

Data Report:
2005 New Hampshire Higher Education
Alcohol, Tobacco and Other Drug Survey

*Presented by the New Hampshire
Higher Education
Alcohol and Other Drug
Committee*



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INTRODUCTION

The New Hampshire Higher Education Alcohol and Other Drug (NHHEAOD) Committee is comprised of representatives from higher education institutions across the state of New Hampshire. Members meet monthly to discuss important issues and develop action plans related to alcohol, tobacco, and other drug use on college campuses in the state.

In the fall of 2000, the NHHEAOD committee collaborated with the University of New Hampshire's Student Affairs Research and Assessment Center to develop a survey that could be administered at the various membership schools in the spring of 2001. This survey was then revised and re-administered in the spring of 2003 and then further revised and re-administered in the spring of 2005. A copy of the instrument used in gathering the data can be accessed at www.nhhead.org

The purpose of this survey is to assess students' attitudes, behaviors and perception of use regarding alcohol, tobacco, and other drug uses. Furthermore, this statewide survey allows individual schools and the NHHEAOD Committee to track and evaluate data consistently, to monitor trends, and to provide assistance in the development of alcohol, tobacco and other drug programs and services.

The survey was administered at seven higher education institutions in the state during the spring of 2005. This report provides a summary of key aggregate data from this survey, with an emphasis on data results that illustrate the gap that exists between actual and perceived norms among New Hampshire college youth. Social norms theory, a concept receiving a lot of national attention, is based on the premise that students over-perceive harmful behaviors and under-perceive protective behaviors among their peers and that those misperceptions have an impact on decisions to use substances. As such, the aim of a social norms approach is to reduce misperceptions of substance use with a resulting decrease in use and consequences. For more information regarding social norms theory, please consult The National Social Norms Resource Center at www.socialnorm.org.

SUMMARY OF RESULTS

Attitudes (see Graph 1)

- The majority (86.7%) of students' personal attitudes about drinking and getting drunk are conservative ("Drinking is never a good thing to do" or "Drinking is all right but a person should not get drunk") to moderate ("Occasionally getting drunk is okay as long as it doesn't interfere with academics or other responsibilities").
- The majority (70.0%) of students believe that getting drunk, even occasionally, is not okay if it interferes with academics or other responsibilities.
- Students believe that almost half (48.9%) of their peers think getting drunk is okay even if it does interfere with academics or responsibilities and that frequently getting drunk is okay if that's what the individual wants to do. Actual responses indicate that only 13.3% of students share one of those two attitudes about drinking. This is an improvement in perceived norms as compared to 2003 data when students believed more than half of students shared this attitude.

Average Weekly Consumption (see Graph 2)

- The majority of students (54.0%) consume four or fewer alcoholic drinks in a week. In 2003, the majority of students consumed six or fewer alcoholic drinks in a week.
- Twenty-four percent (24.0%) or roughly one-quarter of students report that they don't typically consume alcohol weekly.

Quantity & Frequency of Alcohol when "Partying" (see Graphs 3 and 4)

- The majority (66.9%) of students report that they "party" without alcohol or when they party their quantity is limited to 7 drinks or fewer.
- Students believe that the majority (83.7%) of their peers consume 6 or more drinks when they "party". Students are severely overestimating the amount their peers are consuming in party situations.
- The majority (56.0%) of students who do report "partying" with alcohol indicate that they limit this activity to 1 or 2 nights a week. Additionally, 25.7% of students report that they don't "party" leading one to believe that they either abstain from alcohol completely or limit their consumption to other types of settings (e.g. with a meal, among a small group of friends).
- Students believe that the majority (53.8%) of their peers "party" 3 or more nights a week. Students are overestimating the frequency with which their peers are "partying."

Binge Drinking (see Graph 5)

- The overall rate of binge drinking among college students in New Hampshire is reported at 61.4%. However, upon examining the frequency of binge drinking episodes among respondents, one finds that 29.5% of that 61.3% reported limiting this type of high-risk drinking to 1 or 2 times in a 14-day period. A binge drinking episode is nationally defined as 5 or more drinks in a sitting in a 2 week period.
- The minority of students (31.8%) is engaging in the majority of the frequent binge drinking episodes. Frequent is defined as 3 or more episodes in a 14-day period.

Protective Behaviors (see Graph 6)

- Students are engaging in a number of protective behaviors when it comes to taking care of themselves or others in situations involving substance use.
- Listed below are some examples of protective behaviors that the majority of students attending New Hampshire institutions report employing either sometimes, usually or always: 91% report that they party with friends and people they know and 88.6% report that they watch over their friends who are consuming. Additionally, 81.8% report eating before “partying” or going out, 80.4% report using designated drivers, 73.3% report consciously tracking the number of drinks consumed, 54.8% report they abstain when taking a medication that has a warning label about use, and 51.2% report determining in advance and staying within a set number of drinks. These figures do not include those students for which the question was not applicable because they do not drink at all.

Negative Consequences (see Graph 7 and Table 3)

- The majority of students do not experience negative consequences from their substance use.
- For 13 of the 20 negative consequences students were asked about on the survey, the percentage of students reporting they had never experienced that consequence in the past school year exceeded 70%.
- For 18 of the 20 consequences students were asked about on the survey, greater than 50% of students reported that they had never experienced that particular consequence in the past school year due to their substance use.

Abstinence from Substance Use (see Graph 8 and Table 4)

- The majority of students attending colleges in New Hampshire DO NOT engage in tobacco or other drug use, with the exception of alcohol.
- More than 8 out of 10 respondents (86% or higher in each drug type category) reported that in the last 30 days they had not used smokeless tobacco, non-prescription or illicit amphetamines, designer drugs, sedatives, cocaine, hallucinogens, opiates, non-prescription steroids, or prescription drugs for non-intended or “recreational” purposes.
- Approximately 6 out of 10 respondents reported that in the last 30 days they had not smoked tobacco products [cigarettes, cigars, pipe] (68.9%) or marijuana (66.2%).

Substance Use – Actual vs. Perceived (see Table 4 and Graph 9)

- Students consistently over-perceive drug use among peers attending their own institutions.
- Students estimate that their peers use tobacco products more than twice as often as that which is reported.
- For most drug categories respondents were asked about, the mean number of days of actual use reported in a 30-day period was 2 days or fewer. Exceptions to this definition were in the areas of smoking tobacco products, alcohol, and marijuana.

PURPOSE AND CONTEXT

Since the early 1990's the *Core Survey - Short Form*, a national survey coordinated by the University of Southern Illinois, had been the instrument used by many of the schools in the state to gather data on alcohol, tobacco, and other drug use behaviors. Early in the summer of 2000, the Core Institute made the decision that it would no longer support the short version of its survey and it would only scan and report on the long version of the survey. The longer version took approximately 45 minutes to complete versus 20 minutes for the short form.

Concerned about the time needed to administer the Core Survey – Long Version, members of the NHHEAOD Committee made a decision in August 2000 to create their own survey. Their goal was to have an instrument that could be completed in approximately 20-25 minutes. In addition, the committee wanted a survey that higher education institutions in New Hampshire would use so that institutional data could be compared to a statewide reference group. In the past, comparisons such as these were not always possible. A statewide survey would also allow for consistent tracking of data and monitoring of trends. The Student Affairs Research and Assessment Center at the University of New Hampshire was asked to assist in this process. This center had staff with experience conducting this type of project, the ability to create and scan the survey, and the means to report the results.

The NHHEAOD survey items were derived from three national surveys: the *Core Survey* (short form), the *Campus Survey of Alcohol and Other Drug Norms*, and the *1999 Annual Student Health Behavior Assessment*. There were a few reasons for this decision. First, the higher education institutions wanted to use questions that they had used from surveys in the past so that they could maintain trend data. Secondly, NHHEAOD members thought that questions from these national surveys solicited the type of information they wanted. Thirdly, since the questions from these instruments had been used on national surveys, committee members were confident that they were reliable and valid. Where possible, all response categories were constructed to solicit interval data for easier analysis and significance testing. In January of 2001, the instrument was drafted, pre-tested, and finalized. Due to time constraints reliability and validity was not determined for the instrument.

The survey was then revised and re-administered in the spring of 2003 and further revised and re-administered in the spring of 2005. The Centers for Disease Control and the New Hampshire Department of Health and Human Services (DHHS), Office of Community and Public Health worked with the NHHEAOD Committee in the revision of the 2003 instrument and DHHS contracted in both 2003 and 2005 to include questions regarding tobacco use for statewide data collection with college-age students.

■ Sample

Seven higher education institutions in New Hampshire participated in the study. These institutions varied in affiliation (e.g., private/public, religious/secular, two/four year), mission, and size. Each school chose its own sampling method. A total of 3,260 students participated in the survey. Weights were not assigned to compensate for disproportionate representation of each college in the sample analyses (see Table 1).

TABLE 1: SAMPLE AND SIZE FOR EACH INSTITUTION

	Sample Size	Percent of Sample
Colby-Sawyer College	263	8.1
Daniel Webster College	191	5.9
New Hampshire Technical Institute	533	16.3
Plymouth State University	680	20.9
Rivier College	371	11.4
Southern New Hampshire University	479	14.7
University of New Hampshire	743	22.8

TABLE 2: DEMOGRAPHIC PROPORTIONS

	Sample	Percentage
GENDER		
Men	1,287	43.3%
Women	1,677	56.4%
Transgender	5	.2%
Other	4	.1%
CLASS		
Freshman	1,029	31.7%
Sophomore	854	26.3%
Junior	657	20.2%
Senior	647	19.9%
Grad	21	.6%
Other	42	1.3%
STATUS		
Full-time	2,943	96.7%
Part-time	99	3.3%
AGE		
20 or younger	1,986	61.8%
21 or older	1,227	38.2%
PERMANENT RESIDENCE		
In-State	1,875	57.9%
USA, but out- of -state	1,328	41.0%
Country other than USA	36	1.1%
RACIAL/ETHNICITY		
Black/Non Hispanic	46	1.4%
American Indian/Alaskan	20	.6%
Asian	49	1.5%
White/Non Hispanic	3,106	94.5%
Hispanic	47	1.5%
Native Hawaiian/Pacific Islander	4	.1%
Non-resident Alien	9	.3%

■ Method

Prior to administration of the survey each institution received approval from their Institutional Research Board (where applicable) or an appropriate administrator at the institution. All schools implemented an administration method to ensure anonymity and confidentiality of participants.

The UNH Office of Institutional Research and Assessment recommended (1) that the survey be administered in academic classrooms by identifying classes that would allow each school to achieve a representative sample and (2) that the survey be administered beginning in mid-to late February and collecting all surveys prior to spring break vacation. Choosing to end the survey prior to spring break would help ensure a uniform experience that was generally typical of usual use and not colored by spring break activities. Each campus decided its own administration method. A description of each institution's methodology is detailed below.

Colby-Sawyer College

The campus survey administrator received a report from the Registrar with gender and class year demographics. The administrator then identified potential classes that taken as a whole would, as closely as possible, represent those demographics and administered the survey in these classes.

Using the target sample size for the college, the administrator determined the proportionate sample by gender (35% male, 65% female) and class (30% FR, 29% SO, 23% JR, 18% SR). Using the demographics for each course, the administrator tried to find a set of courses that, taken as a whole, would have the proportionate demographics by gender and class. Once the administrator had this list he/she contacted each of the faculty members teaching the courses and asked to survey her/his students. If the faculty member declined or didn't return contact, the campus administrator found another class to take its place and contacted that instructor. The administrator then went to each class, passed out the surveys, read the "Directions for Respondents" and had the students put the surveys into a box or manila envelope when they were done.

Daniel Webster College

Daniel Webster College administered surveys through the RA's in the residence halls. The RA who had the most residents fill out and return a survey won a gift certificate. Seventy-five percent (75%) of students live in the residence halls.

NHTI

The campus survey administrator checked with the NHTI English Dept. since this is where they did the survey before. They already had another survey coming in and suggested the Social Science classes. The survey administrator checked with the Social Science Dept. Head who agreed. The administrator sent the survey, instructions for the students, and pencils to the NHTI research office who packaged the survey, instructions, and pencils for each class and an instruction sheet for the faculty member. The packets were delivered to each class by the research office, administered by faculty, and returned to the campus administrator in sealed envelopes.

Plymouth State University

Subjects were a randomized, stratified, cluster selected from a finite population of 4500 undergraduate students enrolled at PSU. This was a stratified by department, clustered by course, random sample. Stratified randomly selecting 10% of the courses, within which there were at least 5 students enrolled, from each of the 15 academic departments. Clustered by randomly selecting from a roster of all courses being offered at Plymouth State University.

Once the courses were selected, letters were sent to both the secretary of each department and to each professor that had a course which was selected. These letters explained the study and requested permission of the professors to administer the survey in their course during the specified week. When agreements were received it was calculated that the full enrollment of these courses combined equaled 1985 students. The target number of students to survey was 1000 and therefore the decision was made to randomly select some courses out.

The remaining courses were scheduled to have the survey administered and the respective professors were contacted in order to confirm their agreement. Test administrators were sent to classes, the script was read to students taking the survey, and the surveys were distributed. The surveys took 15-20 minutes to complete; they were then gathered and brought back to the Counseling and Human Relations Center on campus.

Rivier College

The campus administrator asked the Registrar for a copy of all classes offered on campus. With the help of the advising department the administrator selected classes first with at least 25 in a class, when possible. The focus was on day undergraduate students. The administrator tried to get a sample of freshmen, sophomores, juniors and seniors as well as a sampling of as many different majors as possible. The survey administrator contacted faculty that taught the various classes then provided them with instructions on how to administer the survey. Individual faculty members administered the surveys during class time.

Southern New Hampshire University

The campus administrator obtained a list of the class schedule and a breakdown of gender by grade level from the Registrar's Office. The administrator then picked a cross section of classes that captured the various majors, class levels and gender breakdown of the undergraduate population. Instructors were contacted to see if they would consent to the survey administration. Surveys were administered in the classroom either by the instructor or a staff member from the Wellness Center.

University of New Hampshire

The sample was created by picking a selection of courses within each college from a random list of courses that, together, would match the demographics by class and gender for that college so that when all colleges were combined, the demographics by class and gender would be the same as the university.

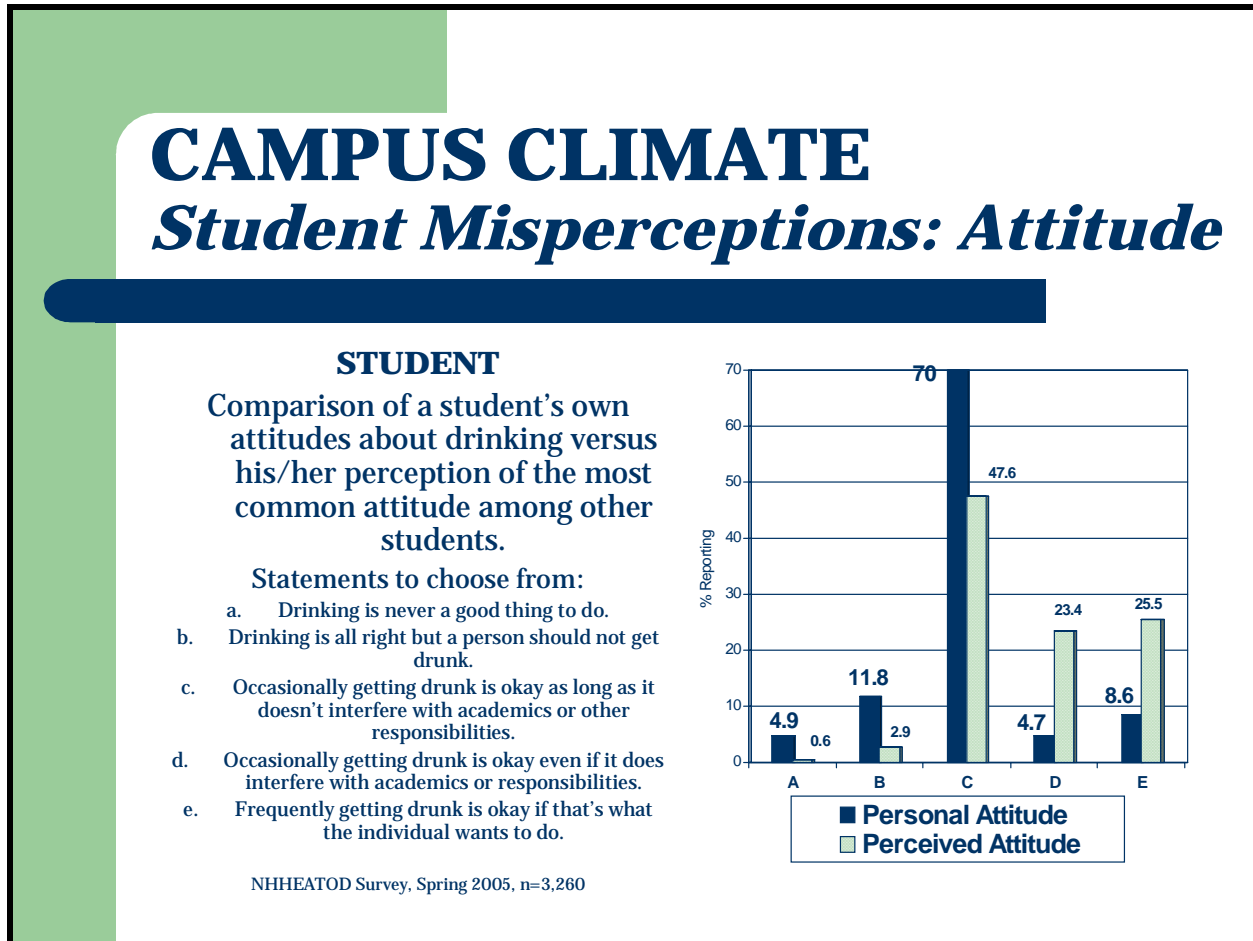
Each faculty member for the selected course was emailed (or called if no email was available in the global network, directory, department website, or department office) contacting asking if we could survey the course. A follow-up email was sent four days later. If there was no response or a faculty member declined participation, another course of similar demographics was selected and the process was repeated.

Surveys were administered to students in sampled classes by a representative of the Office of Health Education and Promotion.

Data was submitted from all participating institutions to the UNH Office of Research and Assessment for analysis. After the data was collected it was cleaned to remove outliers. Outliers are data responses that fall outside the range of possible responses. For example, questions with a time frame of 30 days (e.g., in the past 30 days how many days did you use alcohol?) any answer greater than 30 was changed to a missing response so that it was not calculated in the analysis. Thus that piece of data was dropped from the aggregate data for that question only. For the questions regarding negative consequences (e.g., in this last school year how many times did you have a hangover?) and protective behaviors (e.g., during this last school year, when you went out/socialized/"partied" how many times did you choose not to drink?) histograms were run to determine the existence of outliers. Outlying responses were analyzed to determine if they were possible answers to the question. If it seemed clear that these responses were erroneous or fraudulent they were changed to missing responses.

SELECTED DATA RESULTS

■ Graph 1: Attitudes - Personal vs. Perceived Attitude



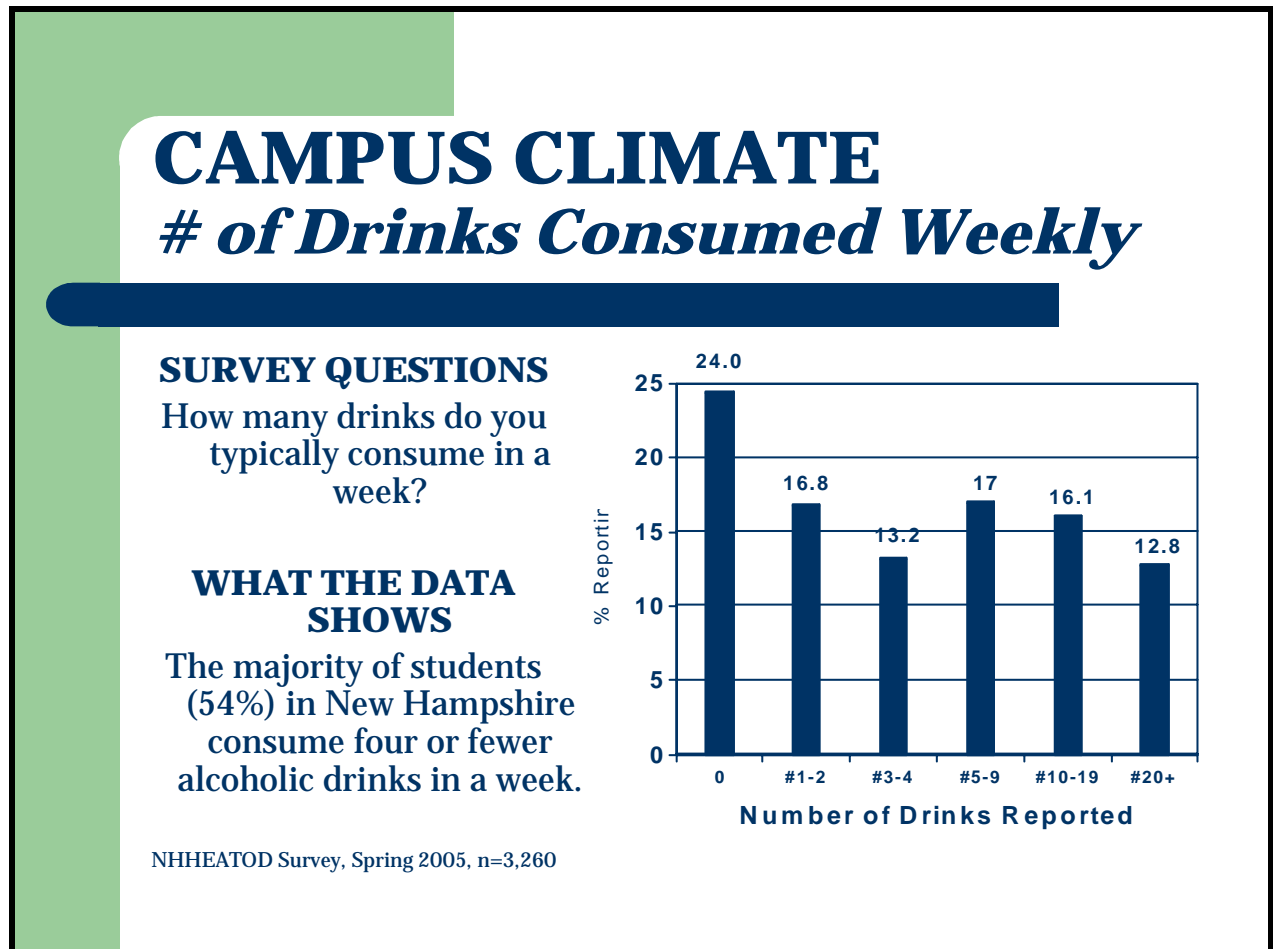
Results:

In general, the majority of students' own attitudes were conservative to moderate in nature with the majority of students believing that getting drunk is not okay if it interferes with academics or other responsibilities.

Consistent with social norms theory, students perceive the attitudes of their peer group to be more liberal than their personal attitudes about drinking. This misperception, according to the theory, has an influence on one's personal choice to use alcohol and can lead to more high-risk behavior than the majority of students personally believe is acceptable.

Note: Perception data for "E": dropped from 30.4% to 25.5% between spring 2003 and spring 2005 data. The greatest increase in data to correspond was "C" and "D".

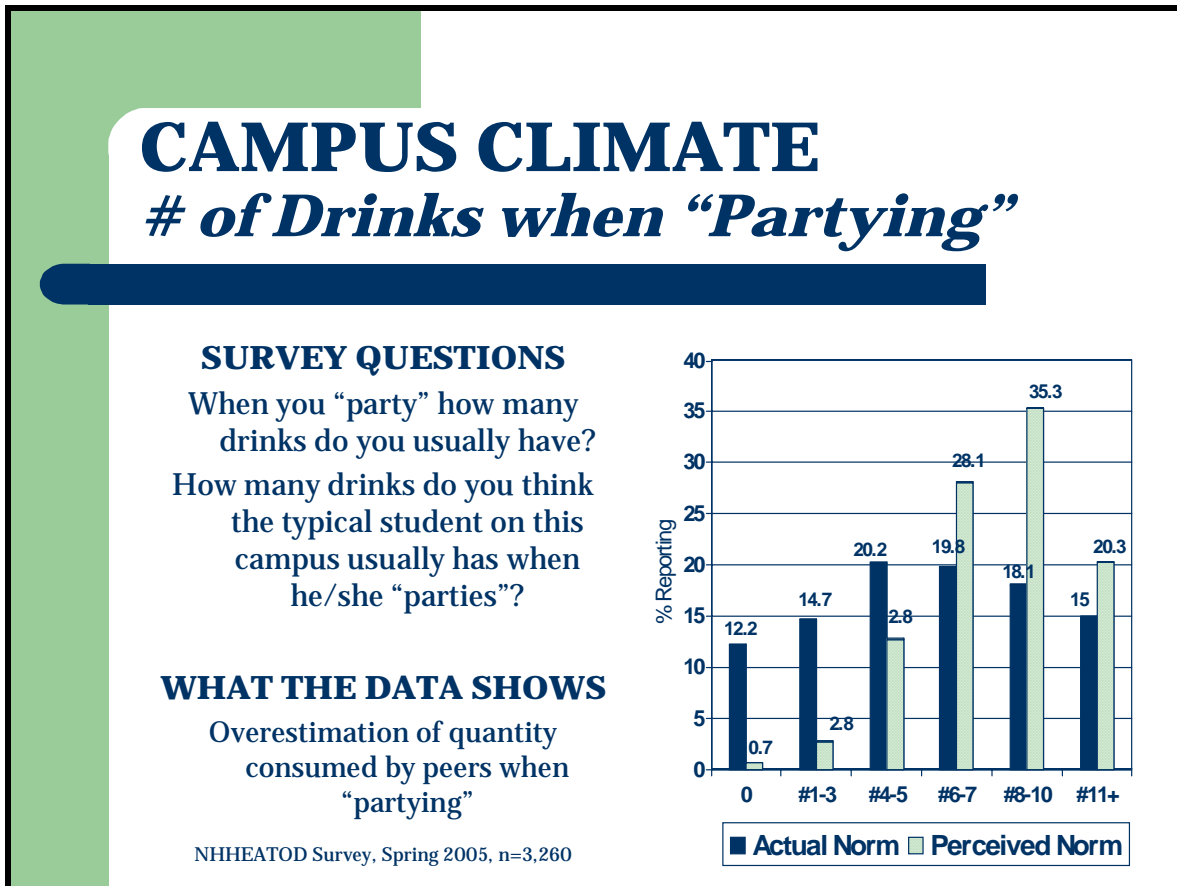
■ **Graph 2: Number of Drinks Consumed in a Typical Week**



Results:

When asked to report on the amount of alcohol typically consumed in a week, 24.0% (slightly less than a quarter) reported they had not consumed alcohol and 30% reported that their intake was limited to 1-4 drinks. Consequently, one can conclude that the minority of students (46.0%) are consuming the majority of the alcohol in a typical week.

■ Graph 3: Number of Drinks Consumed when “Partying” – Actual vs. Perceived Norm

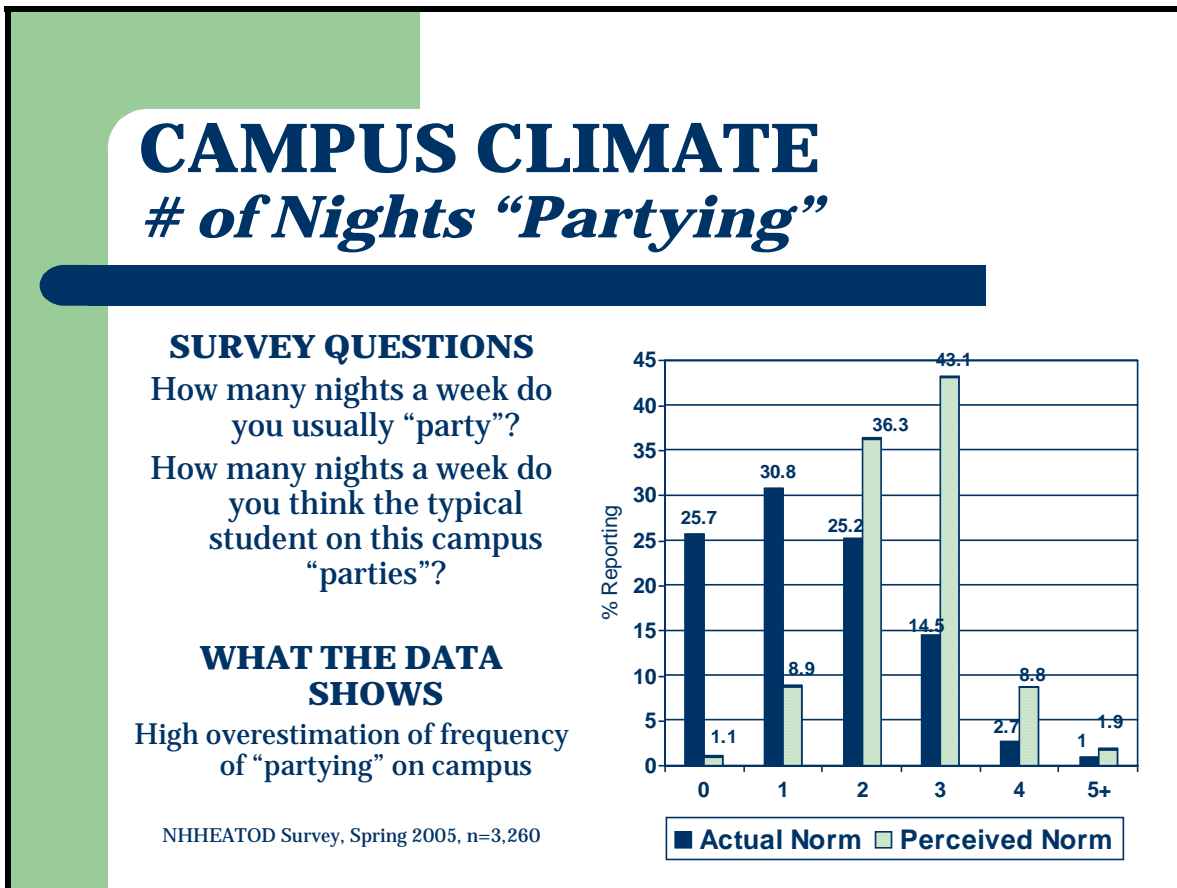


Results:

The majority (66.9%) of students at New Hampshire schools either don’t use alcohol when they party or consume 7 drinks or less. While that may appear to some to be a large quantity of alcohol, as compared to students’ perceptions of others use, it is quite low.

As social norms theory and the data suggest, students overestimate the quantity of alcohol their peers are consuming. The concern is that this overestimation can increase use in “party” situations, a decision that often can result in high-risk use and negative experiences.

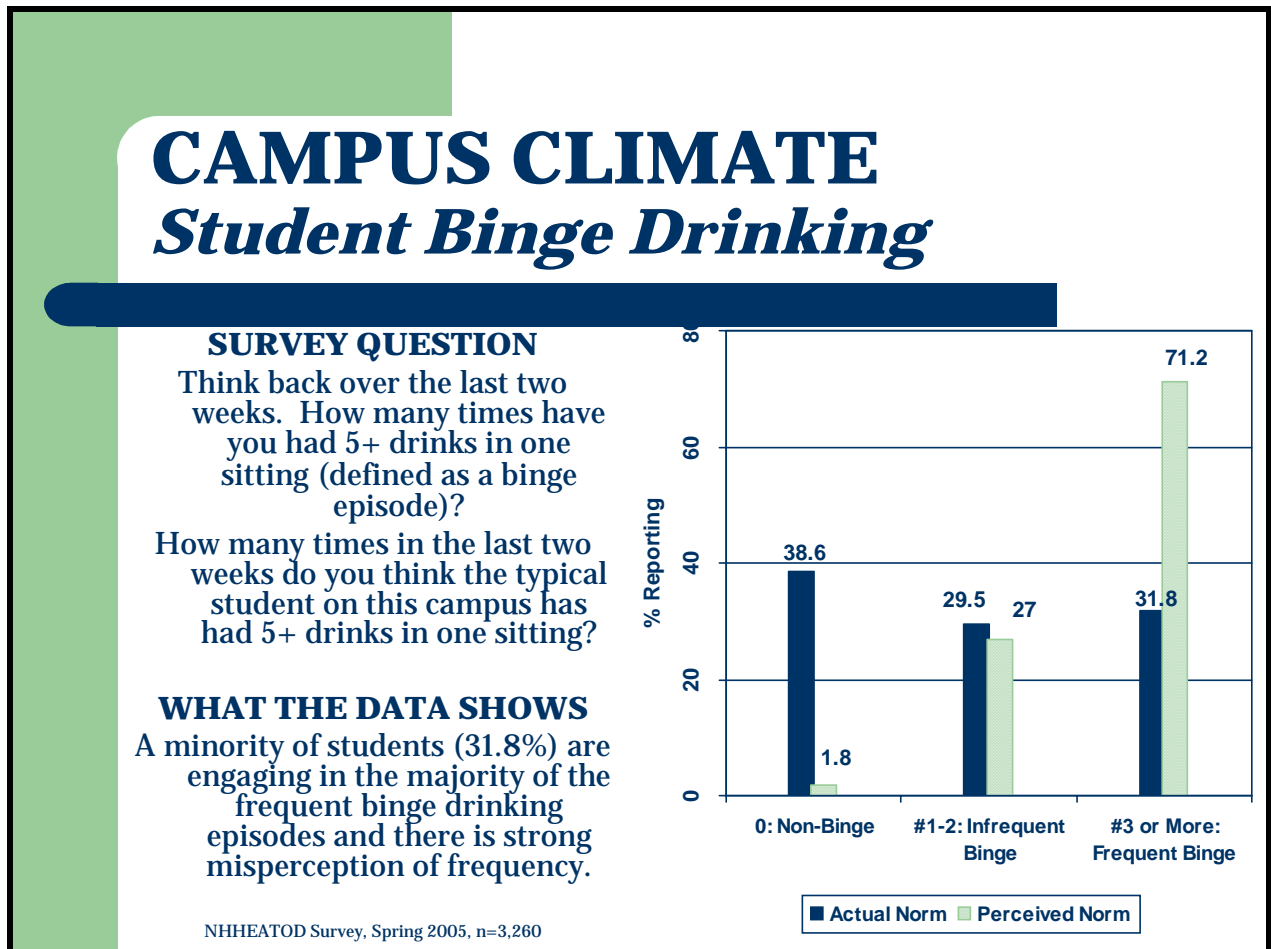
■ Graph 4: Number of Nights when “Partying” – Actual vs. Perceived Norm



Results:

In addition to overestimating peers’ consumption when “partying”, respondents also overestimate the frequency of “partying” on campus. Twenty-five percent (25.7%) of students or more than ¼ report not “partying” at all and an additional 30.8% report their “partying” is usually limited to one night a week. However, when asked about their peer group, they believe that 9 out of 10 students (90.1%) party two or more nights a week with the greatest percentage partying three times a week.

■ Graph 5: Binge Drinking – Rate of Incidence in Two Week Period



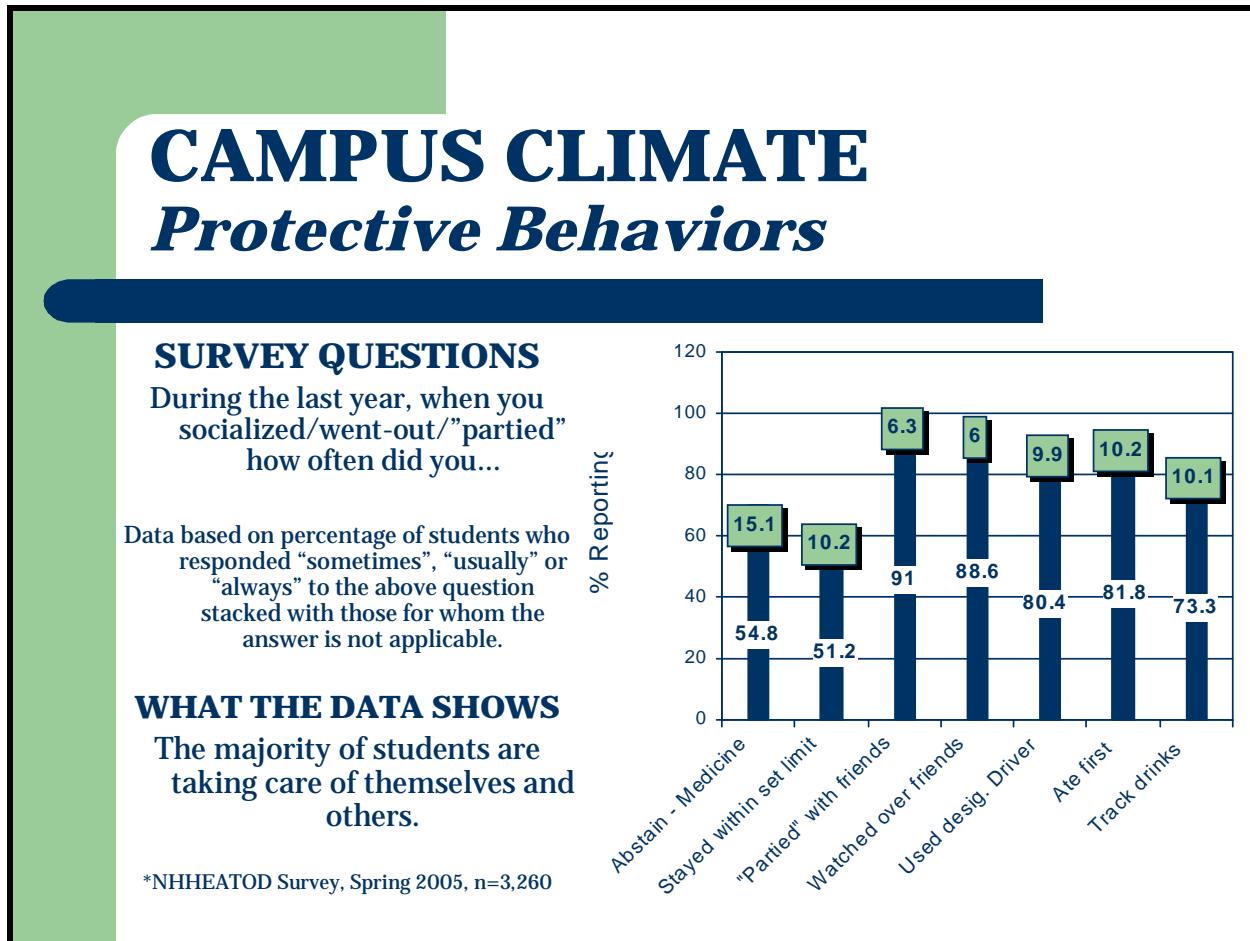
Results:

Binge drinking, defined nationally as five or more drinks in a single sitting, is a concern on college campuses across the country. In general, the Northeast region has a rate of binge drinking higher than other regions of the country.

In reviewing this data, the following categories of binge drinking were defined: Frequent binge drinkers answered 3 or more to the question, “How many times have you consumed five or more drinks in one sitting?”, infrequent binge drinkers answered 1 or 2, and non-binge drinkers answered 0. The breakdown of respondents was as follows: Non-binge drinkers 38.6%; infrequent binge drinkers 29.5%; frequent binge drinkers 31.8%.

If left to examine only the overall rate of binge drinking (61.4%) in New Hampshire, one would be left with a distorted view of the data and a suggestion that the majority of students are engaging in frequent, high-risk behavior. Instead, it is important to look more closely at the number of episodes as reported to realize that most students are not engaging in frequent binge drinking episodes. As indicated on the chart, the data suggest that a minority of students (31.8%) is doing the majority of the frequent binge drinking.

■ **Graph 6: Protective Behaviors**

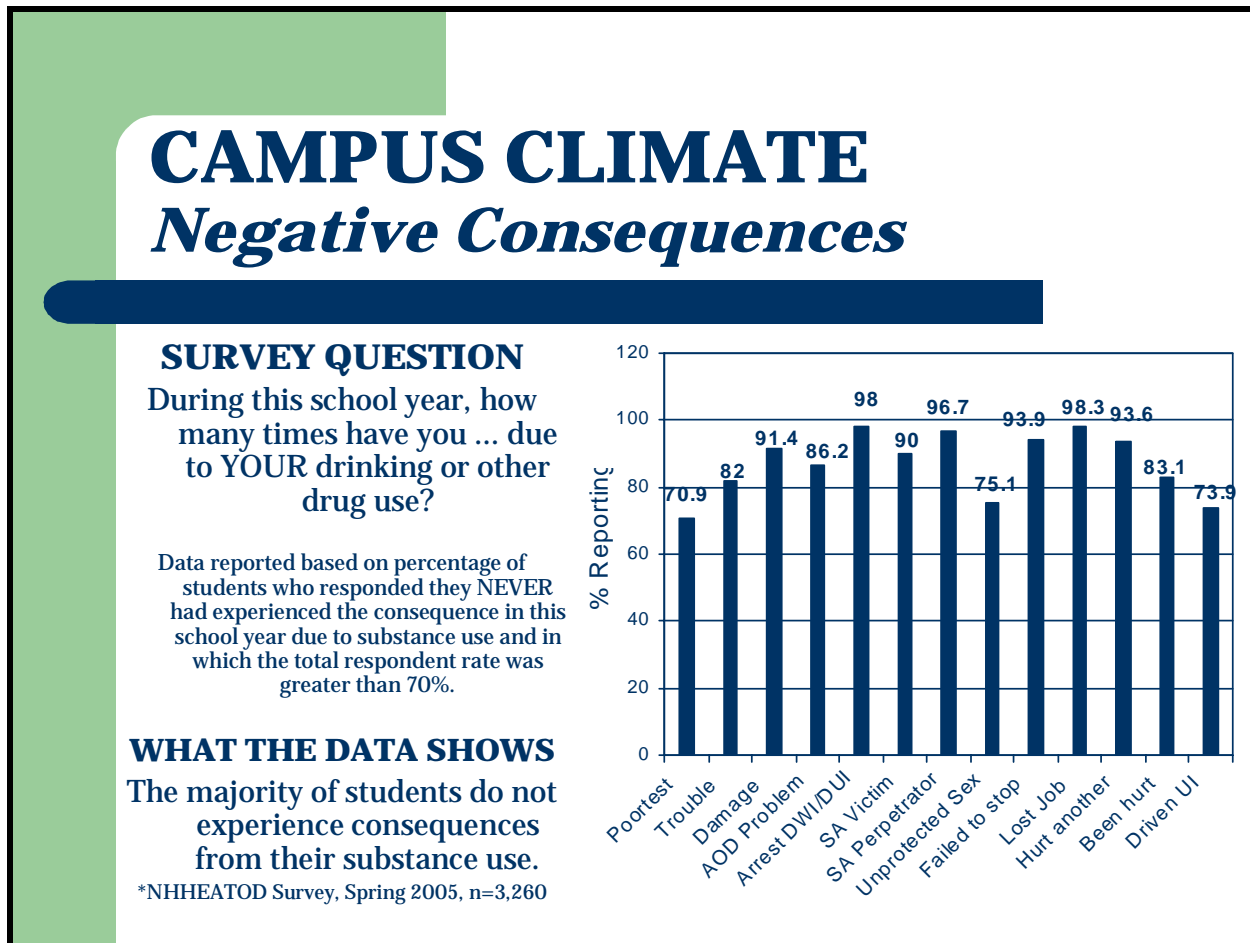


Results:

Students were asked 10 questions about behaviors that would be considered “protective” when drinking including a decision not to use alcohol. For each question students were asked to respond whether they “always”, “usually”, “sometimes”, “rarely” or “never” engaged in the behavior.

Responses above are for the 7 questions in which the cumulative percentage of students who responded that in the last school year they had engaged in the protective behavior sometimes, usually or always equaled or exceeded 50% and then stacked with the percentage of students who reported that the behavior was not applicable because he/she doesn’t drink. The majority of students in New Hampshire regularly make decisions that involve abstaining from drinking while taking medications that include a warning label, determining in advance a set number of drinks, “party” with people they know, watching out for friends who may have had too much to alcohol, using a designated driver, eating a full meal before drinking and tracking how many drinks they are having. In addition, though not the majority of students, 47.6% reported having sometimes, usually or always choosing not to drink alcohol when “partying”, 38.7% were alternating non-alcoholic beverages with alcoholic beverages and 46.3% reported the same with regards to pacing drinking to one or fewer per hour.

■ Graph 7: Negative Consequences



Results:

Students were asked 20 questions pertaining to negative consequences experienced during this school year as a result of their own drinking or other drug use. Responses were in terms of the number of times occurring. The categories are contained in the following table along with the percentage for each category reporting “0” to the question, and the corresponding codes used in the graph above (where applicable).

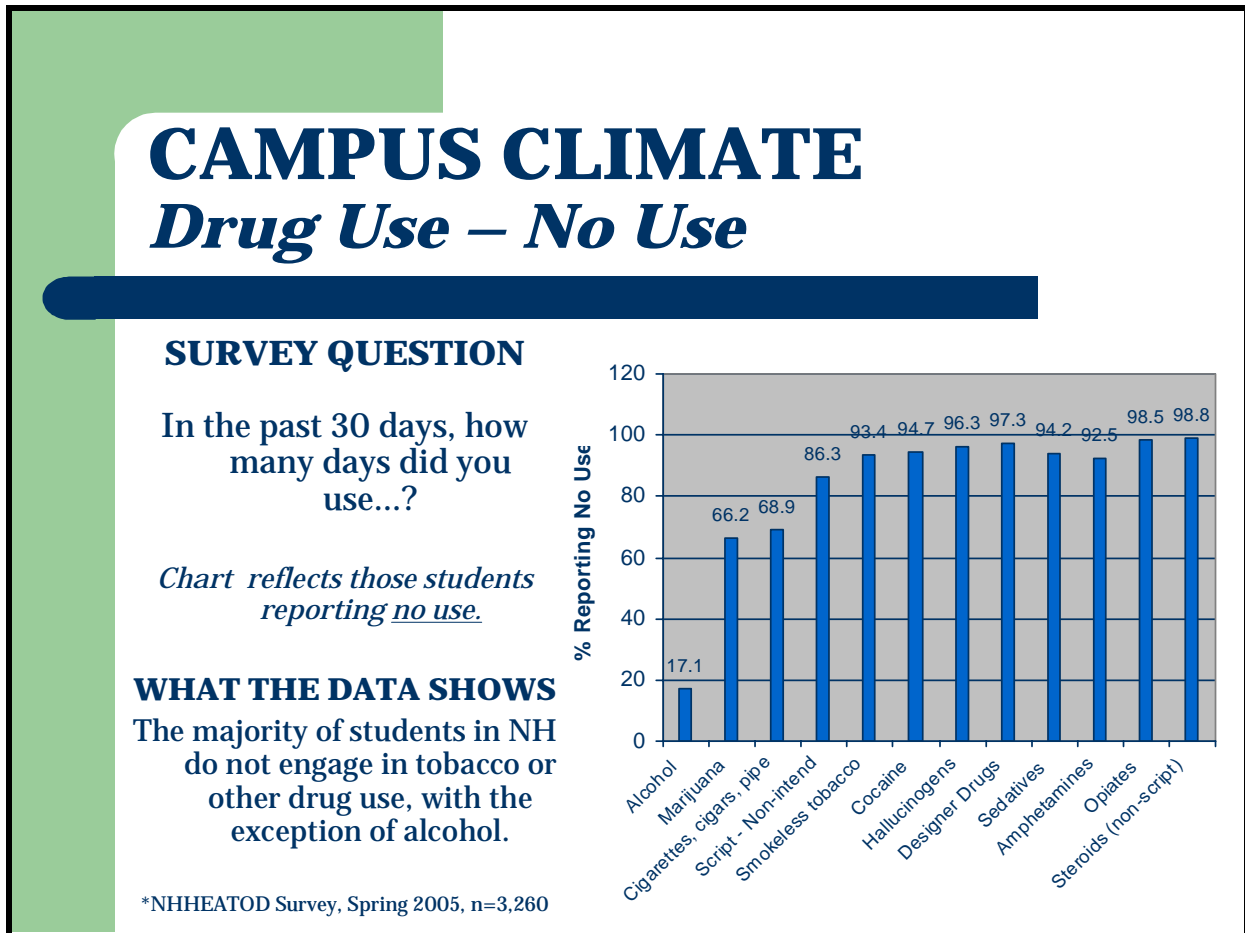
For 13 of 20 categories, the response rate was greater than 70% as indicated in Graph 7. For 18 of 20 categories, a majority of students (greater than 50%) responded that they DID NOT experience that particular consequence in this school year due to substance use.

This information is important to staff members who have responsibilities for sanctioning policy violations as it points out that experiencing negative consequences isn’t normative and therefore when such incidents occur we should be treat them seriously. Too often, negative consequences are just seen as a normal college experience and are generalized when; in fact, survey data from students indicates that these behaviors are far from normal for many types of incidents.

**TABLE 3:
Negative Consequences by Category and Code**

Negative Consequence In the past 6 months, how many times have you ... due to YOUR drinking or other drug use?	Percentage reporting "0"	Graph Code	Mean # of Times Consequence Occurred
Lost your job	98.3	Lostjob	1.03
Been arrested for DWI/DUI	98.0	Arrest DWI/DUI	1.03
Taken advantage of another person sexually (unwanted touching, intercourse, etc.)	96.7	SA Perpetrator	1.07
Tried unsuccessfully to stop using	93.9	Failed to stop	1.13
Hurt or injured another person	93.6	Hurt another	1.10
Damage property, pulled a fire alarm, etc.	91.4	Damage	1.15
Been taken advantage of sexually (unwanted touching, intercourse, etc.)	90.0	SA Victim	1.17
Thought you might have a drinking or drug problem	86.2	AOD Problem	1.29
Been hurt or injured	83.1	Been hurt	1.26
Been in trouble with police, residence hall staff, or other college authorities	82.0	Trouble	1.27
Had unprotected sex with someone	75.1	Unprotected Sex	1.64
Driven a car while under the influence	73.9	Driven UI	1.52
Performed poorly on a test or important project	70.9	Poortest	1.52
Ridden with someone who was drunk or used drugs	63.4		1.76
Missed a class	61.4		1.85
Got into an argument or fight	60.8		1.71
Had a memory loss or blackout	57.6		1.89
Done something you later regretted	55.2		1.91
Got nauseated or vomited	40.5		2.21
Hangover	22.9		3.32

■ Graph 8: Drug Use – No Use



Results:

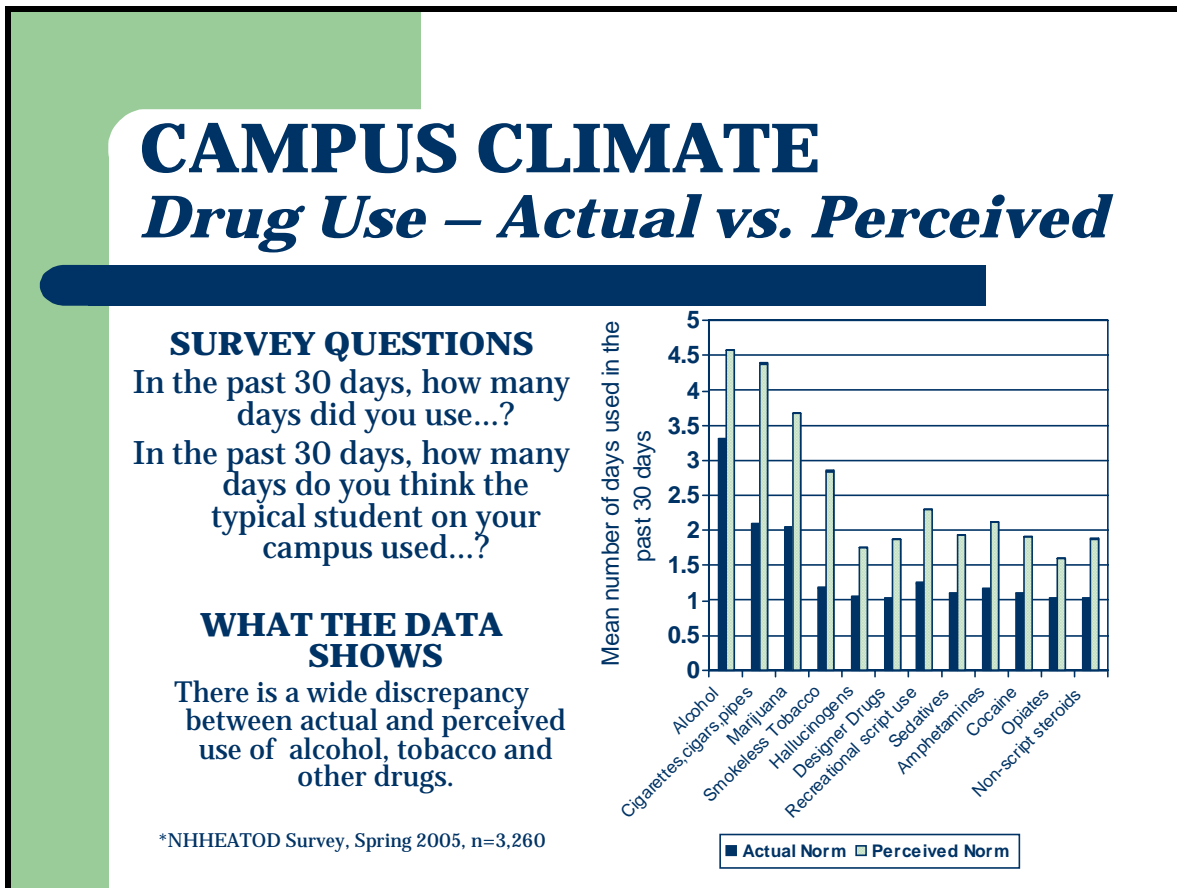
Table 4 (see below) provides specific data figures for Graph 8 and 9.

As the data shows, the majority of students in New Hampshire do not engage in tobacco or other drug use, with the exception of alcohol use. And while it is of concern that we have students engaging in use of illicit substances and we need to address those matters, it is critical not to lose sight of the fact that it is far from the majority of students who are making those choices. And as the data points out for alcohol, even though the majority of students use alcohol; overall, it is a minority of students who are engaging in the types of high-risk, frequent use that may result in academic and social consequences.

TABLE 4: DRUG USE
Abstinence and Actual vs. Perceived Use

	Actual Use: % reporting no use	Actual Use: Mean # of days of actual use	Perceived Use: Mean # of days of perceived use by the average student on campus
...alcohol (beer, wine, liquor)?	17.1%	3.31	4.57
...marijuana (pot, hash, hash oil)?	66.2%	2.04	3.67
...cigarettes, cigars, pipe?	68.9%	2.10	4.38
...prescription drugs for recreational or "non-prescribed" use?	86.3%	1.25	2.30
...non-prescription/illicit amphetamines (diet pills, speed, crystal meth)?	92.5%	1.16	2.12
...smokeless tobacco (chew, snuff, dip)?	93.4%	1.18	2.85
...sedatives (downers, ludes)?	94.2%	1.11	1.94
...cocaine (crack, rock, freebase)?	94.7%	1.10	1.91
...hallucinogens (LSD, PCP)?	96.3%	1.06	1.75
...designer drugs (ecstasy, MDMA)?	97.3%	1.04	1.87
...opiates (heroin, smack, horse)?	98.5%	1.03	1.59
...non-prescription steroids?	98.8%	1.04	1.88

■ Graph 9: Drug Use – Actual vs. Perceived



Results:

Students were asked to respond to questions regarding their own use of substances over a 30-day period and their perception of others use in the following categories: alcohol, smoking tobacco, smokeless tobacco, marijuana, prescription drugs for non-intended or “recreational” purposes, sedatives, illicit and non-prescription amphetamines (speed, diet pills, crystal meth), cocaine (coke, crack, rock, freebase), hallucinogens (LSD, PCP), designer drugs (ecstasy, MDMA), opiates (heroin, smack, horse), and non-prescription steroids.

From Table 4 and this graph, it is apparent that the mean number of days of actual use for most substances is very small; however, perception of others’ use remains consistently higher. With regard to tobacco use, students estimate that students smoke cigarettes, cigars and pipes more than twice as often than what is reported. There have been some notable improvements since the 2003 data collection in that the gap between actual and perceived use seems to have been reduced in many categories; however, the questions was changed from a 6-month to a 30-day usage pattern, which may account for the improvements.

EFFORTS TO ADDRESS USE OF ALCOHOL BY STUDENTS

The Higher Education Center (www.edc.org/hec) has identified the use of multiple prevention strategies as a best practice in impacting the campus community. Best practices have to be implemented as appropriate to the uniqueness of institutions as well as available resources. Though not every school implements every program, the colleges and universities of the New Hampshire Higher Education Alcohol and Other Drug Committee implement some of the following best practices and prevention efforts.

■ Environmental Management

Social Norms Strategy (www.socialnorm.org): The use of the social norms approach to education is based on theory and research showing that students misperceive their peers' attitudes and behaviors regarding alcohol, and students tend to drink according to these misperceptions. The social norms approach provides information on these misperceptions by challenging the perception that high-risk use is the norm and by supporting lower-risk use of alcohol. By informing students of the accurate norms about alcohol use on campus, it is anticipated that students will change their drinking behaviors to be consistent with the true campus norm.

Policies and Enforcement: Post-violation prevention efforts on the college and university campuses include individual sessions/assessments by counseling staff for students who are admitted to the hospital or taken into protective custody due to alcohol or other drug use, parental notification, stiffer sanctioning for repeat violations of alcohol or other drug policies, and/or sanctioning that includes mandatory alcohol or other drug counseling.

Campus and Community Alcohol or Other Drug Task Force: The work of these teams is to make changes on the campus and in some cases the community as well.

Substance Free Events: The campuses sponsor many activities with an intentional substance-free theme; these events may take place in an area specifically designated for substance-free programming.

Substance Free Housing: Campuses provide housing for students who choose to live free of substances and to students who are in recovery for alcohol or other drug addiction.

■ Educational Efforts

Campus-Wide programs: The colleges and universities offer a number of large group programs on alcohol, tobacco and other drugs.

Orientation programs: The colleges and universities offer sessions during first year and transfer student orientation of alcohol, tobacco and other drug issues, policies regarding use as well as efforts to address high-risk use.

Curriculum infusion: The colleges and universities present information on alcohol, tobacco and other drugs through a variety of in-class curricula: first year courses, courses specific to alcohol and other drug use from a psychological or sociological perspective, courses designed to teach low-risk alcohol use, etc.

Targeted (or Across the College) programs: The colleges and universities offer programs targeted to specific smaller audiences such as class visits or residence hall programs.

Prevention programs specifically for athletes: These programs provide information about the effects of alcohol, tobacco and other drug use on athletic performance.

Prevention programs specifically for fraternities and sororities: Fraternities and sororities are required to present a number of educational programs to their members. One of the requirements calls for an educational program on alcohol, tobacco and other drug use.

Information training for faculty and staff: The colleges and universities provide information for faculty and staff on recognition and referral for alcohol and other drug issues.

■ **Counseling and Support Services**

Counseling: The campuses provide short-term alcohol and/or other drug counseling. Students in need of long term or in-patient care are referred to off-campus agencies.

Support Groups: The colleges and universities offer support groups for students who are currently questioning their alcohol and other drug use as well as a group for students early in their recovery process. Alcoholics Anonymous meetings are held either on the campuses or locally and are available for students.

Information adapted from The Higher Education Center for Alcohol and Other Drug Education. Environmental management: A comprehensive strategy for reducing alcohol and other drug use on college campuses. Retrieved January 7, 2002 from the World Wide Web: <http://www.edc.org/hec/framework/>

OBSERVATIONS AND OPPORTUNITIES FOR THE FUTURE

This study has provided the NHHEAOD Committee with comparative data to utilize in developing institutional-specific and statewide prevention efforts. In general, the data clearly show that students in New Hampshire consistently over-perceive their peer group's substance use and the ensuing consequences and under-perceive protective behaviors, such as choosing not to drink or alternating between alcoholic and non-alcoholic beverages. In addition, the data suggest that while New Hampshire students do engage in substance use, it is a minority of students engaging in the majority of high-risk use (e.g. binge drinking, illicit substance use).

Based on these findings and their consistency with social norms theory, the New Hampshire Higher Education Alcohol and Other Drug Committee is committed to (1) reducing misperceptions that exist about students at New Hampshire colleges and universities, (2) educating key state leaders on social norms theory, and (3) continuing to develop and refine prevention efforts that support a social norms campaign and a comprehensive approach to substance abuse prevention

Specific activities to reach the Committee's goals and market itself include the following:

- Implement a statewide social norms campaign aimed at reducing high-risk alcohol use, tobacco and illicit drug use on our campuses. The campaign will promote positive behaviors that most New Hampshire college students are engaging in and celebrate decisions our students are making about substance use that are low-risk and consistent with strong academic performance.
- Investigate the feasibility of creating a New Hampshire listserv to facilitate the discussion of social norms theory and implementation on our campuses.
- Develop a website and PowerPoint presentation to promote the NHHEAOD Committee and its activities in campus and community education efforts.
- Facilitated a workshop on social norms theory and approach at the Division of Alcohol and Drug Abuse Prevention and Recovery's annual conference in October 2002. This workshop included background on social norms theory and highlighted ways to implement a social norms campaign at the secondary and post-secondary level and statewide based on currently held data. This activity led to the introduction of a higher education track and a keynote address on social norms theory as part of the October 2003 conference and workshops and a keynote sponsorship for the October 2004 conference.
- Sponsor workshops periodically to further discussions about social norms theory and its implementation within New Hampshire.
- Initiate contact with the Partnership for a Drug-Free New Hampshire about developing a social norms campaign designed to reach the parents of middle and high school students. This campaign would center on dispelling myths that "other parents" permit their high school children to consume alcohol.
- Develop an evaluation plan to measure outcomes of the aforementioned activities.
- Continue to work with the New Hampshire College & University Council, the Higher Education Center, New Futures, the New Hampshire Bureau of Liquor Enforcement, and the

Bureau of Prevention Services to provide effective prevention programs to our students and to pursue grant funds to assist with prevention activities

CONTACT INFORMATION

This report can be found at the following URL sites: www.nhheaod.org or http://www.unh.edu/reality-check/reports_news.htm

The production and dissemination of this report is a project of the NHHEAOD Committee. Committee members are available to individuals wishing to arrange for a presentation of the findings of the study. Please direct requests for presentations, comments about the report, or specific questions about the report to one of the following committee members:

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