Clatsop Community College

The Drug-Free Schools and Campuses Act

Alcohol, Tobacco and Other Drugs 2008 Biennial Program Review

April 24, 2008

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Introduction to the Report

Purpose of the Report

For the benefit of students and employees, and in compliance with Federal regulations, every two years Clatsop Community College (CCC) will conduct a review of its Alcohol, Tobacco and Other Drug program to determine its “effectiveness and the consistency of sanction enforcement, in order to identify and implement any necessary changes.”¹ The focus of this report is on the 2006-2007 through the 2007-2008 academic years.

The purpose of this biennial review is twofold: to determine the effectiveness of and to implement any needed changes to Clatsop Community College’s ATOD prevention program, and to ensure that campuses enforce the disciplinary sanctions for violating standards of conduct consistently.²

Biennial Review Committee Members

A Biennial Review Committee was impaneled by the Dean of Students in January 2008. The Committee membership was chosen with the advice of senior college staff, committee members and volunteers from the College and local community. Initially, nine committee members were chosen for the project. Over time more College and community members joined the review until there were 13 members. Subcommittees met on a variety of elements of the review reporting their work back to the full committee for consideration. We appreciate the work and contributions of the following committee members:

Amber Arndt, Associated Student Government Senator
Laurie Choate, Director, Nursing and Allied Health
Randy Collver, Director, Learning Resource Center
Greg Dorcheus, Director, Facilities Maintenance (Campus Security)
Tara Finch, Tobacco Specialist, Clatsop County Health & Human Services
Roger Friesen, Dean of Student Services, Chair
Deac Guidi, Instructor, Speech
Carol Goerges, Director of Human Resources
Ken Hansen, Astoria, Oregon Police Department
Michelle Morfitt, Registration Coordinator
Jill Quackenbush, Prevention Coordinator, LifeWorks Northwest
Lois Tivey, Administrative Assistant to the Dean of Student Services
Jennifer Whitman, Disabilities Specialist/Guidance Coordinator

¹ EDGAR Part 86 TITLE 34—EDUCATION, PART 86_DRUG AND ALCOHOL ABUSE PREVENTION, Subpart A – General
Description of the College

Clatsop Community College is a public, two-year institution serving northwest Oregon and southwest Washington since 1958. It has grown to an enrollment of over 5,000 students. Instruction and training in liberal arts and sciences, professional technical fields, continuing education, developmental education, and general education are offered.

Located at the mouth of the Columbia River in historic Astoria, Oregon, the College enjoys the mild climate that has helped make the Oregon coast famous for its lush, green beauty and rugged, undeveloped shoreline. Its high-quality, low-cost education serves a district that covers all of Clatsop County and part of Columbia County in Oregon, and Pacific and Wahkiakum Counties in Washington.

At Clatsop you may:

- Earn a two-year degree.
- Take up to two full academic years of lower division instruction which can be transferred to a four-year college or university.
- Take courses that lead to occupational, social, and personal competence.
- Enroll in classes, workshops, and seminars which offer avocational as well as occupational benefits.

In addition to the main campus facilities, the College has a performing arts center and waterfront Marine and Integrated Manufacturing Technology training facilities. The South County Center in Seaside serves south Clatsop County including the cities of Seaside, Gearhart, and Cannon Beach. Other communities which the College serves include Warrenton, Knappa, Clatskanie, Rainier, and Westport, as well as Long Beach, Ilwaco, Seaview, and Naselle in Washington.³

Clatsop Community College is accredited by the Northwest Commission on Colleges and Universities. This accreditation assures Clatsop Community College students that their work will receive appropriate recognition from prospective employers and other colleges and institutions.⁴

As mentioned above, Clatsop Community College is located in the city of Astoria, Oregon, in Clatsop County. The Census Bureau estimates the population of Clatsop County in 2006 to be 37,315 people⁵ and Astoria has a population of approximately 10,000 people. The College has three campuses and a variety of other locations where classes are held. The Jerome Campus is the main College location and is located in Astoria. While the College has an unduplicated headcount of more than 5,000 students the majority of these students do not attend classes at the Jerome Campus.

Clatsop Community College is a commuter college and as such does not have residential or off-campus contracted housing. The College does not participate in intercollegiate sports activities. Campus clubs are approved by student government and follow drug-free guidelines for operation. There are no fraternities or sororities associated with the College, either on or off-campus.

The College food service is contracted with a local restaurant owner and does not sell alcoholic beverages. There are no other food or beverage outlets on the campus other than vending machines which do not sell alcoholic beverages.

³ Clatsop Community College Website, http://www.clatsopcc.edu/about/index.html
⁴ Clatsop Community College Website, http://www.clatsopcc.edu/about/index.html
⁵ http://quickfacts.census.gov/qfd/states/41/41007.html
County, City and Campus Drug and Alcohol Data

Clatsop Community College has a small security force on campus and monitors student criminal activity in off-campus student organizations and college events through local police agencies. The College and the Astoria Police Department reported no violations of liquor or drug laws by Clatsop Community College students during the biennium\(^8\). No students were referred to the College disciplinary system for drug or alcohol related events during the biennial period. However, one student was referred for drug and alcohol related counseling, and one student received a warning for potential underage use of tobacco.

Grove Insight conducted a survey at Clatsop Community College and Portland Community College in regard to a number of issues that exist for students, including tobacco and alcohol use. The exact number of Clatsop students involved in the survey is unknown, but the total number from both colleges was 80. With an error rate of greater than 8% this survey may not reflect the whole population of Clatsop students. It is still an indicator of what some students on campus feel about these topics.

Of the Clatsop Community College students who responded to the survey a majority of have had an alcoholic beverage in the last 30 days (54%). Forty-nine percent of these students who do drink consume one or two beverages when they drink. Seventeen percent of these students indicated they had six or more beverages the last time they drank. Ten-percent of these students indicated they had drunk to excess in the last 30 days.\(^6\) Also see footnote\(^7\).

<table>
<thead>
<tr>
<th>Campus Safety Report</th>
<th>2004-2007(^8)</th>
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</thead>
<tbody>
<tr>
<td>Year</td>
<td>2004</td>
</tr>
<tr>
<td>Liquor Laws Offenses</td>
<td>0</td>
</tr>
<tr>
<td>Drug Laws Offenses</td>
<td>0</td>
</tr>
</tbody>
</table>

Drug offenses in Clatsop County have risen from 374 in 2004 to 407 in 2006. County data from 2007 is unavailable at this date. The most common drug offense in Clatsop County is the use of Marijuana, accounting for 59% of arrests in the county in 2005. There were 430 DUII offenses in Clatsop County in 2006, dropping from 510 the previous year.

In their Rural Community Health, Community Project Abstracts, the Oregon Health Sciences University noted that “mental health disorders and the need for mental health services are pervasive in all areas of Oregon, including rural communities like Clatsop County. Residents of Clatsop County have a greater proportion of alcohol and drug-related problems and have at least equal to or greater need for other mental health services.”\(^9\)

Clatsop County Drug Offenses 2001 – 2006

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\(^6\) Tobacco and Student Health on Oregon Community College Campuses, June 2007, Grove Insight Opinion Research

\(^7\) The Tobacco and Student Health on Oregon Community College Campuses, June 2007 conducted by Grove insight involved only 80 students from both Portland Community College and Clatsop Community College. It has an error rate of 8% for the aggregate number of students and an unspecified higher error rate for the subgroups. As such this data is not necessarily indicative of the whole campus community and should be taken in the context of a small sampling not representing the variety of students who attend these colleges.

\(^8\) http://www.clatsopcc.edu/info/consumerinfo/PDF/safety2006.pdf

\(^9\) http://www.ohsu.edu/ahec/clerkship/listsomeabstracts.cfm?fk_mesh=70
### Clatsop County Drug Offenses 12

**By Drug Type 2005**

<table>
<thead>
<tr>
<th>Drug Offenses 10</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drug Offenses</td>
<td>228</td>
<td>310</td>
<td>277</td>
<td>374</td>
<td>381</td>
<td>407</td>
</tr>
<tr>
<td>DUII Offenses 11</td>
<td>430</td>
<td>430</td>
<td>453</td>
<td>428</td>
<td>510</td>
<td>430</td>
</tr>
</tbody>
</table>

### Clatsop County and Clatsop Community College

**Tobacco Usage Data 2007**

According to the Oregon Tobacco Education Program, one out of every four adults in Clatsop County smoke as compared with one out of every five adults for the state of Oregon in 2007. Twenty-five percent of 11th grade males in the county smoke as compared to 17% for the state of Oregon. 13

Of the Clatsop Community College students who responded to the Grove Insight survey, forty-two percent of the students indicated they smoke, while 34% of these students indicate they smoke every day. Fifty-eight percent of those who responded indicating they use tobacco smoke 6 to 10 cigarettes per day. No students indicated they use smokeless tobacco products. Only 22% of these students indicated they received information about quitting smoking from the College. Ninety-seven percent of these students indicate they know that smoking is allowed only in designated smoking areas. 6 Also see footnote 8.

According to the Grove Insight data from June 2007, of those Clatsop students who responded 66% report a desire to quit smoking. In addition, nearly 68% of these students report that they are exposed to secondhand smoke on campus at least once a day and of those exposed, 49% report being bothered by the secondhand smoke exposure. 14 Also see footnote 8.

**Relevant Background Information**

The following paragraphs provide significant information that informs our efforts over the next two years. It is included as support to our student health and wellness efforts on campus.

"Students who smoke cigarettes are more likely to drink, binge drink and use marijuana than students who do not smoke cigarettes. One study found that almost all college students who smoke (98 percent) also drink, and that students who drink a lot or admit to having a drinking problem are more than three times likelier to be smokers.

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13 Oregon Tobacco Prevention and Education Program, Clatsop County Fact Sheet - 2007

14 Tobacco and Student Health on Oregon Community College Campuses, June 2007, Grove Insight Opinion Research
Women college students are at higher risk than men of concurrent alcohol use and cigarette smoking. One study found that, compared to past-year abstainers, college students who reported frequent past-year drinking were 16 times likelier to initiate smoking; those who reported past-year marijuana or other illicit drug use were almost four times likelier to initiate smoking; and those who reported past-year prescription drug abuse were more than twice as likely to initiate smoking.\textsuperscript{15}

"Nicotine exposure also is a trigger for resuming alcohol consumption after a period of abstinence from either substance. This occurs across a range of levels of nicotine exposure. Animal studies have shown that alcohol consumption remains elevated even after animals no longer receive nicotine. Similar patterns of nicotine exposure and alcohol consumption have been documented in teens; even when adolescents quit smoking, their risk of developing a substance use disorder such as alcohol dependence does not necessarily decline.\textsuperscript{16}

"Another recent finding is that marijuana use can interfere with tobacco cessation attempts: one study found that tobacco smokers who also smoke marijuana may be less likely to quit smoking tobacco--and even less likely to try to quit--than those who do not smoke marijuana."\textsuperscript{17

\textsuperscript{15} https://www.casacolumbia.org/supportcasa/sub-category.asp?CatalogVar=0&cID=12 Wasting the Best and the Brightest: Substance Abuse at America's Colleges and Universities (2007), p. 28
\textsuperscript{17} Non-Medical Marijuana II: Rite of Passage or Russian Roulette (2004), p.10 https://www.casacolumbia.org/supportcasa/sub-category.asp?CatalogVar=0&cID=12
The Biennial Review Report

The Biennial Review Report follows the format suggested in the Department of Education’s publication *Complying With the Drug-Free Schools and Campuses Regulations: A Guide for University and College Administrators*. The following six sections provide an overview and description of Clatsop Community College’s efforts to comply with these regulations.

Section 1. Descriptions of the Alcohol and Other Drug Program Elements

This section of the Biennial Review follows the applicable elements of the Supplemental Checklist from the Drug-Free Schools and Campuses Regulations. Numbered elements of the outline are from the Checklist and the alphabetical elements are Clatsop Community College responses to those elements.

Program Inventory

Alcohol-Free Options

How does your campus provide an environment with alcohol-free options?

1. Alcohol-free events and activities are created and promoted.
   a. All College sponsored student events are alcohol free. All Associated Student Government events are alcohol-free events.
   b. All on-campus employee events are alcohol free. Only one off-campus fund raising event includes alcohol as part of the meal. Students are not recruited to attend this event.

2. Student service learning or volunteer opportunities are created, publicized, and promoted.
   a. Students are encouraged to participate in service learning and volunteer events

3. Community service work is required as part of the academic curriculum.
   a. Community service work is required as part of the nursing program curriculum, but not required for students in other majors. Nursing students are given "credit" towards clinical hours for helping out in a variety of settings. These include:
      i. Health Fair at TPJCC - this is a requirement. The second year nursing students hold a health fair at Tongue Point for their students - booths, games, information, etc.
      ii. Kindergarten roundup - with both Seaside and Warrenton Schools
      iii. Head start - health promotion activities with head start kids
      iv. As part of one course, they are required to design a health promotion project, based on Healthy People 2010 objectives and goals.
     v. The Nursing Club is hosting a day for training church personnel - blood borne pathogens, CPR training/updates, and Food Handler's training, and general health promotion activities.
    vi. The Criminal Justice program has a service component that requires students to be involved in an alcohol and drug education program. The programs developed targeted middle school, high school and senior

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citizens groups. Some students who have completed the requirement go on meeting with their target group and make the presentations on a continuous basis.

vii. The Criminal Justice club has participated in the Reward or Reminder program for the Reduce Underage Drinking Task Force.

viii. Associated Student Government (ASG) leads and participates in community service events as part of their requirements. Students conduct various service events during the year targeting college and local community groups.

4. The campus offers a student center, recreation center, coffeehouse, or other alcohol-free settings.
   a. All areas on campus including the student center outside of the cafeteria are alcohol-free.

5. The student center, fitness center, or other alcohol-free settings have expanded hours.
   a. The Learning Resource Center, fitness center and gymnasium are available beyond the normal college business day. The Learning Resource Center is open to students on Saturday.

6. Nonalcoholic beverages are promoted at events.
   a. Only nonalcoholic beverages are available on campus.

Normative Environment
How does your campus create a social, academic, and residential environment that supports health-promoting norms?

1. The academic schedule offers core classes on Thursdays and Fridays.
   a. The schedule includes full week and evening classes the majority of which have mandatory attendance.

2. Exams/projects increasingly require class attendance and academic responsibility.
   a. The majority of classes have mandatory attendance requirements.

3. The campus encourages an increase in academic standards.
   a. New assessment initiatives on campus serve to increase the academic standards on campus. Learning outcomes are specific and measurable for courses and programs.

4. Faculty is encouraged to engage in a higher level of contact with students.
   a. All degree seeking students are provided with an academic advisor.
   b. Faculty serves as club and student organization sponsors.

5. Students are educated about misperceptions of drinking norms.
   a. See responses in Appendix A

6. Student leadership promotes positive, healthy norms.
   a. Associated Student Government and all clubs on campus provide a positive framework for students to develop positive healthy norms. Leadership skills and opportunities are part of the student experience.

7. Students have opportunities to advise and mentor peers.

8. Pro-health messages are publicized through campus and community media channels.
a. In conjunction with the Reduce Underage Drinking Taskforce grant the College newspaper publishes articles related to the dangers associated with alcohol consumption.

9. Other:
   a. The College has participated with Clatsop County Health & Human Services in the Great American Smoke Out.

Alcohol Availability
How does your ATOD prevention program limit alcohol availability?

1. Alcohol is banned or restricted on campus.
   a. Clatsop Community College does not allow alcohol on campus.

2. Alcohol use is prohibited in public places.
   a. Use of alcohol by students or employees on campus is banned.

3. Delivery or use of kegs or other common containers is prohibited on campus.
   a. Clatsop Community College does not allow alcohol on campus.

4. Alcohol servers are required to be registered and trained.
   a. While no alcohol is served on campus, the college provides state-required coursework for licensing alcohol servers.

5. Other:
   a. The College has partnered with the Reduce Underage Drinking Taskforce, a local effort that uses minor decoy, reward and reminder programs and shoulder tap interventions. The Criminal Justice club has participated in the Remind and Reward efforts of the taskforce.

Marketing and Promotion of Alcohol
How does your ATOD prevention program limit marketing and promotion of alcohol on and off-campus?

1. Alcohol advertising on campus is banned or limited.
   a. No alcohol advertising is allowed on campus.

2. Alcohol industry sponsorship for on-campus events is banned or limited.
   a. There is no alcohol advertising on campus.

3. Alcohol promotions with special appeal to underage drinkers is banned or limited.
   a. There are no alcohol promotions on campus.

4. Alcohol promotions that show drinking in high-risk contexts are banned or limited.
   a. There are no alcohol promotions on campus.

5. The sale of shot glasses, beer mugs, and wine glasses at campus bookstores is banned.
   a. The College bookstore does not sell shot glasses, beer mugs, and wine glasses.

Policy Development and Enforcement
How does your ATOD prevention program develop and enforce ATOD policies on and off-campus?

1. On-campus functions must be registered.
   a. Approval for use of College facilities must be made in advance of the event through the room scheduler

2. Patrons observe on-campus parties.
a. Campus security is made aware of student on-campus events and routinely checks in during the process of that event.

Section 2. Statement of Alcohol and Other Drug Program Goals 2005-2007
This section of the Biennial Review lists Clatsop Community College goals for the last two years. They are based on the Drug-Free Schools and Campuses Regulations and College policy over the last two years.

Current ATOD Goals

1. To prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on school premises or as part of any of its activities.20
2. To provide students and employees with a safe and conducive learning/working environment.21
3. To maintain a drug-free work place.22
4. To provide drug and alcohol education and program resources for students and employees.

Section 3. Summary of Alcohol and Other Drug Programs Strengths and Weaknesses

1. Strengths:
   a. The student Annual Notification brochure meets the requirements of the Department of Education regulations.
   b. The employee Annual Notification meets the requirements of the Department of Education regulations.
   c. A system exists to assure that all employees receive the Annual Notification each year.
   d. The Work Study Annual Notification meets the requirements of the Department of Education regulations.
   e. New employees sign a form indicating they have received the Drug-Free Campus notification.
   f. Clatsop Community College security staff has a system in place that monitors student criminal activity at off-campus student events through local police agencies.
   g. No drug or alcohol disciplinary sanctions were imposed on students during the biennium.
   h. Only one referral for ATOD counseling or treatment was required during the biennium.

22 Clatsop Community College Alcohol/Controlled Substance Use Policy, P4.705 p.1
i. No drug or alcohol related incidents were recorded by campus security during the 2006-2007 and 2007-2008 academic years.

j. No drug or alcohol related incidents were recorded by local police departments during the 2006-2007 and 2007-2008 academic years.

k. Students were involved in the Reduce Underage Drinking Taskforce Reward and Reminder program.

l. For the last 2 years there are no specific drug related counseling sessions reported by College’s Employee Assistance Program (Cascade).

2. Weaknesses:
   a. No regular Biennial Review was conducted by the College.
   b. The Student Annual Notification distribution procedures do not guarantee availability to all students.
   c. The Student Annual Notification brochure is not presented in an interesting and readable manner.
   d. The Clatsop Community College ATOD program lacks an integrated and a concerted effort and measurable goals.
   e. While a number of programs and offices are involved in monitoring and attempts were made to reduce ATOD abuse there is no central group that is responsible to assure that there is a concerted effort and accountability for the program.
   f. Integration of ATOD programs with community agencies is limited.

Section 4. Procedures for Distributing Annual Notification to Students and Employees

The following procedures are employed in the distribution of the Student and Employee Annual Notification and Drug-Free Campus policies.

Student Notification Procedures

- The Student Annual Notification is distributed through the Student Services Center and the Counseling Center.
- All degree seeking students are notified that Clatsop Community College is a Drug Free Campus and given alcohol and drug policies through the Student Handbook.
- Work study students sign a drug free workplace statement as part of their financial aid application.

Employee Notification Procedures

Employees receive annual notification of the Drug-free Schools and Campuses Act in the following ways:

- New employees receive a summary of the College’s drug-free workplace policy and sign a statement that they received it when they complete their packet of “new hire” paperwork. Completing the form is a condition of employment. The signed form is placed in the employees personnel file.
• Notice is delivered to continuing “regular” employees when annual contracts are distributed each year in June for the following year.

• After July 1, part-time temporary employees receive an updated copy of the part-time temporary handbook which includes a summary of the College’s drug-free workplace policy.

• In September, the Employee Handbook is updated, and a copy of the notification is included. This statement is also posted on the College’s intranet. Printed copies of the Employee Handbook are distributed to all regular employees. Copies are also distributed to part-time faculty.

• Every part-time (adjunct) faculty receives a copy of the notification which is attached to their employment agreement each term.

• Employee bulletin boards in Patriot Hall, MERTS, South County, and the PAC include drug-free workplace posters.

• Student workers sign a drug free workplace statement as part of their financial aid application.
Section 5. Documents Distributed to Students and Employees
This section of the Biennial Review includes documents and policies distributed to Clatsop Community College students and employees.

CLATSOP COMMUNITY COLLEGE
Drug-free Workplace and Campus
Annual Statement to Employees

In 1988, the Federal Government passed the Drug-free Workplace Act. Subsequent to that enactment, Clatsop Community College approved an Alcohol/Controlled Substance Use Policy (4.705). The law and College policy require that the College and its employees conduct all of its operations free of alcohol and other drugs. The Federal Drug-free Schools and Campuses Act was passed in 1990 to specifically address the issues of abused substances on college campuses. These regulations require the College to remind its staff and faculty annually about the regulations related to drugs in the workplace, the possible health hazards associated with substance abuse, sources of assistance, and potential discipline.

The following information is provided to notify employees of the hazards of substance abuse.

Health Risks
It has been found that substance abuse
(1) increases the likelihood of accidents
(2) increases incidents of unsafe equipment and vehicle handling
(3) increases absenteeism
(4) contributes to poor health conditions
(5) creates poor public perception of employees.

Treatment Options
In the event that an employee abuses drugs, treatment is available through a number of sources. Regular employees may have access to treatment programs through the College’s medical insurance. An Employee Assistance Program (administered by Cascade, Inc.) is also available to regular employees. In addition, counseling is available through county drug and rehabilitation facilities.

Potential Discipline
Employees who fail to adhere to the Federal law, state law or College policy may face disciplinary action up to and including termination. In addition, employees may face prosecution under state and Federal laws related to possession and use of illegal substances.

For questions about the College’s drug-free workplace policy please contact the Office of Human Resources, 338-2450.
In 1988, the Federal Government passed the Drug-free Workplace Act. Subsequent to that enactment, Clatsop Community College approved a Drug-free Workplace Policy (4.705). The law and College policy require that the College and its employees conduct all of its operations free of alcohol and other drugs.

A policy which requires that the College maintain a drug-free workplace is in the best interests of the institution and its employees for a variety of reasons. For instance, it has been found that drug abuse increases the likelihood of accidents, unsafe equipment handling, absenteeism, poor health conditions, and poor public perception of employees.

In the event that an employee abuses drugs, treatment is available through a number of sources. Regular employees may have access to treatment programs through the College’s medical insurance. An Employee Assistance Program (administered by Cascade, Inc.) is also available to regular employees. In addition, counseling is available through county drug and rehabilitation facilities.

Employees who fail to adhere to the Federal law and College policy may face disciplinary action up to and including termination.

By signing this statement, I acknowledge that I have read this policy statement, had any questions about its meaning clarified, and agree to comply with it as a condition of employment.

Employee Signature                          Date

Attachment: Board Policy 4.705, Alcohol/Controlled Substance Use
STUDENT CODE OF CONDUCT
Policy

Clatsop Community College provides an environment that promotes both teaching and learning. Clatsop’s students are dedicated to improving academically and contributing to the welfare of the global community. A *student enrolling in the College assumes the responsibility to conduct himself/herself in a manner compatible with the College’s function as a teaching/learning institution. Students engaged in activities detrimental to maintaining an environment conducive to learning including, but not limited to, the following list may be disciplined up to and including expulsion. These conduct guidelines should be read broadly and are not designed to define prohibited conduct in exhaustive terms.

*For the purpose of this policy a "student" is defined as any person who is admitted to a degree or certificate program, is registered for any college class, or is participating in any pre-admission activities such as College workshops, placement testing, or orientation sessions.

1. **USE, POSSESSION, BEING UNDER THE INFLUENCE, OR DISTRIBUTION OF ALCOHOLIC BEVERAGES ON COLLEGE PROPERTY.**

2. **USE, POSSESSION, BEING UNDER THE INFLUENCE, OR DISTRIBUTION OF ANY CONTROLLED SUBSTANCES, AS DEFINED BY ORS 475 [As now law or hereinafter amended] EXCEPT WHEN USE OR POSSESSION IS LAWFULLY PRESCRIBED.**

3. **SMOKING:** In any College classes, College vehicles, at all scheduled College meetings, or in any College buildings with the exception of designated smoking areas is prohibited.

4. **DRIVING OF COLLEGE VEHICLES WHILE IMPAIRED IN ANY WAY BY ALCOHOL OR DRUGS.**
The Student Code of Conduct for Clatsop Community College prohibits the use, possession, or distribution of alcoholic beverages on College property. It is also a violation of the Code of Conduct to be under the influence of alcoholic beverages while on College property. The College also prohibits the possession and consumption of alcoholic beverages by minors at any College or College affiliated functions and the serving of alcoholic beverages at College and College affiliated functions where a significant number of those in attendance are minors.

In addition, the Student Code of Conduct prohibits the use, possession, or distribution of any controlled substances, as defined by ORS 475 [as now law or hereinafter amended] except when use or possession is lawfully prescribed. It is also a violation of the Code of Conduct to be under the influence of controlled substances while on College property.

Sanctions which may be imposed for violations of College policy include: Expulsion (removal of privilege to attend CCC); suspension for a definite period of time; disciplinary probation with specific terms for continued enrollment; and suspension or expulsion for violation of those terms; or a written reprimand. Parents of students under age 18 will be notified of any violations of the College’s alcohol or drug policy. See Student Code of Conduct and Alcohol on Campus information on pages 109 and 72. 

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ALCOHOL/CONTROLLED SUBSTANCE USE

It is the policy of Clatsop Community College to maintain a drug-free work place and learning environment.

During working hours, all employees are expected to be free from any substances, whether legal or illegal, that negatively affect job performance or present a risk to the health and safety of employees, the students, or the public.

Therefore, in accordance with local, state and Federal laws, Clatsop Community College prohibits the unlawful possession, use, manufacture, or distribution of alcohol and other drugs by employees on College owned or controlled premises, on board college vessels, at college sponsored activities, or in the workplace.

In addition, Clatsop Community College prohibits any possession, use, manufacture, or distribution of alcohol on College owned or controlled premises, or at college and college affiliated functions where a significant number of those in attendance are minors, with the exception that alcoholic beverages may be permitted in college owned facilities leased on a long term basis to others for non-college operations.

Clatsop Community College believes it has an obligation and a right to have alert, drug/alcohol free employees on the job and that it must provide a safe work environment. Alcohol and drug abuse by College staff in the work place are harmful to students at the College because they impair the effectiveness of work done on their behalf. Drug and alcohol abuse also counters efforts at prevention of student substance abuse. Significant health risks including behavioral changes, impairment of judgment, elevated or lowered blood pressure; depression; anxiety; hallucinations; permanent loss of memory; and death are just of few of the possible effects of drug and/or alcohol use.

Any employee convicted under any criminal drug statute for a drug violation that occurs in the work place is required to notify the Office of Human Resources within five (5) calendar days of conviction and the College is then required to notify the U.S. Department of Education within ten (10) days of receiving such notice. The College must take appropriate disciplinary action against the employee within thirty (30) days up to and including termination of employment. The College may require the employee to participate satisfactorily in an approved drug abuse assistance or rehabilitation program as a condition of continued employment.

In addition, the College may institute a drug and alcohol testing program to identify other possible violations of policy not specifically addressed by a conviction under any criminal drug statute.

Employees in need of education, drug abuse assistance programs, counseling, or rehabilitation can find services with the assistance of the Human Resources Director.
Most people coming to Clatsop Community College do so to make improvements in their lives, to work toward a more satisfying future. Substance abuse can be an obstacle to these goals. This brochure will give you information on the effects of alcohol and other addictive drugs, problem warning signs, required school policies, legal penalties, and, most importantly, help for students.

COLLEGE IS A “NATURAL HIGH”

The use of mood-altering chemicals in our society is well known. No doubt, many CCC students have used one or more abusable substances. But they create problems for college students, who have other “highs” to reach for.

We live in a stressful society. We tend to use what seems to be “the easy way” to cope. When we haven’t learned other ways of coping, we may reach for sedative drugs to feel relaxed, stimulants for the energy to manage, and varieties of hallucinogens to feel “in another world”. Problems are temporarily forgotten, yet they remain unsolved.

Drug use when we have problems to deal with means short-term relief and escape, & compounded long-term problems.

Drugs alter our brain chemistry: they are “psychoactive”; we feel transformed. One can’t deny how attractive that is when we feel anxious, down or bored. Yet it is well documented that repeatedly or intensely altering the workings of the brain’s pleasure and sensory mechanisms by artificial means can be risky for their ability to work normally. That’s how we get dependent on the drugs.

Most people who have a substance abuse problem are unaware of the extent of it for three key reasons:

1. The drugs have clouded, even permanently damaged, their analytical processes, including memory & judgment.

2. They are unknowingly using a powerful psychological survival mechanism called “denial”. They tell themselves they are in control and unaffected. They do not see the abusive effects on their minds, bodies, abilities, work, behavior toward others, even their self-respect.

3. Family, friends, and even teachers have a hard time telling them.

The ability to drink or use a lot, and refusal to stop use in spite of observable negative consequences in your life are considered almost conclusive signs of dependency. For those who have not experienced the physical and psychological grip of addiction, this self-destructiveness is hard to understand.

A problem with drug use is that it easily becomes compulsive. The user feels compelled to repeatedly pursue intensity. Eventually, when the intensity is gone, the person is using just to get relief from withdrawal symptoms as the mood-regulating mechanism rebounds — the opposite of the experience sought. How easily compulsion develops depends on your own biochemistry to start with, and on the addictive properties of the drug itself — both out of your control.

Using drugs to cope, you don’t learn other ways to manage your life, to relate to people, to alter your own brain chemistry with “natural highs”. It means dependence — psychological, social, and physical. But you can learn and experience the other ways.

We at Clatsop are happy that you are choosing education as a means to a successfully functioning life. You have many events and courses to choose from that challenge and stimulate the mind, emotions, body and senses, if you will engage in them fully. You can develop a bank of information and thinking skills, job skills and personal skills that you will always have available to you to enrich your life. That is, if you have your mind clear for learning.

Higher education requires the higher thinking skills. Solving scientific and technical problems, coming to an understanding of what people do, hope for, strive for, how our minds and bodies work, finding out more about who you can be and going for it — these are highs. Like many of your fellow students, we hope you’ll decide that’s the kind of “high” you want.

ABUSABLE SUBSTANCES:

PHYSICAL SYMPTOMS AND DANGERS

ALCOHOL (beer, wine, liquor): As a legal and readily available drug, alcohol carries with it an air of acceptability. This promotes both casual “experimentation” and overuse by those seeking help to relax. Misuse can lead to risk taking and it can lead to addiction — physical dependency. Alcohol is a depressant.

Physical Symptoms: Brief stimulation, then sedation of the Central Nervous System.
Dangers: Addiction, accidents as a result of impaired ability and judgment, fatal overdose when mixed with other depressants, and long-term heart, liver, nerve and brain damage.

DEPRESSANTS (opiate/opioid narcotics - heroin, morphine, codeine; sedatives like Valium, Quaaludes, etc.; alcohol): Many are available legally over the counter or prescribed by physicians and are also dealt illegally.

Physical Symptoms: Reduced perception of pain, impaired breathing and slowed heartbeat, loss of practical inhibitions, drowsiness, uncoordinated movements.

Dangers: Tissue dependence; muscle rigidity, withdrawal, tremors/seizures, tissue toxicity, & overdose coma, especially in combination with alcohol. Heroin users who share needles are also at risk of contracting hepatitis & the AIDS virus.

COCAINE (including crack): Taken as an “upper”, cocaine is the most addictive drug known and one of the most difficult to kick. It is an extremely unpredictable and destructive drug physically.

Physical Symptoms: Brief, intense euphoria, elevated blood pressure and heart rate, restlessness, excitement, feeling of well-being often abruptly followed by depression.

Dangers: Physical dependence, compulsive use, sudden heart attack, seizures, gland exhaustion, confusion of satisfaction centers leading to loss of all appetites and pleasure, then craving.

OTHER STIMULANTS (Amphetamines — speed, meth, crank, caffeine, nicotine): Stimulants are the most widely used drugs in our society. Amphetamines are synthetic stimulants, with effects similar to cocaine’s.

Caffeine and nicotine are milder stimulants, legal, yet very addictive. Many in our society regularly use a “lift” or “upper” to help them cope with their day and are dependant on the drug. Habitual stimulant use can push the user to more serious abuse.

Physical Symptoms: Mood elevation, alertness, talkativeness, wakefulness, increased blood pressure, jumpiness, irritability, loss of appetite.

Dangers: Physical dependence, compulsive use, hyperactivity leading to exhaustion, toxicity, paranoia, depression, confusion, possible hallucinations, severe weight loss.

MARIJUANA: Marijuana has been a “recreational” drug in our culture but it is not a harmless drug. Today’s newer strains of marijuana are much stronger than those of the sixties. Besides the obvious lung cancer causing agents, stronger in marijuana than tobacco, most studies now show a particular hormonal problem for younger males, and for women during pregnancy, which can result in miscarriages and genetic disorders. Also, psychoactive and toxic substances in marijuana accumulate in the body/brain with use.

Physical Symptoms: Altered perceptions, red eyes, dry mouth, reduced concentration and coordination, euphoria, laughing, and hunger.

Dangers: Panic reaction, permanently impaired short term memory, psychological addiction, and lack of motivation — the marijuana fog.

HALLUCINOGENS: (LSD, PCP, MDMA, mushrooms, peyote): Hallucinogens are taken to alter senses and thought processes. However, unpredictable reactions to these can create severe psychological as well as physical harm.

Physical Symptoms: Altered mood and perception, focus on detail, anxiety, panic, nausea, synaesthesias (smell colors, see sounds).

Dangers: Unpredictable behavior, emotional instability, & with PCP, psychosis for a susceptible user, violent behavior.

INHALANTS: (gas, aerosols, nitrites, Rush, White Out): Chemicals in existing products, intended for other uses, are now being used as a drug. Readily available, they are mostly used experimentally and casually by youth. Usage of such substances can unpredictably result in severe damage to the brain and all vital organs — much of which is irreversible.

Physical Symptoms: Nausea, dizziness, headaches, lack of coordination and control.

Dangers: Unconsciousness, suffocation, nausea & vomiting, damage to brain & central nervous system, sudden death.

SOME WARNING SIGNS OF PROBLEM

ALCOHOL/DRUG USE:

Starting to be late or to miss classes, work, deadlines
Craving a drink or drug at a specific place or time of day
Discomfort in no-use social settings
Drinking or using drugs to sleep
Using more than intended
Change in personality when using
Defensive attitude about use
Dropping old attachments
Associating mostly with users
Neglecting responsibilities

THERE IS HELP
Help is available both on and off-campus to discuss alcohol and drug use or any related problems, and in identifying who can best help you.

ON-CAMPUS HELP
COUNSELING: For substance abuse problems or addiction, a licensed counselor in Student Services can advise you about actions to take for support and further help from community self-help groups, treatment programs and private counselors. This service is provided to student free of charge. Counseling Services are located in Patriot Hall, Room 330. You may call for an appointment at (503) 338-2474. For transition and adjustment to college, students enrolled in the Lives in Transition (LIT) program (T209) and the Student Support Services (PLUS) program receive extra help with personal and academic planning and problem solving. Feel free to talk to any faculty or staff member you feel comfortable with and expect your requests for help to be treated with respect and compassion.

CAMPUS COURSES: Several credit courses in the Social Sciences Department can increase your awareness of alcohol and drug abuse and dependency: HS101 Alcohol Use, HS102 Drug Use, HS201 Family Addiction, CJ243 Alcohol and Other Dangerous Drug, PSY201, General Psychology. Besides many non-credit ‘interest’ courses, helpful personal development courses that earn college/university credit include: HD100 College Success, HD110 Career Planning, HE207 Stress Management, HPE295 Health and Fitness for Life, PSY101 Psychology of Human Relations, BA285 Human Relations in Business.

OFF-CAMPUS HELP
PROFESSIONAL HELP:
- Oregon council on Alcoholism & Drug Addiction, general Information: 1-800-621-1646
- Alcohol & Drug Helpline & Youthline, support and help referral: 1-800-923-HELP
- American Council for Drug Education, information, referral: 1-800-DRUGHELP (378)4435), www.drughelp.org
- Clatsop Behavioral Healthcare: professional counseling, education and referral for recovery: (503) 325-5722

SELF-HELP GROUPS: Schedules and pamphlets for Alcoholics Anonymous (AA), Narcotics Anonymous (NA), and Alanon may be found on the self-help rack by Student Services, Towler 200 and on bulletin boards. Meeting times and contact phone numbers are listed. Local newspapers also list meetings weekly.
- AA: Self-help support group for alcohol recovery: (503) 861-5526 or (360) 423-2520
- NA: Self-help support group for drug use recovery, (503) 325-1076
- Alanon: Self-help support group for people in a relationship with alcohol or drug addicts, or who grew up in homes with addicts: (503) 861-1703. Meeting infoline: (503) 738-9359 or 1-800-738-9359.

COLLEGE POLICY ON DRUG & ALCOHOL USE
CCC has a policy of non-use of alcohol and illegal drugs. This is both in compliance with the Drug-Free School and Colleges Act effective 1990, an in the interest of student success. Your chance of success at college is severely reduced if you abuse alcohol or illegal drugs.

On College owned/controlled property, or at activities sponsored or supervised by the College or CCC student organizations, the following are IN VIOLATION of college policy:
1. Possession, consumption, being perceptibly under the influence or furnishing of alcoholic beverages (as identified by state or federal law).
2. Possession, consumption, being perceptibly under the influence or furnishing of a narcotic or dangerous drug, as defined by ORS 475 or ORS 167.203 to 167, as now law or hereinafter amended, unless lawfully prescribed by a licensed medical practitioner or dentist.

SANCTIONS MAY BE IMPOSED FOR VIOLATIONS OF COLLEGE POLICY
Sanctions include: Expulsion (removal of privilege to attend CCC), suspension for a definite period of time, disciplinary probation with specific terms for continued enrollment, suspension or expulsion for violation of these terms, disciplinary admonition or warning.

See the back panel of this brochure for Federal and State of Oregon penalties for illegal possession of key drugs.

FEDERAL PENALTIES: The following are Federal penalties for ILLEGAL POSSESSION of key drugs, by the Comprehensive Drug Abuse Prevention and Control Act.
SCHEDULE I: Heroin, marijuana, THC (tetrahydrocanabinnol), LSD, mescaline, some morphine salts, methaqualone.
SCHEDULE II: Morphine, cocaine, methadone, opium, codeine, seco-barbital, pentobarbital, meperidine, amphetamine, methamphetamine.
SCHEDULE III: Nonamphetamine-type stimulants; some barbiturates, some narcotic preparations, paregoric, phencyclidine.
SCHEDULE IV: Barbital, chloral hydrate, meprobamate, phenobarbital, propoxyphene, diazepam, chlordiazepoxide, certain non-amphetamine stimulants not listed in previous schedules.
SCHEDULE V: Compounds, mixtures, and preparations with very low amounts of narcotics, dilute codeine and opium compounds.

PENALTIES: Schedules I-V (penalties for possession are the same for all schedules):
- 1st Offense - 1 yr/$5,000  (for first offense, probation may be given)
- 2nd Offense - 2 yr/$10,000

PENALTIES FOR COLLEGE & CAREER

There are many more laws pertaining to drugs. This sample tells us that most drugs are VERY illegal, and criminal conviction may bar a student from his/her chosen career path. FEDERAL FINANCIAL AID CAN BE LOST FOR ONE TO FIVE YEARS.

STATE PENALTIES: The following are Oregon penalties for ILLEGAL POSSESSION of key drugs. Oregon laws are stricter than Federal laws.

SCHEDULE I: Class B Felony: Heroin, LSD, other hallucinogens, marijuana, others. Maximum prison time: 10 years. Maximum fine: $100,000.
SCHEDULE II: Class C Felony: Methadone, morphine, amphetamines, methamphetamines, cocaine, PCP. Maximum prison time: 5 years. Maximum fine: $1000,000.
SCHEDULE III: Class A Misdemeanor: Non-amphetamine stimulants, some depressants. Maximum prison time: 1 year. Maximum fine: $2,500.
SCHEDULE IV: Class C Misdemeanor: Valium-type tranquilizers, some less potent depressants. Maximum prison time: 30 days. Maximum fine: $500.
SCHEDULE V: Violation, small amounts (less than one ounce) of marijuana, dilute mixtures, compounds with small amounts of controlled drugs. Maximum prison time: none. Maximum fine: $1,000.

HB2479 established mandatory evaluation, education and treatment services for those under 18 years of age. If services are successfully completed, the charge will be dropped.

Oregon has strong new laws allowing cars, boats, etc., that transport illegal drugs to be seized and forfeited.

ALCOHOL is an illegal drug for those under 21 years of age. For drivers under 18, ANY detectable amount of alcohol (above .00 BAC) is grounds for losing driver’s license until age 18.

TOBACCO is an illegal drug for those under 18 years of age.
Sanctions for Violation of Student Code of Conduct

(Reference, Policy 6.212; adopted 6-30-97 as part of Procedure 6.210P; revised 7-25-02)

The Dean of Student Services will be responsible for maintaining and disseminating a disciplinary procedure for imposing sanctions while ensuring a student’s right to due process (Student Discipline policy/procedure-6.215/6.215P). The severity of the sanction(s) should reflect the severity of the violation and may be imposed singly or in any combination. Sanctions for violation(s) of the Student Code of Conduct may include, but are not limited to, the following:

1. **Written Reprimand**: Written warning that a student’s conduct does not meet College standards and that continuation of such misconduct may result in further disciplinary action.

2. **Disciplinary Probation**: Imposition of a probationary status, for which further violations may result in additional disciplinary action, including suspension. Disciplinary probation may be imposed for any length of time up to one calendar year. The terms of the probation and conditions for ending it will be specified in a letter to the student. Disciplinary probation may include referral for intervention, screening, and treatment in cases where use of alcohol or other controlled substances have impaired safety and judgment.

3. **Personal Mental Health Referral**: A sanction which may be invoked in circumstances where the student’s behavior poses a potential threat to the campus community.

4. **Bar Against Re-Enrollment**: May be imposed on a student who has a disciplinary case pending or who fails to pay a debt to the College.

5. **Restitution**: Reimbursement for costs of damage to a person or property or for a misappropriation of property. Restitution may take the form of appropriate services to repair or otherwise compensate for damages. Restitution may be imposed in combination with any other penalty.

6. **Withholding of an Official Transcript**: May be imposed upon a student who fails to pay a debt to the College.

7. **Suspension of Rights or Privileges**: Imposes specific limitations on, or restrictions to, the status of a student’s enrollment at the College.

8. **Suspension of Eligibility for Extracurricular Activities**: Prohibited from joining a recognized student organization and participating in its activities or attending its meetings and/or from participating in official athletic or other extracurricular activities for any length of time up to one calendar year.

9. **Temporary Exclusion**: An instructor or supervisory staff member may remove a student from class, a service area, or a College sponsored event when, in the judgment of the instructor or supervisor the student is disrupting the educational or administrative processes of the College or poses a danger to other staff or students. Prior to removal, the instructor or supervisor must inform the student of the nature of the disruptive behavior and request that the student cease the behavior. If the student does not comply, the instructor or supervisor has the authority to ask the student to leave the service area or College sponsored event for the remainder of the class session, service day, or event.
10. **Suspension**: A student may be suspended for a defined period of time. During a period of suspension the student is prohibited from registering for one or more credit or non-credit classes sponsored by the College and may be barred from entering the College campus except with the permission of the President, Vice-President of Instruction, Dean of Student Services, or Dean of Learning. The conditions of re-enrollment shall be stated in the letter of suspension.

11. **Summary Suspension**: Summary suspension may be used to protect the College from potential disruption of instructional or other college activities, or to protect the safety of students, faculty, staff, or College property. Summary suspension, for the purpose of investigating the event or events in which the student or students were allegedly involved, shall be for no more than five (5) school days; however, it may be continued pending final disposition of the case if it is deemed necessary for the safety of students, faculty, staff, or College property or in cases where the student’s presence is considered to be disruptive to the orderly functioning of the College.

12. The President, Vice-President of Instruction, Dean of Student Services, Dean of Learning or their designees may summarily suspend a student within the stated guidelines. Such suspension shall remain in effect until the outcome of a formal hearing is determined. The formal hearing shall be held no more than ten (10) working days from the first day of suspension. This timeline may be modified with the agreement of both parties.

13. **Readmission after Suspension**: When a student is suspended, the conditions for re-enrollment that must be met will be outlined in the letter the student receives at the time of suspension. In the case of a long-term suspension, (more than one week), the student will be required to meet with the Vice-President of Instruction prior to re-enrollment, and to request re-enrollment in writing. The Vice-President will be responsible for determining if the conditions for re-enrollment have been met. The Vice-President will provide the student, in writing, with his/her decision regarding the student’s reentry into the College and the reasons for the decision.

14. **Expulsion**: A permanent separation from the College. A student may be expelled from the College only on approval of the decision by the College’s Board of Directors.

15. **Note**: The parents or guardian of any dependent student under age 18 years of age who is placed on disciplinary probation, suspended, or expelled shall be notified.
Section 6. Recommendations for Revising Alcohol and Other Drug Programs
The following section details the recommendations for changes of The Biennial Review Committee for the College’s Alcohol and Other Drug Program.

1. Appoint a standing student health and wellness committee utilizing campus and community members to participate in quarterly reviews of goal accomplishment and for the purpose of the Biennial Review.
2. Increase the availability of health and wellness materials by providing more distribution points on campus.
3. Develop a specific plan for implementing a tobacco cessation program.
4. Develop a specific plan for informing students of the dangers of ATOD use.
5. Develop cooperative agreements with community ATOD agencies.
6. Continue to discuss and review the current ATOD policies with the campus community and update as necessary.24
7. Improve communication of student conduct issues between the Dean of Student Services and Campus Security.
8. Improve the utilization of the annual campus crime report to evaluate the enforcement of the disciplinary sanctions that are stated in the ATOD policy handbook.24
9. Continue surveying the campus community for the evaluation of the community’s knowledge of the ATOD policy, the effectiveness of the drug prevention program and the enforcement of the disciplinary sanction for both students and employees.24
10. Develop a program to educate faculty and staff “about behavioral indicators, student norms, and cultural attitudes related to high-risk or illegal alcohol, and illicit drug use.” 25
11. Include information about the drug-free campus student government materials.
12. Develop pro-health messages in student publications that counterbalance alcohol advertising.26
13. Increase the College’s involvement in the Reduce Underage Drinking Taskforce.
14. Rewrite the Student Annual Notification brochure in format appealing to students.
15. Add a wellness component including ATOD materials to the New Student Orientation.
16. Utilize a direct handout approach to the Annual Notification through the Registration process.
17. Review College materials for opportunities to insert drug-free campus information.
18. Increase campus awareness of Clatsop’s commitment to a Drug-Free Campus through on-going and regular training sessions and printed materials.

New ATOD Program Goals and Conclusion

The following five Alcohol and Other Drug prevention goals were based on goals written in 1995 by the Substance Abuse Education Initiatives. Modifications appropriate to Clatsop Community College have been made to some of these goals. The subset goals and objectives are written by Clatsop Community College staff and community members for use by the College.

1. Articulate and consistently enforce clear policies that promote an educational environment free from substance use and abuse.
   a. Appoint a standing committee utilizing campus and community members to participate in biannual reviews of goal accomplishment and for the purpose of the Biennial Review.
   b. Empower the standing committee to
      i. Review the campus Drug Free Campus Initiatives
      ii. Promote new ATOD initiatives
      iii. Review, update and develop new Tobacco goals
      iv. Review, update and develop new ATOD goals
      v. Review and suggest revisions to campus ATOD policies.
      vi. Review protocols for enforcing campus policies.
   c. Continue to discuss and review the current ATOD policy with the campus community and update as necessary.
      i. Identify a group responsible for this report.
      ii. Set an annual review date for the alcohol and other drug program elements.
      iii. Continue to discuss and review the current ATOD policy with the campus community and update as necessary.
      iv. Develop a plan for implementing review recommendations.
   d. Review all printed materials to determine whether drug free campus information should be included in them.
   e. Post drug free campus signs at campus entrances.
   f. Increase campus awareness of Clatsop’s commitment to a Drug-Free Campus
      i. Research possibility of posting Drug-Free Campus signs.
         1. Determine whether additional penalties might be added for offenses on campus.
   g. Continue surveying the campus community for the evaluation of the community’s knowledge of the ATOD policy, the effectiveness of the drug prevention program and the enforcement of the disciplinary sanction for both students and employees.
      i. Use the Noel Levitz Student Satisfaction Survey or other instrument

2. Provide ongoing education for members of the campus community for the purpose of preventing alcohol abuse, and tobacco and other drug use. Continue to offer health related classes which provide education in substance abuse topics.

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27 See Tobacco Goals in this document
28 See AOD Goals in this document
a. Provide ATOD and Tobacco related resources for students, faculty and staff in the Learning Resources Center
b. Provide annual faculty and staff training about tobacco, alcohol and drug issues
c. Presentations for faculty at inservice
d. Presentations for staff at Student Services Leadership meetings
e. Provide quarterly articles on smoking cessation to the Bandit
f. Coordinate student government activities
g. Provide anti-smoking and underage drinking advertising to the Bandit
h. Review College materials for opportunities to insert drug-free campus information.
i. Review current Student Government and Club materials for opportunities to insert drug-free campus information.
j. Provide Annual Notification through the Registration process.
k. Add an ATOD component to the New Student Orientation.
   i. Include information about the drug-free campus with the club application packet.
l. Rewrite the Student Annual Notification brochure in format appealing to students.
m. Develop pro-health messages that counterbalance alcohol advertising.
   30
n. Develop a program to educate faculty and staff “about behavioral indicators, student norms, and cultural attitudes related to high-risk or illegal alcohol, and illicit drug use.”
   31
   i. Develop resources and training opportunities in the learning resource center for faculty, staff and administration.
   ii. Develop a managed wiki for interaction among faculty, staff and administration.
o. Develop a specific plan for informing students of the dangers of ATOD use.
3. Provide referral services for counseling and treatment to those seeking assistance with substance abuse issues.
   a. Develop a partnership with Columbia Memorial Hospital for smoking cessation group meetings.
   b. Further develop partnerships with community mental health, alcohol, drug and tobacco organizations.
   c. Develop cooperative agreements with community ATOD agencies.
      i. Work with Clatsop County Health and Human Services to develop smoking cessation programs.
      ii. Work with Lifeworks Northwest to develop a drug and alcohol abatement program on campus.
   d. Develop a specific plan for implementing a tobacco cessation program.
4. Implement campus activities that promote and reinforce health, responsible living, respect for community and campus standards, individual responsibility on the campus, and intellectual, social, emotional, spiritual or ethical, and physical well-being of the members.

i. Create and offer a New Student Orientation Wellness Presentation

ii. Coordinate a student government activity with the Great American Smoke Out

iii. Coordinate a student government activity with the Alcohol Awareness Month

iv. Encourage integration of ATOD materials into the curriculum

b. Develop a specific plan for implementing a tobacco cessation program.

c. Develop a specific plan for informing students of the dangers of ATOD use.

5. Be vocal and visionary in identifying issues surrounding tobacco, alcohol and other drug use and abuse on campus. Make a concerted effort to highlight substance abuse impacts and prevention strategies.

a. Update student brochure rack with smoking cessation resource information

b. Review protocol for policing student and staff smoking on campus.

c. Post information regarding smoking cessation resources on student bulletin boards.

d. Increase the College’s involvement in the Reduce Underage Drinking Taskforce.

e. Improve the utilization of the annual campus crime report to evaluate the enforcement of the disciplinary sanctions that are stated in the ATOD policy handbook.24

f. Improve communication of student conduct between the Dean of Student Services and Campus Security.

g. **Tobacco Goals 2007-2009**

1. Assure a campus environment safe from unwanted second hand smoke.

   a. Annually review campus tobacco policies

   b. Annual review campus protocols for policing students

2. Provide smoking cessation resources to students, faculty and staff.

   a. Review and suggest changes to Learning Resource Center materials

   b. Offer annual informational sessions for staff

   c. Develop partnership with Columbia Memorial Hospital’s smoking cessation programs.

   d. Develop a website partnership with the American Lung Association

3. Provide educational resources to students, faculty and staff.

   a. Coordinate Associated Student Government event with the Great American Smoke Out

   b. Review smoking policies at new student orientation wellness event

   c. Use *The Bandit* to promote health risk awareness

      i. Quarterly articles on tobacco issues

      ii. Insert anti-smoking ads in newspaper

   d. Review Resource Center materials quarterly to assure availability of materials

   e. Monitor smoking cessation poster materials on bulletin boards.

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**Alcohol and Other Drug Goals 2007-2009**

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1. Explore partnership opportunities with LifeWorks Northwest and other community ATOD organizations (Alice Beck).
2. Enhance the Learning Resource Center ATOD resources for faculty and staff.
3. Develop ATOD presentation for New Student Orientation.
4. Provide annual ATOD presentations to students, faculty and staff.
5. Increase the College representation and involvement in the Reduce Underage Drinking Taskforce.
6. Publish ATOD articles and resources in the Bandit newspaper.
7. Participate in Alcohol Awareness Month (April).
8. Pursue ATOD on-line resources for students.
Biennial Review Conclusions

During the process of this review members of the committee have drawn conclusions from the biennial review process and its outcomes. What follows is a brief overview of those conclusions.

While it is important to the continuance of our federal financial aid, regulatory compliance should not be the prime driver for completing this biennial review. Rather it is a by-product of the review, which raises the other report results to a higher level. That being said, there are two other more important issues that should continue to motivate its completion.

First, the review process provides opportunity for a reassessment of the College’s efforts to assess the type and quality of its programs for employees and students in regard to the use of alcohol, tobacco and other drugs, with the additional benefit of improving its goals and objectives.

And it provides a vehicle for a recommitment to increasing the health and wellness of its students and staff, by refocusing on resources and opportunities within the College and among a variety of community partners that may be brought to bear on the issues surrounding ATOD. The value of this recommitment is hard to overestimate when considering the positive impact it may have on the lives of the College’s employees and staff in the future, and the positive impact it may have on society in general. *Our conclusion is that the Biennial Review is an opportunity rather than an obligation.*

Despite the fact that there very few reported incidents related to drug and alcohol use among the College employees and students, with the number of drug and alcohol users in the county, some abuse of AOD must be related to the College’s students without being associated with it. To some extent the same conclusion may be drawn about employees. In light of that fact, *our conclusion is the College should increase opportunities for educational experiences in regard to AOD issues and provide programs that encourage student to seek referral services for AOD addictions in the future.*

Our final conclusion is that there are a wealth of resources available and an enormous amount of support from the College local community for new initiatives in this area. *Our conclusion is that it is only our lack of coordination of the resources and support that would keep us from making progress in reducing AOD issues for students and staff.*
Report Addendums

This section of the report includes faculty and staff responses to a request for information about programmatic and instructional efforts to reduce tobacco, alcohol and drug use on campus. A summation of this information is included in the Review. They provide a point of departure for further discussion about integrating ATOD issues into the curriculum.

Faculty and Staff Responses

The following information was provided by Becki Haglund-Smith who teaches the HD 100 College Survival and Success class. This information was submitted in response to the question, “How does your campus create a social, academic, and residential environment that supports health-promoting norms?”

My HD 100 class addresses several issues surrounding health. We talk about the correlation between physical and mental health, and how important it is to maintain both as much as possible while they are students, and beyond. Personal choices play heavily in this area so I address critical thinking and common sense choices as well. I cover topics on limiting alcohol use and staying away from drugs, making healthy choices in meal selections, getting enough sleep and exercise, drinking enough fluids, using protection if they are having sex, and managing educational stress with good study habits, as well as taking good care of themselves.

Most of these topics are dealt with by using critical thinking skills. Some of my students have little or no experience with good decision making skills, so I hammer that. Mostly, I bring being smart to the table, and let them realize how to make these decisions. They also have to step up if they want to be good students. A lot of the things they have done just aren’t appropriate if they CHOOSE to be students. The realization that what they do in the area of personal health has a big effect on their ability to successfully complete what they have undertaken.

Mostly, they have received a lot of the info already -- getting enough sleep, eating right, minimally exercising, drinking enough water, limiting alcohol intake, staying away from drugs, and some relaxation techniques -- but are just not using it to their advantage. This class lets them make easy changes, and they get strokes for it. Even time management plays a role as they come to realize how their choices affect their ability to do well in school.

I always talk about taking PE classes while they are in school as it is an affordable and convenient way to get even minimal exercise, and the credits transfer. This means it is a double bang for their buck. (And we aren’t even mentioning the benefits of hiking the stairs every day.)

I have noticed an increase of water drinking in nearly every term for the past 3 years. By that I mean from the beginning to the end of each term. When students discover that water helps them to think better, they make changes.

In the LIT class, I spend a lot of time on self care and how choices can affect all aspects of their lives. We cover (in a different way) some of the same information as listed above, but hit it from a different angle. I spend much of my time on how choices we make affect our stress level. The emphasis is on how good choices and critical thinking leave us more able to successfully navigate through life.33

33 Personal Email response to the Biennial Review Committee, Haglund-Smith, Becki, 2008
The following information was provided by Margaret Frimoth who is the Lives In Transition Coordinator for Clatsop Community College. This information was submitted in response to the question, “How does your campus create a social, academic, and residential environment that supports health-promoting norms?”

Hi Roger:

Here are some thoughts about how LIT responds to issues around drugs and alcohol. Many LIT students, though not all, are recovering addicts. Students often disclose this information in class, early in the term. The main reason for the disclosure is to gain support from other students and staff. Our goal is for all students to experience a safe, learning environment whenever they are in the LIT classroom or resource room.

We discuss compliance with CCC Drug-Free Campus expectations at Orientation and the policy is included in our program material.

Students are often the first to address other students about inappropriate comments or behavior especially around the topic of drugs or alcohol. When a comment or behavior is not addressed by the students, then staff step in and define the concern and redirect the conversation or behavior. If the behavior does not change, we request support according to college policy.

50% of LIT staff have professional experience working with addicts; one has expertise and certification in the area.

Though our classroom material does not focus specifically on drug and alcohol use, the textbook and many of the additional classroom material support and promote chemical-free lives. The entire program promotes health and well-being.

Occasionally, LIT provides formal support groups for addicts/chemical abusers. More frequently, informal discussions take place around our kitchen table or in the living room area. We post local times, places, and contact information for AA, NA and Alanon meetings. Students often support each other prior to and after meetings.

We do not include alcohol at any official student meetings or activities, even if they take place off-campus...

We do not directly impact marketing and promotion of alcohol, though we formally discuss "media literacy" in the classroom with follow-up informal discussions in the resource room. Since most of our students are of legal drinking age, we include "responsible use" conversations, as needed.

Our student-edited newsletter includes information and ideas about health and wellness. We support student-led health activities (i.e. walking program, weight watchers, AA/NA meeting attendance, etc).

We support students who enter or have been through drug and alcohol treatment. We have communicated with students while in treatment. We support and celebrate announcements of sobriety, and anniversaries marking sobriety.

We support the enforcement of college policies to keep students safe and in a healthy learning environment.

Hope this information helps.

MF

34 Personal Email response to the Biennial Review Committee, Frimoth, Margaret, 2008
The following information was provided by Joanie Dybach an Instructor in Criminal Justice for Clatsop Community College. This information was submitted in response to the question, “How does your campus create a social, academic, and residential environment that supports health-promoting norms?”

Roger,

As part of my CJ 243 class last year, the students were divided into 3 groups. Each group had to develop a drug and/or alcohol educational program. Each group was assigned a target audience - one group targeted middle school, one group targeted high school and the last targeted senior citizens. They then had to present their presentations in the appropriate forum. The middle-schoolers ended up before the 9th graders at Astoria High; the high school group ended up presenting to the seniors at Astoria High and, unable to find a forum for the senior citizen presentation, that group simply presented in the class room.

We were met with much resistance in bringing the program into the area schools and were finally welcomed by Mrs. Marsch into her classes. The programs were so well received by the students (I believe we ended up presenting to 6 separate classes) that Mrs. Marsch asked if we would consider returning this year.

Although CJ 243 does not run until the spring term, 2 of my students asked if they could make the contact with Mrs. Marsch and make arrangements to run a program there in the spring term. They have already made arrangements with Mrs. Marsch and will be conducting drug and alcohol awareness and prevention programs on the following dates and time: April 30th: 11:55-3:00, May 7th: 8:05-11:10, May 21st: 11:55-3:00, May 28th: 11:55-3:00.

A pretty tall order from my perspective - but awesome! They are quite excited (and ambitious!) ... and their excitement prompted a 3rd student to ask if she too could help with the programs. So - now we have a team of 3.

Because drug and alcohol abuse is so interrelated with criminal justice issues, it is hard to find a class of mine where it is not an issue. We discuss it considerably - from police discretion in making arrests, to DA discretion to prosecute, to sentencing options of treatment versus incarceration, to rehabilitation options, .... and more importantly from prevention and intervention in the primary years in our study of juvenile delinquency and juvenile corrections. Just can’t seem to get away from it!

As to what motivates them to become involved: well, they are taught from day one that Criminal Justice is a service career ... this "service" concept is so intertwined in the curriculum and I drill into them that you can’t just fight crime by making arrests and putting people away. You have to get out there and try to make a difference. A few classes each year will have some service-oriented project built into the curriculum somewhere .... and the students will be required to work with outside agencies to gain a well-rounded perspective on Criminal Justice outside of the academia.

This year, they did 8 hour ride-alongs with the local police, interviewing and gaining perspective from that point of view: they helped with flyer distribution for Astoria PD's community policing efforts; they went inside the county jail and interviewed inmates to gain insight into what their lives were like, both inside the jail and before they were locked up. And they did community service projects like adopting a family for Christmas and preparing and distributing safe Halloween guidelines and safe treats in goody bags to the 100+ kids at Warrenton Head Start --after learning the purpose of Head Start, what criminological theory it evolved from and how its design can prevent future delinquency!
That's all I can think of right now ....maybe some of it is not on point - but it important to understand that there is not one single thing that is done to spark involvement and a desire to help .... it is a constant theme through their course work ...If you have any other questions, let me know ... I'll be around giving finals and grading papers all week. Joanie Dybach

The following information was provided by Florence Sage an Instructor in Social Science for Clatsop Community College. This information was submitted in response to the question, “How does your campus create a social, academic, and residential environment that supports health-promoting norms?”

Roger,

The way my courses address the A&D practices:
How does your campus create a social, academic, and residential environment that supports health-promoting norms?
I offer HS 101 Alcohol Use, Misuse & Addiction, & HS 102 Drug Use, Misuse & Addiction, which explain drug use, issues and effects in an impartial manner fitting the study of social sciences. I also offer PSY 190, Stress Theory & Management, which is a course directed at study of health promoting practices.
The topic of drug use is also in PSY 215 Developmental Psychology, HFS 226 Growing Years, and PSY 201, General Psychology.
While these are not "prevention" courses, impartial information helps students understand the impact of drugs on their brains and their lives.
Our department also has SOC 225 Social Problems, which addresses drug misuse as a social problem.
I hope this helps in the overall picture. Feel free to ask any questions.
Florence Sage

35 Personal Email response to the Biennial Review Committee, Dybach, Joanie, 2008
36 Personal Email response to the Biennial Review Committee, Sage, Florence, 2008