owners
 - Landlords
 - Neighborhood residents
 - Liquor licensing board members
 - Alcohol treatment services staff
 - Other (please specify)
226. **Rate the coalition's level of activity.**
- | | | | | | | |
|--|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|-----------------------|
| | Not at all
Active | | | | | Engaged
and Active |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | |
| | 1 | 2 | 3 | 4 | 5 | |
227. **Rate the coalition's degree of progress.**
- | | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|------------|
| | Stagnant | | | | | Productive |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| | 1 | 2 | 3 | 4 | 5 | |
228. Is there a coordinated, multi-campus alcohol prevention initiative for colleges and universities in your city/region?
- Yes
 - No (skip to Q. 230)
229. Is your campus a part of this initiative?
- Yes
 - No
230. Is there a coordinated, multi-campus alcohol prevention initiative for colleges and universities in your state?
- Yes
 - No (skip final question)
231. Is your campus a part of this initiative?
- Yes
 - No

Effects of AlcoholEdu for College on Alcohol-Related Problems Among Freshmen: A Randomized Multicampus Trial*

MALLIE J. PASCHALL, PH.D.,[†] TAMAR ANTIN, DR.P.H., CHRISTOPHER L. RINGWALT, DR.P.H.,[†] AND ROBERT F. SALTZ, PH.D.

Prevention Research Center, Pacific Institute for Research and Evaluation, 1995 University Avenue, Suite 450, Berkeley, California 94704

ABSTRACT. Objective: AlcoholEdu for College is a 2- to 3-hour online course for incoming college freshmen. This study was the first multicampus trial to examine effects of AlcoholEdu for College on alcohol-related problems among freshmen. **Method:** Thirty universities participated in the study. Fifteen were randomly assigned to receive AlcoholEdu, and the other 15 were assigned to the control condition. AlcoholEdu was implemented by intervention schools during the summer and/or fall semester. Cross-sectional surveys of freshmen were conducted at each university beginning before the intervention in spring 2008/2009; post-intervention surveys were administered in fall 2008/2009 and spring 2009/2010. The surveys included questions about the past-30-day frequency of 28 alcohol-related problems, from which we created indices for the total number of problems and problems in seven domains: physiological, academic, social, driving under the influence/riding with drinking drivers, aggression, sexual risk taking, and victimization. Multilevel Poisson regression analyses were conducted

to examine intent-to-treat and dosage effects of AlcoholEdu for College on these outcomes. **Results:** Multilevel intent-to-treat analyses indicated significant reductions in the risk for past-30-day alcohol problems in general and problems in the physiological, social, and victimization domains during the fall semester immediately after completion of the course. However, these effects did not persist in the spring semester. Additional analyses suggested stronger AlcoholEdu effects on these outcomes at colleges with higher rates of student course completion. No AlcoholEdu effects were observed for alcohol-related problems in the other four domains. **Conclusions:** AlcoholEdu for College appears to have beneficial short-term effects on victimization and the most common types of alcohol-related problems among freshmen. Universities may benefit the most by mandating AlcoholEdu for College for all incoming freshmen and by implementing this online course along with environmental prevention strategies. (*J. Stud. Alcohol Drugs*, 72, 642–650, 2011)

NATIONAL EPIDEMIOLOGICAL STUDIES indicate that substantial numbers of college students experience negative consequences that are associated with alcohol use. Hingson et al. (2009) estimated that the number of alcohol-related unintentional injury deaths among college students increased from 1,440 in 1998 to 1,825 in 2005. They also estimated that, in 2001, 599,000 full-time 4-year students were injured because of drinking; 696,000 were hit or assaulted by another student who had been drinking; and 97,000 were victims of alcohol-related sexual assault or date rape. Additionally, the prevalence of past-year drinking and driving among college students increased from 26.5% in 1999 to 28.9% in 2005. Identifying effective strategies to prevent or reduce negative drinking consequences among college students clearly remains a public health research priority.

Of growing popularity are web-based interventions designed to reduce both hazardous drinking and alcohol-related problems on college campuses (Nelson et al., 2010). Online courses such as AlcoholEdu for College are modeled in part on efficacious multicomponent interventions led by trained

clinicians (e.g., Brief Alcohol Screening and Intervention for College Students [BASICS]; Dimeff et al., 1999). Such interventions typically include personalized feedback to change normative beliefs about alcohol use, education about alcohols' effects on the brain and on behavior, risk awareness, challenges to expectations regarding the effects of alcohol use, and suggestions for alcohol-free activities and strategies to minimize alcohol-related harm (Dimeff et al., 1999; Larimer and Cronce, 2007). Although brief interventions such as BASICS with trained clinicians are now fairly well established, web-based interventions are still being developed and tested. Thus, questions remain about their potential for reducing student alcohol misuse and related consequences.

There have been several investigations on the effects of AlcoholEdu for College. In one randomized controlled trial, Croom and colleagues (2009) tested the effects of the program on incoming freshmen. Students assigned to the intervention group took the course during the summer before matriculation and then completed a survey 1 month after they arrived on campus. In both the entire sample and among students who reported alcohol use at baseline, those assigned to the intervention group reported participation in fewer drinking games at follow-up but were more likely to report unsafe sexual practices. Students in the intervention group who reported 30-day use at baseline also were more likely to experience a hangover than those in the control

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[†]Correspondence may be sent to Mallie J. Paschall at the above address or via email at: paschall@prev.org. Christopher L. Ringwalt is with the Pacific Institute for Research and Evaluation, Chapel Hill, NC.

group. We note, however, that this study was based on an earlier version of AlcoholEdu for College, and intervention-versus-control-group comparisons did not adjust for baseline differences in alcohol-related behaviors.

In a second study, Lovecchio and colleagues (2010) also used a randomized controlled trial to examine the short-term effects of AlcoholEdu for College in a sample of all incoming freshmen, irrespective of baseline drinking status. Study results indicated that students exposed to the intervention reported a decrease and those in the control group an increase in a range of drinking-related behavioral but not psychological consequences.

A recent 30-campus randomized controlled trial by Paschall and colleagues (in press) investigated the effects of AlcoholEdu for College on the frequency of past-30-day alcohol use and heavy drinking among freshmen. AlcoholEdu for College extends traditional educational approaches to prevent alcohol misuse by including normative feedback to correct student misperceptions about the acceptability and level of heavy drinking on campus, interactive exercises to challenge alcohol expectancies, and recommendations for strategies to reduce the likelihood of heavy drinking and related consequences (e.g., avoiding drinking games, planning for safe transportation). The multicampus design was used because AlcoholEdu for College is typically mandated for all incoming freshmen and is therefore considered a campus-level prevention strategy (Outside the Classroom, 2010). Findings indicated significant reductions in these behaviors among freshmen at intervention schools relative to control schools during the fall semester immediately following course implementation. Stronger effects on these outcomes were observed at colleges with a higher percentage of students who completed the course. However, course effects on these behaviors did not persist into the subsequent spring semester, regardless of the level of course completion.

The present study used survey data collected as part of the 30-campus randomized controlled trial to investigate the effects of AlcoholEdu for College on alcohol-related problems among freshmen. In light of the observed effects of AlcoholEdu for College on drinking behaviors, we also expected to see short-term effects on alcohol-related problems, with stronger effects at schools with higher course completion rates.

Method

Study design

AlcoholEdu for College was evaluated as a campus-level prevention strategy with a randomized controlled design. Colleges eligible to participate in the study had never implemented AlcoholEdu or any other type of online alcohol prevention program designed for all incoming freshmen, and officials expressed willingness for their colleges to be

randomly assigned to an intervention or control condition in the first year of the study. Officials at participating schools also agreed, if their schools were assigned to the intervention group, to implement the program as designed. Outside the Classroom provided AlcoholEdu for each college with a 50% discount; these costs were covered by the grant, and the colleges were not involved in financial transactions with Outside the Classroom pertaining to the study. In addition, officials of all participating schools agreed to provide random samples of 200 freshman students each semester to the Survey Sciences Group, an independent survey organization. Before random assignment, colleges were stratified (i.e., matched as pairs or larger groups) based on characteristics such as geographic location (region of the United States, urban/suburban vs. rural area), governance (public vs. private), total undergraduate population, and percentage of students who were White and in fraternities/sororities. Pre-stratification helped to enhance the baseline equivalence of the intervention and control groups with respect to characteristics that could be associated with student drinking. Because of time constraints, it was not possible to use baseline student-survey data for pre-stratification purposes.

Thirty-two colleges were initially enrolled in the study over a 2-year period. Twenty-two schools were enrolled in fall 2007 and the remainder in fall 2008. Colleges were randomly assigned to the intervention (AlcoholEdu) or to the control condition. Of the 16 schools assigned to the intervention condition, one did not fully implement AlcoholEdu as a result of the loss of its campus coordinator position, but it was retained in the study to avoid attenuating the study design. One of the other 15 intervention schools was lost to follow-up because it did not provide usable survey samples for all three waves of data collection. Of the 16 schools assigned to the control condition, one dropped out of the study before baseline data collection. Three waves of survey data were collected from the 30 remaining colleges, with 15 in each study condition.

AlcoholEdu for College

AlcoholEdu is an online alcohol misuse prevention and harm reduction course for college students that typically takes 2–3 hours to complete. Depending on the implementation method selected by any given college, students generally complete Part I of the program in the late summer, before the beginning of the fall semester. Part I consists of a baseline survey and four modules: *Introduction*, *Getting the Facts*, *Deciding for Yourself*, and *Review and Exam*. Thirty to 45 days later (by which time they have matriculated), students are prompted by email to complete Part II of AlcoholEdu, which consists of one module that comprises review materials, some new content, and a follow-up survey.

The course includes attitudinal and behavioral surveys, tests of program-related knowledge, and multimedia com-

ponents, including informational text with graphics, audio discussions of topics, interactive animations, case studies with streaming video clips of college students in different drinking situations, blog simulations, and self-reflection exercises. Some of the content of the course is tailored to respond to students' specific drinking status and gender. For example, students who report high-risk drinking are provided with feedback using national statistics concerning the prevalence of alcohol use among college students to correct any misperceptions about this behavior.

Module 1 begins with an overview of the course, emphasizes why taking the course is important, and through a flash animation provides detailed information about a standard drink size in relation to different types of alcoholic beverages. Students then complete a pop quiz to assess their baseline knowledge about the information covered in the course, as well as a pre-intervention survey designed to measure their alcohol-related attitudes, beliefs, and experiences.

Module 2 challenges students with regard to their perceptions of campus drinking norms and their knowledge of alcohol's effects on the brain and body, and it includes a discussion about blood alcohol concentration and a blood alcohol concentration calculator exercise. Module 2 also provides information about alcohol laws and policies, including consequences of alcohol law violations, and it gives students the opportunity to explore policies that are specific to their state.

Module 3 encourages students to set academic, social, and health-related goals for themselves concerning their next year of college and to develop strategies to help them meet those goals. Students select among a number of harm-reduction approaches (e.g., setting a limit on drinks, planning for safe transportation) to develop a specific plan for themselves, which is then referenced in Part II of the program. Module 3 also teaches students how to deal with alcohol problems that they may encounter with friends, such as alcohol poisoning and drinking and driving. Alcohol-related campus resources are provided at the end of the module.

Module 4 consists of a course review and an examination. Students may view their exam scores and then review the correct answers to the questions that they missed.

Finally, Module 5 (Part II), taken 30–45 days after completion of Part I, includes a follow-up survey and an opportunity for students to review, reflect on, and revise the plan that they developed in Part I. It also covers some new course material, including segments on constructively managing stress and recognizing problems related to alcohol misuse. Part II concludes with a final quiz.

Student surveys

Contact information for random cross-sectional samples of approximately 200 first-year students at least 18 years old was provided by the officials of 30 colleges at the beginning

of each semester. Spring surveys were conducted in March and April, and fall surveys were conducted in October and November. Students first received a survey invitation letter via U.S. mail with a \$10 cashable check enclosed. The letter provided information about the study and how to log into the survey website with a unique personal identification number. Up to three email reminders with similar information were sent to students if they had not yet logged into the survey website within the next 3 weeks. The survey took an average of 15 minutes to complete.

The overall survey response rate ranged from 44% to 48% (~90 respondents per school each semester). Because response rates were less than optimal, nonresponse weights were created to reduce the possibility of sample bias that could result from over- or under-representation of several demographic subgroups. Nonresponse weights were computed as ratios based on gender/ethnic breakdowns for the entire freshman classes at the universities, relative to analogous breakdowns from the survey respondent samples. Nonresponse weights were applied in both preliminary descriptive analyses and multilevel regression analyses.

Measures

Alcohol-related problems. Based on the Rutgers Alcohol Problem Index (White and Labouvie, 1989) and additional questions about student alcohol problems included in a recent multicampus trial (Saltz et al., 2010), respondents were asked how often in the past 30 days they had experienced any of 28 problems as a result of their drinking, including physiological problems (e.g., had a hangover, got nauseated or vomited, passed out, forgot where you were or what you did), academic problems (e.g., missed a class, got behind in schoolwork, performed poorly on a test), social problems (e.g., got into trouble with school authorities or local police, were criticized by someone you know), aggressive behavior (e.g., got into physical fights when drinking or became very rude, obnoxious, or insulting after drinking), drove after drinking or rode with a driver who was high or drunk, sexual risk taking (e.g., unplanned sex, sex without protection), and victimization (e.g., victim of a crime, taken advantage of sexually). Six possible responses ranged from 1 (*never*) to 6 (*10 or more times*). The ordinal response values were converted to interval-based values using midrange values where appropriate (i.e., 1 = 0, 2 = 1, 3 = 2, 3–5 times = 4, 6–9 times = 7.5, ≥ 10 times = 10). Students who did not report any alcohol use in the past 30 days were given a value of zero for each alcohol-related problem.

We created summative indices for the six alcohol-problem domains noted above to examine the effects of AlcoholEdu for College on different types of problems, plus an overall index for all problems. Because of the low prevalence of many of the problems (Table 2) and skewed or “zero-inflated” distributions of summative indices, we treated these

measures as event counts in subsequent analyses, recognizing that in some cases these alcohol-related events may not be completely independent.

Student demographic and academic characteristics

Respondents reported their age, gender, race/ethnicity (non-Hispanic White, Black, Asian, Hispanic, other), place of residence (campus residence hall, fraternity or sorority house, off-campus apartment or house, at home with parents), and current or high school grade-point average. Because the majority (81%) of students were living in a campus residence hall or dormitory, we treated place of residence as a dichotomous variable (0 = other, 1 = dormitory).

College characteristics

College characteristics included geographic location (region of the United States, urban/suburban vs. small town), governance (public vs. private), religious vs. nonreligious, total undergraduate population, and percentage of undergraduate students who were White, male, in fraternities/sororities, and living on campus. Fall 2008/2009 semester characteristics were used because the first wave of post-intervention data was collected during this semester and because college characteristics could potentially confound the relationship between AlcoholEdu and student drinking.

Data analysis

Descriptive analyses were first used to compare the characteristics of intervention and control schools as well as the baseline characteristics of the student samples. Multilevel Poisson regression analyses were conducted in HLM Version 6.06 software (Raudenbush et al., 2004) to examine the effects of the intervention condition on outcome slopes. Student-level models were represented by the following general equation:

$$E(Y_{ij}) = \beta_{0j} + \beta_{1j}(\text{Time}) + \beta_{Xj}(\text{Covariates})$$

In this equation, $E(Y_{ij})$ is the probability of an alcohol-related problem (or event) for student i at college j ; β_{0j} is the mean outcome at college j at baseline; $\beta_{1j}(\text{Time})$ is the slope of the relationship between the mean outcome at college j for Time (1 = Spring 2008/2009, 2 = Fall 2008/2009, 3 = Spring 2009/2010); and $\beta_{Xj}(\text{Covariates})$ are slopes of relationships between student-level covariates (e.g., age, gender) and mean outcome at college j . No student-level random effect is included for Poisson regression. College-level models were based on the following equations:

$$\text{Model 1: } \beta_{0j} = \gamma_{00} + \gamma_{01}(\text{Intervention Condition}) + \gamma_{0X}(\text{Covariates}) + \mu_{0j}$$

$$\text{Model 2: } \beta_{1j} = \gamma_{10} + \gamma_{11}(\text{Intervention Condition}) + \mu_{1j}$$

In the first model, γ_{00} is the mean college-level outcome at baseline; $\gamma_{01}(\text{Intervention Condition})$ is the main effect of the AlcoholEdu intervention condition on the outcome; $\gamma_{0X}(\text{Covariates})$ are slopes of relationships between college covariates and the outcome; and μ_{0j} is the unique (random) effect associated with college j . In the second model, γ_{10} is the mean college-level outcome slope across survey years; $\gamma_{11}(\text{Intervention Condition})$ is the effect of implementing AlcoholEdu on the outcome slope across survey years (i.e., Time \times Intervention effect); and μ_{1j} is the unique (random) effect on the outcome slope associated with college j (i.e., Time \times College effect).

HLM software allowed us to conduct multilevel analyses while adjusting for clustering of student observations that were nested within each campus (intraclass correlations for alcohol-related outcomes ranged from .01 to .05) and sample nonresponse weights. Separate multilevel analyses were conducted to examine the Time \times Condition effect from Spring 2008/2009 to Fall 2008/2009 and from Spring 2008/2009 to Spring 2009/2010. We expected to find that any observed AlcoholEdu effects found in the fall semester, immediately following AlcoholEdu implementation, would attenuate by the spring semester.

As noted above, AlcoholEdu is intended to be a campus-level intervention and is evaluated as such. Even so, some may want to distinguish those campuses in which a majority of students participated in the course versus those where only a small minority did so. Thus, we also conducted analyses to examine possible dosage effects based on the level of students' participation in the AlcoholEdu course at the institution level. The percentage of freshmen who completed both Parts I and II was used as the dosage measure. We examined Time \times Dosage effects on targeted outcomes, controlling for college- and student-level covariates.

Results

College and student sample characteristics

As shown in Table 1, colleges in the intervention and control conditions were evenly distributed across the four U.S. regions, and the majority of schools were located in midwestern and southern states. A somewhat larger number of control than intervention schools were located in urban or suburban settings. Equal numbers of colleges in intervention and control conditions were public and religious institutions, and colleges in each condition were similar with respect to total undergraduate population size as well as the percentage of undergraduates who were White, male, in fraternities/sororities, and living on campus in Fall 2008/2009. The average Fall 2008/2009 survey response rate was somewhat

TABLE 1. College characteristics, by study condition

Variable	Control group (<i>n</i> = 15)	AlcoholEdu (<i>n</i> = 15)	<i>p</i>
College region, <i>n</i>			
Northeast	4	2	.65 ^a
South	4	4	1.00 ^a
Midwest	5	7	.71 ^a
West	2	2	1.00 ^a
Urban/suburban	11	7	.26 ^a
Public university	8	8	1.00 ^a
Religious institution	4	4	1.00 ^a
Total undergraduate population, <i>M</i> (<i>SD</i>)	8,491.47 (7,685.8)	8,489.9 (7,269.1)	1.00 ^a
% White, <i>M</i> (<i>SD</i>)	71.6 (20.1)	76.8 (12.9)	.40 ^b
% Male, <i>M</i> (<i>SD</i>)	46.4 (5.8)	43.7 (5.8)	.22 ^b
% Fraternity/sorority students, <i>M</i> (<i>SD</i>)	12.3 (11.2)	11.2 (7.9)	.77 ^b
% Living on campus, <i>M</i> (<i>SD</i>)	46.1 (26.5)	46.3 (24.8)	.99 ^b
Survey response rate, <i>M</i> (<i>SD</i>)	51.4 (9.9)	45.2 (9.8)	.10 ^b

^aFisher's exact test; ^bStudent's *t* test.

higher at control than at intervention schools, but this difference was not statistically significant.

Baseline (Spring 2008/2009) survey sample characteristics are shown in Table 2. Students' mean age was 18.7, and most were female (55%), White (71.3%), and living in a campus dormitory (80.3%). Intervention and control schools were similar with respect to student demographic and behavioral characteristics.

AlcoholEdu implementation

There was considerable variability across the 15 colleges assigned to the intervention condition, both in the manner in which AlcoholEdu was implemented and in the level of their students' participation. As noted above, one college

was not able to fully implement AlcoholEdu because it lost its campus coordinator position; only one email message was sent to first-year students to encourage them to take the course. Ten of the other 14 intervention schools used an implied mandate by instructing students to complete the AlcoholEdu course without imposing any consequences on those who failed to do so. The other four schools required students to take the course and penalized those not doing so (e.g., by not allowing them to register for classes). Almost all of the colleges (*n* = 13) administered Part I of the course during the late summer, before their freshmen matriculated, and Part II early in the fall semester. AlcoholEdu course completion rates (number of freshmen who completed the course / total number of freshmen) ranged from 4% to 100% (*M* = 56%, *SD* = 30%). We used intent-to-treat analyses to

TABLE 2. Baseline student sample characteristics, by study condition

Variable	30 colleges (<i>N</i> = 2,400)	15 control schools (<i>n</i> = 1,298)	15 AlcoholEdu schools (<i>n</i> = 1,102)
Demographics			
Age, years, <i>M</i> (<i>SD</i>)	18.7 (0.8)	18.6 (0.7)	18.8 (0.9)
Male, %	45.0	46.2	43.7
White, %	71.3	67.5	75.8
Hispanic, %	11.2	12.2	10.1
Asian, %	7.1	9.5	4.4
Black, %	5.3	4.7	6.0
Other race/ethnicity, %	4.1	4.7	3.3
Living in dormitory, %	80.3	80.5	80.0
Grade-point average, <i>M</i> (<i>SD</i>)	3.2 (0.6)	3.2 (0.6)	3.2 (0.5)
Alcohol-related problems, past 30 days			
Total, %	49.0	47.3	50.9
Physiological, %	40.1	39.9	40.4
Academic, %	19.1	18.7	19.6
Social, %	32.7	31.4	34.2
Aggression, %	3.9	3.9	3.9
DUI/RWDD, %	14.5	13.4	15.7
Sexual, %	11.0	10.7	11.5
Victimization, %	4.0	3.7	4.2

Notes: DUI/RWDD = driving under the influence/riding with drinking drivers.

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TABLE 3. Effects of AlcoholEdu on alcohol problems during post-intervention fall semester, event rate ratio [95% confidence interval]

Variable	Total	Physiological	Academic	Social
Time × Condition	0.67 [0.51, 0.87]**	0.73 [0.57, 0.93]*	0.75 [0.47, 1.21]	0.55 [0.37, 0.83]**
Time, 1 = baseline, 2 = post-intervention	1.11 [0.94, 1.31]	1.01 [0.87, 1.17]	1.75 [0.76, 4.02]	1.30 [0.99, 1.70]
Intervention condition, 0 = control, 1 = AlcoholEdu	1.56 [1.03, 2.36]*	1.43 [0.99, 2.06]	1.45 [0.60, 3.51]	1.86 [0.94, 3.66]
Student covariates				
Age	1.04 [0.97, 1.11]	1.07 [1.00, 1.14]	1.08 [0.95, 1.22]	0.99 [0.91, 1.08]
Class	0.97 [0.64, 1.47]	0.90 [0.64, 1.27]	1.08 [0.69, 1.69]	0.86 [0.45, 1.64]
Male	1.37 [1.18, 1.60]**	1.26 [1.07, 1.49]**	1.10 [0.90, 1.34]	1.35 [1.10, 1.66]**
White	0.86 [0.60, 1.22]	1.08 [0.74, 1.57]	1.22 [0.80, 1.85]	0.81 [0.52, 1.26]
Black	0.60 [0.32, 1.12]	0.52 [0.27, 1.02]	1.05 [0.57, 1.92]	0.59 [0.31, 1.11]
Asian	0.54 [0.37, 0.78]**	0.47 [0.32, 0.71]**	0.77 [0.43, 1.41]	0.49 [0.31, 0.77]**
Hispanic	1.00 [0.67, 1.50]	1.16 [0.78, 1.73]	1.42 [0.78, 2.59]	1.07 [0.69, 1.66]
Living in dormitory	1.11 [0.87, 1.41]	1.31 [1.04, 1.65]*	0.89 [0.60, 1.33]	1.25 [0.92, 1.70]
Fraternity/sorority	1.05 [0.78, 1.43]	1.52 [0.99, 2.33]	0.99 [0.30, 3.29]	0.98 [0.67, 1.44]
Grade-point average	0.75 [0.67, 0.83]**	0.81 [0.73, 0.90]**	0.67 [0.55, 0.81]**	0.74 [0.64, 0.87]**
College covariates				
Midwest region	0.96 [0.79, 1.18]	0.91 [0.75, 1.10]	0.94 [0.67, 1.33]	0.98 [0.80, 1.22]
Urban/suburban	1.04 [0.74, 1.45]	0.96 [0.75, 1.22]	1.53 [0.95, 2.47]	1.13 [0.87, 1.46]
Public institution	0.92 [0.45, 1.90]	0.80 [0.41, 1.56]	1.88 [0.69, 5.16]	1.02 [0.56, 1.89]
Religious institution	1.02 [0.61, 1.74]	1.10 [0.69, 1.74]	0.84 [0.36, 1.98]	1.10 [0.70, 1.73]
Student population	1.00 [1.00, 1.00]	1.00 [1.00, 1.00]	1.00 [1.00, 1.00]	1.00 [1.00, 1.00]
% White	1.01 [1.00, 1.02]*	1.01 [1.00, 1.02]*	1.01 [1.00, 1.02]	1.01 [1.00, 1.02]**
% Male	1.00 [0.97, 1.02]	0.99 [0.97, 1.02]	0.98 [0.95, 1.01]	0.99 [0.97, 1.02]
% Living on campus	1.00 [0.98, 1.01]	1.00 [0.98, 1.01]	1.02 [0.99, 1.04]	1.01 [0.99, 1.03]
% In fraternity/sorority	0.99 [0.97, 1.01]	1.00 [0.98, 1.02]	0.98 [0.95, 1.02]	0.99 [0.96, 1.01]
Survey response rate	0.99 [0.98, 1.00]	1.00 [0.98, 1.01]	0.94 [0.67, 1.33]	0.97 [0.94, 1.00]

Note: $N = 5,206$ students. **Bold** indicates statistical significance.

* $p < .05$; ** $p < .01$.

TABLE 4. Effects of AlcoholEdu on alcohol problems during post-intervention fall semester, event rate ratio [95% CI]

Variable	DUI/RWDD	Victimization	Sexual	Aggression
Time × Condition	0.65 [0.40, 1.05]	0.38 [0.16, 0.88]*	0.81 [0.48, 1.38]	0.52 [0.17, 1.57]
Time, 1 = baseline, 2 = post-intervention	1.12 [0.85, 1.49]	2.08 [1.31, 3.32]**	1.00 [0.72, 1.41]	0.05 [0.00, 3.77]
Intervention condition, 0 = control, 1 = AlcEdu	1.44 [0.73, 2.86]	2.39 [0.45, 12.58]	1.04 [0.38, 2.84]	1.30 [0.27, 6.21]
Student covariates				
Age	1.05 [0.97, 1.14]	0.90 [0.73, 1.10]	1.04 [0.90, 1.21]	1.01 [0.84, 1.22]
Class	1.20 [0.77, 1.89]	0.82 [0.16, 4.21]	0.88 [0.46, 1.69]	0.82 [0.23, 2.95]
Male	1.67 [1.31, 2.13]**	1.93 [1.11, 3.33]*	1.73 [1.28, 2.35]**	1.75 [0.90, 3.40]
White	0.74 [0.50, 1.11]	0.34 [0.12, 0.93]*	0.47 [0.25, 0.88]*	0.92 [0.40, 2.13]
Black	0.54 [0.27, 1.09]	0.46 [0.09, 2.30]	0.35 [0.13, 0.97]*	2.24 [0.53, 9.46]
Asian	0.94 [0.51, 1.74]	0.08 [0.02, 0.34]**	0.36 [0.10, 1.33]	0.86 [0.33, 2.25]
Hispanic	0.77 [0.42, 1.41]	0.74 [0.23, 2.39]	0.73 [0.34, 1.56]	2.29 [0.70, 7.47]
Living in dormitory	0.75 [0.55, 1.02]	1.08 [0.50, 2.34]	0.87 [0.55, 1.40]	0.64 [0.30, 1.35]
Fraternity/sorority	1.21 [0.46, 3.21]	3.79 [0.60, 23.99]	1.81 [1.01, 3.25]*	3.57 [0.74, 17.31]
Grade point average	0.75 [0.63, 0.89]**	0.86 [0.55, 1.33]	0.83 [0.67, 1.04]	0.69 [0.45, 1.06]
College covariates				
Midwest region	1.37 [0.91, 2.06]	0.87 [0.45, 1.674]	1.24 [0.76, 2.02]	0.86 [0.60, 1.25]
Urban/suburban	1.35 [0.61, 2.98]	1.20 [0.52, 2.76]	1.00 [0.55, 1.82]	1.14 [0.74, 1.77]
Public institution	0.50 [0.11, 2.28]	0.72 [0.12, 4.45]	0.54 [0.16, 1.79]	0.48 [0.15, 1.51]
Religious institution	0.32 [0.11, 0.97]*	0.51 [0.15, 1.67]	0.59 [0.24, 1.47]	0.50 [0.19, 1.29]
Student population	1.00 [1.00, 1.00]	1.00 [1.00, 1.00]	1.00 [1.00, 1.00]	1.00 [1.00, 1.00]
% White	1.02 [1.00, 1.04]	1.04 [1.02, 1.06]**	1.03 [1.01, 1.05]**	1.04 [1.02, 1.06]**
% Male	0.99 [0.95, 1.03]	0.98 [0.93, 1.03]	0.98 [0.94, 1.03]	0.98 [0.95, 1.01]
% Living on campus	0.99 [0.96, 1.02]	1.01 [0.97, 1.05]	0.99 [0.97, 1.02]	1.01 [0.98, 1.04]
% In fraternity/sorority	0.96 [0.92, 1.01]	0.97 [0.91, 1.03]	0.98 [0.94, 1.02]	0.96 [0.91, 1.02]
Survey response rate	0.98 [0.96, 1.01]	0.95 [0.91, 1.00]*	0.99 [0.97, 1.00]	0.98 [0.94, 1.01]

Notes: $N = 5,206$ students. **Bold** indicates statistical significance. CI = confidence interval.

* $p < .05$; ** $p < .01$.

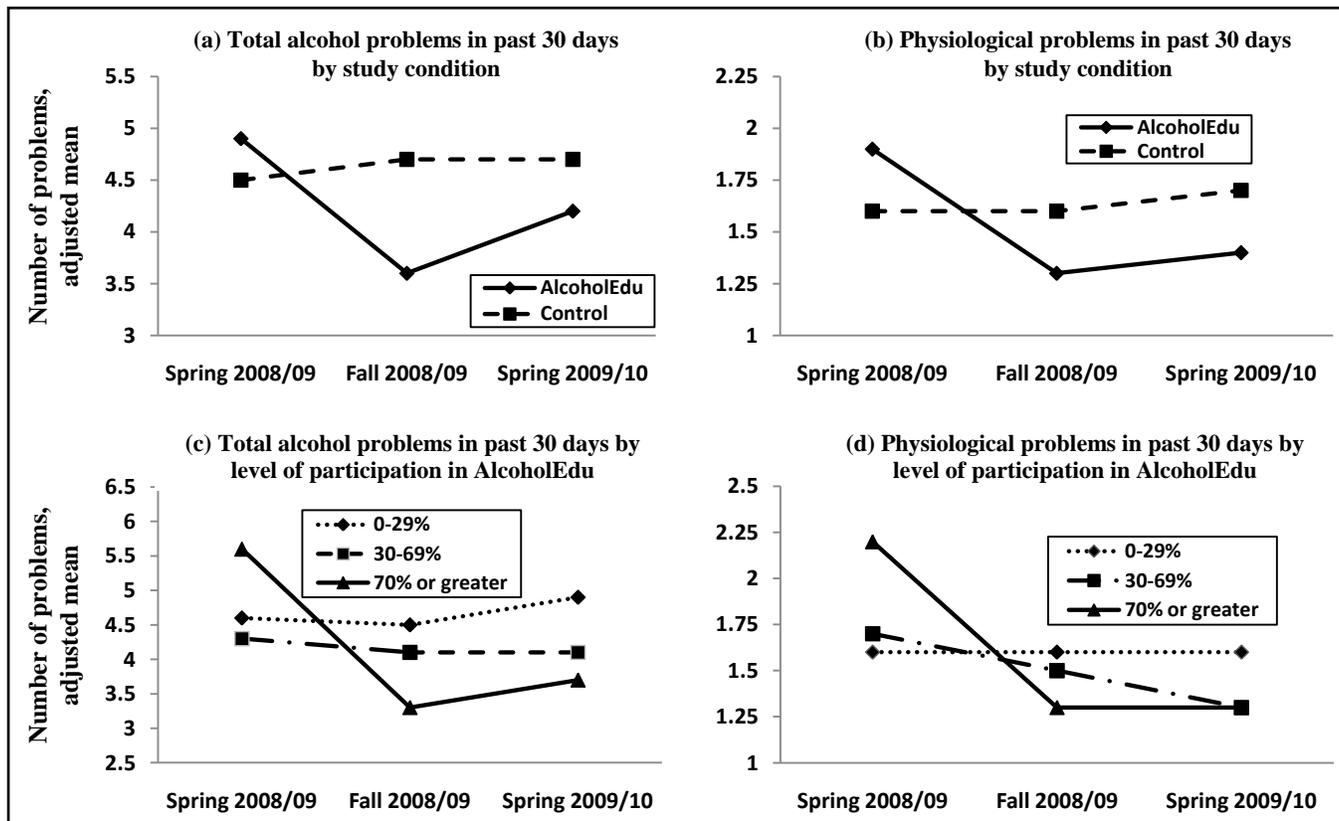


FIGURE 1. Trends in the total number of alcohol-related problems and physiological problems in the past 30 days (adjusted mean) by study condition (a, b) and by level of student participation in AlcoholEdu (c, d)

test our primary hypothesis concerning the effectiveness of AlcoholEdu on alcohol-related problems at the campus level while recognizing that those results might underestimate the actual effectiveness of the course at the student level. Further analyses were conducted to test whether AlcoholEdu's effects varied by level of student participation.

Results of multilevel Poisson regression analyses

As shown in Tables 3 and 4, during the fall semester immediately following AlcoholEdu implementation, the risk of alcohol problems in general was significantly lower among freshmen at intervention schools than among freshmen at

control schools. A similar pattern was observed for physiological, social, and victimization problems. Intent-to-treat effects for the total number of alcohol problems and physiological problems during the post-intervention fall semester are illustrated in Figure 1 (a,b), along with discontinuation of those effects in the following spring semester. No significant AlcoholEdu effects were observed for academic problems, driving under the influence/riding with drinking drivers (DUI/RWDD), aggression, and sexual risk taking during the fall semester.

Further analyses (Tables 5 and 6) revealed stronger AlcoholEdu effects during the fall semester on alcohol problems in general and on physiological, social, and vic-

TABLE 5. Summary of AlcoholEdu participation level effects on alcohol problems during post-intervention fall semester, event rate ratio^a [95% CI]

Variable	Total	Physiological	Academic	Social
Time × High Participation ^b	0.66 [0.48, 0.92]*	0.67 [0.49, 0.92]*	0.64 [0.40, 1.04]	0.65 [0.46, 0.91]**
Time × Medium Participation ^b	0.94 [0.71, 1.25]	0.86 [0.62, 1.19]	1.13 [0.74, 1.72]	1.05 [0.70, 1.57]
Time	1.01 [0.86, 1.18]	0.98 [0.86, 1.12]	0.98 [0.76, 1.27]	1.07 [0.82, 1.39]
High participation level ^b	1.72 [1.02, 2.90]*	1.74 [1.05, 2.91]*	2.18 [0.89, 5.33]	1.70 [0.87, 3.32]
Medium participation level ^b	1.06 [0.70, 1.60]	1.14 [0.69, 1.88]	0.98 [0.46, 2.06]	0.70 [0.35, 1.38]

Notes: **Bold** indicates statistical significance. CI = confidence interval. ^aAll student and college covariates indicated in Table 3 were included in the regression models; ^bcolleges with low levels of AlcoholEdu participation (0%–29% course completion rate) are the referent group; high participation level = ≥70%; medium participation level = 30%–69%.

* $p < .05$; ** $p < .01$.

TABLE 6. Summary of AlcoholEdu participation level effects on alcohol problems during post-intervention fall semester, event rate ratio^a [95% CI]

Variable	DUI/RWDD	Victimization	Sexual risk taking	Aggression
Time × High participation ^b	0.71 [0.31, 1.66]	0.44 [0.23, 0.85]*	0.73 [0.37, 1.42]	0.75 [0.22, 2.56]
Time × Medium participation ^b	0.67 [0.44, 1.01]	0.29 [0.08, 1.11]	1.13 [0.70, 1.82]	1.44 [0.53, 3.88]
Time	1.06 [0.82, 1.36]	1.89 [1.22, 2.94]**	0.93 [0.73, 1.19]	1.30 [0.61, 2.75]
High participation level ^b	1.25 [0.39, 4.05]	1.58 [0.53, 4.71]	1.23 [0.34, 4.48]	0.91 [0.14, 5.78]
Medium participation level ^b	2.13 [0.96, 4.69]	8.11 [0.57, 116.03]	1.35 [0.59, 3.06]	0.34 [0.06, 1.88]

Notes: **Bold** indicates statistical significance. CI = confidence interval; DUI/RWDD = driving under the influence/riding with drinking drivers. ^aAll student and college covariates indicated in Table 3 were included in the regression models; ^bcolleges with low levels of AlcoholEdu participation (0%–29% course completion rate) are the referent group; high participation level = ≥70%; medium participation level = 30%–69%.

* $p < .05$; ** $p < .01$.

timization problems among freshmen at schools with the highest (≥70%) course completion rates relative to those with lowest completion rates (<30%). These dosage effects are illustrated in Figure 1 (c,d). Such high dosage effects were not observed for academic problems, DUI/RWDD, aggression, and sexual risk taking. No AlcoholEdu effects on any of the alcohol problems were observed for schools with medium (30%–69%) course completion rates relative to schools with the lowest completion rates (<30%) during the fall semester.

Parallel multilevel analyses for the spring semester revealed no significant intent-to-treat or dosage effects of AlcoholEdu on any of the alcohol problem outcomes. Results of these analyses are available on request from the first author.

Discussion

The results of this randomized controlled trial suggest that AlcoholEdu for College demonstrates promise as a means to prevent or reduce alcohol-related problems among freshmen during the fall semester that immediately follows course implementation. Particularly strong effects were related to victimization (e.g., sexual assault) and the most common types of physiological and social problems associated with alcohol use. In their first few months following matriculation, freshmen who are newly released from the social constraints of their family and community are at high risk for a range of behaviors that are potentially destructive to themselves and others (Gruenewald et al., 2003). The effects noted in this study suggest that, as a relatively brief, low-cost web-based prevention program that requires no class time to administer, AlcoholEdu for College should be considered for adoption. These findings are all the more noteworthy given the considerable variation in course completion across colleges assigned to the intervention group; these rates were as low as 4% in one college and averaged only 56%.

We found evidence for a dose-response relationship because the effects of AlcoholEdu on alcohol-related problems appeared to be stronger at schools with a relatively high course completion rate (≥70%). We also noted that those

schools had higher levels of alcohol problems at baseline than schools with lower course completion rates. This finding may mean that AlcoholEdu for College is more effective for universities with a relatively high rate of alcohol-related problems.

We found no support for AlcoholEdu's hypothesized effects on academic problems, driving after drinking or riding with a driver who has been drinking, aggression, and sexual risk taking, all of which have been noted as alcohol-related problems in college populations. Nor did we find that AlcoholEdu manifested sustained effects on any alcohol problems in the following spring semester, regardless of the course completion rate. Collectively, these results suggest that college administrators should not expect AlcoholEdu to constitute a panacea for their students' alcohol-related problems. Successful prevention typically requires a comprehensive and prolonged set of strategies that combine individual behavior change approaches with policies that target alcohol consumption and its consequences both on and off campus (National Institute on Alcohol Abuse and Alcoholism, 2002; Saltz et al., 2010). To be effective, these policies must, of course, be accompanied by meaningful sanctions that are consistently enforced. In so doing, college administrators and local communities will collectively send a clear message that alcohol misuse and related infractions will not be tolerated.

Our study has several limitations. We cannot claim with certainty that the sample of freshmen selected for the initial assessment in the Spring of 2008 was equivalent to the sample selected for the Fall 2008 post-assessment, particularly because students in the latter group were making their initial transition from home to college, a period during which alcohol misuse is believed to be most severe. The study could have been biased by our suboptimal survey completion rates, which may have yielded self-selection biases that we could only partially mitigate by the use of nonresponse weights. We also lost one college from each of our groups following random assignment, which adversely affected the integrity of the design of our randomized controlled trial. However, tests of intergroup equivalency suggest that the baseline characteristics of both the college and student samples were quite similar.

Of somewhat greater concern was the variability in course completion rates at intervention schools, which may have led to an underestimation of actual AlcoholEdu effects on alcohol-related problems. More than three quarters (78%) of the students at colleges in the intervention group who responded to our fall surveys did, however, indicate that they had completed the course. As noted earlier, our examination of the relationship between program dosage and effects revealed that colleges with the highest course completion rates were characterized by the highest level of problem rates at baseline and that these colleges also constituted the primary drivers for the positive outcomes we reported. It is thus possible that the lower rates of problems found in the fall following the intervention may be in part a function of regression to the mean effects. Our use of repeated cross-sections also attenuates our ability to state with confidence that the outcomes noted can be attributed to the program tested.

Finally, students' answers to survey questions may have been biased by social desirability, particularly if students exposed to AlcoholEdu felt more constrained about responding honestly to our questions concerning alcohol-related problems.

We note that 10 of the 14 schools in the intervention group used what we termed an "implied" mandate, insofar as they instructed their students to complete AlcoholEdu but did not penalize or otherwise sanction those who failed to do so. Half the colleges with a hard mandate, as opposed to only 36% of those with an implied mandate, secured a course completion rate of at least 70%. We suggest that colleges that choose to adopt AlcoholEdu for College increase its likelihood of success by making it mandatory, perhaps linking completion in the late summer with access to class registration in the fall, to ensure that all incoming freshmen are exposed to it.

In conclusion, this study constitutes the first multicampus randomized controlled trial of the effects of AlcoholEdu for College on problems related to drinking among incoming freshmen, a population at high risk for hazardous drinking. The program demonstrated limited short-term effects on alcohol-related problems in general and on physiological and social problems and victimization in particular but not on key concerns related to hazardous driving, aggression, or sexual risk taking. Furthermore, the program did not have sustained effects after the fall semester.

On the other hand, expectations that AlcoholEdu or indeed any web-based program of that nature can be sustained over time may be unrealistic, given students' continued exposure to alcohol and a culture of peer drinking behavior. Colleges that adopt the program should thus ensure that they have a broad range of strategies in place that address student drinking and related consequences. These strategies should include policies that address alcohol possession and consumption both on the campus and within the surrounding

community, as well as both universal prevention programs such as AlcoholEdu and indicated interventions for students who are manifesting problems related to alcohol use.

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Student Affairs Good News

May 2013

Publications/Presentations/Participation

Kris Stewart is now representing Miami and AHEPPP (Association for Higher Ed Parent & Family Program Professionals) on Co-HEASAP (Coalition of Higher Education Associations for Substance Abuse Prevention). She was invited to the coalition because of her experience with parents and families of college students and as the immediate past chair of AHEPPP.

Elizabeth Buffy Stoll successfully passed her doctoral comprehensive exam in the Student Affairs in Higher Education Program in fall 2012, becoming a doctoral candidate. In May 2013, her dissertation proposal was approved. Stoll will begin her research with first-generation Miami students in fall 2013.

Gabby Trojanowski and Sylvia Luu (undergraduate orientation student coordinators), along with Elizabeth Walsh (graduate practicum student) represented the Office of New Student Programs as presenters at the Region VII conference for the Association for Orientation, Transition and Retention in Higher Education (also known as NODA) in Toronto, Ontario, Canada in March. Their presentation, *Pick Perfect: A Guide to Building a Cohesive Orientation Leader Team* was voted by conference participants one of the top 5 presentations.

Rinella Learning Center Associate Dean, Linda Dixon was selected and served as a facilitator for a CELTUA faculty learning community on undergraduate research. Linda also was elected to a three year term as councilor for the Council on Undergraduate Research (CUR).

Eric F. Buller, EdD, the Director of the Harry T. Wilks Leadership Institute was recently elected as the Vice President of the National Collegiate Boxing Association (NCBA) at the recent College National Championships. The NCBA is the governing body for college boxing and a group member of USA Boxing.

Heather Christman (Employee Relations & Curriculum Development Specialist) earned her PhD in Student Affairs in Higher Education. The title of her dissertation was *Connections Between Leadership and Developmental Capacities in College Students*.

Adam Leftin and Jess Melita will present *Beginning Your Journey with Assessment: Utilizing the CAS Standards* at the 2013 Student Affairs Assessment and Research Conference at The Ohio State University in June.

Rinella Learning Center SEP Coordinator, Larisa Wright will present *Engagement Matters* at the OOHAAA annual conference in June 2013.

Programs

The Harry T. Wilks Leadership Institute, on behalf of the Trio Foundation, announced the winners of the Spring 2013 Leadership Enrichment Access Fund (LEAF). Five students were provided awards of \$1200, \$4750, \$1350, \$5100 and \$5100 to fund co-curricular experiences. These include LSAT Preparation, FSB China Summer Program, Rowing Club dues, internship with Campus Crusade for Christ at the University of Tilburg, Netherlands, and the Kosovo Study Abroad Program. The Trio Foundation funds the LEAF award to provide co-curricular, experiential opportunities that the student would not normally be able to afford. The next award will be in the Fall 2013 term.

Miami LeaderShape - Wilks Leadership Institute hosted the annual Miami LeaderShape retreat. Forty-nine students and five professional staff members from across the university participated in the 6-day retreat to develop leadership with integrity and identify a personal vision for positive change. The event was supported by the LeaderShape Institute and hosted at Camp Joy in Clarksville, Ohio. A vision showcase will be held in the fall to encourage students to participate in the Staying in Action component of LeaderShape.

Mike O'Neal recently proposed an Engaging Second Year Students Faculty Learning Community to CELTUA which was approved for the 2013 - 2014 academic year. This community will focus on the developmental needs of sophomores and ways that the university can create opportunities to engage second year students. There is a need to holistically address the academic needs of second year students. As a goal for this FLC, some possible options include developing sophomore specific academic interactions based on the Sophomore College at Stanford University. This could lead to the development of Sophomore Engaged Experience (SEE) classes that can be offered to only sophomores as either pre-semester (or winter term) classes. These classes could focus on academic inquiry and take students off campus to engage with another community.

The Women's Center hosted its annual women's leadership luncheon on February 21, 2013. The luncheon featured the Women's Leadership and Male Ally Awards presentations and a keynote by Miami alumna Dr. Susan Davis-Ali, founder and president of [Leadership1](#), LLC, a coaching company committed to helping women achieve greater success and sanity in their lives. During her visit Dr. Davis-Ali was also the featured speaker at a Lessons in Leadership Series event sponsored by the Harry T. Wilks Leadership Institute.

The Women's Center partnered with University Libraries to celebrate International Women's Day and Women's History Month with the 7th Annual Women's Read-In on March 28, 2013. Held from 11am-3pm in King Library 320, the Read-In's theme of "Women Bridging Cultures" featured two themed hours that focused on "speaking from my experience" and "Muslim women's experiences." Participants read from works of women authors and from their own work.

Awards

Ryan Martini (Wilks Leadership Development Specialists, undergraduate student employees) received a Fulbright English Teaching Assistantship in Indonesia

Student and Academic Affairs **Construction Activity Report**

June, 2013

1. Projects completed:

The Equestrian Center – Phase 1 project was completed following the last report. The completion of this project is significant as it is the first major project completed by Miami University using the Design Build construction methodology. The project was completed within budget allowing the remaining funds to be returned. Three projects under \$500,000 were completed since the last report.

2. Projects added:

Two major projects and 10 projects under \$500,000 were added to the Status of Capital Projects report this period (neither of the two major projects are identified in the Student and Academic Affairs Construction Activity Report). An addition to the Goggin Ice Center will house the new Steve Cady Arena Varsity Hockey Conditioning Center. This gift-funded project adds space for enhancing athlete performance development and refinement of locker room functionality. The Hamilton Campus – Phelps Hall HVAC VAV Conversion project improves heating, ventilation, and air-conditioning equipment, lighting, replaces aged ceiling tile, and adds fire suppression to Phelps Hall. In addition to improving the functionality, safety, and appearance of the space, the changes will also improve the building's energy consumption. Construction is expected to occur over the summer of 2014.

3. Projects in progress:

Armstrong Student Center is making visible progress. The roof is largely complete with the centerpiece being the striking copper cladding on the rotunda dome. The new entry into the Shade Family Room is taking shape and exterior hardscape has begun. The renovations of Anderson (210 beds) and McFarland (138 beds) have just begun. The loss of beds while these buildings are renovated will be offset by the completion of Maplestreet Station (90 beds), Etheridge Hall (232 beds), and Bishop Hall (96 beds). Maplestreet, Etheridge, and Bishop are seeing a tremendous amount of activity in preparation for completion and occupancy in August. The view of Western Campus is now forever changed as the structural steel is being set for all three Western Residence Halls. Western Dining Hall is beginning to look like a building with exterior cladding and stone. The renovation of Kreger Hall is underway with demolition and abatement of interior spaces. Eight residence halls are receiving cosmetic, energy, and life safety improvements. Hardscape and landscaping projects are occurring all over campus including the Morris, Emerson, and Tappan Quad, Bishop Circle, Yager Stadium, and MacCracken Quad. Although summer is our busiest construction season, significant planning is also underway for projects in the fall and next summer.

The **Anderson and McFarland Halls** project will renovate student rooms in both buildings and provide additional study spaces as part of the Long Range Housing Master Plan. All mechanical, electrical, life safety, plumbing and lighting systems will be upgraded along with the site infrastructure.

The selected Design/Build Firm is Messer Construction. Site fences were installed on May 21. Early bid packages for Site Utilities and Hazardous Materials Abatement have been issued and work has commenced. The Guaranteed Maximum Price Amendment was negotiated on June 13 and bidding for the remaining scope of architectural and mechanical, electrical and plumbing work on the buildings is underway.



Architect Rendering of Anderson Living Room

The **Armstrong Student Center** will provide spaces for student organizations, student engagement activities, food service venues, a theater, lounges and various ancillary spaces. The design concept includes the renovation of Gaskill, Rowan and Culler Halls, along with the new structure that will be situated between and connect the existing buildings into one new facility. The design has been developed to allow the project to be bid and constructed in two phases. Phase I will include a majority of the new construction and the renovation of Gaskill and Rowan Halls. Phase II will renovate Culler Hall and provide new construction required to join it with Phase I.

The finish site work has begun, which will include the installation of hardscape surfaces, preparation for irrigation, and landscaping in the fall. Exterior wall finishes and trim are ongoing, including the stucco on the east elevation and cladding the infill on the south elevation. The roof is largely complete, including shingles and the copper roof of the dome. The building is now operating on the permanent power system. Elevator installations continue. Interior stairs are nearing completion. Fire protection of the steel is complete. Rough-in continues on heating, ventilating and air conditioning, fire protection, storm and sanitary plumbing, gas line, electrical and building control systems. Drywall installation is occurring throughout the building. Painting and other finishes have begun and will continue as the drywall finishing is completed. Kitchen equipment installation continues. The ceiling work in the theater is complete and the temporary scaffolding has been removed.



Rotunda in the Armstrong Student Center

The **Armstrong Student Center, Phase 2** project will complete the Armstrong Student Center via adaptive reuse of Culler Hall. The Physics Department will be moving to Kreger Hall in the fall of 2014 which will allow Phase 2 construction to commence. The project will renovate the interior of Culler Hall in a similar manner to the adaptive reuse of Gaskill and Rowan Halls. The project will also address needed rehabilitation to the core and shell of the building. The A/E team is conducting programming meetings with the project committee. The program of requirements is expected to be complete by the end of July. An RFQ for pre-design services of a Construction Manager at Risk will be issued in July to support the team with estimating and constructability reviews. Schematic design is expected to begin in August.

The **Bishop Hall Renovation** is part of the Long Range Housing Master Plan. The project reconfigures space vacated by the Honors Program to serve as community space for the students, and includes upgrades to the HVAC, electrical, plumbing, and IT systems, as well as interior finishes and furniture, fixtures and equipment. The project is 98% complete with only carpet, miscellaneous painting, final commissioning and punch list items remaining. Final inspections are scheduled to be complete by Friday, June 28. Student room furniture installation begins July 8.



Bishop Hall

The **Campus Walks and Drives Upgrades 2013** project reconstructs various hardscapes in highly visible locations throughout the campus. As part of the project, Bishop Woods Drive will become more pedestrian friendly. Parking around the drive will no longer be permitted and vehicular traffic will be limited to emergency and service vehicles. Scored concrete pavement along with new lighting, specialty paving, pedestrian amenities, and landscaping are planned to further enhance this area for the anticipated increase in pedestrian traffic to the new Armstrong Student Center. The project will address the deteriorated pavements and walls at the Upham Hall terrace. Pavement work will include the full replacement of slate pavement in the Upham Hall archway and selective removal and replacement of bluestone pavement in the garden area. Flanking stairs and brick walls will be repaired and/or replaced and the existing balustrade will be reset and grouted. Improvements to drainage at the stairs and landscape enhancements in the garden area are also planned. The project will reconstruct the plaza flanking the quad entrance to King Library with specialty pavement, new lighting, and seating. Concrete repairs will occur around Yager Stadium. The concrete sidewalks along the east side of Campus Avenue will be replaced along with asphalt service drives at McKee, Minnich and Stanton Halls.

The contractor is removing curbs and pavements and pouring new concrete around Bishop Circle in a sequenced manner to maintain delivery access to Armstrong Student Center and Hughes Hall. The contractor is simultaneously performing the removal and replacement of pavements and the reconstruction of site walls within the Upham Hall arch and terrace area and the removal and replacement of pavements at Yager Stadium.



Bishop Circle Site

The **Etheridge Residence Hall** project will create a new residence hall on the north end of the existing quadrangle with Morris, Emerson, and Tappan Halls as part of the Long Range Housing Master Plan. This new residence hall will house approximately 230 students.

The exterior enclosure including masonry, roofing and windows is substantially complete with some of the limestone detailing remaining. Interior wall and ceiling finishes including paint, wood trim, flooring, doors, lighting and cabinetry continue to be installed. Steam is connected to the campus distribution system and the air handlers are operational. The fire suppression system has been inspected. Fire alarm devices and emergency egress elements are being installed. Restoration of the construction staging areas will continue through the month of July.



Etheridge Residence Hall Site

The **Kreger Hall Renovation** project will relocate the Department of Physics from Culler Hall to Kreger Hall. Vacating Culler Hall is part of the master plan in preparing for the second phase of the Armstrong Student Center. Kreger Hall will be completely renovated with new instructional and research labs, physics department offices, and classrooms. Significant upgrades to all mechanical, electrical and plumbing systems will be completed as well as a new fire protection system. A small addition onto the south face of the building will house the faculty offices and create a new entry off Spring Street. Construction fencing has been installed. Demolition and abatement will be complete in July 2013. Negotiations with the Construction Manager at Risk for the Guaranteed Maximum Price are underway and expected to be complete by the end of June.



Kreger Hall

The new **Maplestreet Station** dining and residence hall will be a 500-seat dining facility that will replace the Hamilton and Scott Dining Halls, with additional capacity to handle the planned expansion of residential units at the Morris, Emerson, Tappan (MET) quad. The new facility will reduce operational costs and allow Hamilton and Scott to be taken off line for swing space during subsequent housing renovation projects as part of the Long Range Housing Master Plan. Maplestreet Station will feature seven restaurants with unique menus, design themes, and interior and exterior café seating.

Exterior brick, clay tile roof, windows, and window storefront installations are substantially complete. The 2nd and 3rd floor resident areas are receiving inspections for occupancy. Mechanical, electrical, plumbing and fire suppression systems are operational. The restaurants and kitchen areas will undergo inspections in early July, allowing for opening to the public in mid-August. Site work and restoration of the construction staging areas will continue through July.



Maplestreet Station Site

The **Morris-Emerson-Tappan (MET) Quad Site Improvements** project will construct new and reconstruct existing hardscape and landscapes in the MET Quad area. The project is coordinated with the completion of Etheridge Hall and Maplestreet Station construction projects. Elements of the new construction include installation of hardscapes and landscapes surrounding Maplestreet Station and development of a new lawn area (Maplestreet Field) between Etheridge Hall and the Center for Performing Arts, which is sized and graded to allow for informal recreational activities. Reconstruction activities include quad entry patios to Morris, Tappan, and Emerson Halls, the back patio of Emerson Hall, the Maple Street entrance patio to Morris Hall, and the sunken patio on the north side of Tappan Hall. Other improvements include the replacement and reconfiguration of concrete walks and service drives, the construction of a new bikeway along Patterson Avenue, new site lighting, new lawn irrigation systems, storm water management, new building foundation plantings around existing residence halls, and emergency vehicle access to existing residence halls. As part of the water quality requirements for the construction of Maplestreet Station and Etheridge Hall, a storm water pond will be constructed on the east side of Patterson Avenue, south of Presser Hall and north of the band field. The storm water pond will be designed for irrigating capacity of the band field and the new Maplestreet Field.

Pavement removals and new concrete placement is ongoing within the quad area as well as the installation of new lighting bases, conduit, grading and drainage improvements. Irrigation is being installed within the band field.



Morris-Emerson-Tappan (MET) Quad Site Improvements Site

The project for the **Recreational Sports Center Pro Shop and Fitness Area** creates a larger pro shop by reconfiguring the existing pro shop, customer service counter, and administrative spaces. The existing food service venue will be removed and a second floor constructed within the west racquetball court to create new group exercise and fitness spaces. The project is expected to increase revenue from the larger pro shop and to expand cardio fitness opportunities and group fitness classes for students and members. As a result of inconsistencies in the bid documents, more time was needed for clarification. The project was rebid and construction should begin in late June.

The **Residence Hall Renovations Summer 2013** project provides various upgrades to systems and finishes to increase life safety, functionality, energy efficiency, and appearance in nine residence halls. The facilities involved are Dodds, Emerson, Havighurst, McKee, Morris, Peabody, Porter, Tappan, and Thomson Halls. The residence halls are all more than a decade from receiving Long Range Housing Master Plan renovations and need operational, maintenance and cosmetic improvements at this time. All work is to be accomplished during the 2013 summer break.

A Construction Manager at Risk has been selected and a Guaranteed Maximum Price established. The Construction Manager has purchased equipment with longer lead times, has bid and awarded packages, and has begun construction. Abatement and demolition are underway. The underground fire mains for Dodds and Porter Halls are being installed for fire protection systems.

A new **Western Campus Dining Hall** will be constructed that will provide a 625 seat dining facility northwest of Mary Lyon Hall to serve the three new residence halls as well as the existing population on the Western Campus. Alexander Dining Hall will close when the facility opens.

Temporary enclosure of the exterior is complete and the roof is underway. Limestone veneer installation has begun. Interior framing is complete. A temporary cooling system is in place to facilitate the start of drywall finishing. Mechanical, electrical, plumbing and fire suppression in the walls and overhead conduit/piping runs are being installed.



Western Campus Dining Hall Site

Three new **Western Campus Residence Halls** with approximately 700 beds will be constructed on the north end of the Western Campus. The facilities were planned as part of the Long Range Housing Master Plan and will provide swing space for taking off existing residence halls as they are renovated. These residence halls are being designed with a focus on the second year student experience.

All subcontractor packages have been finalized. Alternates were agreed upon after some buy-out savings were realized following the bidding phase. All foundations and slabs on grade are complete. A small amount of soft soils were encountered. Steel erection is underway on all three buildings. Steel is scheduled to be topped out in August.



Western Campus Residence Halls Site

Respectfully submitted,

Cody J. Powell, PE
Associate Vice President –
Facilities Planning & Operations

**University Advancement report
for Academic and Student Affairs Committee
June 2013**

As of June 11, 2013, the Miami University Campaign *For Love and Honor* had a total of \$500.7 million in commitments. Of the total, 53 percent is from leadership gifts (\$1 million and above), 21 percent is from major gifts (\$100,000-999,999), 13 percent is from special gifts (\$25,000-99,999) and 13 percent is from annual gifts (under \$25,000).

We will officially end the Campaign at the end of 2013. We are also on target to increase our alumni participation rate from 18 to 19 percent. Additionally, we have completed fundraising for the first phase for the Armstrong Student Center, and remain on track to raise \$50 million over five years for scholarships concluding June 30, 2015, with approximately \$30 million raised.

During FY13 to June 11, Miami's campaign total is up more than \$46 million, compared to \$39 million raised during all of FY12. Since the last Board of Trustees meeting, in February 2013, Miami has received more than \$21 million in new gifts and pledges. The three-year average for campaign commitments is now \$37.5 million, versus \$36.4 million for all of last fiscal year.

In terms of cash received (new gifts plus pledge payments), the FY13 to date total is \$31.0 million, compared to \$34.7 million for all of FY12. Of the FY13 total, \$3.7 million has been directed to the Annual Fund. It is expected that cash received results will drop as a campaign moves towards conclusion as many large campaign pledges are fully paid in prior years. Also these figures do not include responses to fiscal year-end alumni solicitations, and a \$1 million pledge payment expected before the end of the fiscal year. The three-year average for overall cash received is now \$31.8 million, versus \$31.6 million for all of last fiscal year.

Planned giving commitments thus far in FY13 total more than \$7 million with the total number of new planned gifts closed at thus far at 88. This compares very favorably to last fiscal year during which 53 new planned gifts commitments were closed. Cash from realized bequests and other realized planned gifts totaled nearly \$2.5 million thus far in FY13. The three-year rolling average for planned giving cash gifts is now \$2.3 million, versus \$2.4 million for all of last fiscal year.

As with anytime in institutional life, there are environmental challenges for Advancement. Currently those include:

- Open Farmer School dean position
- New Athletic Director
- Open School of Creative Arts dean position
- Open VP for Student Affairs position
- IT consolidation

Finally, our division has launched several new initiatives and is making strong progress toward their completion. They include:

- Revising performance metrics and instituting a bonus plan for development officers
- Revamping our stewardship operation
- Enhancing our alumni programming
- Refining our marketing
- Further development and involvement of the Foundation Board
- Initial post-campaign preparation

We expect these initiatives will be ready to launch by late summer.