

University of Wisconsin-Milwaukee

**Biennial Review of the
Program to Prevent the Illicit Use of Drugs
and the Abuse of Alcohol**

July 2016 – June 2018

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I. Introduction

Substance use among college students impacts all aspects of University life, including the educational environment, student well-being, and the quality of life on campus and in the surrounding communities. Data from the 2018 National College Health Assessment of the University of Wisconsin-Milwaukee students shows that 6.6% of UWM students report that alcohol or drug use negatively impacted them academically, 30.5% reported that they did something in the past 12 months they regretted while under the influence of alcohol, 13.3% reported a physical injury, 3.5% got into trouble with the police, 4.2% seriously considered suicide, and 2.7% reported someone had sex with them without their consent. This data supports the importance of a comprehensive approach to prevention of and response to Alcohol and other Drugs (AOD) at UWM. The University of Wisconsin Board of Regents' [Basic Health Module](#) addresses this priority issue as part of a larger approach to the health and well-being of the community. In 2016, AOD was also identified as a UWM campus health priority by campus leadership.

In its *A Call to Action: Changing the Culture of Drinking at U.S. Colleges*, the National Institute on Alcohol Abuse and Alcoholism (NIAAA) presented a “3-in-1 Framework” for the development of multi-component, comprehensive, and integrated campus programs to mitigate substance use within the college student community. This framework encourages consideration of programs and policies that work simultaneously to impact multiple audiences, including interventions that target individuals (such as at-risk or alcohol-dependent drinkers), programs that target the student body as a whole, and environmental-level strategies that impact the college and surrounding community.¹ In its recognition of the role that individual, interpersonal, community, and societal factors play in influencing behaviors, the 3-in-1 Framework echoes the Social-Ecological Model – a well-accepted behavioral theory that is often utilized in guiding the development of comprehensive public health programs.² This framework was updated by the NIAAA in 2015 and the resulting guide, [CollegeAIM](#), contains two matrices to help college personnel choose among strategies to address harmful and underage college student drinking.

One matrix is for **environmental-level interventions** that target the campus community and student population as a whole and the other for **interventions that target individual students**, including those in higher-risk groups, such as first-year students, student athletes, members of Greek organizations, and students mandated to participate in an intervention. As detailed in this

¹ National Institute on Alcohol Abuse and Alcoholism. (2002). *A Call to Action: Changing the Culture of Drinking at U.S. Colleges* (NIH Pub. No. 02-5010). Bethesda, MD: National Institute on Alcohol Abuse and Alcoholism.

² McLeroy, K.R., Bibeau, D., Steckler, A., & Glanz, K. (1988). An ecological perspective on health promotion programs. *Health Education Quarterly*, 15(4), 351-377.

report, UWM has implemented strategies derived from both approaches to address substance use among students.

II. Biennial Review Process

This Biennial Review covers the period from July 1, 2016 to June 30, 2018. This review was conducted by the Biennial Review Team, which includes the Campus Health Officer, Dean of Students, Associate Vice Chancellor for Human Resources, Campus Alcohol and Other Drug Coordinator, Director of University Housing, and the UWM Police Chief. Additional staff and units provided relevant data and information. This review requires UWM to, on a biennial basis, determine the effectiveness of its drug prevention program and implement changes to the program, if needed, and ensure that disciplinary sanctions for students and employees for drug and alcohol violations are consistently enforced. This review is available online at <https://uwm.edu/health-safety/> and <https://uwm.edu/norris/make-good-decisions/>.

III. Components of the Alcohol and Other Drug Abuse Program at UWM

Programs, interventions and other activities at UWM have been organized in this report into individual-level or environmental-level strategies. **Individual-level** strategies aim to influence a person's behavior through knowledge, attitudes, beliefs, skills, social norms and self-efficacy. Individual-level strategies target individual students and/or students belonging to higher-risk groups, such as first-year students, members of Greek organizations, student athletes and students mandated to participate in an intervention. **Environmental-level** strategies aim to influence behavior at the population level by changing the context (i.e., policy, settings, places, circumstances, occasions) in which the behavior occurs.

Programs and activities are selected utilizing data that includes outcome data, utilization and satisfaction data, needs assessments, and health assessments. These are prioritized, coordinated, and adapted as research and community needs evolves.

The [National College Health Assessment Survey](#) is completed every 3 years. In 2015, the University of Wisconsin System supported systemwide surveying, which provided the opportunity to benchmark results across the state and consider interventions on a larger scale. Results of the 2018 UWM survey demonstrated progress from 2015 in several areas. Alcohol use within the past 30 days decreased as reported in the assessment from 73.8% in 2015 to 68.5% in 2018. In addition, there was a decrease in reporting of having used prescription medications in a manner not prescribed by a healthcare professional the past 12 months from 16.3% in 2015 to 12.6% in 2018. Marijuana use continues to increase with 22.2% of the student population in 2018 using within the past 30 days compared to 20.4% in 2015. Local data on the population representative of our faculty and staff is available through [community assessments](#) and state data through [Healthiest Wisconsin 2020](#).

For more detailed information regarding the implementation and assessment of specific initiatives, please contact UWM AODA Coordinator Susan Cushman at 414-229-5836 or cushman@uwm.edu.

A. Individual-level Interventions

1. E-Check Up to Go: Alcohol

“E-Check Up to Go: Alcohol” is an anonymous, online, evidence-based personalized feedback intervention.³ It provides users with personalized information and feedback regarding their alcohol use, including risk factors, social norms and potential effects on health, relationships and academic, career and life goals. It is listed as a “higher effectiveness” individual level strategy on CollegeAIM.

A link to E-Check Up to Go: Alcohol is located on the Norris Health Center home page. The program is customized to reflect UWM alcohol statistics and resources. It is available at no cost to anyone who clicks the link www.e-CHUG.uwm.edu. The BASICS I program at UWM (discussed below) utilizes E-Check Up to Go: Alcohol as a screening and discussion tool.

E-Check Up to Go	AY 2016-2017	AY 2017-2018
# Students Completed	251	268

2. Brief Alcohol and other drug Screening and Intervention for College Students (BASICS)

[BASICS](#) is a brief motivational intervention that offers UWM students an opportunity to explore their use of alcohol or marijuana in a confidential and non-judgmental setting. The aim of BASICS is to reduce harmful consumption and its associated problems.⁴ It is listed as a ‘higher effectiveness’ individual level strategy on CollegeAIM.

University Housing, the Dean of Students Office, and Milwaukee County municipal court judges assign, at their discretion, BASICS as an educational sanction for UWM students who are found in violation of an alcohol or other drug-related policy or law. In addition, students may elect to complete BASICS voluntarily.

³ Walters, S.T., Vader, A.M., & Harris, T.R. (2007). A controlled trial of web-based feedback for heavy drinking college students. *Prevention Science*, 8(1), 83-88

⁴ Larimer, M.E., & Cronce, J.M. (2002). Identification, prevention, and treatment: A review of individual-focused strategies to reduce problematic alcohol consumption by college students. *Journal of Studies on Alcohol*, Supplement No. 14, 148-163.

Researchers at the University of Washington designed BASICS as an intervention for college students experiencing or at-risk for problems with alcohol, and BASICS at UWM is structured to allow for exploration of alcohol use as well as other drugs. This modification includes a separate marijuana and other drug survey and customized feedback profile for students who present with a marijuana-related violation and/or for whom marijuana is the primary drug used.

In the event a student who has completed BASICS at UWM is found responsible for a subsequent AOD violation, they may be required to complete BASICS Level II, which involves 2-3 individual sessions with the Campus Alcohol & Other Drug Coordinator. The program builds on BASICS Level I and incorporates additional reflection activities and skills building to enhance motivation and commitment to make changes in AOD use.

BASICS I	AY 2016-2017	AY 2017-2018
# Students Enrolled	314	325
# Students Completed	290	300
BASICS II	AY 2016-2017	AY 2017-2018
# Students Enrolled	30	53
# Students Completed	28	50

3. Evaluation and Treatment Services – Students

University Counseling offers voluntary, short-term Alcohol and Other Drug Abuse (AODA) services for students who have questions or concerns regarding their use of alcohol or other substances. University Counseling offers short-term weekly counseling sessions for those students desiring treatment of an identified substance use problem. Referrals to community resources are provided to students whose substance abuse problems require more intensive AODA services.

4. Evaluation and Treatment Services – Staff

Alcohol, drug, and other personal problems can affect the quality of an employee’s life at home and performance on the job. The University of Wisconsin System contracts with FEI Behavioral Health to provide Employee Assistance Program (EAP) services to all permanent employees and their immediate families/household members. Participation is voluntary, confidential, and free. Approximately 2.99% of UWM employees utilize EAP services each year, with 2% of these individuals presenting with issues related to addictive disorders. FEI may be reached at: <https://www.feieap.com/>, or by toll free telephone at (866) 274-4723. FEI is an independent

provider of EAP services and information about employee’s personal situation is protected within the limits of state and federal laws pertaining to confidentiality.

5. Follow-Up with Policy Violators

The Dean of Students Office contacts those students who have been cited for alcohol and/or party-hosting violations. Through one-on-one meetings, these students are provided with information regarding campus behavioral expectations and encouraged to seek available intervention resources. Additionally, the Neighborhood Housing Office’s student employees provide peer-to-peer follow-up with students who live in the neighborhoods surrounding campus. 40 visits took place 2016-2017 with a significant increase to 78 in 2017-2018.

6. Online Alcohol Education Program - Alcohol-Wise

Alcohol Wise is a prevention program that utilizes the E-Checkup to Go brief intervention (discussed in section 1). Using NIAAA Tier-1 strategies, this one-hour online course includes comparative social norms and encourages responsible behavior.⁵ Students interact with their personalized feedback to advance through the lessons on current alcohol issues and research. The course integrates campus-specific resources throughout.

At UWM, the course is administered to students before they enroll by the Norris Health Center – Health Promotion & Wellness staff with support from Student Orientation staff. In AY 2016-17, all new and transfer students were required to take the course. In AY 2017-18, in consideration of feedback from older students (i.e., more than 21 years of age) and in recognition of the intended target audience of Alcohol Wise (i.e., 18-21 year olds), the requirements were modified so that only freshmen and transfer students under the age of 21 were required to take the course.

Alcohol Wise	AY 2016-2017	AY 2017-2018
# Students Completed (%) = rate of completion among students enrolled in program	2,592 freshmen (68%) 702 transfer & adult students (100%)	2,924 freshmen (86%) 371 transfer students (65%)

The vast majority of participants felt that the content of the Alcohol-Wise course was appropriate and easy to understand, that the interactions were interesting and helpful, and that the course would help them avoid future problems with alcohol. Post-course data also revealed that participants had increased their knowledge about alcohol and its related consequences. Additionally, participants displayed an increased understanding of the correlation between

⁵ Elliott, J.C., Carey, K.B., & Bolles, J.R. (2008). Computer-based interventions for college drinking: A qualitative review. *Addictive Behaviors*, 33(8), 994-1005.

alcohol use and academic success, as well as the correlation between alcohol use and adverse effects on their peers' quality of life.

7. Online Program - Think About It

In 2016-2017, the University of Wisconsin System procured additional online training resources and mandated that all UW System students complete a program, called “Think About It,” which includes sexual violence, healthy relationship, and alcohol and other drug prevention and training material, in addition to the material contained in Alcohol Wise. In Fall 2017, over 11,000 undergraduates under the age of 25, over 2200 undergraduates over the age of 25, and over 3,500 graduate students completed this training.

8. Group Motivational Enhancement

Group Motivational Enhancement (GME) programs (also called “Drinking (or Drugging) Culture Close-Up” and “Maximizing Team Potential: A Look at Alcohol”) are designed to help close-knit groups, like student organizations, athletics teams or living-learning communities, openly and safely discuss their perspectives on and impacts of drinking or other drug use within their group. The goal of the program is to reduce high-risk drinking and/or drug use and associated harms among the group. The GME program facilitates peer conversations about whether – and if so, how – to adjust behaviors, routines, and/or policies around drinking or drug use for the benefit of all in the group. No two programs are exactly alike because the discussion is informed by the results of an anonymous online survey completed by group members prior to the program. After the group program, key student leaders meet with the program facilitator to discuss outcomes and plan for how they will help facilitate the adoption of lower-risk practices that were identified by their members.

The GME program concept and design are based on the following theories and models:

- Social Change Model – Higher Education Research Institute, UCLA
- Stages of Behavior Change Model – Prochaska & DiClemente
- Theory of Reasoned Action/Planned Behavior – Ajzen & Fishbein
- Theory of Normative Social Behavior – Rimal & Real
- Motivational Interviewing – Miller & Rollnick

Process Data:

Group Motivational Enhancement	AY 2016-2017	AY 2017-2018
# Groups Completed (# of student participants)	4 (96)	1 (12)

The specific objectives are to help group members: (1) identify their own attitudes and behaviors concerning alcohol/drugs; (2) increase one's awareness of other members' perspectives and opinions concerning alcohol/drugs; (3) recognize any discrepancies between substance use-related consequences and goals and values; (4) distinguish between perceived vs. actual alcohol/drug use within the group; (5) identify at least one risk-reduction strategy concerning alcohol/drugs; (6) identify their intentions to reduce AOD-related harm for oneself and for the group; and (7) recall at least one campus resource to further explore one's use of alcohol or other drugs, if interested.

Learning and behavioral objectives were measured by collecting students' written responses about their biggest takeaway from the program, their intentions to reduce personal AOD-related risk and their intentions to reduce personal AOD-related risk for their group.

9. Training for Student Leaders

AODA training is provided to UWM students who are serving or employed in leadership or mentoring positions – including Residence Life staff, Orientation Leaders, Peer Mentors, Peer Health Educators, BOSS Shuttle Drivers, student athletes, and student resource center staff. These interactive sessions are designed to empower participants with information regarding alcohol and other drug-related issues on campus and strategies for helping their peers avoid the negative consequences of substance use. These presentations are also available, by request, to classrooms, residence halls, and other interested student groups.

The use of student leaders to convey University messages regarding the use of alcohol and other drugs immensely broadens the reach and impact of this key information as, the delivery of health education by peers has been shown to play an important role in promoting the adoption of healthy AODA-related behaviors among students.⁶ Moreover, these student leaders likely serve as key campus contact points for many other students. As such, empowering them with the knowledge and skills necessary to identify and intervene with at-risk individuals and/or during emergency situations is crucial to campus-wide efforts to mitigate the negative consequences of substance use within the student community.

10. Presentations for Students by Students

Student leaders from across campus both role model and provide education and resources to students, And they are often the first point of contact on these issues. The peer health educators (PHE) directly focus on the development and presentation of a variety of educational programs

⁶ White, S., Park, Y.S., Israel, T., & Cordero, E.D. (2009). Longitudinal evaluation of peer health education on a college campus: Impact on health behaviors. *Journal of American College Health, 57*(5), 497-506.

and materials aimed at sensitizing members of the diverse UWM student body on important student development, personal wellness, and health-related topics and contributing to the creation of a healthy and socially just living-learning environment throughout campus and the surrounding community.

PHEs facilitate workshops for residential students, classes, and student organizations. PHEs frequently assist in the planning and facilitation of campus and community events in collaboration with community agencies, other campus departments, and the Norris Health Center staff. Examples of annual PHE programs related to alcohol and other drugs with utilization data is below. Topics for these events included: standard serving sizes of alcohol, signs and symptoms of alcohol overdose and what to do, safer sex practices, sexual violence, sun safety and travel plans and precautions (the latter two were provided in conjunction with spring break-related programming).

	AY 2016-2017	AY 2017-2018
Cash BOSS	8 events; 80 participants	8 events; 102 participants
Safe Spring Break	50 participants	50 participants
Think Again Before You Drink Again	3 events; 31 participants	2 events; 7 participants
Great American Smoke Out	75 participants	40 participants

Learning outcomes as well as willingness to change behavior were evaluated for these programs. For example, of the Safe Spring Break participants who responded to the survey: 79% reported that they agreed they had learned to recognize symptoms of alcohol overdose and 97% could identify steps for a safe spring break, and 48% of the students reported that they would likely change their behavior based on the program. Of the over 100 participants in 2017-2018 who participated in the Cash BOSS program, which used the TV program Cash Cab as the basis for an AOD quiz in UWM's safe ride program, there was a similar 80% rate who agreed that learning outcomes were achieved, with 50% of students reporting they would likely change their behavior based on the program.

11. Educational Programming and Materials

Educational information related to alcohol and other drug use is disseminated year-round. This includes information regarding the effects and impact of alcohol, tobacco, and other drug use, as well as information regarding related policies and laws, tips for safer alcohol consumption, and information regarding how to access available resources for AODA professional assistance and/or self-help.

Information of this nature is also included in an annual distribution through the UNITE (University-Neighborhood Initiative to Engage) Program. Each August, University faculty, staff, and student volunteers visit approximately 1,000 student residences in the neighborhoods surrounding the UWM campus. Each residence receives a bag containing educational information, campus resource materials, and giveaways from local businesses. This program utilizes in-person conversation to foster engagement, inform the off-campus student population of campus services and events, and encourage good neighbor practices.

These educational materials are complemented by the [Make Good Decisions website](#) which provides members of the UWM community with key facts and resources related to alcohol and other drugs.

University Police, University Housing, Student Involvement, Norris Health Center, and other campus entities regularly sponsor large-scale programs that facilitate discussion regarding a variety of AODA-related issues. During the 2016-2018 biennial period, these included: annual Safety Week activities and events, Healthy Choices Fall Welcome Event, and United Against Violence Resource Fair.

12. Healthy Choices Fall Welcome Event

Since 2014, the “Sex & Drugs Show” has been the chosen event for prevention programming during Fall Welcome due to its ability to address two complex campus health priority areas: alcohol use and sexual violence. The inclusion of this primary prevention program in Fall Welcome is purposeful due to the elevated risk level of both alcohol abuse and sexual assault in the beginning weeks of school, which is partially indicated by the volume of reports of such incidents. Four hundred-fifty students attended the program in AY 2016-17, and 430 students attended the program in AY 2017-18.

One hundred thirty-five student attendees completed a program evaluation, which was administered for the first time in 2016. In 2017, 157 students completed a program evaluation. Overall, the results provide encouraging feedback about the program, greater awareness about alcohol/other drug issues and sexual violence, and an interest in continuing the dialogue and

learning more about these topics. Staff involved in planning the event have used evaluation results to make modifications to the event planning process, content, and the evaluation tool.

B. Environmental-Level Strategies That Impact the Institution and Its Surrounding Community

1. Collaborative, Multi-disciplinary Campus Teams

Several groups that include representatives from a variety of campus entities, including Student Health, University Housing, the Neighborhood Housing Office, the Dean of Students Office, and the University Police, meet regularly with a central purpose of evaluating AOD programs, policy, and enforcement. In addition, campus groups, including the Title IX Working Group, Chancellor's Advisory Committee on Mental Health, Student Affairs Leadership Team, CARE Team, and Student Support Team, recognize the intersection of AODA with other public health and behavior issues and evaluate efforts to address and prevent such issues. The maintenance of these campus committees is an important aspect of the infrastructure needed to successfully institute environmentally-focused approaches to prevent and mitigate the impact of substance use on campus.⁷

2. Engaging Parents and Other Family Members

Information regarding alcohol and other drugs, as well as strategies for addressing these issues with students, is incorporated into orientation presentations and resource materials, including the [UWM Family website](#), for UWM parents and other family members. Additionally, to benefit potentially from parental involvement, the Dean of Students Office notifies the parents of students who have received three or more underage alcohol citations, and University Housing notifies parents of students who are under 21 if the students are transported for emergency medical care due to drug use or intoxication.

Parents can play a powerful role in impacting the substance-related behaviors of their college-aged children. The children of parents who were educated about binge drinking and provided with strategies for conveying this information to their students prior to their arrival on campus displayed lower drinking tendencies and experienced fewer consequences related to alcohol use than their peers who did not undergo this parental intervention.⁸ As students transition to

⁷ DeJong, W., & Langford, L.M. (2002). A typology for campus-based alcohol prevention: Moving toward environmental management strategies. *Journal of Studies on Alcohol*, Supplement (14), 140-147.

⁸ Turrisi, R., Jaccard, J., Taki, R., Dunnam, H., & Grimes, J. (2001). Examination of the short-term efficacy of a parent intervention to reduce college student drinking tendencies. *Psychology of Addictive Behaviors*, 15(4), 366-372.

college, parental involvement is also a protective factor in impeding the adoption of increased use of alcohol and marijuana and may moderate and temper peer influence with relation to substance use behaviors, as well.^{9,10}

3. Engaged and Supportive Faculty and Staff

Faculty and staff are in a primary position to identify and intervene with students who are experiencing substance-related issues, and they can play an important role in connecting students with available resources. UWM maintains an [AODA resource website](#) for faculty and staff, which includes information on how instructors can support campus prevention efforts and encourage students to reflect upon personal attitudes regarding alcohol and other drug use; tips for incorporating information on alcohol and other drugs into course curriculum; strategies on when and how to approach a student with concerns about his or her use of alcohol or other drugs; information on campus resources for UWM students who are experiencing issues related to alcohol and other drug use; and information on substance-free social events on and around campus.

Additionally, UWM provides training workshops to faculty and staff on how to assist students who are experiencing emotional distress and/or issues related to substance use. These workshops address the impact of mental health and substance use issues on campus, emphasize the role that faculty and staff have in recognizing signs of emotional distress and substance abuse, and discuss where, when, and how faculty and staff members should refer students who are experiencing distress.

4. Eastside Milwaukee Community Team

The Eastside Milwaukee Community Team is comprised of representatives from UWM, the City of Milwaukee Police Department, City of Milwaukee officials, and residents of the neighborhoods that surround the UWM campus. The team meets regularly to discuss safety, crime, and AODA issues within the neighborhoods surrounding the campus and to plan

⁹ White, H.R., McMorris, B.J., Catalano, R.F., Fleming, C.B., Haggerty, K.P., & Abbott, R.D. (2006). Increases in alcohol and marijuana use during the transition out of high school into emerging adulthood: The effects of leaving home, going to college, and high school protective factors. *Journal of Studies on Alcohol*, 67(6), 810-822.

¹⁰ Wood, M.D., Read, J.P., Mitchell, R.E., & Brand, N.H. (2004). Do parents still matter? Parent and peer influences on alcohol involvement among recent high school graduates. *Psychology of Addictive Behaviors*, 18(1), 19-30.

intervention strategies, as needed. Such collaborative approaches have been shown to decrease alcohol-related problems in communities surrounding college campuses.^{11,12}

5. Safety Initiatives

Several University safety initiatives are intended to mitigate the potential for harmful consequences associated with student substance use. These include:

- Be On the Safe Side (BOSS): [BOSS](#) is a safe ride program that offers evening and late-night transportation on and near UWM's Kenwood campus seven days a week. This UWM service likely deters students from driving under the influence of alcohol and may also decrease crime and the incidence of assault.
- SAFE Walkers: sponsored by the University Police, the SAFE Walker program aims to decrease crime and victimization in the neighborhoods surrounding the UWM campus. Pairs of trained students patrol the neighborhoods surrounding UWM on Thursdays through Sundays during the evening and early morning hours.
- UWM-MPD Law Enforcement Special Assignment Grant: during the beginning of the Fall semester and end of the Spring semester, UWM partners with the Milwaukee Police Department to augment police patrols and police response in the neighborhoods surrounding the UWM campus. During these periods, UWM provides funds to the Milwaukee Police Department to fund overtime hours for officers working in this area. In return, the Milwaukee Police Department shares citation information so that UWM can follow up with UWM students who received a citation through these enhanced enforcement efforts. These officers focus on alcohol-related offenses and other related disturbances, as well as general safety awareness and crime abatement. UWM and the Milwaukee Police Department meet weekly during these months to share information and develop strategies for effectively addressing issues that arise.

6. Substance-Free Social and Service Events

Union Programming, University Housing, University Recreation, and other campus entities regularly sponsor large- and small-scale programs that are intended to foster and support peer

¹¹ Gebhardt, T.L, Kaphingst, K., & DeJong, W. (2000). A campus-community coalition to control alcohol-related problems off campus: An environmental management case study. *Journal of American College Health*, 48(5), 211-215.

¹² Saltz, R.F., Welker, L.R., Paschall, M.J., Feeney, M.A. & Fabiano, P.M. (2009). Evaluating a comprehensive campus-community prevention intervention to reduce alcohol-related problems in a college population. *Journal of Studies on Alcohol and Drugs*, Supplement(16), 21-27.

connections in substance-free environments. University Housing hosts a variety of late-night, alcohol alternative programming. These weekly programs provide students a fun and safe alternative to going out and participating in high-risk behaviors, specifically, high-risk drinking that puts our students in unsafe situations. The University Housing Panther Activity Committee (PAC) offers recurring events, with over 2,000 students participating in the PAC events throughout 2018. Examples that highlight the diversity of the events include: Paint & Sip, Open Mic Nights, karaoke, and comedians. Every Thursday, Friday, and Saturday night at 7:00pm and 9:30pm (as well as Sundays) there are free movies in the Flicks movie theatre in the residence halls. In addition, Policy with a Point events were held routinely by University Housing during the first weekends of the semester from 10 p.m. to Midnight. Finally, students were encouraged to put safety information into their phones and were provided pizza if they did. This highlighted a protective behavior related to safety and alcohol use while also practically ensuring accurate and current information on their phone during the critical initial weeks of the first semester. Additional examples of programs during this biennial period include Rec Fest Thriller Night, Glow Zumba, and lecture series speakers.

Research indicates that perceptions regarding consumption patterns within the student community often exceed reality.¹³ As such, it may be sufficiently difficult for those students who choose not to engage in alcohol or other drug use to make social connections with other individuals who share their preferences for substance-free socializing. This, in turn, may encourage consumption and high-risk use among some would-be abstainers. Indeed, social anxiety and fear of negative evaluation by others has been seen to be significantly correlated with motivation to drink for social purposes and with encountering negative consequences related to substance use.^{14,15} As such, the provision and promotion of substance-free social and service opportunities may enable social connections among individuals who choose not to engage in substance-related behaviors, thereby supporting their continued abstinence. Additionally, these efforts may also serve as a protective factor in discouraging all students from engaging in heavy drinking and encountering drinking-related problems.^{16,17,18}

¹³ Perkins, H.W. (2002). Social norms and the prevention of alcohol misuse in collegiate contexts. *Journal of Studies on Alcohol*, supplement (14), 164-172.

¹⁴ Buckner, J.D., Eggleston, A.M., & Schmidt, N.B. (2006). Social anxiety and problematic alcohol consumption: The mediating role of drinking motives and situations. *Behavior Therapy*, 37(4), 381-391.

¹⁵ Lewis, M.A., Hove, C.M., Lee, C.M., Oster-Aaland, L., & Larimer M.E. (2008). Fitting in and feeling fine: Conformity and coping motives as mediators of the relationship between social anxiety and problematic drinking. *Psychology of Addictive Behaviors*, 22(1), 58-67.

¹⁶ Fenzel, L.M. (2005). Multivariate analysis of predictors of heavy episodic drinking and drinking-related problems among college students. *Journal of College Student Development*, 46(2), 126-140.

IV. Policy and Enforcement Efforts

A. Campus Policies

UWM has a number of drug and alcohol-related policies that prohibit unlawful drug and alcohol possession, use and distribution, provide information about drug and alcohol use and abuse, and establish guidelines for safe and responsible alcohol use in connection with campus events.

Alcohol and other drugs on University lands are regulated by Wisconsin Administrative Code section [UWS 18.09](#). Alcohol beverages are prohibited except as permitted by specific institutional regulations promulgated by the Chancellor. Possession of illegal drugs or drug paraphernalia is prohibited. UWM's relevant policies are listed and hyperlinked below:

- [Drug Free Campus](#), UWM Selected Academic and Administrative Policy S-19.5
- [Chapter 17](#), Student Nonacademic Disciplinary Procedures
- [Alcohol Beverages](#), Guidelines for Service
- [Student Handbook](#), Drug and Alcohol Information
- [Smoke and Tobacco-Free Campus Policy](#)
- [University Housing Resident Handbook](#), Alcohol and Drug and Inhalant Regulations
- [Financial Aid](#), Penalties for Drug Law Violations
- [Student-Athlete Handbook](#), including Intercollegiate Athletics Drug Education and Testing Program
- [Student Organization Manual](#), Student Organization Misconduct Process
- [Sports Club Handbook](#), Standards of Conduct, including alcohol and drugs

During the period of this biennial review, UWM issued the annual Safe and Drug-Free Schools and Communities Act disclosure to all employees and students. This disclosure is sent to students annually, including in [2016](#) and [2017](#), via email by the Dean of Students. Employees receive the information in their appointment letter, at new employee orientation, and it is sent out annually by email, including in [2016](#) and [2017](#).

During this biennium, UWM also developed a [campus medical safety policy](#) based on several recent studies that show an increase in help-seeking behavior when a university implements a

¹⁷ Correia, C.J., Benson, T.A., & Carey, K.B. (2005). Decreased substance use following increases in alternative behaviors: A preliminary investigation. *Addictive Behaviors*, 30(1), 19-27.

¹⁸ Correia, C.J., Carey, K.B., Simons, J., & Borsari, B.E. (2003). Relationships between binge drinking and substance-free reinforcement in a sample of college students: A preliminary investigation. *Addictive Behaviors*, 28(2), 361-368.

policy of this nature. This policy is communicated at all student and parent orientations before students enroll at UWM.

B. Enforcement Methods and Sanctions

1. For Students

Student violations of the student nonacademic misconduct policies, contained in the University of Wisconsin System Administrative Code, are primarily adjudicated through the [Dean of Students Office](#), to reinforce that student learning and personal development are integral to UWM's educational mission. The student conduct process is one of many tools that the University uses to foster personal development and maintain the safety of the University community. To ensure that education is presented to students who were found to be in violation of the alcohol and drug policy, students are assigned to participate in and complete the BASICS program.

For the 2017-2018 academic year (Aug 1, 2017- July 31, 2018), 401 students were investigated by the Dean of Students Office for allegedly violating UWS 17.09(6) (Illegal use, possession, manufacture, or distribution of alcohol or controlled substances). Of those, 67 (16%) students were found not to be in violation of the policy, while 326 (81%) were found in violation. Of the 326 that were found in violation, 299 (92%) were assigned BASICS 1 or BASICS 2, while the others were either placed on Disciplinary Probation, suspended, or expelled from the institution depending upon the context and severity of the violation as well as the student's prior conduct history.

For the 2016-2017 academic year (Aug 1, 2016- July 31, 2017), 424 students were investigated by the Dean of Students Office for allegedly violating UWS 17.09(6). Of those, 104 (24%) students were found not to be in violation of the policy while 313 (74%) were found in violation. Of the 313 that were found in violation, 257 (82%) were assigned BASICS 1 or BASICS 2, while the others were either placed on Disciplinary Probation, suspended or expelled from the institution.

As part of the educational component of the disciplinary process, students are required to reflect on their actions, UWM's policies, how their behavior violated the policies and what, if anything, they are going to change in the future. Students are also required to reflect on their experiences and behavior through the BASICS program and what, if anything, will impact their choices moving forward. The Dean of Students Office regularly reviews its conduct cases to ensure that students are receiving similar sanctions for similar violations, and the process for alcohol use violations, absent other aggravating or mitigating factors or contemporaneous misconduct, is

generally addressed and sanctioned in the same manner, reflected in the high number of students who were assigned to BASICS courses in the 2016-17 and 2017-18 academic years.

Students residing within University Housing must comply with University Housing's Rules and Regulations, in addition to University policies, UW System regulations, and federal and state laws. Residents who violate these rules and regulations are adjudicated through the University Housing Resident Behavior Process. The Resident Behavior Process is part of community development within the residence halls and apartments at UWM. Inherent in the success of the University Housing Resident Behavior Process is awareness by residents of the need to acknowledge their responsibility for their behavior and how it affects the community in which they live. Primary emphasis is placed on the educational and developmental progress of the resident and is part of the educational mission of the University.

To ensure that education was presented to students who were found to be in violation of University Housing's Alcohol (A1) and Drugs & Inhalants (D4) policies, which includes being present for or the use, possession, or manufacture, or distribution of alcohol or controlled substances within the University Residence Halls, students were generally assigned educational sanctions in tandem with traditional contract sanctions (Warning, Probation, Deferred Contract Termination, and Contract Termination). Educational sanctions for A1 and D4 policy violations included participation in the Choices About Responsible Drinking (C.A.R.D.) course, the BASICS program, and/or completion of an online Judicial Educator (J.E.) module. The primary goal of all University Housing sanctioning is to help students make substance use decisions that result in fewer negative consequences within the University Residence Halls and beyond.

For the 2017-2018 academic year (Aug 1, 2017- July 31, 2018), University housing processed a total of 469 violations of A1-Alcohol policies and 296 D4-Drugs & Inhalants. 263 of the A1 violations were adjudicated during the Fall 2017 semester, while 206 were adjudicated during the Spring 2018 semester. 172 of the D4 violations were adjudicated during the Fall 2017 semester, while 124 were adjudicated during the Spring 2018 semester.

For the 2016-2017 academic year (Aug 1, 2016- July 31, 2017), University housing processed a total of 784 violations of A1-Alcohol policies and 349 D4-Drugs & Inhalants. 402 of the A1 violations were adjudicated during the Fall 2017 semester, while 382 were adjudicated during the Spring 2018 semester. 224 of the D4 violations were adjudicated during the Fall 2017 semester, while 125 were adjudicated during the Spring 2018 semester. A more explicit breakdown of all University Housing AODA policy violations can be found in the addendum of this report.

For the 2016-2017 academic year, 83 (17.8%) individuals were sanctioned to complete the Choices About Responsible Drinking (C.A.R.D.) course in response to alcohol violations while 119 (25.4%) were sanctioned to complete a Judicial Educator (J.E.) and 368 (46.9%) were

sanctioned with University Housing contract sanctions. For the 2017-2018 academic year, 73 (9.3%) individuals were sanctioned to complete the Choices About Responsible Drinking (C.A.R.D.) course in response to alcohol violations while 284 (36.2%) were sanctioned to complete a Judicial Educator (J.E.) and 229 (48.8%) were sanctioned with University Housing contract sanctions. University Housing contract sanctions include Warning, Disciplinary Probation, Deferred Contract Termination, and/or contract Termination.

Similar to the Dean of Students Office, University Housing regularly reviews its sanctioning processes to ensure that students are receiving similar sanctions for similar violations, and the process for alcohol use violations, absent other contemporaneous misconduct, is generally addressed and sanctioned in the same manner, reflected in the high number of students who were assigned C.A.R.D., JEs, or University Housing contract sanctions throughout the 2016-17 and 2017-18 academic years.

2. For Employees

The incidence of employee AOD violations at UWM was so small in number that it is not possible to evaluate consistency in the sanctioning of said violations on a statistical basis. That said, UWM Human Resources professionals in various campus units work with the central Human Resources office in determining discipline for a variety of offenses to ensure consistency of sanctions for similar behavior.

3. Law Enforcement

The mission of the UWM Police Department is to provide a safe and secure environment in which to learn, live, and work. In order to accomplish this mission, it follows the motto, “Building Relationships ~ Protecting Community.” At the core of its department philosophy is the belief that an informed community, coupled with an accessible and approachable police department, is a safer community. The UWM Police Department is made up of 37 State of Wisconsin certified police officers. The department also has a dispatch center which provides 24-hour dispatching services as well as eight security officers who assist with building and environmental security on campus.

University Police are empowered by state law to enforce drug and alcohol laws on and off campus, and University Police strictly enforce these laws. There are a significant number of AOD-related incidents that occur in and around the UWM campus. Data is available from University Police, Dean of Students Office, University Housing and Human Resources.

	2016-2017	2017-2018
Drug Citations UWMPD/Arrests	99/19	111/28
Alcohol Citations UWMPD/Arrests	157/0	195/2
Alcohol and Drug Related conduct violations managed by the Dean of Students Office	424	401
Alcohol-related student conduct violations managed by University Housing	784	469*
Drug-related student conduct violations managed by University Housing	349	296*

* University Housing has seen a steady and significant decline in its overall number of policy violations, including, but not limited to, AOD violations. University Housing attributes this overall decline, at least in part, to better education and programmatic efforts.

V. Biennial Goals and Achievements

In the interest of maintaining and furthering a multi-component, comprehensive, and integrated campus AODA program to mitigate issues related to substance use within the UWM community, UWM reviews the progress towards its AODA goals on an annual basis. These goals include short-term goals, with anticipated endpoints within the biennium. Goals 1-6 below were short-term goals, which were fully achieved as written. Other goals that focus on larger concepts of needs assessment, prevention, communication and collaboration are areas in which there has been significant effort and progress-to-date, and UWM will continue to work toward implementation of those goals.

1. Explore models for providing educational interventions for repeat offenders and develop recommendations for implementing brief intervention program at UWM for students who have already completed BASICS I and reoffended.

Norris Health Center – Health Promotion & Wellness (HPW) developed BASICS Level II for students who have been found responsible for a substance use-related violation and have already completed BASICS Level I.

2. Develop and pilot a brief intervention program for students who have experienced or caused issues related to their personal use of marijuana.

BASICS I & II have been modified to accommodate students whose primary drug is cannabis.

3. Pilot and evaluate an internship program during AY2015-16 to staff HPW’s brief interventions programs (i.e., ACE, etc.).

HPW has an ongoing relationship with UWM's Helen Bader School of Social Welfare through which graduate students may apply for and participate in a practicum field placement at HPW. This was piloted in 2015-2016, and there have been five students who successfully completed 2 or 3 semester-long practicums with HPW.

4. Determine the interest in and feasible format for a collegiate recovery program for UWM students who are in recovery from alcohol or other drug addiction.

Custom questions have been included in the UWM National College Health Assessment and Alcohol Wise program to gather information about the percentage of students who identify as being in recovery and the level of agreement for providing a collegiate recovery program (CRP) for UWM students. Key informant interviews were also conducted with staff at five universities that offer CRPs.

5. Pilot and evaluate an alcohol and other drug screening, brief intervention and referral to treatment (SBIRT) program at Norris Health Center.

A protocol and supporting materials for alcohol SBIRT were piloted in the Norris Health Center. Efforts to refine and integrate the practice are ongoing.

6. Identify units on campus which may develop and support late-night (i.e., after 10pm) programming for Thursday-Saturday weekends.

Student Involvement and University Recreation programming staff have expanded late-night programs that occur throughout the year. University Housing has also expanded its late-night programs. The University annually sponsors "Pantherfest," a concert that occurs on the first or second Friday of the Fall semester and is intended as a major alcohol-free event as students return to campus. Over 3,500 community members, the majority of whom are students, attend the event. Safety and alcohol prevention marketing, developed by students, was included with all tickets and as an informational campaign during the beginning of the Fall semester.

7. Advance campus-wide prevention programs that address the needs of various identity-specific audiences.

AOD training took place in August 2016 for staff at the UWM LGBTQ Resource Center. The LGBTQ Resource Center also implemented a tobacco cessation campaign with financial support from the American Lung Association Spark Grant. In 2017 and 2018, UWM sponsored, through the Chancellor's Advisory Committee on Mental Health, a reaching-students-in-need project, , focused on the campus Multi-Cultural Network as a vehicle for additional AOD work, and examined AOD services and prevention efforts.

8. Develop and communicate clear and consistent messages concerning AOD that are tailored for target audiences, including students, parents of students, UWM

administration, UWM faculty and staff, student staff, and UWM neighbors/community members.

UWM provides clear and consistent messaging on AOD through its on-campus student and parent orientation sessions for new students and distributes this information to all new students regardless of whether they attend an on-campus orientation. UWM also implemented a new Health and Safety email series. This initially was a series of 3 Fall emails, and due to positive feedback and high readership rates, was expanded to include both Fall and Spring emails in 2017-2018.

9. Increase NHC’s collaboration in the areas of AOD-related training and education with other departments such as University Housing, Greek Life, Athletics, Study Abroad, others

UWM provided expanded programming, which included the Fall 2016 and Spring 2017 “Maximizing Team Potential” series with athletics teams, the Spring and Fall 2017 Greek Life series, and an expansion of AOD-related training to faculty and staff travelling abroad with students.

VI. Program Strengths and Areas for Improvement

At the core of the recommendations is the recognition that successful interventions occur at three distinct levels, referred to as the 3-in-1 framework. This approach calls for interventions to operate simultaneously to reach individual students, the student body, and the greater college community. The more streamlined CollegeAIM matrix identifies only 2 main intervention categories: environmental-level interventions and interventions that target individual students.

Analyzing program strengths and identifying areas of improvements at each level of intervention create specific action steps that collectively contribute to the effectiveness of programs. Given the provision of information above on campus needs assessments and policy and enforcement efforts, UWM is including these categories for the identification of strengths and areas for improvement as well.

	Strengths	Areas for Improvement
Individual	<p>UWM’s BASICS Program represents a research-based, best practice approach to assisting individuals who are experiencing or causing issues related to their personal use of alcohol.</p> <p>A significant number of students participate in the BASICS Program each year. UWM provides educational intervention for repeat offenders and for drugs other than alcohol.</p>	<p>Many interventions are utilized after students have received a sanction, and there are limited students who self- identify and access the program and services voluntarily. Programs are not marketed to higher-risk populations beyond general population communications.</p> <p>Action Steps: Promote more directly across campus through health, counseling, advisors, multicultural network, Student Life centers, Center for International Education and other</p>

		departments with targeted communications designed to reach distinct populations.
	<p>Starting at new student orientation, all incoming UWM students are provided with consistent information regarding community standards and norms related to alcohol and other drug use. There is ongoing, coordinated messaging that occurs through electronic and in-person Fall Welcome events and emails.</p> <p>The majority of incoming first-year students complete an online alcohol education program prior to their arrival on campus.</p>	<p>UWM does not systematically offer AODA prevention and outreach that is geared towards specific audiences.</p> <p>The current online alcohol education program has limited research in terms of effectiveness.</p> <p>Action Steps: Analyze data for specific target groups to prioritize work and identify annual and ongoing opportunities across campus with faculty, staff, and students. Evaluate current online alcohol education program.</p>
Environmental	<p>Using multi-disciplinary teams, the University maintains a collaborative approach to AOD prevention and intervention to create an environment that supports students in making responsible and healthy choices concerning substance use.</p> <p>During the new student orientation process, parents of incoming UWM students are provided with information on how to support their students in making safe and responsible alcohol and other drug use decisions.</p> <p>UWM has built infrastructure and relationships to facilitate productive discussions between the University and permanent residents in the neighborhoods surrounding campus.</p>	<p>There are limited mechanisms in place to facilitate the regular engagement of all students in AODA policy and program development.</p> <p>Many aspects of the Wisconsin culture support and accept alcohol use as a normative behavior.</p> <p>Action Steps: Work with student leaders, student employees, and the general student population and include students in the AOD task force. Collaborate with local agencies including law enforcement and health departments on community efforts.</p>

Campus Needs Assessments	<p>AODA-related data starting in 2015 was collected across UW System allowing for benchmarking and presentations to campus and System administrators as well as presentation at the Board of Regents.</p> <p>The 2017 campus-wide implementation of online training provided additional data related to alcohol and other drug use.</p>	<p>There is limited data on faculty/staff alcohol and drug use and prevention needs.</p> <p>There is limited data on students on the newer Washington County and Waukesha campuses.</p> <p>Action Steps: Evaluate the data on UWM at Washington County and UWM at Waukesha that will be available in Fall 2019 from Alcohol-wise and Think About It and determine the need for additional data. Review limited existing data for faculty and staff.</p>
Policy and Enforcement Efforts	<p>New policy development and distribution in 2017 of a campus medical safety policy after a review of relevant studies.</p>	<p>The University is working to refer serious and/or repeat offenders to evidence-based programs for the enforcement of AODA-related policies regardless of where the behavior occurs.</p> <p>Action Steps: Review protocols for referrals to</p>

		evidence-based programs as sanctions for AODA-related behaviors to ensure that sanctions are meaningful and work to deter re-offense.
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VII. Goals for the 2018-2020 Biennial Period

1. Identify the purpose, role and optimal design of a campus AOD task force/coalition.
2. Engage and synthesize opinions from multiple stakeholders on the current state of AOD-related problems at UWM, existing efforts to address them, and ideas for advancing campus efforts.
3. Examine AODA related sanctioning processes including messages, scheduling, cost structure and utilization to ensure consistency and timeliness.
4. Identify and implement ways to better collect, organize, analyze and share AOD-related data and assessment
5. Identify and pursue grants and other additional funding sources to support AODA programming efforts for the UWM Community.

VIII. Conclusion

Within the past biennium, UWM has made significant progress, as outlined in this report, towards our collaborative, comprehensive strategies for AOD prevention and intervention. UWM is committed to ongoing work with students, faculty, and staff to continue to advance these priorities. UWM’s data shows that it is making progress based on a variety of intervention strategies and utilizing the socio-ecological model around topics such as high-risk drinking and suicide prevention. Nonetheless, our data also shows that we need to make further progress.

This is a necessity, as there are more students coming to UWM with AOD experience and problems, and there is clear evidence that these issues impact the personal and academic success of UWM students. Data from broader community assessments locally and in the state demonstrate that these issues are not only issues facing students and young adults but the larger population, which includes our faculty and staff, neighbors, and community partners.

UWM’s role as the major urban doctoral university, which works to meet the diverse needs of Wisconsin’s largest metropolitan area and educates more Wisconsin residents than any other institution, positions us to work within and for our community on these issues. We will build on the strengths of our existing work and promote service, program, educational and research efforts around our community’s identified AODA needs and other interconnected health and well-being issues to create sustainable systems and plans.