Needs Assessment Workbook

Community

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# Introduction

## Workbook overview

The ultimate goal of the current Partnerships for Success prevention grant is to reduce underage alcohol use and marijuana use among college students. College students use these substances for many different reasons. This grant aims to create a comprehensive approach to prevention that addresses the reasons that are most prevalent on your campus.

Many evidence-based alcohol, tobacco, and other drug (ATOD) prevention models and interventions exist, and it can be challenging to decide which model will be most effective for a given community. To select the most appropriate prevention approach, it is critical to have a comprehensive understanding of the community’s needs. A community needs assessment can help local stakeholders identify and prioritize their assets and needs and, in turn, inform the selection of interventions.

The purpose of this workbook is to help you complete a comprehensive needs assessment in your own campus community.

# Campus community description

Describe the characteristics of your campus community in this section of the workbook. This includes enrollment, student characteristics, and resources you have available on your campus. Also include information about the community that surrounds your campus.

* Indicator

Enrollment and student characteristics

### What source do I use?

School administrative data

### Where can I find it?

School administrative records

### Special instructions

Fill in Table B1 below with data on enrolled students for each academic year. For total enrollment, enter the number of enrolled students. For each group, enter the percentage of students identifying as each option.

B1. Enrollment and student characteristics

|  | 2014/2015 | 2015/2016 | 2016/2017 | 2017/2018 | 2018/2019 |
| --- | --- | --- | --- | --- | --- |
| **Number of enrolled students** |  |  |  |  |  |
| **Percent, by gender** |  |  |  |  |  |
| Male |  |  |  |  |  |
| Female |  |  |  |  |  |
| **Percent, by age group** |  |  |  |  |  |
| 17 or younger |  |  |  |  |  |
| 18-20 |  |  |  |  |  |
| 21-25 |  |  |  |  |  |
| 26 and older |  |  |  |  |  |
| **Percent, by race/ethnicity** |  |  |  |  |  |
| American Indian or Alaskan Native |  |  |  |  |  |
| Asian or Pacific Islander |  |  |  |  |  |
| Black, African, or African American |  |  |  |  |  |
| Hispanic/Latino |  |  |  |  |  |
| White (includes Middle Eastern) |  |  |  |  |  |
| Bi-/multi-racial |  |  |  |  |  |
| **Percent, by veteran status** |  |  |  |  |  |
| Veteran or active duty service member |  |  |  |  |  |

* Indicator

Campus resources

### Special instructions

Include a brief narrative describing your campus, and campus resources. Consider describing your school (e.g., two- or four-year, public or private), resources related to health, safety, and well-being (e.g., campus security, housing, health centers), and campus clubs, teams, and groups (e.g., athletics, Greek system, LGBTQ support groups).

|  |
| --- |
|  |

* Indicator

Community demographics and characteristics

### Special instructions

Include a brief narrative describing the community your campus is located in. Consider describing community characteristics (e.g., urban or rural, border community), community demographics (e.g., population size, socioeconomic factors), and community culture. Also, briefly describe college and community interactions (e.g., whether students are viewed as part of the community, if the campus and community collaborate on events).

|  |
| --- |
|  |

# Consumption

Consumption is the risk behavior that prevention specialists strive to change in order to prevent negative consequences. Looking at consumption patterns can help you understand the nature and extent of alcohol and marijuana use. Consumption patterns include initiation of use, frequency of use, and quantity used. Disaggregating consumption data by student characteristics can help to identify differences in usage patterns and disparities in risk levels.

* Indicator

Students reporting drinking alcohol one or more times in the past 30 days

### What source do I use?

The National College Health Assessment

### Where can I find it?

Your school should have received a data file for each year of participation in the survey. If you cannot locate your data file, or if you need assistance analyzing your data, see Appendix A.

For the row pertaining to all respondents from participating National College Health Assessment schools, refer to the reference group reports on the American College Health Association website (<http://www.acha-ncha.org/reports_ACHA-NCHAII.html>).

### Special instructions

Fill in Table C1 below based on your National College Health Assessment results for the question “Within the last 30 days, on how many days did you use: alcohol (beer, wine, liquor)?” Add together the percentages of students that responded “1-2 days,” “3-5 days,” “6-9 days,” “10-19 days,” “20-29 days,” and “used daily” to get the total percentage of students reporting any alcohol use in the past 30 days. Enter the percentages for each group of respondents, including those from the aggregated National College Health Assessment, all respondents from your school, and respondents under age 21 from your school. If you do not have data for a particular year, simply enter N/A into the cell.

C1. Students reporting any alcohol use in the past 30 days

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Total | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| All respondents from participating National College Health Assessment schools | 67% | N/A |  |  |  |  |
| All respondents from [Sub-recipient school] |  | N/A |  |  |  |  |
| Respondents under age 21 from [Sub-recipient school] |  | N/A |  |  |  |  |

* Indicator

Students under age 21 reporting drinking alcohol on one or more days in the past 30 days, by student characteristics

### What source do I use?

The National College Health Assessment

### Where can I find it?

Your school should have received a data file for each year of participation in the survey. If you cannot locate your data file, or if you need assistance analyzing your data, see Appendix A.

### Special instructions

Fill in Table C2 below based on your National College Health Assessment results for the question “Within the last 30 days, on how many days did you use alcohol (beer, wine, liquor)?” To identify these students, first select the students under the age of 21 who completed the survey, then group together the students that responded “1-2 days,” “3-5 days,” “6-9 days,” “10-19 days,” “20-29 days,” and “used daily” to the above question to get the total sample of students under the age of 21 that reported any alcohol use in the past 30 days. Then analyze the data by student characteristics and enter the percentage of students under age 21 who reported using alcohol in the past 30 days that fall into each category. Note: if the total number of students in any particular group is under 20, do not report. If your school’s survey sample is too small to disaggregate by group, Wilder Research and EpiMachine can help you customize your tables accordingly.

***Instructions for calculating current mental health conditions:*** You will create a current mental health condition variable by aggregating the responses to Question 31 of the National College Health Assessment. From your data file, a student will be considered to have a current mental health condition if they responded either “yes, diagnosed but not treated,” “yes, treated with medication,” “yes, treated with psychotherapy,” “yes, treated with medication and psychotherapy,” or “yes, other therapy” to having been diagnosed within the past 12 months with one or more of the following: anorexia, anxiety, attention deficit disorder, bipolar disorder, bulimia, depression, insomnia, other sleep disorder, obsessive-compulsive disorder (OCD), panic attacks, phobia, schizophrenia, or other mental health condition.

C2. Students under age 21 reporting any alcohol use in the past 30 days by student characteristics, 2014-2019

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Total | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| Number of students under age 21 reporting alcohol use in the past 30 days |  | N/A |  |  |  |  |
| Percentage of students under age 21 reporting alcohol use in the past 30 days |  | N/A |  |  |  |  |
| **By Gender** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** |
| Male |  | N/A |  |  |  |  |
| Female |  | N/A |  |  |  |  |
| Transgender |  | N/A |  |  |  |  |
| **By Race/Ethnicity** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** |
| White |  | N/A |  |  |  |  |
| Black or African American |  | N/A |  |  |  |  |
| Hispanic or Latino/a |  | N/A |  |  |  |  |
| Asian or Pacific Islander |  | N/A |  |  |  |  |
| American Indian, Alaskan Native, or Native Hawaiian |  | N/A |  |  |  |  |
| Biracial or Multiracial |  | N/A |  |  |  |  |
| Other |  | N/A |  |  |  |  |
| **By Sexual Orientation** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** |
| Heterosexual |  | N/A |  |  |  |  |
| Gay/lesbian |  | N/A |  |  |  |  |
| Bisexual |  | N/A |  |  |  |  |
| Unsure |  | N/A |  |  |  |  |
| **By Veteran Status** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** |
| Currently or ever served in US Armed Services and **have** been deployed to an area of hazardous duty |  | N/A |  |  |  |  |
| Currently or ever served in US Armed Services and **have not** been deployed to an area of hazardous duty |  | N/A |  |  |  |  |
| Have never been a member of the US Armed Services |  | N/A |  |  |  |  |
| **By Year in School** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** |
| 1st year undergraduate |  | N/A |  |  |  |  |
| 2nd year undergraduate |  | N/A |  |  |  |  |
| 3rd year undergraduate |  | N/A |  |  |  |  |
| 4th year undergraduate |  | N/A |  |  |  |  |
| 5th year or more undergraduate |  | N/A |  |  |  |  |
| Graduate or professional |  | N/A |  |  |  |  |
| Not seeking a degree |  | N/A |  |  |  |  |
| Other |  | N/A |  |  |  |  |
| **By Enrollment Status** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** |
| Full-time student |  | N/A |  |  |  |  |
| Part-time student |  | N/A |  |  |  |  |
| Other |  | N/A |  |  |  |  |
| **By Living Arrangements** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** |
| Campus residence hall |  | N/A |  |  |  |  |
| Fraternity or sorority house |  | N/A |  |  |  |  |
| Other college/university housing |  | N/A |  |  |  |  |
| Parent/guardian’s home |  | N/A |  |  |  |  |
| Other off-campus housing |  | N/A |  |  |  |  |
| Other |  | N/A |  |  |  |  |
| **By Mental Health** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** |
| Current mental health condition |  | N/A |  |  |  |  |
| No current mental health condition |  | N/A |  |  |  |  |

* Indicator

Students reporting binge drinking in the last two weeks

### What source do I use?

The National College Health Assessment

### Where can I find it?

Your school should have received a data file for each year of participation in the survey. If you cannot locate your data file, or if you need assistance analyzing your data, see Appendix A.

For the row pertaining to all respondents from participating National College Health Assessment schools, refer to the reference group reports on the American College Health Association website (<http://www.acha-ncha.org/reports_ACHA-NCHAII.html>).

### Special instructions

Fill in Table C3 below based on your National College Health Assessment results for the question “Over the last two weeks, how many times have you had five or more drinks at a sitting?” Add together the percentages of students that responded “1 time,” “2 times,” “3 times,” “4 times,” “5 times,” “6 times,” “7 times,” “8 times,” “9 times,” and “10 or more times” to get the total percentage of students reporting recent binge drinking. Enter the percentages for each group of respondents, including those from the aggregated National College Health Assessment, all respondents from your school, and respondents under age 21 from your school. If you do not have data for a particular year, simply enter N/A into the cell.

C3. Students reporting binge drinking in the last two weeks

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Total | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| All respondents from participating National College Health Assessment schools | 35% | N/A |  |  |  |  |
| All respondents from [Sub-recipient school] |  | N/A |  |  |  |  |
| Respondents under age 21 from [Sub-recipient school] |  | N/A |  |  |  |  |

* Indicator

Students under age 21 reporting binge drinking in the last two weeks, by student characteristics

### What source do I use?

The National College Health Assessment

### Where can I find it?

Your school should have received a data file for each year of participation in the survey. If you cannot locate your data file, or if you need assistance analyzing your data, see Appendix A.

### Special instructions

Fill in Table C4 below based on your National College Health Assessment results for the question “Over the last two weeks, how many times have you had five or more drinks at a sitting?” To identify these students, first select the students under the age of 21 who completed the survey, then group together the students that responded “1 time,” “2 times,” “3 times,” “4 times,” “5 times,” “6 times,” “7 times,” “8 times,” “9 times,” and “10 or more times” to the above question to get the total sample of students under the age of 21 that reported any past two- week binge drinking. Then analyze the data by student characteristic grouping and enter the percentage of students under age 21 who reported binge drinking in the past two weeks that fall into each category. Note: if the total number of students in any particular group is under 20, do not report. If your school’s survey sample is too small to disaggregate by group, Wilder Research and EpiMachine can help you customize your tables accordingly.

Instructions for calculating current mental health conditions rows can be found above Table C2.

C4. Students under age 21 reporting having five or more drinks in a sitting during the past two weeks by student characteristics, 2014-2019

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Total | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| Number of students under age 21 reporting past 2-week binge drinking |  | N/A |  |  |  |  |
| Percentage of students under age 21 reporting past 2-week binge drinking |  | N/A |  |  |  |  |
| **By Gender** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** |
| Male |  | N/A |  |  |  |  |
| Female |  | N/A |  |  |  |  |
| Transgender |  | N/A |  |  |  |  |
| **By Race/Ethnicity** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** |
| White |  | N/A |  |  |  |  |
| Black or African American |  | N/A |  |  |  |  |
| Hispanic or Latino/a |  | N/A |  |  |  |  |
| Asian or Pacific Islander |  | N/A |  |  |  |  |
| American Indian, Alaskan Native, or Native Hawaiian |  | N/A |  |  |  |  |
| Biracial or Multiracial |  | N/A |  |  |  |  |
| Other |  | N/A |  |  |  |  |
| **By Sexual Orientation** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** |
| Heterosexual |  | N/A |  |  |  |  |
| Gay/lesbian |  | N/A |  |  |  |  |
| Bisexual |  | N/A |  |  |  |  |
| Unsure |  | N/A |  |  |  |  |
| **By Veteran Status** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** |
| Currently or ever served in US Armed Services and **have** been deployed to an area of hazardous duty |  | N/A |  |  |  |  |
| Currently or ever served in US Armed Services and **have not** been deployed to an area of hazardous duty |  | N/A |  |  |  |  |
| Have never been a member of the US Armed Services |  | N/A |  |  |  |  |
| **By Year in School** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** |
| 1st year undergraduate |  | N/A |  |  |  |  |
| 2nd year undergraduate |  | N/A |  |  |  |  |
| 3rd year undergraduate |  | N/A |  |  |  |  |
| 4th year undergraduate |  | N/A |  |  |  |  |
| 5th year or more undergraduate |  | N/A |  |  |  |  |
| Graduate or professional |  | N/A |  |  |  |  |
| Not seeking a degree |  | N/A |  |  |  |  |
| Other |  | N/A |  |  |  |  |
| **By Enrollment Status** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** |
| Full-time student |  | N/A |  |  |  |  |
| Part-time student |  | N/A |  |  |  |  |
| Other |  | N/A |  |  |  |  |
| **By Living Arrangements** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** |
| Campus residence hall |  | N/A |  |  |  |  |
| Fraternity or sorority house |  | N/A |  |  |  |  |
| Other college/university housing |  | N/A |  |  |  |  |
| Parent/guardian’s home |  | N/A |  |  |  |  |
| Other off-campus housing |  | N/A |  |  |  |  |
| Other |  | N/A |  |  |  |  |
| **By Mental Health** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** |
| Current mental health condition |  | N/A |  |  |  |  |
| No current mental health condition |  | N/A |  |  |  |  |

* Indicator

Average number of drinks consumed in a week

### What source do I use?

The National College Health Assessment

### Where can I find it?

Your school should have received a data file for each year of participation in the survey. If you cannot locate your data file, or if you need assistance analyzing your data, see Appendix A.

For the row pertaining to all respondents from participating National College Health Assessment schools, refer to the reference group reports on the American College Health Association website (<http://www.acha-ncha.org/reports_ACHA-NCHAII.html>).

### Special instructions

Fill in Table C5 below based on your National College Health Assessment results for the question “The last time you partied/socialized how many drinks of alcohol did you have?” Enter the numeric averages for each group of respondents, including those from the aggregated National College Health Assessment, all respondents from your school, and respondents under age 21 from your school. If you do not have data for a particular year, simply enter N/A into the cell. Once you receive your 2015 data file, update the table with the new data.

C5. Average number of drinks the last time alcohol was consumed

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Total | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| All respondents from participating National College Health Assessment schools | 3.58 | N/A |  |  |  |  |
| All respondents from [Sub-recipient school] |  | N/A |  |  |  |  |
| Respondents under age 21 from [Sub-recipient school] |  | N/A |  |  |  |  |

* Indicator

Students under age 21 reporting how frequently they drank alcohol in the year prior to attending college

### What source do I use?

The National College Health Assessment – Partnerships for Success Module

### Where can I find it?

Your school should have received a data file for each year of participation in the survey. If you cannot locate your data file, or if you need assistance analyzing your data, see Appendix A.

### Special instructions

Fill in Table C6 below based on your National College Health Assessment results for the question “In the year before you began attending college, how often did you use alcohol (choose only one)?” Be sure to select only those respondents under age 21. For row one, combine the percentage of students reporting either “never,” or “once or twice.” For row two, combine the percentage of students reporting either “more than once or twice,” or “at least once per month.” For row three, combine the percentage of students reporting either “weekly,” or “daily.” Data for this table will come from the National College Health Assessment Partnerships for Success Module, so data will not be available until 2016 data files are received.

C6. Students under age 21 reporting how frequently they drank alcohol in the year prior to attending college

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Total | 2016 | 2017 | 2018 | 2019 |
| Never, or once or twice |  |  |  |  |
| More than once or twice, or at least once per month |  |  |  |  |
| Weekly, or daily |  |  |  |  |

* Indicator

Students reporting using marijuana one or more days in the past 30 days

### What source do I use?

The National College Health Assessment

### Where can I find it?

Your school should have received a data file for each year of participation in the survey. If you cannot locate your data file, or if you need assistance analyzing your data, see Appendix A.

For the row pertaining to all respondents from participating National College Health Assessment schools, refer to the reference group reports on the American College Health Association website (<http://www.acha-ncha.org/reports_ACHA-NCHAII.html>).

### Special instructions

Fill in Table C7 below based on your National College Health Assessment results for the question “Within the last 30 days, on how many days did you use marijuana (pot, weed, hashish, hash oil)?” To identify these students, first select the students ages 18 through 25 who completed the survey, then group together the students that responded “1-2 days,” “3-5 days,” “6-9 days,” “10-19 days,” “20-29 days,” and “used daily” to get the total percentage of students who reported using marijuana in the past 30 days. Enter the percentages for each group of respondents, including those from the aggregated National College Health Assessment report, all respondents from your school, and respondents ages 18 through 25 from your school. If you do not have data for a particular year, simply enter N/A into the cell.

C7. Students reporting any past 30 day marijuana use

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Total | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| All respondents from participating National College Health Assessment schools | 18% | N/A |  |  |  |  |
| All respondents from [Sub-recipient school] |  | N/A |  |  |  |  |
| Respondents age 18-25 from [Sub-recipient school] |  | N/A |  |  |  |  |

* Indicator

Students ages 18 to 25 reporting using marijuana on one or more days in the past 30 days, by student characteristics

### What source do I use?

The National College Health Assessment

### Where can I find it?

Your school should have received a data file for each year of participation in the survey. If you cannot locate your data file, or if you need assistance analyzing your data, see Appendix A.

### Special instructions

Fill in Table C8 below based on your National College Health Assessment results for the question “Within the past 30 days, on how many days did you use marijuana (pot, weed, hashish, hash oil)?” To identify these students, first select the students ages 18 through 25 who completed the survey, then group together the students that responded “1-2 days,” “3-5 days,” “6-9 days,” “10-19 days,” “20-29 days,” and “used daily” to the above question to get the total sample of students ages 18 through 25 reporting past-month marijuana use. Then analyze the data by student characteristic grouping and enter the percentage of students ages 18 through 25 who reported using marijuana in the past 30 days that fall into each category. Note: if the total number of students in any particular group is under 20, do not report. If your school’s survey sample is too small to disaggregate by group, Wilder Research and EpiMachine can help you customize your tables accordingly.

Instructions for calculating current mental health conditions rows can be found above Table C2.

C8. Students ages 18 through 25 reporting marijuana use in the past 30 days, by student characteristics, 2014-2019

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Total | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| Number of students 18-25 reporting past 30-day marijuana use |  | N/A |  |  |  |  |
| Percentage of students 18-25 reporting past 30-day marijuana use |  | N/A |  |  |  |  |
| **By Gender** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** |
| Male |  | N/A |  |  |  |  |
| Female |  | N/A |  |  |  |  |
| Transgender |  | N/A |  |  |  |  |
| **By Race/Ethnicity** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** |
| White |  | N/A |  |  |  |  |
| Black or African American |  | N/A |  |  |  |  |
| Hispanic or Latino/a |  | N/A |  |  |  |  |
| Asian or Pacific Islander |  | N/A |  |  |  |  |
| American Indian, Alaskan Native, or Native Hawaiian |  | N/A |  |  |  |  |
| Biracial or Multiracial |  | N/A |  |  |  |  |
| Other |  | N/A |  |  |  |  |
| **By Sexual Orientation** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** |
| Heterosexual |  | N/A |  |  |  |  |
| Gay/lesbian |  | N/A |  |  |  |  |
| Bisexual |  | N/A |  |  |  |  |
| Unsure |  | N/A |  |  |  |  |
| **By Veteran Status** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** |
| Currently or ever served in US Armed Services and **have** been deployed to an area of hazardous duty |  | N/A |  |  |  |  |
| Currently or ever served in US Armed Services and **have not** been deployed to an area of hazardous duty |  | N/A |  |  |  |  |
| Have never been a member of the US Armed Services |  | N/A |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| By Year in School | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| 1st year undergraduate |  | N/A |  |  |  |  |
| 2nd year undergraduate |  | N/A |  |  |  |  |
| 3rd year undergraduate |  | N/A |  |  |  |  |
| 4th year undergraduate |  | N/A |  |  |  |  |
| 5th year or more undergraduate |  | N/A |  |  |  |  |
| Graduate or professional |  | N/A |  |  |  |  |
| Not seeking a degree |  | N/A |  |  |  |  |
| Other |  | N/A |  |  |  |  |
| **By Enrollment Status** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** |
| Full-time student |  | N/A |  |  |  |  |
| Part-time student |  | N/A |  |  |  |  |
| Other |  | N/A |  |  |  |  |
| **By Living Arrangements** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** |
| Campus residence hall |  | N/A |  |  |  |  |
| Fraternity or sorority house |  | N/A |  |  |  |  |
| Other college/university housing |  | N/A |  |  |  |  |
| Parent/guardian’s home |  | N/A |  |  |  |  |
| Other off-campus housing |  | N/A |  |  |  |  |
| Other |  | N/A |  |  |  |  |
| **By Mental Health** | **2014** | **2015** | **2016** | **2017** | **2018** | **2019** |
| Current mental health condition |  | N/A |  |  |  |  |
| No current mental health condition |  | N/A |  |  |  |  |

* Indicator

Students ages 18 through 25 reporting how frequently they used marijuana in the year prior to attending college

### What source do I use?

The National College Health Assessment Partnerships for Success Module

### Where can I find it?

Your school should have received a data file for each year of participation in the survey. If you cannot locate your data file, or if you need assistance analyzing your data, see Appendix A.

### Special instructions

Fill in Table C9 below based on your National College Health Assessment results for the question “In the year before you began attending college, how often did you use marijuana (choose only one)?” Be sure to select only those respondents age 18 through 25. For row one, combine the percentage of students reporting either “never,” or “once or twice.” For row two, combine the percentage of students reporting either “more than once or twice,” or “at least once per month.” For row three, combine the percentage of students reporting either “weekly,” or “daily.” Data for this table will come from the National College Health Assessment Partnerships for Success Module, so data will not be available until 2016 data files are received.

C9. Students age 18 through 25 reporting how frequently they used marijuana in the year prior to attending college

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Total | 2016 | 2017 | 2018 | 2019 |
| Never, or once or twice |  |  |  |  |
| More than once or twice, or at least once per month |  |  |  |  |
| Weekly, or daily |  |  |  |  |

## Consumption summary

Please have all coalition members who helped compile the information in this section discuss the questions below and document the main points from this discussion.

|  |
| --- |
| What did you learn about the consumption of underage alcohol use and marijuana use in your campus community by filling out this section? Was there anything you found particularly surprising or interesting? |

# Consequences

Consequences describe the effects of what happens when people use substances. Substance-related consequences can include social, economic, or health problems in which the use of alcohol, tobacco, or other drugs increases the likelihood that the consequence will occur. Substance abuse consequences often motivate community action because they represent tangible issues that affect community members directly or indirectly.

* INDICATOR:

Students reporting negative consequences due to drinking or drug use in the past 12 months

### What source do I use?

The National College Health Assessment

### Where can I find it?

Your school should have received a data file for each year of participation in the survey. If you cannot locate your data file, or if you need assistance analyzing your data, see Appendix A.

For the row pertaining to all respondents from participating National College Health Assessment schools, refer to the reference group reports on the American College Health Association website (<http://www.acha-ncha.org/reports_ACHA-NCHAII.html>).

### Special instructions

Fill in Table D1 below based on responses to the 2014 National College Health Assessment item “Within the last 12 months, have you experienced any of the following when drinking alcohol?” Report the percentage of students responding “Did something you later regretted,” “Forgot where you were or what you did,” “Got in trouble with the police,” “Someone had sex with me without my consent,” “Had sex with someone without their consent,” “Had unprotected sex,” “Physically injured yourself,” “Physically injured another person,” and “Seriously considered suicide.” Enter the percentages for each group of respondents, including those from the aggregated National College Health Assessment, all respondents from your school, respondents under age 21 from your school, and respondents ages 18 through 25 from your school.

For Table D2, select the students under age 21 and report the percentage of students responding “Did something you later regretted,” “Forgot where you were or what you did,” “Got in trouble with the police,” “Someone had sex with me without my consent,” “Had sex with someone without their consent,” “Had unprotected sex,” “Physically injured yourself,” “Physically injured another person,” and “Seriously considered suicide.”

For Table D3, select the students under age 21 and divide them into two groups: those who reported binge drinking in the past two weeks and those who did not report binge drinking in the past two weeks (see instructions for Tables C3 and C4 above). Then calculate the average number of alcohol consequences each group reported experiencing at least one negative consequence.

D1. Students reporting negative consequences due to drinking or drug use in the past 12 months, 2014

|  | All respondents from participating National College Health Assessment schools | [Sub-recipient school] | | |
| --- | --- | --- | --- | --- |
|  | All respondents | Respondents under age 21 | Respondents age 18-25 |
| Did something you later regretted | 28% |  |  |  |
| Forgot where you were or what you did | 25% |  |  |  |
| Got in trouble with the police | 2% |  |  |  |
| Someone had sex with me without my consent | 2% |  |  |  |
| Had sex with someone without their consent | <1% |  |  |  |
| Had unprotected sex | 16% |  |  |  |
| Physically injured yourself | 12% |  |  |  |
| Physically injured another person | 1% |  |  |  |
| Seriously considered suicide | 2% |  |  |  |

D2. Students under the age of 21 reporting negative consequences due to past 12 month alcohol consumption, 2016-2019

|  | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| --- | --- | --- | --- | --- | --- | --- |
| Did something you later regretted |  | N/A |  |  |  |  |
| Forgot where you were or what you did |  | N/A |  |  |  |  |
| Got in trouble with the police |  | N/A |  |  |  |  |
| Someone had sex with me without my consent |  | N/A |  |  |  |  |
| Had sex with someone without their consent |  | N/A |  |  |  |  |
| Had unprotected sex |  | N/A |  |  |  |  |
| Physically injured yourself |  | N/A |  |  |  |  |
| Physically injured another person |  | N/A |  |  |  |  |
| Seriously considered suicide |  | N/A |  |  |  |  |

D3. Average number of negative consequences reported by students under the age of 21 due to alcohol use in the past 12 months, by binge drinking experience

|  | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| --- | --- | --- | --- | --- | --- | --- |
| Students reporting binge drinking |  | N/A |  |  |  |  |
| Students reporting NO binge drinking |  | N/A |  |  |  |  |

* INDICATOR:

Number of substance use-related citations issued

### What source do I use?

For the purposes of the baseline completion of the workbook you will use the data you collect from law enforcement from January to October 2015. At the end of the calendar year, you will update the data to reflect the full year.

### Where can I find it?

You will need to gather this information from your campus and local community law enforcement. You may choose to use the form located in Appendix D to gather this information, or you may gather it in an alternative way that is simplest for your local law enforcement agencies.

### Special instructions

Fill in Table D5 below based on the information on citations that you collected from law enforcement. Enter the number of each type of citation given by campus law enforcement and community law enforcement by year.

D5. Number of substance use-related citations given

| Citation | Source | 2015 | 2016 | 2017 | 2018 | 2019 |
| --- | --- | --- | --- | --- | --- | --- |
| **Minor consumption**  Number of underage consumption citations for young adults 18 to under 21 (MN Statute 340A.503) | Campus |  |  |  |  |  |
| Community |  |  |  |  |  |
| **Adult providers**  Number of adult provider citations/complaints (MN Statute 340A.503 Subd 2[1]; 340A.503 Subd 2[3]; or 340A.702 Subd 8) | Campus |  |  |  |  |  |
| Community |  |  |  |  |  |
| **“Not a drop” underage DUI**  Number of citations for driving with a blood alcohol concentration over 0.00 for young adults 18 to under 21 (MN Statute 169A.33) | Campus |  |  |  |  |  |
| Community |  |  |  |  |  |
| **Social host ordinance**  Number of citations for violations of social host ordinance (local ordinance)  **Note:** Please skip if no social host ordinance is in place in your community. | Campus |  |  |  |  |  |
| Community |  |  |  |  |  |
| **Marijuana possession**  Number of marijuana possession citations issued (MN Statute 152.027 Subd 3&4) | Campus |  |  |  |  |  |
| Community |  |  |  |  |  |
| **Marijuana sale**  Number of citations for sale crimes related to marijuana (MN Statute 152.025) | Campus |  |  |  |  |  |
| Community |  |  |  |  |  |
| **Possession of drug paraphernalia**  Number of citations for the possession of drug paraphernalia (MN Statute 152.092) | Campus |  |  |  |  |  |
| Community |  |  |  |  |  |
| **Prescription-drug related citations**  Prescription drug–related citations include crimes in which prescription drugs are involved such as forged/altered prescriptions, doctor shopping, health care fraud, and theft, sale, or possession of prescription drugs | Campus |  |  |  |  |  |
| Community |  |  |  |  |  |

* INDICATOR:

Number of school disciplinary incidents involving underage drinking and young adult marijuana use

### What source do I use?

Obtain data from your school’s administrative records on violations of alcohol and drug policies.

### Where can I find it?

You will need to gather this information from your school’s administrative records. These data may be available in your school’s security report.

### Special instructions

Fill in Table D6 below based on the information on school disciplinary incidents you obtained for each academic year. While the Clery Act (<http://clerycenter.org/>) requires only that colleges and universities disclose liquor law violations and drug law violations that occur on campus property, complete data on all disciplinary incidents (even for violations occurring off campus property) will better inform your assessment process and help guide decision making. These data are to be used solely for your school’s prevention planning.

If disciplinary data are not available by student age, if drug violations are not available specifically for marijuana, or if your school’s sanctions differ from those listed below, please work with Wilder Research or EpiMachine as needed to customize your workbook.

D6. Number of school disciplinary incidents

|  | 2014/2015 | 2015/2016 | 2016/2017 | 2017/2018 | 2018/2019 |
| --- | --- | --- | --- | --- | --- |
| **Alcohol use among students under the age of 21** |  |  |  |  |  |
| Total number of disciplinary incidents |  |  |  |  |  |
| Number of students for which this was a repeat violation |  |  |  |  |  |
| Number of incidents that were addressed with warning or probation |  |  |  |  |  |
| Number of incidents that were addressed with suspension |  |  |  |  |  |
| Number of incidents that were addressed with dismissal or expulsion |  |  |  |  |  |
| **Marijuana use among students age 18 through 25** |  |  |  |  |  |
| Total number of disciplinary incidents |  |  |  |  |  |
| Number of students for which this was a repeat violation |  |  |  |  |  |
| Number of incidents that were addressed with warning or probation |  |  |  |  |  |
| Number of incidents that were addressed with suspension |  |  |  |  |  |
| Number of incidents that were addressed with dismissal or expulsion |  |  |  |  |  |

## Consequences summary

Please have all coalition members who helped compile the information in this section discuss the questions below and document the main points from this discussion.

|  |
| --- |
| What did you learn about the consequences of underage alcohol use and marijuana use in your campus community by filling out this section? Was there anything you found particularly surprising or interesting? |

# Intervening variable 1: Access/Availability

Access and availability refers to how available alcohol is in your community and how easy it is to obtain. This section includes information on retail availability, such as from stores, bars, or dispensaries, and social access, such as from friends, relatives, and social events. The primary difference between these two classifications is whether or not money or goods were exchanged for the substance.

Studies have found that reduced retail availability is associated with lower alcohol consumption. Indicators such as liquor licenses per capita are positively correlated to alcohol consumption and drinking and driving among youth with drivers’ licenses in particular. Responsible beverage service training programs have been found to reduce the likelihood of alcohol sales to minors. In general, when alcohol is easily accessible through retail outlets, consumption of alcohol increases (Birckmayer et al., 2004).

Studies have shown that parties offer an opportunity for high-risk consumption of alcohol by minors and initiation of alcohol use for young adolescents. Additional studies have shown that the majority of alcohol consumed by youth is obtained through social sources and that younger youth rely on social sources of alcohol more than older youth (Birckmayer et al., 2004).

Currently, cannabis use in Minnesota is illegal, although medical marijuana will be available in July 2015. Even after medical cannabis is available, university policies will most likely continue to ban use of the drug on campuses, fearing that removing restrictions will lead to losses of federal funding. However, despite its legal status, cannabis is accessible, and perceived availability and access have been found to significantly predict both lifetime and past 30-day marijuana use (Harris Abadi et al., 2011; Collins et al., 2011; King, Vidourek & Hoffman, 2012). The ease in obtaining medical cannabis licenses and the prevalence of paraphernalia in tobacco and head shops can both be factors in perceived availability.

The following indicators will help you assess the retail availability of alcohol and marijuana in your campus community:

| Indicators | Substance associated with indicator | Data sources |
| --- | --- | --- |
| 1a. On-sale liquor licenses per 100,000 population  1b. Off-sale liquor licenses per 100,000 population  1c. On-off-Sale combination licenses per 100,000 population  1d. Tribal council issued licenses per 100,000 population | Alcohol | MN DPS Alcohol & Gambling Enforcement Division Liquor License Database |
| 1e. On-campus venues serving alcohol | Alcohol | Campus Scan |
| 1f. Students reporting they got/bought marijuana from a friend  1g. Students reporting they got/bought marijuana from family  1h. Students reporting they got marijuana at a party  1i. Students reporting they bought marijuana from a dealer  1j. Students reporting they took/stole marijuana from somebody  1k. Students reporting they grew their own marijuana  1l. Students reporting they got marijuana from a medical cannabis dispensary  1m. Students reporting they bought marijuana from an area where recreational use is legal | Marijuana | College Student Health Survey |

* Indicator

1a.-1d. Liquor license rate per 100,000 population

### What source do I use?

The results of the Liquor License Worksheet.

### Where can I find it?

You will gather this information by using the Minnesota Alcohol and Gambling Enforcement Division Liquor License Database and completing the Liquor License Worksheet, which can be found in Appendix C.

### Special instructions

After completing the worksheet, fill in the table below using the results.

1a. – 1d. On-sale liquor licenses

|  |  |  |  |
| --- | --- | --- | --- |
| Type of license | Number of licenses | City population | Licenses per  100,000 population |
| 1a. On-sale liquor licenses |  |  |  |
| 1b. Off-sale liquor licenses |  |  |  |
| 1c. On-off sale combination liquor licenses |  |  |  |
| 1d. Tribal council issued liquor licenses |  |  |  |
| **Total liquor licenses** |  |  |  |

1e. On-campus venues serving alcohol

### What source do I use?

The results of the campus scan conducted on your campus.

### Where can I find it?

You will gather this information through a combination of observation, administrative records, and policies. The tool and instructions for completing the tool can be found in Appendix E.

### Special instructions

After gathering the information included in the campus scan, complete the table below to reflect the number of venues. Then add together the total number of venues across categories.

1e. On-campus venues serving alcohol

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Types of venues that may serve alcohol | 2015 | 2016 | 2017 | 2018 | 2019 |
| Number of venues that allow alcohol to be served |  |  |  |  |  |
| Number of venues that sell alcohol |  |  |  |  |  |
| Total number of venues serving or selling alcohol |  |  |  |  |  |

* Indicator

1f. – 1m. Student access to marijuana

### What source do I use?

The National College Health Assessment Partnerships for Success Module

### Where can I find it?

Your school should have received a data file for each year of participation in the survey. If you cannot locate your data file, or if you need assistance analyzing your data, see Appendix A.

### Special instructions

Fill in the table below based on your National College Health Assessment results for the question “If you used marijuana in the past 30 days, how did you get it (mark all that apply)?” Enter the percentage of students age 18 through 25 who reported accessing marijuana from each source listed in the chart. Data for this table will come from the National College Health Assessment Partnerships for Success Module, so data will not be available until 2016 data files are received.

1f. – 1m. Student age 18 through 25 access to marijuana

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2016 | 2017 | 2018 | 2019 |
| 1f. Got or bought from a friend |  |  |  |  |
| 1g. Got or bought from a family member |  |  |  |  |
| 1h. Got at a party |  |  |  |  |
| 1i. Bought from a dealer |  |  |  |  |
| 1j. Took or stole from somebody |  |  |  |  |
| 1k. Grew your own |  |  |  |  |
| 1l. Got it from a medical cannabis dispensary |  |  |  |  |
| 1m. Bought in an area where recreational use is legal |  |  |  |  |

## Access/Availability Summary

Please have all coalition members who helped compile the information in this section discuss the questions below and document the main points from this discussion.

|  |
| --- |
| What did you learn about the access and availability of underage alcohol use and marijuana use in your campus community by filling out this section? Was there anything you found particularly surprising or interesting? |

# Intervening variable 2: Perceived enforcement

Studies have shown that as the perceived likelihood of being detected, arrested, or cited for violations increases, compliance increases. Consistent enforcement of ATOD laws, along with penalties for sales, has been found to reduce underage drinking, whereas as lack of adequate penalties is found to be associated with increased underage drinking (Birckmayer et al., 2004).

Perceived risk of getting caught has been found to be predictive of lifetime marijuana use among young adults (Harris Abadi et al., 2011). That is, as young adults perceive a higher risk of getting caught, the lower their lifetime use of marijuana. Given the higher annual prevalence of drugged driving (most commonly marijuana) among young adults (12.8% of 18 through 25 year olds vs. 2.9% of adults 26 and older, according to SAMHSA), one strategy for increasing perceptions of enforcement is roadside testing. Roadside testing has been shown to be more effective than either increased sanctions or providing factual information about the effects of drugged driving (Arria et al., 2011).

The following indicators will be examined to explore enforcement of ATOD regulations and laws in your campus community:

## Perceived enforcement summary

Please have all coalition members who helped compile the information in this section discuss the questions below and document the main points from this discussion.

|  |
| --- |
| What did you learn about the perceived enforcement of underage alcohol use and marijuana use in your campus community by filling out this section? Was there anything you found particularly surprising or interesting? |

# Intervening variable 3: Pricing and promotion

Retailers conduct alcohol promotions to increase the attractiveness of drinking. These types of promotions are especially effective on underage audiences. Research has indicated that young people have high recall of alcohol advertising and that their perceptions of the effects of alcohol can be influenced by advertising. Additionally, studies have shown that increased exposure to alcohol advertising is associated with increased consumption in general, and with heavy or hazardous drinking in particular. The reverse has also been shown to be true; advertising bans are associated with reduced consumption and alcohol-related problems (Birckmayer et al., 2004).

As recreational cannabis use is illegal in Minnesota, and medical cannabis is distributed by the state through a small number of controlled producers, there are not existing regulations regarding pricing and promotion of marijuana by private sellers. Although it is likely that pricing and promotion could affect rates of marijuana use, as they do with alcohol (Czart et al., 2001; Kuo et al., 2003), these are not currently issues in Minnesota; further, research has not been published on the effects of regulating pricing and promotion in those states where recreational marijuana is legal.

The following indicators will help you assess how promotion and pricing influence underage alcohol use in your campus community:

|  |  |  |
| --- | --- | --- |
| Indicators | Substance associated with indicator | Data sources |
| 3a. Alcohol industry sponsorship | Alcohol | Campus scan |

* INDICATOR

3a. Alcohol industry sponsorship

### What source do I use?

The results of the campus scan conducted on your campus.

### Where can I find it?

You will gather this information through a combination of observation, administrative records, and policies. The tool and instructions for completing the tool can be found in Appendix E.

### Special instructions

After gathering the information included in the campus scan, indicate whether or not your campus has an explicit policy prohibiting alcohol sponsorship. If so, skip to the next indicator. If not, fill in the table below with the following information:

* Total number of campus events with alcohol sponsorship, including sports events and other activities that are also sponsored, hosted, or supported by the school
* Total number of venues, including stadiums, recreation spaces, or buildings sponsored by the alcohol industry
* Whether the sponsored events or venues include visible alcohol advertising, such as on banners, signs, plaques, or cups

3a. Alcohol industry sponsorship

Our campus has a policy prohibiting alcohol sponsorship ❑ No ❑ Yes [skip to next indicator]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 2015 | 2016 | 2017 | 2018 | 2019 |
| Total number of campus events with alcohol sponsorship |  |  |  |  |  |
| Total number of venues sponsored by the alcohol industry |  |  |  |  |  |
| Is there visible messaging about this sponsorship at these events or venues? | ❑ No  ❑ Yes | ❑ No  ❑ Yes | ❑ No  ❑ Yes | ❑ No  ❑ Yes | ❑ No  ❑ Yes |

## Pricing and promotion summary

Please have all coalition members who helped compile the information in this section discuss the questions below and document the main points from this discussion.

|  |
| --- |
| What did you learn about the pricing and promotion in your campus community by filling out this section? Was there anything you found particularly surprising or interesting? |

# Intervening variable 4: Community norms

A community norm is a belief or behavior held or exhibited by over half of the community. This workbook will focus on community norms surrounding the acceptability or unacceptability of behaviors and attitudes related to youth ATOD use as well as the behavioral norms of substance use within the community. “Community” is defined broadly and can mean a geographic area, a culture, a campus, or a family. Studies have indicated that individuals living in environments in which excessive drinking is considered socially acceptable tend to consume more alcohol (Birckmayer et al., 2004).

Positive community norms have been shown to predict substance use outcomes among young adults. From adolescence to young adulthood, the definition of “community” shifts from a mix of peers and adults (e.g., teachers, family) to all peers (e.g., classmates, sorority/fraternity members, roommates, etc.) (Harris Abadi et al., 2011). Peer pressure and influence increases in early adulthood and young people are more likely to conform to group norms (Harris Abadi et al., 2011). Community norms differ across different student groups. Some groups have been shown to have higher alcohol and substance use (e.g., fraternities/sororities, athletes).

The following indicators will help you explore community norms on your campus:

|  |  |  |
| --- | --- | --- |
| Indicators | Substance associated with indicator | Data sources |
| 4a. Campus policies about alcohol  4b. Campus policies about marijuana  4c. Campus policies about vaping  4d. Community substance use policies | Alcohol  Marijuana  Marijuana  Both | Policy Review |
| 4e. Perceptions of peer alcohol use  4f. Peer marijuana use  4g. Information received from college | Alcohol  Marijuana  Both | The National College Health Assessment |

* Indicator

4a. Campus policies about alcohol

### What source do I use?

The results of the Policy Review conducted on your campus.

### Where can I find it?

You will gather this information by gathering the specific language included in campus policies pertaining to alcohol use. These include policies for athletics, residential housing, campus events, the Greek system (fraternities and/or sororities), and other general campus policies. Guidance documents for reviewing these policies can be found in Appendix F.

### Special instructions

After gathering the information from the different policies that relate to your campus, use the guidance documents to review the policies and answer the questions below.

4a. Campus policies about alcohol use

| Type of alcohol policy | Students in general | Athletics | Residential housing | Campus events | Greek system | Off-campus |
| --- | --- | --- | --- | --- | --- | --- |
| Does your campus have a policy about alcohol and students in each of the following contexts? | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A |
| Are the circumstances in which a student violates the policy clearly defined? | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A |
| Are the consequences of a violation clearly defined? | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A |
| Do the consequences increase with subsequent violations (i.e., progressive sanctioning)? | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A |
| Do the consequences include parental notification? | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A |
| Are the consequences more severe, less severe, or the same as similar policies for other substances (e.g., marijuana or vaping)? | ❑ More  ❑ Same  ❑ Less  ❑ N/A | ❑ More  ❑ Same  ❑ Less  ❑ N/A | ❑ More  ❑ Same  ❑ Less  ❑ N/A | ❑ More  ❑ Same  ❑ Less  ❑ N/A | ❑ More  ❑ Same  ❑ Less  ❑ N/A | ❑ More  ❑ Same  ❑ Less  ❑ N/A |
| Is this policy shared with students either along with other policies (e.g., online, in orientation, or in a handbook) or separately (e.g., in a topic-specific handout or presentation)? | ❑ Yes, with other policies  ❑ Yes, separately  ❑ No  ❑ N/A | ❑ Yes, with other policies  ❑ Yes, separately  ❑ No  ❑ N/A | ❑ Yes,  with other policies  ❑ Yes, separately  ❑ No  ❑ N/A | ❑ Yes, with other policies  ❑ Yes, separately  ❑ No  ❑ N/A | ❑ Yes, with other policies  ❑ Yes, separately  ❑ No  ❑ N/A | ❑ Yes, with other policies  ❑ Yes, separately  ❑ No  ❑ N/A |
| *[If part of the MNSCU system]* Does this policy align with similar policies for the MNSCU system? | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A |

Are all of your campus’ student alcohol use policies aligned with one another in terms of definitions of violations and consequences?

❑ Yes [Skip to next indicator] ❑ No 🡻

In what ways to do they not align? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* INDICATOR

4b. Campus policies about marijuana use

### What source do I use?

The results of the Policy Review conducted on your campus.

### Where can I find it?

You will gather this information by looking at the specific language included in campus policies pertaining to marijuana use. These include policies for athletics, residential housing, campus events, the Greek system (fraternities and/or sororities), and other general campus policies. Guidance documents for reviewing these policies can be found in Appendix F.

### Special instructions

After gathering the information from the different policies that relate to your campus, use the guidance documents to review the policies and answer the questions below.

4b. Campus policies about marijuana use

| Type of alcohol policy | Students in general | Athletics | Residential housing | Campus events | Greek system | Off-campus |
| --- | --- | --- | --- | --- | --- | --- |
| Does your campus have a policy about marijuana specifically or drugs in general and students in each of the following contexts? | ❑ Yes, marijuana  ❑ Yes, general drugs  ❑ No  ❑ N/A | ❑ Yes, marijuana  ❑ Yes, general drugs  ❑ No  ❑ N/A | ❑ Yes, marijuana  ❑ Yes, general drugs  ❑ No  ❑ N/A | ❑ Yes, marijuana  ❑ Yes, general drugs  ❑ No  ❑ N/A | ❑ Yes, marijuana  ❑ Yes, general drugs  ❑ No  ❑ N/A | ❑ Yes, marijuana  ❑ Yes, general drugs  ❑ No  ❑ N/A |
| Does this policy specifically include medicinal cannabis? | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A |
| Are the circumstances in which a student is in violation of the policy clearly defined? | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A |
| Are the consequences of a violation clearly defined? | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A |
| Do the consequences increase with subsequent violations (i.e., progressive sanctioning)? | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A |
| Do the consequences include parental notification? | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A |
| Are the consequences more severe, less severe, or the same as similar policies for other substances (e.g., alcohol or vaping)? | ❑ More  ❑ Same  ❑ Less  ❑ N/A | ❑ More  ❑ Same  ❑ Less  ❑ N/A | ❑ More  ❑ Same  ❑ Less  ❑ N/A | ❑ More  ❑ Same  ❑ Less  ❑ N/A | ❑ More  ❑ Same  ❑ Less  ❑ N/A | ❑ More  ❑ Same  ❑ Less  ❑ N/A |
| Is this policy shared with students either along with other policies (e.g., online, in orientation, or in a handbook) or separately (e.g., in a topic-specific handout or presentation)? | ❑ Yes, with other policies  ❑ Yes, separately  ❑ No  ❑ N/A | ❑ Yes, with other policies  ❑ Yes, separately  ❑ No  ❑ N/A | ❑ Yes,  with other policies  ❑ Yes, separately  ❑ No  ❑ N/A | ❑ Yes, with other policies  ❑ Yes, separately  ❑ No  ❑ N/A | ❑ Yes, with other policies  ❑ Yes, separately  ❑ No  ❑ N/A | ❑ Yes, with other policies  ❑ Yes, separately  ❑ No  ❑ N/A |
| *[If part of the MNSCU system]* Does this policy align with similar policies for the MNSCU system? | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A |

Are all of your campus’ student marijuana policies aligned with one another in terms of definitions of violations and consequences?

❑ Yes [Skip to next indicator] ❑ No 🡻

In what ways to do they not align? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* INDICATOR

4c. Campus policies about vaping

### What source do I use?

The results of the Policy Review conducted on your campus.

### Where can I find it?

You will gather this information by gathering the specific language included in campus policies pertaining to vaping, or using a vaporizer to smoke tobacco, marijuana, or other substances. These include policies for athletics, residential housing, campus events, the Greek system (fraternities and/or sororities), and other general campus policies. Guidance documents for reviewing these policies can be found in Appendix F.

### Special instructions

After gathering the information from the different policies that relate to your campus, use the guidance documents to review the policies and answer the questions below.

4c. Campus policies about vaping

| Type of alcohol policy | Students in general | Athletics | Residential housing | Campus events | Greek system | Off-campus |
| --- | --- | --- | --- | --- | --- | --- |
| Does your campus have a policy about vaping and students in each of the following contexts? | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A |
| Are the circumstances in which a student violates the policy clearly defined? | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A |
| Are the consequences of a violation clearly defined? | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A |
| Do the consequences increase with subsequent violations (i.e., progressive sanctioning)? | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A |
| Do the consequences include parental notification? | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A |
| Are the consequences more severe, less severe, or the same as similar policies for other substances (e.g., alcohol or marijuana)? | ❑ More  ❑ Same  ❑ Less  ❑ N/A | ❑ More  ❑ Same  ❑ Less  ❑ N/A | ❑ More  ❑ Same  ❑ Less  ❑ N/A | ❑ More  ❑ Same  ❑ Less  ❑ N/A | ❑ More  ❑ Same  ❑ Less  ❑ N/A | ❑ More  ❑ Same  ❑ Less  ❑ N/A |
| Is this policy shared with students either along with other policies (e.g., online, in orientation, or in a handbook) or separately (e.g., in a topic-specific handout or presentation)? | ❑ Yes, with other policies  ❑ Yes, separately  ❑ No  ❑ N/A | ❑ Yes, with other policies  ❑ Yes, separately  ❑ No  ❑ N/A | ❑ Yes,  with other policies  ❑ Yes, separately  ❑ No  ❑ N/A | ❑ Yes, with other policies  ❑ Yes, separately  ❑ No  ❑ N/A | ❑ Yes, with other policies  ❑ Yes, separately  ❑ No  ❑ N/A | ❑ Yes, with other policies  ❑ Yes, separately  ❑ No  ❑ N/A |
| *[If part of the MNSCU system]* Does this policy align with similar policies for the MNSCU system? | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A | ❑ Yes  ❑ No  ❑ N/A |

Are all of your campus’ student vaping policies aligned with one another in terms of definitions of violations and consequences?

❑ Yes [Skip to next indicator] ❑ No 🡻

In what ways to do they not align? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* INDICATOR

4d. Community substance use policies

### What source do I use?

The results of the policy review conducted on your campus.

### Where can I find it?

You will gather this information by identifying substance use policies in the campus and surrounding community that affect the campus population. Guidance documents for reviewing these policies can be found in Appendix F.

### Special instructions

After gathering the information about the different policies listed below, indicate whether or not the following policies are in place in your community.

4d. Community substance use policies

|  |  |  |
| --- | --- | --- |
| Policy | Yes, this policy is in place | No, this policy is not in place |
| “Good Samaritan” policy | ❑ | ❑ |
| Social Host Ordinance | ❑ | ❑ |
| Liquor license density restrictions | ❑ | ❑ |
| Alcohol restrictions at community events | ❑ | ❑ |
| Mandatory compliance checks | ❑ | ❑ |
| Mandatory responsible beverage server training | ❑ | ❑ |
| Practice of community law enforcement notifying the campus about incidents involving students | ❑ | ❑ |

* Indicator

4e. Perceptions of peer alcohol use

### What source do I use?

The National College Health Assessment

### Where can I find it?

Your school should have received a data file for each year of participation in the survey. If you cannot locate your data file, or if you need assistance analyzing your data, see Appendix A.

### Special instructions

Fill in Table 4e below based on your National College Health Assessment results for the question “Within the last 30 days, what percent of students at your school used alcohol?” In the first row, enter the average percentage of all responses for students under 21. In the second row, repeat the percentage of all students at your school reporting alcohol use in the past 30 days from Table C1 in the Consumption section. If you did not participate in a given year, enter N/A into the cell.

4e. Students perceptions of peer alcohol use in the past 30 days

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Total | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| Average percentage that respondents under age 21 think used alcohol in the past 30 days |  | N/A |  |  |  |  |
| Actual percent of all students that used alcohol in the past 30 days |  | N/A |  |  |  |  |

* Indicator

4f. Perceptions of peer marijuana use

### What source do I use?

The National College Health Assessment

### Where can I find it?

Your school should have received a data file for each year of participation in the survey. If you cannot locate your data file, or if you need assistance analyzing your data, see Appendix A.

### Special instructions

Fill in Table 4f below based on your National College Health Assessment results for the question “Within the last 30 days, what percent of students at your school used marijuana?” In the first row, enter the average percentage of all responses for all students age 18 through 25. In the second row, repeat the percentage of all students at your school reporting past 30-day marijuana use from Table C7 in the Consumption section. If you did not participate in a given year, enter N/A into the cell.

4f. Students perceptions of peer marijuana use in the past 30 days

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Total | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| Average percentage that respondents ages 18 through 25 think used marijuana in the past 30 days |  | N/A |  |  |  |  |
| Actual percent of all students that used marijuana in the past 30 days |  | N/A |  |  |  |  |

4g. Information received from college

### What source do I use?

The National College Health Assessment

### Where can I find it?

Your school should have received a data file for each year of participation in the survey. If you cannot locate your data file, or if you need assistance analyzing your data, see Appendix A.

### Special instructions

Fill in Table 4g below based on your National College Health Assessment results for the question “Have you received information on the following topics from your college or university: Alcohol and other drug use?” Report the percentage of students reporting “yes” and “no.” Be sure to select only those respondents ages 18 through 25.

4g. Students ages 18 to 25 reporting that they have received information on alcohol and other drug use from their college or university

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Total | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| Yes |  | N/A |  |  |  |  |
| No |  | N/A |  |  |  |  |

## Community Norms Summary

Please have all coalition members who helped compile the information in this section discuss the questions below and document the main points from this discussion.

|  |
| --- |
| What did you learn about the norms in your campus community by filling out this section? Was there anything you found particularly surprising or interesting? |

# Intervening Variable 5: Individual/Family Factors

Individual and family factors affecting ATOD use include biological factors, socioeconomic factors, parental involvement, and individual attitudes, beliefs, and perceptions around alcohol use and drug use. The indicators selected for this category primarily focus on individual attitudes and perceptions, as there is little your coalition can do to change biological and socioeconomic factors (Birckmayer et al., 2004).

Multiple individual and family factors have been shown to predict increased marijuana use, including having a family member with an alcohol or drug problem (Harris Abadi et al., 2011), anxiety or mental health issues (Kirst et al., 2014; Berg et al., 2011), positive marijuana use expectations (Kristjansson et al., 2012), and early onset of cannabis or alcohol use (Griffin et al., 2010). Other factors have been associated with decreased marijuana use, such as parental support and monitoring (Pinchevsky et al., 2012), and involvement in sports and exercise (Terry-McElrath & O’Malley, 2011).

The following indicators will help you assess the impact of individual factors on alcohol and marijuana use in your campus community:

| Indicators | Substance associated with indicator | Data sources |
| --- | --- | --- |
| 5a. Perceived risk of harm from alcohol  5b. Perceived risk of harm from marijuana | Alcohol  Marijuana | National College Health Assessment |
| 5c. Using alcohol for boredom  5d. Using alcohol to relax/relieve stress  5e. Using alcohol for sleep  5f. Using alcohol for the buzz/high  5g. Using alcohol for fun  5h. Using alcohol for celebration  5i. Using alcohol for socializing  5j. Using alcohol to fit in  5k. Using alcohol for depression/ bad mood  5l. Using alcohol to initiate dating/ intimacy | Alcohol  Alcohol  Alcohol  Alcohol  Alcohol  Alcohol  Alcohol  Alcohol  Alcohol  Alcohol | National College Health Assessment |
| 5m. Using marijuana for boredom  5n. Using marijuana to relax/relieve stress  5o. Using marijuana for sleep  5p. Using marijuana for the buzz/high  5q. Using marijuana for fun  5r. Using marijuana for celebration  5s. Using marijuana for socializing  5t. Using marijuana to fit in  5u. Using marijuana to help concentrate  5v. Using marijuana for creativity  5w. Using marijuana for depression/ bad mood  5x. Using marijuana for medical reasons | Marijuana  Marijuana  Marijuana  Marijuana  Marijuana  Marijuana  Marijuana  Marijuana  Marijuana  Marijuana  Marijuana  Marijuana | National College Health Assessment |

* Indicator

5a. Students under the age of 21 reporting perceived great or moderate risk of harm from frequent binge drinking

### What source do I use?

The National College Health Assessment Partnerships for Success Module

### Where can I find it?

Your school should have received a data file for each year of participation in the survey. If you cannot locate your data file, or if you need assistance analyzing your data, see Appendix A.

### Special instructions

Fill in Table 5a below based on your National College Health Assessment results for the question “How much do people risk harming themselves physically and in other ways when they have five or more drinks of an alcoholic beverage once or twice a week?” Response options include: no risk, slight risk, moderate risk, and great risk. Select only those respondents under age 21, combine responses for “moderate risk” and “great risk,” and enter the resulting percentages in the table. Data for this table will come from the National College Health Assessment Partnerships for Success Module, so data will not be available until 2016 data files are received.

5a. Students under the age of 21 reporting perceived risk of harm from having five or more drinks of an alcoholic beverage once or twice a week

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Total | 2016 | 2017 | 2018 | 2019 |
| Great or moderate risk of harm |  |  |  |  |

* Indicator

5b. Students age 18 through 25 reporting perceived great or moderate risk of harm from weekly marijuana use

### What source do I use?

The National College Health Assessment Partnerships for Success Module

### Where can I find it?

Your school should have received a data file for each year of participation in the survey. If you cannot locate your data file, or if you need assistance analyzing your data, see Appendix A.

### Special instructions

Fill in Table 5b below based on your National College Health Assessment results for the question “How much do people risk harming themselves physically and in other ways when they smoke marijuana once or twice a week?” Response options include: no risk, slight risk, moderate risk, and great risk. Be sure to select only those respondents age 18 through 25. To report, combine responses for “moderate risk” and “great risk” and enter the resulting percentages in the table. Data for this table will come from the National College Health Assessment Partnerships for Success Module, so data will not be available until 2016 data files are received.

5b. Students age 18 through 25 reporting perceived risk of harm from smoking marijuana once or twice a week

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Total | 2016 | 2017 | 2018 | 2019 |
| Great or moderate risk of harm |  |  |  |  |

* Indicator

5c. – 5l. Reasons for drinking alcohol among students under the age of 21 who reported any past month use

### What source do I use?

The National College Health Assessment - Partnerships for Success Module

### Where can I find it?

Your school should have received a data file for each year of participation in the survey. If you cannot locate your data file, or if you need assistance analyzing your data, see Appendix A.

### Special instructions

Fill in the Table below based on your National College Health Assessment results for the question “If you drank alcohol in the past 30 days, of the following reasons for drinking, what were your top two?” Enter the percentage of students who reported using alcohol for each of the reasons listed in the chart below. Data for this table will come from the National College Health Assessment Partnerships for Success Module, so data will not be available until 2016 data files are received.

5c.– 5l. Reasons for drinking alcohol among students under the age of 21 who reported any past month use

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Total | 2016 | 2017 | 2018 | 2019 |
| 5c. To relieve boredom |  |  |  |  |
| 5d. To relax or relieve stress |  |  |  |  |
| 5e. Helps them sleep better |  |  |  |  |
| 5f. To feel buzzed or high |  |  |  |  |
| 5g. Because it’s fun |  |  |  |  |
| 5h. To celebrate |  |  |  |  |
| 5i. Helps them social/feel less shy |  |  |  |  |
| 5j. To fit in with others/friends who drink |  |  |  |  |
| 5k. Helps with depression/mad moods |  |  |  |  |
| 5l. To initiate dating or intimacy |  |  |  |  |

* Indicator

5m. – 5x. Reasons for using marijuana among students age 18 through 25 who reported any past month use

### What source do I use?

The National College Health Assessment - Partnerships for Success Module

### Where can I find it?

Your school should have received a data file for each year of participation in the survey. If you cannot locate your data file, or if you need assistance analyzing your data, see Appendix A.

### Special instructions

Fill in the Table below based on your National College Health Assessment results for the question “If you used marijuana in the past 30 days, of the following reasons for using, what were your top two?” Enter the percentage of students who reported using for each of the reasons listed in the chart below. Data for this table will come from the National College Health Assessment Partnerships for Success Module, so data will not be available until 2016 data files are received.

5m. – 5x. Reasons for using marijuana among students age 18 through 25 who reported any past-month use

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Total | 2016 | 2017 | 2018 | 2019 |
| 5m. To relieve boredom |  |  |  |  |
| 5n. To relax or relieve stress |  |  |  |  |
| 5o. Helps them sleep better |  |  |  |  |
| 5p. To feel buzzed or high |  |  |  |  |
| 5q. Because it’s fun |  |  |  |  |
| 5r. To celebrate |  |  |  |  |
| 5s. Helps them social/feel less shy |  |  |  |  |
| 5t. To fit in with others/friends who use marijuana |  |  |  |  |
| 5u. Helps them concentrate |  |  |  |  |
| 5v. Make them feel more creative |  |  |  |  |
| 5w. Helps with depression/mad moods |  |  |  |  |
| 5x. For medical reasons |  |  |  |  |

## Individual/Family Factor Summary

Please have all coalition members who helped compile the information in this section discuss the questions below and document the main points from this discussion.

|  |
| --- |
| What did you learn about how individual factors might affect alcohol and/or marijuana consumption in your campus community by filling out this section? Was there anything you found particularly surprising or interesting? |

# 

# Appendices

Appendix A: Accessing secondary (existing) data sources

Appendix B: Minnesota liquor license codes and descriptions

Appendix C: Liquor license worksheet

Appendix D: Law enforcement data collection form

Appendix E: Campus scan tool and instructions

Appendix F: Policy review guidance document

Appendix G: References

## Appendix A: Accessing secondary (existing) data sources

#### 1. College Student Health Survey

#### 2. MN DPS Liquor License Database

#### 3. American FactFinder

### National College Health Assessment

#### What is it?

The National College Health Assessment (NCHA) collects self-reported information from undergraduate and graduate students about their experiences and behaviors in the areas of health insurance and health care utilization, mental health, tobacco use, alcohol and other drug use, personal safety and financial health, nutrition and physical activity, and sexual health. The survey was developed and is administered by the American College Health Association at Mankato State University. As part of Partnerships for Success, a new eight-question module was developed and added to the core survey for funded schools.

The NCHA is administered in the spring; a randomly selected sample of students from participating schools is invited to participate in the online survey. Learn more, and find questionnaires and summary reports at <http://www.achancha.org/>.

#### How do I access it?

Participating schools will receive a summary report from the American College Health Association in the fall of each year. In addition, a full data file will be sent to each participating school.

If you cannot locate your data file, or if you need assistance analyzing your data, contact the Strategic Prevention Framework State Incentive Grant Lead Epidemiologist:

Melissa Adolfson

EpiMachine, LLC

651.307.0129 | [mboeke@epimachine.com](mailto:mboeke@epimachine.com)

### MN DPS Alcohol and Gambling Enforcement Division Liquor License Database

#### What is it?

The Minnesota Department of Public Safety Alcohol Enforcement division issues manufacturing wholesale licenses, approves some retail licenses and serves as the statewide repository for all remaining retail license records. They also maintain a searchable liquor license database that is updated multiple times per day.

#### How do I access it?

1. Go to the MN DPS liquor license database: <http://lapp.dps.state.mn.us/age/?118>
2. Click on the above link. Type in the name of your city in the “city” box. This will bring up all the liquor licenses for this city.

### American FactFinder

#### What is it?

American FactFinder is a search engine that provides access to the population, housing, and economic data collected by the Census Bureau. American FactFinder can be used to retrieve population estimates from the 2010 Census.

#### How do I access it?

1. Go to the American FactFinder website: <http://factfinder2.census.gov>
2. Under “Quick start” in the middle top of the page, type in your city in the “geography” box. Select “go.”
3. This will bring up a list of search results. The first result will be “Profile of General Population and Housing Characteristics 2010.” Click to open.

Total population for that city will be the first number in the table.

## Appendix B: Minnesota Liquor License Codes and Descriptions

### On-sale:

On-Sale licenses and permits generally authorize the sale of all types of alcoholic beverages for consumption on the premises. Examples include restaurants, bars, lounges, bowling centers, and theaters.

| License Code | Description |
| --- | --- |
| 3.2ONSS | 3.2 ON SALE |
| BRP | MINNESOTA BREW PUB LICENSE |
| CCL | COMMON CARRIER'S LIQUOR LICENSE |
| CCLNIMB | COMMON CARRIER'S NON-INTOXICATING MALT BEVERAGE LICENSE |
| CCLTB | TOUR BOAT LICENSE |
| CKTRM | Cocktail Room |
| CKTRMS | COCKTAIL ROOM SUNDAY |
| CLONSL | CLUB ON SALE/COUNTY ISSUED |
| CLONSLSE | CLUB ON SALE/COUNTY ISSUED/SEASONAL |
| CLONSS | CLUB ON SALE SUNDAY/COUNTY ISSUED |
| CT3.2ONSS | County 3.2 ON SALE |
| CTONSB | COUNTY ISSUED STRONG BEER ON SALE/RETAIL |
| CTONSL | COUNTY ISSUED ON SALE, RETAIL |
| CTONSLWS | COUNTY ISSUED ON SALE WINE SUN, RETAIL |
| CTONSS | COUNTY ISSUED ON SALE SUN, RETAIL |
| CTSEONSL | COUNTY ISSUED SEASONAL ON SALE, RETAIL |
| CTSEONSLWS | COUNTY ISSUED SEASONAL ON SALE WINE SUN, RETAIL |
| CTSEONSS | COUNTY ISSUED SEASONAL ON SALE SUN, RETAIL |
| MCLONSL | CLUB ON SALE/CITY ISSUED |
| MCLONSS | CLUB ON SALE SUNDAY/CITY ISSUED |
| MCLONSWS | CLUB ON SALE WINE SUNDAY/CITY ISSUED |
| MOONSL | MUNICIPALLY OWNED ON SALE, RETAIL |
| MOONSS | MUNICIPALLY OWNED ON SALE SUNDAY, RETAIL |
| MWNONSL | WINE ON SALE/CITY ISSUED |
| MWNONSLSE | WINE ON SALE/CITY ISSUED/SEASONAL |
| ONSL | ON SALE-CITY ISSUED, RETAIL |
| ONSLWS | ON SALE WINE SUN CITY ISSUED, RETAIL |
| ONSS | ON SALE SUN CITY ISSUED, RETAIL |
| ONSSCKSC | On Sale Sunday Cooking School Class |
| ONSSS | ON SALE AND SUNDAY INTOXICATING LIQUOR LICENSE/STATE ISSUED |
| ONSSSE | ON SALE SUN SEASONAL/CITY ISSUED, RETAIL |
| TMPONSL | TEMPORARY 1 TO 4 DAY ON SALE LIQUOR LICENSE |
| TMPONSS | TEMPORARY 1 TO 4 DAY ON SALE SUNDAY LIQUOR LICENSE |
| TP3.2ONSL | 3.2 Township Issued On-Sale |
| TPONSL | Township Issued On-Sale |
| TPONSS | Township issued On-Sale Sunday |
| TRONSL | Tap Room On Sale |
| TRONSS | Tap Room On Sale Sunday |
| WNONSL | WINE ON SALE/COUNTY ISSUED |
| WNONSLSE | WINE ON SALE SEASONAL/COUNTY ISSUED |

### Off-sale:

Off-Sale licenses and permits generally authorize the sale of all types of alcoholic beverages in original, sealed containers for consumption off the premises. Examples include liquor and grocery stores.

| License Code | Description |
| --- | --- |
| 3.2OFSL | 3.2 OFF SALE |
| BROFSL | BREWER OFF-SALE |
| BRPOFSL | BREW PUB OFF SALE |
| CT3.2OFSL | County 3.2 OFF SALE |
| CTOFSL | COUNTY ISSUED OFF SALE, RETAIL |
| MOOFSL | MUNICIPALLY OWNED OFF SALE, RETAIL |
| OFSL | OFF SALE-CITY ISSUED, RETAIL |
| OFSLFD | OFF SALE & FOOD-CITY ISSUED, RETAIL |
| TMPOFSLWA | TEMPORARY 1 TO 4 DAY OFF SALE WINE AUCTION |
| TP3.2OFSL | 3.2 Township Issued Off-Sale |
| TPOFSL | TOWNSHIP ISSUED OFF SALE, RETAIL |

### On-Off-Sale Combination:

On-off Sale licenses and permits generally authorize the sale of all types of alcoholic beverages for consumption both on and off the premises, with some carry-out allowed. Examples include restaurants, clubs, and brewpubs.

| License Code | Description |
| --- | --- |
| 3.2 CMBN | 3.2 ON AND OFF SALE |
| CMBN | ON/OFF SALE-CITY ISSUED, RETAIL |
| CMBNWS | ON/OFF SALE WINE SUN-CITY ISSUED, RETAIL |
| CMBS | ON/OFF SALE SUN-CITY ISSUED, RETAIL |
| CT3.2 CMBN | County 3.2 ON AND OFF SALE |
| CTCMBN | COUNTY ISSUED ON/OFF SALE, RETAIL |
| CTCMBS | COUNTY ISSUED ON/OFF SALE SUN, RETAIL |
| CTCMBWS | COUNTY ISSUED ON/OFF SALE/WINE SUN, RETAIL |
| CTSECMBS | COUNTY ISSUED SEASONAL ON & OFF SALE SUN/RETAIL |
| MOCMBN | MUNICIPALLY OWNED ON/OFF SALE, RETAIL |
| MOCMBS | MUNICIPALLY OWNED ON/OFF SALE AND SUNDAY, RETAIL |

### Tribal Council Issued:

Tribal councils issue licenses or permits for any on-sale, off-sale, or combination sale of liquor occurring within sovereign nations.

| License Code | Description |
| --- | --- |
| TCMBN | ON/OFF SALE/TRIBAL COUNCIL ISSUED |
| TCMBNWS | ON/OFF SALE/WINE SUNDAY/TRIBAL COUNCIL ISSUED |
| TCMBS | ON/OFF SALE SUNDAY/TRIBAL COUNCIL ISSUED |
| TOFSL | OFF SALE/TRIBAL COUNCIL ISSUED |
| TOFSLB3.2 | OFF SALE 3.2 BEER/TRIBAL COUNCIL ISSUED |
| TONSL | ON-SALE/TRIBAL COUNCIL ISSUED |
| TONSLWS | ON-SALE WINE SUNDAY/TRIBAL COUNCIL ISSUED |
| TONSS | ON-SALE SUNDAY/TRIBAL COUNCIL ISSUED |
| TWNONSB | WINE ON-SALE AND STRONG BEER/TRIBAL COUNCIL ISSUED |
| TWNONSL | WINE ON-SALE/TRIBAL COUNCIL ISSUED |

## 

## Appendix C: Liquor license worksheet

### What source do I use?

Minnesota Alcohol and Gambling Enforcement Division Liquor License Database

### Where can I find it?

https://app.dps.mn.gov/age/

### Special instructions

1. Instructions for using the website above, as well as license code descriptions, are located in Appendix B.

2. Click on the above link. Type in the name of your city in the “city” box. This will bring up all the liquor licenses for this city.

3. For each license, click on “select” to view more information about the license, including the date it expires. Only include licenses that were valid during the prior year in the worksheet. This is particularly important for temporary licenses.

4. The first table below provides a list of on-sale license types. Using the information provided by the website, count the number of on-sale licenses of each type and fill in the table.

5. Add together the total number of on-sale licenses.

6. Write down the population of your city in the space below the table. To locate this information using American FactFinder, see Appendix A.

7. To get the rate of licenses per 100,000 people in your city, divide the total number of on-sale licenses by the population of your city and multiply by 100,000.

EXAMPLE:

In city X, there is a population of 7,200 people and 12 on-sale liquor licenses. The liquor license rate per 100,000 population in city X would be:

|  |  |  |
| --- | --- | --- |
| Total licenses | City  population | On-sale licenses per 100,000 population (licenses ÷ population) \* 100,000 |
| 12 | 7,200 | (12 / 7,200) \* 100,000 = 166.67 |

1. Repeat this procedure for the following three tables: off-sale, on-off-sale combination, and tribal council issued.

2. Then, to get the total number of liquor licenses per capita, add the total number of licenses from each table together and divide by the population of your city. Put this number in the space below the tables.

3. You will need to repeat steps 2-8 for each city in your community and add together the total number of licenses and total population for each city in the community to get the final results.

1a. On-sale liquor licenses

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| On-sale  license type | Number of  licenses |  | On-sale  license type | Number of  licenses |
| 3.2ONSS |  |  | MOONSL |  |
| BRP |  |  | MOONSS |  |
| CCL |  |  | MWNONSB |  |
| CCLNIMB |  |  | MWNONSL |  |
| CCLTB |  |  | MWNONSLSE |  |
| CKTRM |  |  | ONSL |  |
| CKTRMS |  |  | ONSLWS |  |
| CLONSL |  |  | ONSS |  |
| CLONSLSE |  |  | ONSSCKSC |  |
| CLONSS |  |  | ONSSS |  |
| CT3.2ONSS |  |  | ONSSSE |  |
| CTONSB |  |  | TMPONSL |  |
| CTONSL |  |  | TMPONSS |  |
| CTONSLWS |  |  | TP3.2ONSL |  |
| CTONSS |  |  | TPONSL |  |
| CTSEONSL |  |  | TPONSS |  |
| CTSEONSLWS |  |  | TRONSL |  |
| CTSEONSS |  |  | TRONSS |  |
| MCLONSL |  |  | WNONSL |  |
| MCLONSS |  |  | WNONSLSE |  |
| MCLONSWS |  |  |  |  |

CALCULATE:

|  |  |  |
| --- | --- | --- |
| Total on-sale licenses (total of above columns) | City population | On-sale licenses per 100,000 population (licenses ÷ population) \* 100,000 |
|  |  |  |

1b. Off-sale liquor licenses

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Off-sale  license type | Number of  licenses |  | Off-sale  license type | Number of  licenses |
| 3.2OFSL |  |  | OFSL |  |
| BROFSL |  |  | OFSLFD |  |
| BRPOFSL |  |  | TMPOFSLWA |  |
| CT3.2OFSL |  |  | TP3.2OFSL |  |
| CTOFSL |  |  | TPOFSL |  |
| MOOFSL |  |  |  |  |

CALCULATE:

|  |  |  |
| --- | --- | --- |
| Total off-sale licenses (total of above columns) | City population | On-sale licenses per 100,000 population (licenses ÷ population) \* 100,000 |
|  |  |  |

1c. On-off-sale combination liquor licenses

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| On-off-sale  license type | Number of  licenses |  | On-off-sale  license type | Number of  licenses |
| 3.2 CMBN |  |  | CTCMBN |  |
| CMBN |  |  | CTCMBS |  |
| CMBNWS |  |  | CTCMBWS |  |
| CMBS |  |  | CTSECMBS |  |
| CT3.2 CMBN |  |  | MOCMBN |  |
| 3.2 CMBN |  |  | MOCMBS |  |

CALCULATE:

|  |  |  |
| --- | --- | --- |
| Total on-sale licenses (total of above columns) | City population | On-sale licenses per 100,000 population (licenses ÷ population) \* 100,000 |
|  |  |  |

1d. Tribal council issued liquor licenses

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Tribal council issued license type | Number of  licenses |  | Tribal council issued license type | Number of  licenses |
| TCMBN |  |  | TONSL |  |
| TCMBNWS |  |  | TONSLWS |  |
| TCMBS |  |  | TONSS |  |
| TOFSL |  |  | TWNONSB |  |
| TOFSLB3.2 |  |  | TWNONSL |  |
| TCMBN |  |  |  |  |

CALCULATE:

|  |  |  |
| --- | --- | --- |
| Total on-sale licenses (total of above columns) | City population | On-sale licenses per 100,000 population (licenses ÷ population) \* 100,000 |
|  |  |  |

CALCULATE TOTAL OF ALL LICENSES:

|  |  |  |
| --- | --- | --- |
| Total from all tables (total of above columns) | City population | On-sale licenses per 100,000 population (licenses ÷ population) \* 100,000 |
|  |  |  |

## Appendix D: Law enforcement data collection form

### Purpose

This tool will be used to gather information about substance abuse-related law enforcement incidents on your campus and in the surrounding community. These incidents do not have to involve students to have an impact on the campus community, including protecting students, building awareness, enforcing consequences, and influencing perceptions of enforcement.

### How to gather this information

* Partner with Wilder Research to update the form below for your campus community, including adding your staff names and contact information, and your local law enforcement agencies.
* Contact your local law enforcement office(s) and explain your grant role, current assessment activities underway, and your interest in partnering with them to track the number of substance use citations being issued. Depending on your service area, you may need to contact more than one law enforcement office, including your campus law enforcement office, city police department(s), and/or county sheriff’s office(s).
* Identify the individual within each law enforcement office who will be responsible for collecting this information. Provide them with the data collection form and your contact information so they know how to reach you with questions. Forms should be completed once per quarter by each agency, and returned to you within 10 days following the end of the previous quarter.

**Law enforcement data collection form**

In spring 2015, [school] was awarded the Partnerships for Success (PFS) grant from the Minnesota Department of Human Services to address the issues of underage alcohol and marijuana use by promoting prevention activities. To continually assess what is happening in our community, I am asking you to help provide the following data related to substance use. We are looking to collect information about incidents that happened in [geographic area].

Thank you for your help. If you have any questions, please contact [staff name and title] at [contact information].

Date:       Form completed by:

Law Enforcement Agency:  [campus law enforcement]

[community law enforcement]

**Please return this form to [staff name] within 10 days after the end of the data collection period.**

Time period covered in this report:

1 Jan-March 20152April-June 2015 3July-Sept 2015 4 Oct-Dec 2015

**Please complete the following table about activities during this reporting period.**

|  |  |
| --- | --- |
| **Arrests or citations** | **Number** |
| **Minor consumption**  Number of underage consumption citations for young adults 18 to under 21 (MN Statute 340A.503) |  |
| **Adult providers**  Number of adult provider citations/complaints (MN Statute 340A.503 Subd 2[1]; 340A.503 Subd 2[3]; or 340A.702 Subd 8) |  |
| **“Not a drop” underage DUI**  Number of citations for driving with a blood alcohol concentration over 0.00 for young adults 18 to under 21 (MN Statute 169A.33) |  |
| **Social host ordinance**  Number of citations for violations of social host ordinance (local ordinance)  Note: Please skip if no social host ordinance is in place in your community. |  |
| **Marijuana possession**  Number of marijuana possession citations issued (MN Statute 152.027 Subd 3&4) |  |
| **Marijuana sale**  Number of citations for sale crimes related to marijuana (MN Statute 152.025) |  |
| **Possession of drug paraphernalia**  Number of citations for the possession of drug paraphernalia (MN Statute 152.092) |  |
| **Prescription-drug related citations**  Prescription drug-related citations include crimes in which prescription drugs are involved such as forged/altered prescriptions, doctor shopping, health care fraud, and theft, sale, or possession of prescription drugs. |  |

## Appendix E: Campus scan tool and instructions

### Purpose

This tool will be used to help identify the degree to which alcohol is served and promoted at campus venues and events and which community events have alcohol-related sponsors.

### How to gather this information

* Review policies governing campus venues, and convening or rental spaces
* Talk to people responsible for making decisions about how campus venues can be used by members of the campus and surrounding community
* Talk to people responsible for organizing specific events
* Observe the space during events (if needed)

### Campus Venues

**Column 1:** List all of the venues where students or community members convene socially, such as stadiums, event centers, student unions, dining centers, or outdoor malls/gathering spaces. This includes spaces that can be rented by others for convening.

**Column 2:** Identify whether alcohol is allowed to be served at this venue. This means that a group using the space, including both those affiliated with the school and those from the outside community, are allowed to serve any type of alcohol in the space. There may or may not be a formal policy about serving alcohol in this space.

**Column 3:** Indicate whether or not alcohol can be sold in the space. This can include a cash-bar at a social gathering, serving alcohol with food at a dining venue, or formal alcohol sales at an event. Again, there may or may not be a formal policy about selling alcohol in this space.

**Column 4:** Indicate whether any money from the alcohol industry has been used to support the building or maintenance of this space or its fixtures.

**Column 5:** Observe if the space includes any visible alcohol advertising or branding on permanent fixtures, such as counters, plaques, or light fixtures.

**Column 6:** Observe if the space includes any visible alcohol advertising or branding on temporary fixtures such as banners, signs, cups, or napkins.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1. Name of convening space** | **2. Can alcohol be served at this venue?** | **3. Can alcohol be sold at this venue?** | **4. Do any alcohol sponsors support this space?** | **5. Is there visible alcohol branding on permanent fixtures?** | **6. Is there visible alcohol branding on temporary fixtures?** |
|  | ❑ Yes ❑ No | ❑ Yes ❑ No | ❑ Yes ❑ No | ❑ Yes ❑ No | ❑ Yes ❑ No |
|  | ❑ Yes ❑ No | ❑ Yes ❑ No | ❑ Yes ❑ No | ❑ Yes ❑ No | ❑ Yes ❑ No |
|  | ❑ Yes ❑ No | ❑ Yes ❑ No | ❑ Yes ❑ No | ❑ Yes ❑ No | ❑ Yes ❑ No |
|  | ❑ Yes ❑ No | ❑ Yes ❑ No | ❑ Yes ❑ No | ❑ Yes ❑ No | ❑ Yes ❑ No |
|  | ❑ Yes ❑ No | ❑ Yes ❑ No | ❑ Yes ❑ No | ❑ Yes ❑ No | ❑ Yes ❑ No |
|  | ❑ Yes ❑ No | ❑ Yes ❑ No | ❑ Yes ❑ No | ❑ Yes ❑ No | ❑ Yes ❑ No |

### Events

**Columns 1a and 1b:** List events that meet **all** of the following criteria:

* Held on the campus
* Sponsored, hosted, or supported by the school in any way (financially or otherwise)
* A public event that students on the campus could attend
* Held within the past 12 months

You will need to convene your coalition to brainstorm and create a list of community events that meet the above criteria. This list should include ALL events that meet the criteria. If an event is recurring (such as a sports game), it only needs to be listed once.

**Columns 2a and 2b:** Mark whether or not alcohol is served or sold at this event.

**Column 3:** Indicate whether any money from the alcohol industry has been used to support the event.

**Column 4:** Observe or ask event coordinators if the event includes any visible alcohol advertising or branding. This can include advertising for specific brands or general alcohol availability (such as a wine tasting or drink specials). It can also include advertising on items such as flyers, banners, signs, cups, coasters, or t-shirts.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1a. Name of event** | **1b. Date(s) of event** | **2a. Is alcohol served at this event?** | **2b. Is alcohol sold at this event?** | **3. Do any alcohol sponsors support this event?** | **4. Does this event include any visible alcohol branding?** |
|  |  | ❑ Yes ❑ No | ❑ Yes ❑ No | ❑ Yes ❑ No | ❑ Yes ❑ No |
|  |  | ❑ Yes ❑ No | ❑ Yes ❑ No | ❑ Yes ❑ No | ❑ Yes ❑ No |
|  |  | ❑ Yes ❑ No | ❑ Yes ❑ No | ❑ Yes ❑ No | ❑ Yes ❑ No |
|  |  | ❑ Yes ❑ No | ❑ Yes ❑ No | ❑ Yes ❑ No | ❑ Yes ❑ No |
|  |  | ❑ Yes ❑ No | ❑ Yes ❑ No | ❑ Yes ❑ No | ❑ Yes ❑ No |
|  |  | ❑ Yes ❑ No | ❑ Yes ❑ No | ❑ Yes ❑ No | ❑ Yes ❑ No |
|  |  | ❑ Yes ❑ No | ❑ Yes ❑ No | ❑ Yes ❑ No | ❑ Yes ❑ No |

## Appendix F: Policy review guidance document

### Purpose

This tool will be used to help you compile information across your campus and community about alcohol and drug policies. You will use this information to fill in the related sections of your Needs Assessment Workbook.

### How to gather this information

* Collect information about community alcohol and drugs policies. You may need to review local ordinances or talk to local law enforcement or city/county attorneys to gather this information.
* Gather campus policies about alcohol distribution and advertising, as well as policies pertaining to substance use for students:
* In athletics
* In residential housing
* At campus events
* In the Greek system (fraternities and/or sororities)
* Off campus
* Discuss policies with key campus stakeholders in order to identify how they are shared or understood.

Complete the following questionnaires by referring to the specific language in the policies you gathered related to substance use.

### General alcohol and drug policies

1. Does your campus have a “Good Samaritan” policy with regard to alcohol or drug use? A “Good Samaritan” policy states that any student who calls campus police or other emergency services for a student with an alcohol- or drug-related medical issue will not face legal or other academic consequences.

❑ Yes 🡻 ❑ No [Skip to Q2]

1a. Who are students instructed to call? (check all that apply)

❑ 911 ❑ Campus police ❑ Community police ❑ Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Does the surrounding community have any of the following local substance use policies in place? (check all that apply)

❑ Social Host Ordinance, please specify the area covered: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

❑ Liquor license density restrictions

❑ Alcohol restrictions at community events

❑ Mandatory compliance checks

❑ Mandatory responsible beverage server training

❑ Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Are there protocols or practices in place to ensure communication between community law enforcement and your school when incidents on or off campus occur?

❑ Yes 🡻 ❑ No [Skip to next section]

3a. Which incidents or circumstances prompt this communication?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3b. Who on campus is involved in this communication?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3c. How consistently is this information provided?

❑ Very consistently

❑ Somewhat consistently

❑ Not very consistently

❑ I don’t know

### Campus policies about alcohol advertising and distribution

1. Does your campus have a policy about alcohol sales?

❑ Yes 🡻 ❑ No [Skip to Q2]

1a. In what circumstances can alcohol be sold on campus?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Does your campus have a policy about alcohol serving?

❑ Yes 🡻 ❑ No [Skip to Q3]

2a. In what circumstances can alcohol be served on campus?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. If alcohol can be sold or served on your campus, does your campus have a policy about requirements for alcohol servers?

❑ Yes 🡻 ❑ No [Skip to Q4] ❑ Not applicable – alcohol cannot be sold or served [Skip to Q4]

3a. Are alcohol servers required to be licensed bartenders? ❑ Yes ❑ No

3b. Are alcohol servers required to be trained? ❑ Yes ❑ No

3c. Are alcohol servers required to be age 21 or over? ❑ Yes ❑ No

3d. What other requirements does your campus have for alcohol servers?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Does your campus have a policy about alcohol advertising on campus?

❑ Yes 🡻 ❑ No [Skip to Q5]

4a. In what circumstances can alcohol be advertised on campus?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Does your campus have a policy about alcohol sponsorship of events or spaces on campus?

❑ Yes 🡻 ❑ No [Skip to Q6]

5a. In what circumstances is alcohol sponsorship permitted?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Does your campus have any other policy about alcohol distribution or promotion?

❑ Yes 🡻 ❑ No [End of tool]

6a. Please describe this policy?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Campus policies about student alcohol or drug use

Consider all policies on your campus that pertain to students and their possession or use of the following substances: alcohol, drugs in general, marijuana specifically, and/or vaping. Also, consider all policies on your campus that pertain to students in general or in specific contexts, such as residential housing, campus events, or off-campus incidents.

For **each of the policies on your campus** pertaining to students and substance use (including each of the substances and circumstances listed above), complete the following questions.

Name of Policy 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What substance(s) does this policy include:

❑ Alcohol

❑ Drugs in general

❑ Marijuana specifically

❑ Medicinal cannabis specifically

❑ Vaping specifically

1. What circumstances does this policy include:

❑ All students or students in general

❑ Students in athletics specifically

❑ Students in residential housing (owned by the school or an outside agency) specifically

❑ Students at campus events specifically

❑ Students in the Greek system (i.e., fraternities or sororities) specifically

❑ Students off-campus specifically

1. In what circumstances would a student be violating the policy?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What are the consequences included in the policy, if any, for a violation?

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. Does this policy include progressive sanctioning (i.e., consequences that increase with subsequent violations)? ❑ Yes ❑No
  2. Does this policy include parental notification of violations? ❑ Yes ❑No

1. How is this policy shared with students? (check all that apply)

❑ Shared along with other policies in writing (such as online or in a student handbook)

❑ Shared along with other policies verbally (such as in a training or orientation)

❑ Shared separately or specifically in writing (such as a handout or flyer focused on this policy)

❑ Shared separately or specifically verbally (such as in a topic-specific training or presentation)

❑ Not usually shared

1. How does this policy compare to other substance use policies on your campus or in the MNSCU system (if your school is part of that system)?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Appendix G: References

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