High-risk Alcohol and Drug Use Prevention Program

Personal and Social Responsibility Steering Committee
August 2015
Table of Contents

Part I. The Strategic Framework

I. Introduction: The Higher Education Imperative
   A. Key Challenges and Opportunities Facing Higher Education
   B. The Claremont McKenna College Student Imperative

II. High-risk Alcohol and Drug Use within Higher Education and at CMC
   A. The Empirics: The Prevalence of High-risk Alcohol and Drug Use
   B. Harms and Consequences: Why We Are Concerned
   C. Relative (In)effectiveness of Efforts to Prevent High-risk Alcohol and Drug Use
   D. Student Attitudes about Efforts to Prevent High-risk Alcohol and Drug Use

III. Foundational Principles, Mission, Values, and Vision
   A. Foundational Beliefs and Principles
   B. Mission
   C. Values
   D. Vision and Enriching Themes

Part II. High-risk Alcohol and Drug Use Prevention Program Guide

I. Introduction

II. Education and Training

III. Guidelines Related to the Use of Alcohol
   A. Informal Activity Guidelines
   B. Formal Activity Guidelines

IV. Alcohol and Other Drugs Policy (including Medical Amnesty)
   A. Policy Statement
   B. Alcohol Policies
   C. Drug Policies
   D. Medical Amnesty
   E. Administration of the Policy on Alcohol and Other Drugs: Support and Enforcement
   F. Counseling and Other Support Resources

V. Facts about Alcohol

VI. Legal Statutes regarding Alcohol and Other Drugs

Appendix Strategic Framework for Addressing High-risk Alcohol and Drug Use (detailed account)
Part I: The Strategic Framework

I. Introduction: The Higher Education Imperative

➢ *We identify the key challenges and opportunities facing higher education, and recognize the importance of working toward more effective approaches to address high-risk alcohol and drug use.*

A. Key Challenges and Opportunities Facing Higher Education

The conditions of our society and the broader civilization call for new forms of leadership. Higher education has both the opportunity and the burden of playing a critical role in meeting those demands.

Pressing questions call for our dedicated attention. How do we leverage the power of information technology and simultaneously protect privacy and security? How should we address major dilemmas in a world that is increasingly flat, yet also hotter, more crowded, hungry, thirsty, and persistently violent? How do we grow our economy and share the benefits more equally? How do we sustain effective but self-limiting forms of government? How do we create new sources of energy and sustain our environment (water, air, fertile land)? How do we develop new forms of medical science and technology, make them accessible, and control costs? How do we realize our most cherished national values in a society that appears persistently divided on major economic, political, social, and cultural views and conditions?

Our ability to overcome these global challenges will depend on the human capital we can develop in the next generations of responsive young leaders. Higher education—through our teaching, research, and service missions—will continue to play a vital role in growing those special performance capacities.

To fulfill the promise of this imperative role, we must face and overcome three significant, related challenges. First, we must articulate, intensify, and demonstrate the *value* of higher education. Second, as we generate greater value, we must also manage and reduce the actual cost to students and their families, in order to ensure *affordability* and full *access*. Third, beyond the purely technical or intellectual growth of this next generation, we must focus on the quality of their *personal* and *social* character. Specifically, we must focus on the attributes they need to cultivate and draw upon in pursuit of meaningful and purposeful lives that are both self-sustaining and make a positive difference in the lives of others.

B. The Claremont McKenna College Student Imperative

Claremont McKenna College has a unique and distinctive opportunity to lead by example—to demonstrate how we can best seize the opportunities and more directly overcome the challenges facing the world as well as those within higher education.
Founded in the wake of WWII and the GI-bill, the College's integrated commitments to liberal arts and leadership forged a powerful double helix in our genetic code: a dynamic pedagogic cycle of learning to do and doing to learn.

The mission of the College to educate students for thoughtful and productive lives and roles of responsible leadership aligns powerfully with what the broader society needs from higher education.

Furthermore, the College's intellectual life, our superb athletic and fitness programs, our changemaker campus identity, and our global reach and identity each and together provide powerful opportunities to draw the very best out of this generation.

College-wide efforts to take on the imperatives of higher education are well underway. We are committed to the development of high-value virtues and value-generating performance capacities, the growth of financial aid and scholarship resources, and the development of norms and behaviors that support personal and social responsibility. Specifically, through the initiative on personal and social responsibility, we are working on ways to prevent sexual assault, high-risk alcohol and drug use, academic dishonesty, and attacks on identity, inclusion, and freedom of speech. Programs in support of these three objectives are making substantial progress.

II. High-risk Alcohol and Drug Use within Higher Education and at CMC

- We endeavor to understand the nature of high-risk drinking and drug abuse across higher education and at CMC, as the foundation for developing a high-risk alcohol and drug use prevention strategy. Key aspects include understanding and recognizing:

  o The prevalence of high-risk alcohol and drug use
  o The negative impacts associated with such abuse
  o The relative effectiveness (or ineffectiveness) of abuse prevention efforts
  o Student attitudes about efforts to prevent abuse

A. The Empirics: The Prevalence of High-risk Alcohol and Drug Use

How much are students binge-drinking or engaging in other high-risk drinking behavior? According to national research including the College Alcohol Study and the National Survey on Drug Use and Health, roughly 40% of all college students are participating in high-risk behaviors such as blacking out, drinking excessive shots in a short period, or drinking to get drunk. Drinking patterns are intensifying, as Beth McMurtie from The Chronicle of Higher Education has observed: “[m]ore students now drink to get drunk, choose hard liquor over beer, and front-load, or drink in advance of social events. For many the goal is to black out.”
Based on our own survey data and escalated reports of alcohol poisoning, binge-drinking patterns at CMC are just as troubling as they are nationally, and, in some respects, the statistical data are worse than the national averages. For example, compared to the national data, CMC experiences:

- Higher percentages of heavy-episodic and problematic drinkers
  - Concentrated on Thursday and Saturday evenings
- A more significant increase in drinking behavior during the first 4-6 weeks of first year, and
- Higher rates of negative consequences: students who experienced blackouts, performed poorly on an academic assignment, and reported taking (or being taken) advantage of sexually.

Although event policies have been in place at CMC for many years, the College has lacked a strategic framework to guide its approach to prevent high-risk alcohol use. The harms described above are extreme, and our institutional efforts must use policy as one of many tools to help students distinguish and discourage troublesome behaviors.

Drug use is also of grave national concern. The results from the 2013 National Survey on Drug Use and Health indicate that among young adults aged 18 to 25, the rate of illicit drug use in 2013 (21.5%) was similar to the rates in 2009 to 2012 (ranging from 21.3% to 21.6%), and was higher than the rates in 2002 to 2008 (ranging from 19.4% to 20.3%).

Similarly, a 2013 study by researchers at the University of Michigan (http://www.monitoringthefuture.org/) found a 5% increase in illicit drug use among college students from 2006 to 2013.

The use of illicit drugs appears to be on the rise at CMC. In the 2010 ACHA National College Health Assessment, 13.9% of CMC respondents reported having used drugs other than alcohol, cigarettes, hookah, or marijuana within a period of 30 days as compared to a higher 17.8% of CMC respondents in 2014, an increase of 28% in four years.

B. Harms and Consequences: Why We Are Very Concerned

What are the consequences of high-risk alcohol and drug use? The current national numbers are disturbing: “[m]ore than 1,800 students die every year of alcohol-related causes. An additional 600,000 are injured while drunk, and nearly 100,000 become victims of alcohol-influenced sexual assaults.” Additionally, “[o]ne in four say their academic performance has suffered from drinking,” based on data provided by the National Institute on Alcohol Abuse and Alcoholism.
CMC is no stranger to the negative effects of alcohol and drug abuse. Anecdotal evidence and survey data indicate CMC students are more likely than their counterparts nationally to experience negative consequences from drinking. When asked about their drinking behaviors in a two-week period, CMC students reported higher incidents of blacking out (48% vs. 37%), having a hangover (55% vs. 50%), performing poorly on an assignment (26% vs. 22%), and being taken advantage of sexually (13% vs. 11%) as compared to national peers.

These data were supported by the results of the 2015 HEDS Sexual Assault Survey in which 100% of CMC students who disclosed they had been sexually assaulted indicated the assailant was intoxicated at the time of the assault. Moreover, 80% of those individuals who disclosed being sexually assaulted also indicated they were personally under the influence of alcohol at the time of the assault.

Even those who choose to drink moderately or not at all are affected indirectly by the harms of alcohol and drug use. In 2014-2015, the Dean of Students Office recorded over $51,000 in dorm damage costs, the vast majority of which were linked to alcohol use. Perhaps not surprisingly, the one substance-free dorm, Stark Hall, had just $247 in total damages.

These reports do not completely capture other serious consequences of high-risk alcohol and drug use at CMC, including noise disruptions, broken glass, hospitalizations, the risks of first and second-hand smoke exposure from tobacco and marijuana, unsafe working and living conditions for staff and students, and an elevated need for and cost of crisis-interventions.

C. Relative (In)Effectiveness of Efforts to Prevent High-Risk Alcohol and Drug Use

National experts rarely advocate for any one solution and tend to favor a multi-pronged approach with certain correlations of lower substance abuse associated with strong educational programs, the enforcement of policy, a reduction in the availability of alcohol, alcohol free activity strategies, restrictions on the marketing and promotion of alcohol, and changes in cultural attitudes towards high risk drinking. However, the specific blend of effective remedies is far from determined.

The CMC community is increasingly aware of the challenges associated with developing an effective high-risk alcohol and drug use prevention program. The Alcohol Task Force, enhancements to our educational programs, and efforts within ASCMC to promote responsible behavior (for example, through *The Student Pledge*) and the new leadership structure for supporting student life have gained momentum, but the overall impact on attitude, perception, and behavior appears to have had a modest impact to this point.
D. Student Attitudes about Efforts to Prevent High-Risk Alcohol and Drug Use

To make matters even more challenging, campus interventions often trigger strong push-back from subsets of students, who will “fight for what they see as a basic right.” The Chronicle of Higher Education’s McMurtie explained that when Syracuse University, which was ranked as the nation’s No. 1 party school by Princeton Review, “tried to limit a large outdoor gathering, outraged students labeled the campus a police state.”

In our own community, students are not united in their vision of the appropriate balance between autonomy and accountability, oversight, or intervention. Students anecdotally have acknowledged their concern for the health and safety of their fellow colleagues, but a vocal subset of students and a small group of alumni resist administrative policy enforcement as a means to achieve these goals.

At the same time, the survey data from a broader cross-section of CMC students present a more promising outlook. In 2013, the College began requiring AlcoholEdu training for first-year students. AlcoholEdu surveys from 2013 and 2014 indicated that many CMC students have a strong interest in becoming more engaged in positive activities and behaviors (whether students are drinking or not) and want to be actively engaged in developing policies and programs and in planning events that do not focus on alcohol such as outdoor recreation, movie nights, live music, and fitness classes.

III. Foundational Principles, Mission, Values, and Vision

- Within this context, CMC has developed a Strategic Framework, derived from our core beliefs about the underlying causes of high-risk alcohol and drug use, and our mission, values, and vision for the singular CMC student experience.

Over the past two years at CMC, we have invested resources, time, and energy to take on these challenges. Some of our efforts have worked; others have not. Against strong social forces and social media that affect behavior at an individual and peer level, it is understandable to expect that only some initiatives will take firm root. This is true of any uphill challenge. If we are to surmount the obstacles in our path, we will have to align and draw on our most powerful institutional values.

As we move forward in these efforts to develop a more strategic and formalized High-risk Alcohol and Drug Use Prevention Program, we must:

- first, draw from what we know and do not know about the underlying causes of high-risk alcohol and drug use and the relative effectiveness of prevention strategies to identify the foundational beliefs and principles that will shape our approach; and
second, from this foundation, develop a comprehensive approach to prevent high-risk alcohol and drug use that aligns with our mission, values, and vision for residential and social life on campus.

- The three-prong framework focuses on 1) enriching the CMC student experience; 2) optimizing the High-risk Alcohol and Drug Use Prevention Program itself (including policies, guidelines, education, training, counseling, and calibrated institutional response; and (3) a community-wide, engaged communications through the personal and social responsibility initiative.

A. Foundational Beliefs and Principles

In the face of troubling patterns of behavior, the severe consequences, pockets of strong resistance, and the disappointing results of promising but often ineffective programs, we are left to wonder whether we adequately understand the underlying causes of high-risk alcohol and drug use, and particularly the extreme behaviors that are most troubling.

Why is some significant subset of students drinking so much (or otherwise doing dangerous drugs)? Why is it so important to this group of students to be able to continue? We may not have a sufficient understanding of the underlying causes and drivers; nonetheless, we must endeavor, through surveys, anecdotal data, and other critical observations, to develop and explicate the core beliefs and assumptions that inform CMC’s High-risk Alcohol and Drug Use Prevention Program.

First, we believe that, for a significant part of our community, the self-absorption of high-risk alcohol and drug use is linked to national reports of emptiness, loneliness, and poorly managed stress among college-aged students across the nation. Efforts to enhance fulfillment, social connection, and positive releases and management of stress are thus an institutional imperative.

Second, we further believe that bad choices related to the use of alcohol or other drugs are often related to the perception of limited choices. If drinking, for example, is seen as central to social life, and to engage in non-alcohol-centered activities is seen as peripheral, that perception (as well as the social reality) constrains choices in negative ways. In response, the visible, rich diversification and the availability of healthy choices (both real and perceived) at critical moments in the course of the week will be important to improve decision-making.

Third, we also believe that the primary responsibility for student behavior must be placed at the individual and peer-to-peer levels of choice and decision-making. The view that substance abuse is entirely an institutional responsibility removes the individual and peer-to-peer responsibility that is so critical to shaping student behavior and promoting student growth and maturity. Instead, our students should have reasonable degrees of freedom to learn and demonstrate that they can make
responsible choices relative to their individual health and relative to the freedoms and rights of others. At the same time, this student responsibility is shared with the College. We cannot expect personal and social responsibility to be internalized without strong institutional support and appropriate intervention when behavior breaches norms of moderation in qualitative or quantitative ways. Accordingly, we must reinforce healthy, moderate, and responsible choices through both:

- Education and training programs that distinguish moderate from immoderate behavior and provide students with tools to observe limits in their personal and social lives; and
- A calibrated and escalated series of necessary interventions when personal and social responsibilities are breached in excessive forms of self- or other-destructive behavior.

We will always remain committed to supporting health and well-being by providing resources for counseling and other support. When students are not responsive to educational approaches, we consider such disciplinary responses as may be appropriate to hold a student accountable for both the breach of the student’s commitment to be a responsible member of our community, and any negative impacts associated with the student’s conduct.

Our belief in these shared responsibilities informs a calibrated approach.

To be effective, in sum, we must trust our students. When a student breaches that trust, we must always respond in ways that are consistent with our role as counselors, mentors, and educators. However, we must also hold a student accountable for his or her conduct, including, when necessary, separating a student from our community.

**B. Mission**

Our *mission* and *values* inform a collective *vision* for the Claremont McKenna student experience. We seek to educate students for thoughtful and productive lives and roles of responsible leadership. We do this through the creation of a residential and learning community in which students can develop intellectually, socially, morally, and physically.

The decision of some students to drink alcohol should not impede the educational experiences of others. Thus, facilitating the development of skills and capacities to support students’ responsible use of alcohol is an important aspect of our mission. Students who use alcohol moderately and respectfully are attentive to this concept. Students who abuse alcohol are often disruptive and unsafe, and frustrate our mission.
C. Values

Several values drive our approach to pursuing this mission: freedom of choice when exercised responsibly; mutual respect and courtesy; trust and accountability; health and safety; community diversity and inclusion.

For us to realize these values in the context of an alcohol and drug policy, it is vital that we support the freedom of students to make their own choices within the boundaries of responsible moderation. Each student has different, subsidiary levels of responsibility: to one’s self, to peers, to family, to the RAs who lead them, to the Dean of Students charged with their care and support, to the College and the other Claremont Colleges, and to the broader community. Responsibility at each subsidiary level prevents the need for intervention from any higher level. For example, if an individual makes sound, responsible choices, there is no reason for peers to intervene. If a group of students within a dorm makes sound, responsible decisions, the RA need not get involved. On the other hand, if we cannot self-regulate effectively, other sources of authority (the local police, the state, the federal government) are more likely to intervene in the freedoms we cherish in our College. For these reasons, any set of rules that governs responsible moderation cannot be effective if the rules are not deeply internalized by individuals and peers and then aligned with policies and enforcement practices.

D. Vision and Enriching Themes

Based on our mutual understanding of the foundational principles, mission, and values described above, we have identified three strategic priorities that frame our vision of a comprehensive approach to the prevention of high-risk alcohol and drug use. These priorities are outlined below, and a more expansive and detailed account of how the College is implementing these strategic priorities can be found in the Appendix, CMC’s Strategic Framework to Address High-risk Alcohol and Drug Use (detailed account).

1. Enriching the CMC Student Experience

The first strategic priority is to focus on enriching the CMC student experience as a whole, which we believe is a foundational predicate to developing an effective program to prevent alcohol and drug abuse. Our vision is to leverage our mission and create a vision for intensifying emotional fulfillment through the CMC student experience. We intend to combat the need for self-absorbed choices that can be self- or other-destructive in effect. We seek to fulfill this vision through the following integrated components:
a. *Enriching Thematic Emphasis*

We have identified the following thematic points of emphasis for the student experience that we can leverage to strengthen opportunities for our students to be engaged in one or more forms of intensely fulfilling activities:

- Intellectual life and the arts;
- Changemaking (leadership, social innovation, entrepreneurship, and civic engagement);
- Global and other boundary-crossing experiences; and,
- Athletics and fitness.

*b. Healthy, Compelling Choices*

We further seek to diversify, enrich, and broaden healthy, fun, engaging choices (some which may include more moderate levels of drinking as a complement to that activity). This may work to *compete* effectively and overwhelm the view of alcohol as central to the student experience.

2. *Developing a High-risk Alcohol and Drug Use Prevention Program that Aligns with our Mission and Values*

Developing and sustaining an effective prevention program cannot rely on any one strategy or program. Instead, we need to focus on a range of strategies. Moreover, to be most effective, we need to insure that CMC's respective approach in each of these areas is aligned with our mission and values as described above.

Based on this, we want to highlight elements of CMC's High-risk Alcohol and Drug Use Prevention Program, and articulate the vision that should guide their ongoing development.

a. *Education and Training*

Our education and training programs will build on the foundation of what we already have in place to (i) align with the principle of responsible moderation and the policies that derive from it; (ii) create increasingly interactive and dynamic experiences so that lessons are fully absorbed and internalized.

b. *Policy Administration and Enforcement*

After many years of minor adjustments, we have developed a deeper Strategic Framework to inform a restatement of institutional policy on alcohol and other drugs and guidelines that focus on preventing and responding to high-risk behavior.
Reflecting our foundational belief in the need for "shared responsibility" by placing an emphasis on individual and peer-to-peer enforcement of the core value of responsible moderation, with escalating levels of support and intervention (if preceding levels are ineffective) from the RAs to professional staff in the Dean of Student Office, Campus Safety, and, if necessary, support from external authorities; and

Drawing from our goal to provide a residential learning environment that supports and reinforces positive social norms, including the choice to engage in moderate behavior, while also providing clearly enforced limits on the circumstances and settings that tend to produce more excessive and dangerous forms of substance abuse.

3. Community Communications: The Personal and Social Responsibility Initiative

Finally, we believe that developing an effective high-risk alcohol and drug use prevention program requires ongoing communication and transparency. We will communicate openly and honestly about the empirics on our campus (without compromising privacy) in ways that build trust, self- and peer-accountability, and improve our approach jointly through the community-wide personal and social responsibility initiative. These empirics will be fed back through the community-wide initiative on personal and social responsibility into ongoing policy improvements. This holds the promise of sustaining a virtuous cycle of learning what works and does not work as well and implementing increasingly more effective measures and policies.
Part II: High-risk Alcohol and Drug Use Prevention Program Guide

I. Introduction

In compliance with the Drug-Free Schools and Campuses Regulations, Claremont McKenna College has developed this High-risk Alcohol and Drug Use Prevention Program Guide (“AOD Guide”). CMC electronically provides a copy of the AOD Guide as part of our Guide to Student Life, which is distributed to all students in August of each year. CMC’s AOD Guide directly aligns with CMC’s Strategic Framework for the prevention of high-risk alcohol and drug use, and includes the College’s policies as well as guidelines to help students understand expectations for behavior and principles of collaborative enforcement.

II. Education and Training

Claremont McKenna College is committed to maintaining and supporting a broad and diverse range of education and training programs related to the abuse of alcohol or other drugs. The College focuses its education and training efforts on programs that are aligned with principles of moderate and responsible use and that provide for interactive and dynamic experiences so that lessons are fully absorbed and internalized. Set forth below is a summary of the College’s current alcohol and other drug education and training programs.

- All new students are required to complete AlcoholEdu, an online education course provided by EverFi, which is one of the nation’s leading organizations supporting abuse prevention programs across higher education.
- As part of the orientation program, the Dean of Students Office and the Health Education Outreach Office stage a 40-minute, 6-person sketch during freshmen orientation about dating, sexual assault, and alcohol use.
  - Beyond this, the College regularly employs the use of theatrical skits to address a wide range of topics, including: drinking and responsibility, academic integrity, concepts of identity including gender and ethnic stereotypes, academic pressure, and sex.
  - These skits, and the subsequent discussion they provoke, will continue to reinforce norms of mutual respect, courtesy, responsible moderation, personal responsibility, and peer intervention in student behavior.
- The College requires that all new students must participate in the pre-orientation, WOA! Program. WOA!, which stands for Welcome Orientation Adventure, provides a wide range of trips and destination experiences to help new students establish connections and learn life skills, including the opportunity for peer-to-peer discussions about alcohol and drug use.

BASICs—Brief Alcohol Screening and Intervention of College Students: A Harm Reduction Approach—is a preventive intervention for college students 18 to 24 years old. It is aimed at students who drink alcohol heavily and have
experienced or are at risk for alcohol-related problems such as poor class attendance, missed assignments, accidents, sexual assault, and violence.

Additional details about actions taken to enhance education and awareness of alcohol and drug-related issues can be found in the Appendix, CMC’s Strategic Framework to Address High-risk Alcohol and Drug Use (detailed account).

III. Guidelines Related to the Use of Alcohol

The following Informal Activity Guidelines and Formal Activity and Event Guidelines are intended to provide guidance with respect the use of alcohol on campus and the application of the College’s Alcohol and other Drug Policy to all forms of student activities.

The Informal Activity Guidelines focus on the everyday, informal activities and behaviors of an individual student, or a small group of peers gathering in a student room, a residential lounge, or such comparable location to study or socialize. Informal activity may or may not include the use of alcohol, but it should not: (i) involve high-risk or abusive behaviors; (ii) be unreasonably disruptive to other members of the community; or (iii) displace formal activities.

In contrast, the Formal Activity and Event Guidelines encompass any organized activity involving a group of students, ranging from a group of friends, formal student club, team, or organization up to large events. The Formal Activity and Event Guidelines outline expectations and requirements at all types of formal activities or events, including those that involve the use of alcohol. As with informal activity, when formal activities include the use of alcohol, such use should not: (i) involve high-risk or abusive behaviors; or (ii) be unreasonably disruptive to other members of the community. Finally, the Formal Activity and Event Guidelines provide an event management and coordination framework to ensure that one group’s activity does not displace another group’s activity.

A. Informal Activity Guidelines

These Informal Activity Guidelines focus on the everyday, informal activities and behaviors of an individual student, or a small group of peers gathering in a student room, a residential lounge, or such comparable location to study or socialize in a small setting.

Because the boundaries between informal and formal are not always clear, and because we need to define clear boundaries for consistency, "informal" activities that include alcohol are limited to groups of no more than 15 students.

The responsible and moderate use of alcohol is permitted in informal, residential settings, with the following understanding about appropriate time, place, and
manner. Failure to adhere to standards of time, place, and manner may trigger an institutional response to violations of one or more provisions of institutional policies, including the Policy on Alcohol and other Drugs.

Times

Informal activities that include the consumption of alcohol in residential common spaces are allowed only at certain times and days of the week.

- Monday - Thursday 5:00 PM - midnight
- Friday - Saturday noon - 1:00 AM
- Sunday noon - midnight

Places

Responsible, moderate consumption of alcohol in individual or informal social settings (of no more than 15 people) is permitted in residential areas, including residence halls, designated lounges, BBQ areas, apartments, and apartment balconies. Carrying an open single use serving is permitted; however, transporting an open larger quantity (e.g., a handle of hard alcohol) is not. Alcohol consumption outside these or other designated residential areas is not allowed, including the North Mall, Parent’s Field etc. A map with appropriately designated spaces is available in the Dean of Students Office to help clarify the parameters.

Manner

Excessive, immoderate, irresponsible, or discourteous behavior is not permitted. High quantities of alcohol (generally more than 3-4 drinks over a 2-3 hour period), drinking games or high frequency shots, loud music, behavior reflecting openly excessive intoxication, or other activity that infringes on the free use of residential space by others will be understood to violate these privileges. Beer pong is permitted in designated spaces (arbor area on north side of Beckett Hall, Green Hall BBQ area, Wohlford Hall BBQ area, Claremont Hall amphitheater, seating/BBQ area north of Apt. 681, and the Wagner BBQ area south of Cramer Walkway) subject to the other time, place, and manner guidelines outlined above.

Students should be able to soundly reason, make coherent judgments, and ensure physical safety at all times. Respect for RAs, Dean of Students staff, and Campus Safety at all times is paramount.

B. Formal Activity and Event Guidelines

Students and student organizations are welcomed and encouraged to sponsor social events that include larger groups of people and may or may not include alcohol use. To ensure the appropriate time, place, and manner for these formal activities,
students must register these events with the College. The size and nature of an activity determine the parameters for registration.

**Event Time and Place**

The student experience is first and foremost an academic one, requiring that social activities occur at times and locations that do not infringe on students' ability to pursue their studies. Accordingly, student sponsored events held on Sunday through Thursday must end by 12:00 midnight and events on Friday and Saturday must end by 1:00 am.

Student sponsored events, aside from study breaks, may not take place during designated reading days or during the final examination period. Students wishing to plan a study break during finals should meet with a member of the Student Activities staff prior to planning the event to ensure that it qualifies as a study break, will require minimal work from student planners, and will cause minimal impact or disruption.

**Event Classification and Registration Procedures**

Student-sponsored events fall into one of the categories listed below depending primarily on the size and nature of the activity. The minimum timeframes for registering each type of event are listed below. Students are encouraged to work closely with the Student Activities staff to plan events as far in advance as possible to ensure all aspects of the event can be fully realized and be supported by appropriate departments as needed. This process helps to ensure space is available and that relevant offices are aware of the event to assist with management and oversight. This also allows students adequate opportunity to address situations that fail to satisfy the time, manner, and place understandings for registered activities.

The Student Activities Office has the authority to limit the number of registered events on a given night. Generally, registered pre-party activities will be limited in number, will be restricted in start and end time, and must be hosted with the intent of attendees moving to the main event.

**Individual Student Events**

- Individual student events are hosted by individual students, and only require an on-campus space; no other resources, services, or set-up are needed for the event.
- Individual student events may include up to 100 people and are limited to CMC students and their registered guests only.
- If alcohol will be present, attendance is limited to 30 people, and the event must comply with the Guidelines for the Use of Alcohol at Formal Activities or Events.
- Individual student events should be registered at least two business days prior to the event.

**Club and Organization Events**

Clubs and organizations may host events categorized by one of the four types below. The type of event is determined based on factors such as the size of the event and the complexity of the activity including facility needs, access control, scheduling, and security.

**Type 1**

- Type 1 events only require an on-campus space; no other resources, services, or set-up are needed for the event.
- Type 1 events may include up to 100 people and are limited to current CMC students and their registered guests only.
- Type 1 events should be registered at least two business days prior to the event.
- Example: SPPEAR Club meeting

**Type 2**

- Type 2 events are generally more complex in nature, requiring enhanced resources, service, or set-up. The Event Host(s) may be required to meet with a member of the Student Activities staff to discuss event management logistics.
- Type 2 events may include up to 100 people and are limited to current CMC students and their registered guests only.
- If alcohol will be served, the event must comply with the Guidelines for the Use of Alcohol at Formal Activities or Events.
- Type 2 events should be registered at least one week prior to the event.
- Example: Winston Churchill Society social

**Type 3**

- Type 3 events may include up to 250 people, and attendees may be current students from The Claremont Colleges and their registered guests.
- The Event Host(s) will likely be required to meet with a member of the Student Activities staff to discuss event management logistics.
- If alcohol will be served, the event must comply with the Guidelines for the Use of Alcohol at Formal Activities or Events.
- If alcohol will be served and the event will be outdoors, additional access control measures will be required to allow for securing and managing the event.
- Type 3 events should be registered at least two weeks prior to the event.
- Example: Toga Party

**Type 4**

- Type 4 events will likely exceed 250 people, and attendees may be current students from The Claremont Colleges and their registered guests.
- The Event Host(s) must meet with a member of the Student Activities staff to discuss event management logistics.
- If alcohol will be served, the event must comply with the [Guidelines for the Use of Alcohol at Formal Activities or Events](#).
- If alcohol will be served and the event will be outdoors, additional access control measures will be required to allow for securing and managing the event. The specific requirements will vary depending on the nature and scope of the event.
- Type 4 events should be registered at least two weeks prior to the event.
- Example: Pirate Party

**Event Locations**

There are numerous locations suitable for student-sponsored events. The following have been identified and approved for student-sponsored events based on the location’s capacity to easily support these events. *Alternate locations may be approved* as appropriate for the nature and scope of the proposed event in consultation with Student Activities staff. Depending on the day and time of the event, some locations will be deemed more appropriate than others. The Student Affairs staff will work with student planners to ensure locations are not being over utilized to minimize prolonged disruption to particular areas of campus.

- Student Event Plaza
- McKenna Auditorium
- The following residence hall lounges: Beckett, Phillips, Appleby, Green, Wohlford, Boswell, Auen, Fawcett, Stark, Marks Basement
- BBQ areas
- Flamson Plaza
- Butler Plaza (Bauer Fountain)
- Lower Kravis Courtyard
- Wheeler Plaza (courtyard outside of I-Place)
- Pickford Auditorium
- Bauer Forum
- Classrooms (suitable for organization meetings, speakers, etc.)
**Event Attendance and Guests**

**CMC-only Events:** Currently enrolled CMC students and their guests may attend student sponsored events. Only one guest per student is permitted. Students must present a valid CMC ID to enter an event. Guests must be present with their CMC host, present a valid government-issued photo ID, and be on the event guest list.

**5C Events:** Students must present their ID from their home institution. If they have a guest, the guest must provide a valid government-issued photo ID, and be on the event guest list.

Students are responsible for the behavior of their guests while on campus.

**Event Management Logistics**

Depending on the size and scope of the event, Student Activities staff may request a meeting to discuss event management logistics. The Student Activities staff will assist event planners and Event Hosts in developing a successful event management plan which may include the following:

**Security:** Depending on the nature, scope, and size of an event, security may be required. The Student Activities staff determines the amount and type of security. Generally if alcohol is served at a Type 2 and Type 3 event, security will be required. Security may be required for a Type 1 event. Generally all security is arranged through the Campus Safety department by the Student Activities staff. Security staff may include Campus Safety personnel and outside contracted security staff. Payment for security is the responsibility of the sponsoring student organization.

**Access Control:** The sponsoring organization is responsible for managing appropriate access control measures for the event which ensure the safety and security of the event and attendees. The nature of the access control measures will be determined in consultation with Student Activities staff and may include the use of fencing if the event is held outside. Any associated costs are the responsibility of the sponsoring organization. Student Activities will continue to work with Event Hosts to explore minimally invasive forms of access control wherever possible.

**Emergency Support Services:** Depending on the size and nature of the event, the Student Activities staff may require a paramedic and ambulance support to be available at the event. Payment for emergency support services is the responsibility of the sponsoring organization.

**Restroom Facilities:** Adequate public restrooms must be available for all registered events. Public restrooms must be accessible to guests without a key.
or key card access. If appropriate restroom facilities are not available, portable restrooms may be required. Payment for portable restrooms is the responsibility of the sponsoring organization.

**Fire Safety:** All events must comply with occupancy numbers for the selected facility/location and egress requirements as outlined by the Student Activities staff. Fire exits must be kept clear of equipment, chairs, tables, etc. at all times throughout the event. Students are not allowed to cover or obstruct emergency lighting for any reason.

**Event Hosts**

Student-sponsored events must have at least one Event Host who is responsible for planning and running the event. The number of Event Hosts is determined by the type of event registered. Event Hosts must be identified when the event is registered. At least one Event Host must participate in any required event management meeting and event walkthrough.

Event Hosts must participate in a training offered by the Student Activities Office prior to hosting an event. Event Host training is included in the annual student organization orientation workshop. Separate Event Host trainings will be held for those students who do not participate in student organization orientation workshop.

Event Hosts are expected to:

- Be present and sober for the duration of the event.
- Ensure that the event and guests comply with College policy and these guidelines.
- Seek help from event staff or security if unable to safely manage or oversee the event.
- End the event early if it is determined to be necessary due safety or other community impact concerns in consultation with event staff or security.
- Ensure noise stays within a reasonable level. If a noise complaint is received by Campus Safety, the Event Hosts are expected to lower the volume. If a second complaint is received, Campus Safety may require the event to be ended. If an outside law enforcement agency receives a noise complaint they may respond and issue a citation to the Event Hosts or may require that the event be ended without warning.
- Ensure that the number of people present does not exceed the number approved through the Event Registration process.
- Clean up the event location immediately following the event and return it to its pre-event condition, including removing all decorations and returning all furniture to its original location. The Event Hosts and sponsoring organization are responsible for any cleaning or repair charges resulting
from an event. Note: nails, staples or other items that might damage building surfaces should not be used for event set-up or decorations.

Guidelines for the Use of Alcohol at Formal Activities or Events

Thoughtful planning and management of events where alcohol is present is necessary to ensure its moderate and responsible service and use. Due to the inherent risks associated with alcohol use, student sponsored events at which alcohol will be served must comply with the following guidelines:

- The Event Host(s) must have appropriate plans for serving alcohol in accord with the College’s Policy on Alcohol and Other Drugs.
- Only persons 21 years of age or older may be served or consume alcoholic beverages.
- Alcoholic beverages may not be sold without the proper liquor license. If a ticket is required to enter the event and alcohol will be served, a liquor license is necessary.
- Hard alcohol may not be served at student sponsored events.
- Event staff and security reserve the right to refuse entry to any student or guest.
- Attendees may not bring alcohol into or out of the event.
- Students who wish to consume alcohol must present their government issued ID, such as a state issued driver's license, state or federal agency issued ID card, or passport.
- Visibly intoxicated attendees will not be served and may be removed from the event.
- Alcohol must be served in clear plastic beverage cups.
- Food, water and other non-alcoholic beverages must be available throughout the event.
- Student Activities fee money may not be used to purchase alcohol.
- Events with alcohol may require security as determined by Student Activities staff (see Event Management Logistics guidelines).
- Any alcohol remaining after the event will be disposed of by event staff.

IV. Policy on Alcohol and Other Drugs

A. Policy Statement

The mission of Claremont McKenna College is to educate students for thoughtful and productive lives and roles of responsible leadership. In support of this mission we seek to provide a living and learning environment in which students can advance their own intellectual, social, moral and personal development and in which all members of our community work together in pursuit of the CMC mission. The irresponsible, abusive, or illegal use of alcohol and other drugs is antithetical to the
pursuit of our mission and students’ growth and development and can result in negative consequences for the individual and the community. Negative consequences include, but are not limited to, hangovers and blackouts, disruptive behavior, academic impacts, vandalism, impaired driving, alcohol or drug dependence or addiction, sexual assault, and personal injury and death.

Claremont McKenna College expects students to conduct themselves in a moderate and responsible manner and in accord with the law and this Policy at all times. The College complies with all federal, state, and local laws and regulations governing the possession, use, sale, and distribution of alcoholic beverages, illegal drugs, and controlled substances by all members of the Claremont McKenna College community. The College authorizes Campus Safety to act on behalf of the institution for issues in this regard when a CMC professional staff member is not present or has requested support. The influence of alcohol or other drugs is not an excuse for unacceptable and irresponsible behavior and will not be seen as a mitigating factor in any proceeding to resolve alleged violations of College policy.

B. Alcohol Policies

The following policies are in place to ensure the moderate and responsible use of alcohol by members of the College community.

1. The purchase, possession, or consumption of alcohol (including beer, wine, and hard alcohol/liquor) by any person under the age of 21 is prohibited.
2. Providing alcohol or access to alcohol to individuals under the age of 21 is prohibited.
3. Alcohol may not be served, consumed, or present at intercollegiate athletic events.
4. When alcohol will be present at a College-sponsored or affiliated event (including student hosted events) and students will be present, the event must be registered and approved by the Student Activities Office. Such events must comply with the Guidelines for the Use of Alcohol at Formal Activities and Events.
5. The sale of alcohol is prohibited without a liquor license.
6. Common-source containers of alcohol (including, but not limited to, kegs, kegerators, multi-gallon containers, and punch bowls) are not permitted on campus unless approved by Student Activities staff through the Event Registration process.
7. Alcohol use is not permitted on campus prior to the first day of classes each semester regardless of when the student returns to campus for that semester.
8. Student fee money may not be used to purchase alcohol.
9. Public intoxication (openly drunken, disorderly behavior) is prohibited.
10. The display of alcohol containers in windowsills or in clear view of the public is not permitted.
C. Drug Policies

The following policies are in place to prevent drug abuse and distribution by members of the College community.

1. The use, sale, manufacture, possession, or distribution (providing, sharing, jointly purchasing, purchasing for others, or otherwise making available) all forms of illegal drugs including edibles and drinkables are prohibited.

2. The use, sale, or distribution of legally prescribed medication for use in a manner in which the medication was not intended (including use by someone other than the person to whom the medication was prescribed) is prohibited.

3. Medical Marijuana: Marijuana use on campus is prohibited in compliance with Federal law. Documentation of medically prescribed marijuana does not exempt a student from this Policy. A student who qualifies for medical use under California’s Compassionate Use Act should speak with the Dean of Students regarding their option to live off campus.

4. The display of drug paraphernalia, regardless of whether the item has an alternate legal use, is not permitted.

D. Medical Amnesty/Good Samaritan Policy

The health and safety of our students is of primary importance. As socially responsible members of the Claremont McKenna College community students are responsible for their own well-being and share responsibility for the welfare of fellow students. Students are asked to encourage moderate and responsible behavior and to help seek medical assistance when safety concerns arise from a student’s excessive drinking or a student’s drug use, including when there is danger of alcohol poisoning, alcohol-related injury, or other health situation related to the ingestion of a controlled substance (an “Alcohol or Other Drug related Medical Emergency”). An Alcohol or Other Drug-related Medical Emergency is first considered a health issue; therefore, the primary College response is a medical one.

Because an Alcohol or Other Drug-related Medical Emergency may be life-threatening, and in order to reduce impediments to seeking help in a medical emergency, Claremont McKenna College has adopted a policy of Safety First/Medical Amnesty in which no (i) student seeking or receiving medical treatment or (ii) student or organization assisting another student in obtaining medical treatment, will be subject to a disciplinary proceeding for (i) the possession, use, or distribution of alcohol or (ii) the possession or use of an illegal drug. This policy does not preclude disciplinary action regarding violations of other College policies or standards, such as physical or sexual violence, sexual harassment, hazing, or the distribution of illegal drugs, nor does it prevent action by local and state authorities for violations of applicable laws.
Consistent with putting a student’s health first, the College will approach an Alcohol or Other Drug-related Medical Emergency as a health risk, and may require:

- follow-up such as meeting with a member of the Dean of Students staff; or
- referral to and completion of alcohol or drug education/counseling.

If serious injury has occurred or if there are repeated incidents, possible notification of parents or guardians may also result. Failure to comply with required follow-up will normally result in disciplinary action.

**E. Administration of the Policy on Alcohol and other Drugs: Support and Enforcement**

In administering and enforcing this Policy, Claremont McKenna College focuses on high-risk behaviors that most seriously jeopardize health and safety, and is guided by strong educational and community values. Our approach to policy enforcement puts the greatest emphasis on self- and peer-regulation. When self- or peer-accountability is ineffective, we engage a calibrated set of support and accountability measures so that the College concurrently:

- Remains responsive to providing our students with access to counseling and other resources in order to support their health and safety; and
- Holds students accountable for their conduct through a range of responses that may be appropriate in that particular case, ranging from simple warnings, to conduct conferences, and to the formal student conduct process where the conduct may warrant significant discipline, including suspension or expulsion.

The College’s counseling and support resources are described below in Section F.

The College’s Student Conduct Process which guides the College’s calibrated response to policy enforcement and accountability is located at: [https://www.cmc.edu/sites/default/files/dos/pdf/Student-Conduct-Process-2014-09.pdf](https://www.cmc.edu/sites/default/files/dos/pdf/Student-Conduct-Process-2014-09.pdf)

To further support the interpretation and application of this Policy, the College has also developed [Guidelines Related to the Use of Alcohol at CMC](https://www.cmc.edu/sites/default/files/dos/pdf/Student-Conduct-Process-2014-09.pdf) including [Informal Activities](https://www.cmc.edu/sites/default/files/dos/pdf/Student-Conduct-Process-2014-09.pdf) and [Formal Activities and Events](https://www.cmc.edu/sites/default/files/dos/pdf/Student-Conduct-Process-2014-09.pdf) located in Section 3 of this program guide that address standards and expectations with respect to the use of alcohol at CMC.
F. Counseling and other Support Resources

CMC is concerned about the negative consequences and harm to students who misuse alcohol or use other drugs. CMC has strong care and support resources for students who may be struggling with alcohol or other drug concerns including:

Health Education Outreach (HEO): (909) 607-3602
Monsour Counseling and Psychological Services (MCAPS): (909) 621-8202
Student Health Services: (909) 621-8222
For after-hours emergencies contact Campus Safety: (909) 607-2000

Additionally, students can reach out to any of the following for help and information about resources: resident assistants, deans, first year guides, faculty members, counselors, and chaplains.

V. Facts about Alcohol

• The average serving of wine (4 oz), beer (12 oz), or hard alcohol/liquor (2 oz) contains approximately the same amount of alcohol.

• It takes approximately one hour for the body to process (oxidize) the amount of alcohol in an average serving.

• If a person drinks slowly (one average drink per hour or less), there is less likelihood of intoxication. A faster rate of consumption will produce a buildup of alcohol in the bloodstream, resulting in intoxication.

• Eating before and while consuming alcohol will slow the rate at which alcohol is absorbed into the bloodstream.

• Diluting alcohol with another liquid such as water slows down the absorption, but mixing alcohol with a carbonated beverage increases the rate of absorption.

• The body oxidizes alcohol at a fairly constant rate. Nothing will accelerate the sobering-up process. You can give a drunk person gallons of coffee, for example, and the result will not be sobriety, but a wide-awake drunk.

• Alcohol depresses the central nervous system. The relaxed "high" people often feel from drinking results from the alcohol depressing upper levels of the brain that store learned behavior such as judgment and self-control. Higher levels of alcohol depress deeper levels of the brain producing increased impairment.

• Consuming alcohol while taking over-the-counter or prescription medications or illegal drugs is dangerous and presents serious health and safety concerns.
• Binge drinking is defined by the Center for Disease Control and Prevention as a pattern of drinking that brings a person's blood alcohol concentration (BAC) to .08 grams percent or above. This typically happens when men consume five or more drinks and when women consume four or more drinks in about two hours.

• Binge drinking is associated with many health problems including unintentional injuries (falls, burns, drowning, crashes), intentional injuries (fighting, sexual assault), alcohol poisoning, liver disease, sexually transmitted diseases, and unintended pregnancy.

VI. Legal Statutes regarding Alcohol and Other Drugs

Members of the CMC community are expected to be familiar with federal, state and local laws regarding alcohol and other drugs. The following list is provided as a reference but is not all inclusive:

• Marijuana possession (California Health & Safety Code section 11357)

• Marijuana cultivation (California Health & Safety Code section 11358)

• Possession for Sale of Marijuana (California Health & Safety Code section 11359)

• Transportation of Marijuana (California Health & Safety Code section 11360)

• Possession of Drug Paraphernalia (California Health & Safety Code section 11364)

• Unauthorized Possession of Controlled Substances (California Health & Safety Code sections 11350 & 11377)

• Possession for Sale of Controlled Substances (California Health & Safety Code sections 11351 & 11378)

• Transportation of Controlled Substances (California Health & Safety Code sections 11352 & 11379)

• Possession with intent to manufacture methamphetamine (California Health & Safety Code section 11383)

• Serving a minor alcohol (California Business & Professions Code 25658(a))

• Using false ID to demonstrate age of majority (California Business & Professions Code 25661(a))

• Serving/furnishing alcohol to obviously intoxicated person (California Business & Professions Code 25602(a))
• Driving while intoxicated (California Vehicle Code 23152(a))

• Federal Omnibus Drug Initiative of 1988: Gives courts the authority to suspend eligibility for Federal student aid when sentencing an individual convicted of possession or distribution of a controlled substance.

Appendix: CMC’s Strategic Framework to Address High-Risk Drinking and Drug Use (detailed account)

This appendix provides more specific explication of our strategic priorities to optimize the CMC Student Experience, align our abuse prevention program with our Mission and Values, and supporting our efforts through community-wide communications of the personal and social responsibility initiative.

1. Enriching the CMC Student Experience

   a. Thematic Emphasis

As described above, we have identified the following thematic points of emphasis for the student experience that we seek to leverage to strengthen opportunities for our students to be engaged in one or more forms of intensely fulfilling activities:

   o Intellectual life and the arts;
   o Change-making (leadership, social innovation, entrepreneurship, and civic engagement);
   o Global and other boundary-crossing experiences; and,
   o Athletics and fitness.

The Athenaeum, the student arts council, the Gould Center, and the Board of Trustees’ public art initiative all support the intellectual and aesthetic growth of our student body.

The co-curricular programs of the Kravis Leadership Institute, the Center for Innovation and Entrepreneurship, the Center for Civic Engagement, and the social innovation teamwork of our Ashoka U Changemaker Campus programs are central to our College commitment to make a positive difference in the lives of others.

The global experience of our student body, representing diverse nationalities and international study and work experience in a large number of countries, also plays a critical role in the intellectual and emotional growth of our student body. The global experience is reinforced and intensified by many outstanding programs, including a curricular focus on international relations, foreign language, and global development studies, a generous international sponsored internship program, the Center for Global Education’s facilitation of a rich set of study abroad opportunities, as well as the Mgrublian Center for Human Rights and the Keck Center for International and Strategic Studies.

Finally, nearly 40% of the CMC student body competes on 21 varsity teams and a variety of club sports. Physical education and intramural sports are also an important part of our program. The overall fitness of our student body and their
success in healthy competition also provide strong foundations for making healthy personal and social choices.

We believe that each of these overlapping areas of engaged activity create meaningful and fulfilling experiences. Our approach here (one we seek to test empirically) is that students who are heavily engaged in these activities are less likely to feel the loneliness, emptiness, or stress that may be more likely to drive self-destructive activity.

b. Healthy, Compelling Choices

As referenced above, we seek to diversify, enrich, and broaden healthy, fun, engaging choices (some which may include more moderate levels of drinking as a complement to that activity).

We know that students’ social decisions are informed by their options. Alcohol and drug policies tend to focus on curtailing or negating negative options, e.g., telling students what they cannot do. When it comes to high-risk drinking and drug abuse, clarity about what is excessive, destructive, and thus unacceptable is essential. Also, guiding students to think about what is appropriate, courteous, and respectful in terms of the time, manner, and place of their behavior is vitally important. However, we also believe that solely focusing on what students cannot do by itself is unlikely to be effective. Richer, compelling, and diverse options will empower students to make their own healthier choices and grow their own internalized sense of personal and social responsibility.

Thus, providing a residential life program that supports and encourages responsible decision-making begins with providing a diverse range of student activities, events, and other programming on campus. We have taken many specific steps to invest in our residential life program, including two new positions in residential life and student activities, weekly collaborations with the College Programming Board and with ASCMC in general and on large-scale events, increases in the student activities budget, including more funding for cultural activities and support for the arts, the expansion of fitness center hours, greater opportunities for student engagement in the community, and other programs. This year, we seek to build on this foundation of collaboration on enhancing the student experience at the College. The goal is bring these rich choices down to a very visible, practical, and accessible student level.
2. Developing an Alcohol and Drug Abuse Prevention Program that Aligns with our Mission and Values

a. Education and Training

Although we recognize that education-based strategies will not fully meet our goals, we also believe that education and training remains an essential component of our abuse prevention program.

In particular, education and training programs increase awareness about the importance of and normative definitions of responsible moderation and strengthen the behavioral patterns that can reinforce it in practice. We have experienced success in the past several years by focusing on increasingly dynamic and experiential approaches to education and training programs, and we need to continue to build on this important work as summarized below.

First, beginning in Fall 2013, all new students completed AlcoholEdu, an online education course provided by EverFi. In Fall 2014, all five Claremont Colleges adopted AlcoholEdu to allow for benchmarking and baseline comparison of data and trends. The surveys included in the AlcoholEdu program provide a measure of student attitudes in usage related to alcohol. The comparative data captured 2-3 weeks prior to students’ arrival to campus and 30-45 days later is particularly helpful in identifying changes in behavior associated with the transition to CMC.

Second, also in fall 2014, Health Education Outreach partnered with CMC Associate Dean of Students to stage a 40 minute, 6 person sketch about dating, sexual assault, and alcohol use, originally developed by health education staff at Washington University in St. Louis. The performance, which was thought-provoking and well received, was followed by a short presentation and question and answer period for a large group. This latter part of the program was not as successful. In response, we are replacing the large session with small group discussions led by First Year Guides for their Orientation Groups.

Third, we have utilized and continue to improve the use of theatrical skits. In previous years, RAs were tasked with creating their own skits about various aspects of campus life at CMC. Beginning in fall 2013, RAs were instead given scripts for important issues, in order to ensure that topics are covered appropriately. RAs now present skits about academic integrity, concepts of identity including gender and ethnic stereotypes, academic pressure, drinking and responsibility, and sex. The Teal Dot Bystander Intervention program as a means of preventing sexual assault is also introduced to the new students in between relevant skits. In fall 2015, skits will more specifically address racial diversity, and LGBTQ Ally Training (through the Queer Resource Center) will be introduced between relevant skits. Skits on intimate partner violence and affirmative consent are under discussion as well. The skits and subsequent discussion will continue to reinforce norms of mutual respect, courtesy,
responsible moderation, personal responsibility, and peer intervention in student behavior.

Fourth, with the new requirement that each student must participate in the full orientation program including WOA!, we have the opportunity to implement additionally effective on-campus programming related to high-risk drinking and drug abuse. In fall 2015 we are piloting a prevention program called “Maximize Your Buzz,” by Collegiate Empowerment. If successful, we will provide funding to continue this program in future years.

We are also exploring a series of additional steps and collaboration with the student body that will be critical in both designing and prioritizing these activities for effectiveness, including:

- Targeted Education and Training for Athletics and Club Sports: This would build on the success of the exemplary team accountability programs that some of our coaches have implemented and would extend to club sports.

- Integrating more public health expertise on substance abuse through consulting arrangements or full-time hires: An effective public health approach requires well-adapted expertise, and we are exploring effective ways to achieve that integration.

- Elaborating the partnerships and communication strategies (discussed below) within the personal and social responsibility committee framework to focus on social influencers and individuals to increase healthy behavior and reduce high risk behavior at critically important times. Such strategies include feeding back data on CMC behaviors and how they compare with the other Claremont Colleges and national data and the use of text messaging and social media for self-reporting and normative messaging.

- BASICS—Brief Alcohol Screening and Intervention of College Students: A Harm Reduction Approach—is a preventive intervention for college students 18 to 24 years old. It is aimed at students who drink alcohol heavily and have experienced or are at risk for alcohol-related problems such as poor class attendance, missed assignments, accidents, sexual assault, and violence. The Dean of Students staff attended this training in spring 2015.

Finally, as we move forward with each of the foregoing efforts, additional work on defining the specific range of behavioral expectations (within and outside the scope of responsible moderation), will be important to build into our education and training programs so that they are well aligned with our self-, peer-, RA-, and College accountability measures.
b. Alcohol and other Drugs Policy Administration and Enforcement

As referenced above, we need to develop an updated Alcohol and other Drugs Policy and related guidelines that reflect the essential elements of this Strategic Framework, including:

i. Safety

As always, safety is our primary concern. When students are at greatest medical risk, our Policy should provide amnesty for those who self-report or come to the student’s aid, and we should continue to explore additional ways of reducing any perceived impediment or disincentive that would prevent getting immediate help to a student in need.

ii. Shared Responsibility and Supporting Positive Social Norms

The administration and enforcement of CMC’s Alcohol and other Drugs Policy needs to be grounded by our foundational principles of shared responsibility and supporting positive social norms. The College’s primary role is to educate, not police or parent. We trust our students, and to be effective as educators we must preserve that trust. When a student breaches a rule or policy, we must respond in ways that are consistent with our role as counselors, mentors, and educators. When a student is not responsive, repeats his or her excessive and destructive behavior, and breaches our mutual trust, we will not hesitate to remove that student from our community, as we do in cases of sexual assault or academic dishonesty.

Thus, the College should provide an environment that supports responsible normative behaviors, and first looks to individual and peer-to-peer responsibility to enforce those norms. In sum, we seek to optimize the alignment of our approach with the educational value of (i) the freedom to socialize, learn, and grow with friends and (ii) the mutual respect, health, and overall well-being that comes from adherence to the principle of responsible moderation. If those attempts fail, we then respond as appropriate with escalating levels of support and intervention.

In considering how best to implement these objectives, we therefore focused on identifying the types of responsible behaviors when want to support, as well as the types of high-risk behavior we need to address. We quickly recognized, although we have guidelines in place for formal activities and events, including student parties (“Formal Activities”), we do not have any clear guidelines established for the informal, day-to-day, social and other activities of students in the residential setting (“Informal Activities”).

For example, one of our primary concerns from last year did not relate to activity within our registered events, but instead related to the behavior that takes place outside of them. This past spring, we tackled this dynamic effectively with the design of the Pirate Party. Through clear communication with social influences
within the student body and ASCMC, we talked openly about what students wanted in the event, and partnered with a variety of clubs and organizations to address extra-event activity, e.g., pre-partying, public drinking in the North Quad, the use of large glass-handles of hard alcohol, etc. We seek to build on that experience in small and large settings, and attempt to translate the lessons beyond the large and well-organized events to the weekly social life of students on the campus, both in smaller activities or completely informal social settings. This will require continuous work and collaboration on a dorm-to-dorm level, and we look to students for leadership in how exactly to reinforce personal and social responsibility in those informal settings prior to, outside of, or completely independent of any particular event.

The second issue we identified was the need to have as much consistency as possible in developing separate guidelines for Formal and Informal Activities. In considering the best way to identify such underlying principles to guide all social activity on campus, we came to focus on considerations of distinguishing responsible and appropriate behavior from inappropriate behavior through the lens of time, place, and manner. In particular, responsible moderation and the values of courtesy and mutual respect require us to shape expectations around the time, place, and manner of personal and social choices. If our society can shape the appropriate time, manner, and place for our most cherished rights of free speech and association, surely, our college campus can do the same for the consumption of alcohol. For example, not every lounge or outdoor campus space is well suited for events with alcohol. There are appropriate and inappropriate times for drinking, and not every form of alcohol consumption is within the bounds of responsible moderation. Thus, these guidelines give direction in an attempt to maximize free and responsible choices in the interests of all members of our community.

iii. Calibrated Counseling, Accountability, and Enforcement

In administering and enforcing the Alcohol and other Drugs Policy and Event Guidelines, we should focus on the high-risk behaviors that most seriously jeopardize health and safety, and we should be guided by strong educational and community values. Thus, we first look to the students themselves to provide for self- and peer-regulation. When self- or peer-accountability is ineffective, we then engage a calibrated set of support and accountability measures so that we:

- Always provide our students with access to counseling and other resources in order to support their health and safety;
- At the same time, hold students accountable for their conduct through a range of responses that may be appropriate in that particular case, ranging from simple warnings, to conduct conferences, and, where appropriate, to the formal student conduct process.

Based on the foregoing essential elements, we have worked this summer to revise our Policy, and to then link the Policy to a set of Guidelines for Informal Activities
and Guidelines for Formal Activities and Events. The latter replaces the College’s prior Registered Event Guidelines.

The AOD Policy and Guidelines have been re-organized and published as “CMC’s High-risk Alcohol and Drug Use Prevention Program.”

c. Open Communications

Finally, we need to develop stronger communication tools, including experimentation with honest self-reporting and other social media strategies, to communicate with students at risk.

A strong communication process will also serve to facilitate evidence-based decision making that is well-received by the community and readily and effectively integrated into campus life. The College will bolster efforts to collaborate with ASCMC, RAs and other student leaders for critical feedback related to enhancing:

1. The communication function of the PSR Committee on High-Risk Alcohol and Drug Abuse
2. Broad communication of empirics related to student behaviors and concerns
3. Established processes for circulating, engaging the community, and generating feedback on proposed revisions to policy and practice
4. A coordinated external communication plan to relay information related to the College’s position on high-risk alcohol and other drug use, including policy, practice, and education efforts