Annual Assessment Report Template: Learning
Academic Year: 2016-2017

Date of Report Submission: July 7, 2017
Name of Department: Dean of Students and the Office of Health Promotion & Wellness
Name of Contact Person: Ellen Herion Fingado (DOS), Kate Lower (HPW) and Alyssa Rickman (HPW)
Name of Person(s) completing report or contributing to the project: Ellen Herion Fingado (DOS), Kate Lower (HPW) and Alyssa Rickman (HPW)

Part I: Follow-Up on Last Year's Assessment Report Recommendations

To be completed by the Department's Director. Based on the recommendations and planned actions from last year's assessment report, please describe what specific actions were taken as well as the results of these actions.

This year is the first time the Dean of Students Office and Health Promotion and Wellness are collaborating on an assessment project, however, each department will provide a reflection and actions taken based on last year's separate assessment projects.

Dean of Students Office
Due to the department's caseload and staffing issues last year, the Dean of Students Office was unable to complete an assessment project, but effectively laid the foundation of the project to be implemented for the 2016-2017 academic year. Last year, DOS identified the student conduct process as an area to assess regarding student learning. The population sample and methodology were finalized however, data was not collected. DOS used much of this preexisting work to catapult the project for the following year, in collaboration with the Office of Health Promotion and Wellness.

Health Promotion & Wellness
Last year's assessment project focused on HPW's Health Education Action Team (HEAT). The recommendations and planned actions from last year were taken accordingly. The first action was to partner with the Center for Identity Inclusion and Social Change to train the HEAT members on a quarterly basis. This action was completed to the best of our ability. The Center came in and trained the HEAT members twice but due to scheduling conflicts, the other trainings were not completed. However, many HEAT members participated in the Social Justice retreat which was an in-depth study of social justice which has helped with ongoing training. HPW made a conscious effort to incorporate social identity and its impact on health and wellness in weekly meetings and programming.

The second recommendation was to have HEAT practice their presentation and tabling skills through role-plays. This was incorporated into weekly meetings and trainings. The students reflected that they felt more prepared after practicing these skills and reported feeling more engaged in the process. This feedback suggests that this endeavor was successful and will be a

continued effort as part of the training and development of the peer health educator program. .

Part II: Report on This Year's Assessment Project

I. Abstract

The purpose of this project was to determine to what extent students who participate in the student conduct process for alcohol or other drugs (AOD) describe how their use of AOD affects themselves and others relative to the expectations of the DePaul community. The methodology consisted of coding student reflection essays and analyzing themes. Although the project had a small sample size of seven participants, we were able to identify consistent themes such as changes in attitude (learning experience), effects on community and body, and impediment to future goals. However, the themes varied by the substance involved in the incident. The departments will use this information to inform the assessment project for the following academic year and extend the timeline to collect additional data. The departments will also use this information to review the efficacy of interventions, inform future programming for students and training for departmental staff as well as inform decisions regarding departmental processes, such as adjudication of AOD cases.

II. Assessment Question

To what extent do students who participate in the student conduct process for alcohol or other drugs describe how their use of AOD impacts themselves and others relative to the expectations of the DePaul community?

III. Introduction & Context
Project Overview

The Dean of Students Office (DOS) and the Office of Health Promotion and Wellness (HPW) work collaboratively on managing individual student incidents of alcohol and/or illegal substance violations of the Code of Student Responsibility (i.e. a code of conduct). This project assesses the student learning from both offices' interventions (Dean of Students as Student Conduct Process and Health Promotion and Wellness as alcohol or other drug educational programs) as students engage in the processes. DOS coordinates the student conduct process and assigns students to complete education interventions. The two interventions provided by HPW are BASICS and CHOICES.

Definition of Brief Alcohol Screening and Intervention for College Students (BASICS):
BASICS is an evidenced-based intervention for helping students reduce risky drinking behaviors and typically involves two, one-hour long individual sessions. It is grounded in harm reduction and uses motivational interviewing skills to help students increase insight and awareness around their relationship to alcohol and drugs. While BASICS was initially created to focus on alcohol, adjustments have been made to expand the reach to also directly talk about other drugs, specifically marijuana.

In the first meeting, general consumption is assessed and students are asked to take several surveys, including the Alcohol Use Disorder Identification Test (AUDIT) and/or the Cannabis

Use Identification Test-Revised (CUDIT-R). In the second meeting, these surveys are used to create an individualized report that is discussed with the student, highlighting risk factors and harm reduction strategies. Students are asked to reflect with the AOD specialist and then complete the sanction by writing the reflection paper assigned by the Dean of Students Office.

Definition of CHOICES:
CHOICES is a group intervention that engages students in discussion and reflection around alcohol or marijuana use and misuse. There are two versions of CHOICES, one focuses mainly on alcohol, the other on marijuana. This session is approximately two hours in length and the content offers psychoeducational information on how alcohol and other drugs affect the mind and body. It also offers social norming information and harm reduction strategies to stay safe if one chooses to use drugs or drink alcohol. Students complete the sanction by writing the reflection paper assigned by the Dean of Students Office.

Learning Outcomes Assessed

DOS:
Department Learning Outcome 3: Students who participate in the DOS Student Judicial, intervention, or crises response will be able to communicate community standards and take responsibility for their choices and actions. (Mapped to Student Affairs Learning Outcome 6: Intrapersonal and Interpersonal Development).

Program Learning Outcome: Students referred to the Dean of Students Office due to problematic or concerning behaviors will articulate the community expectations of DePaul University.

HPW:
Department Learning Outcome 3: Students who participate in HPW programs will demonstrate reflective thinking about the impact of their choices on themselves and others – Divisional Outcome #6

Program Learning Outcome 1: Students who receive direct support related from Health Promotion and Wellness will describe how their relationship to drugs and/or alcohol impacts themselves or others.

Context for This Year's Report

Our hope is to continue and expand the project next academic year as this has the potential to add value beyond DOS/HPW. Overuse of alcohol and substances is so often related to other high-risk behaviors and adverse student outcomes and this project has potential to enhance our practices within Student Affairs. The project will help inform future training around the student conduct process and subsequent referral and structure for alcohol and other drug interventions. Additionally, we plan to use the assessment information to evaluate the effectiveness of our interventions, inform future programming for students, enhance training for staff and inform future departmental decisions and processes.

DOS Goals/Needs:
The Dean of Students Office was particularly seeking more information to assess whether the students participating in the conduct process were gaining the intended information described in the learning outcome. This information would then inform whatever revisions may be necessary to update the learning outcomes as needed.
HPW Goals/Needs:
The Office of Health Promotion and Wellness was seeking to evaluate the effectiveness of AOD psychoeducational programming and use that information to inform decision making on HPW processes and programs. As part of the Drug Free Schools and Communities Act, program evaluation is a necessity in ensuring consistency and efficacy of all AOD programming.

University's Strategic Goal/Connection to V2018:
Goal 1: Enhance Academic Quality and Support Educational Innovation
Objective 1a: Focus the entire university community on student learning and success

Division-level learning outcome statement related to our departmental-level learning outcomes:
Learning Domain #2: Intellectual Skills & Practical Competence and
Learning Domain #6: Intrapersonal and Interpersonal Development

Relevant research and literature:

Arria, A.M., Caldeira, K.M., Allen, H.K., Bugbee, B.A., Vincent, K.B., and O'Grady, K.E. The American Journal of Drug and Alcohol Abuse Vol. 0 , Iss. 0,0. *Prevalence and incidence of drug use among college students: an 8-year longitudinal analysis*. Pages 1-8. Published online: 12 Apr 2017

Arria, A. M., Caldeira, K. M., Bugbee, B. A., Vincent, K. B., & O'Grady, K. E. (2013). The academic opportunity costs of substance use during college. College Park, MD: Center on Young Adult Health and Development.

Howell, M. T. (2005). Student's perceived learning and anticipated future behaviors as a result of participation in the student judicial process. *Journal of College Student Development, 46,* 374-392.

NCHIP Learning Collaborative on High Risk Drinking (hyperlink included)

IV. Data Collection & Methodology
Population and Sample

The students identified for this assessment project~~s~~ were students who went through the Dean of Students Office Student Conduct Process that were found "in violation" of our Alcohol policy or our Illegal Use or Possession of Drugs or Controlled Substances policy. The students found in violation of these policies (AOD) are referred to the Office of Health Promotion and Wellness as part of their sanctioning process. The two departments identified a timeline to collect data that was January 1, 2017 through mid- May 2017. We intentionally restricted the data collection within this specific period to *exclude* student data from FEST, an on campus concert, which

typically results in an increase of student conduct cases regarding alcohol and/or other drugs. This increase of occurrences reflect a cluster of incidents that are not representative of the general process throughout the year. Furthermore, due to the concert being at the end of the year and the timeline of this project, the numbers related to Fest were not included in an effort of both efficiency and accuracy.

The total number of students in the assessment project was seven, which is about a 65% decrease from the approximate number of students who participated in the student conduct process during that similar period the year prior. There is no specific explanation for this number, however, the Dean of Students Office experiences increases and decreases over the years in specific policy violations. Although the DOS office saw a general decrease in AOD cases this academic year there was an increase in other types of policy violations.

This project did not require DOS and HPW to identify specific demographic descriptors (i.e. race, gender, etc.) of the population. However, although specific demographic information was not collected in this assessment project, it is notable that all seven participants were male

All students were sanctioned in this process and therefore it was a requirement to complete the intervention by HPW as well as the reflective prompt. Failure to complete sanctions could have resulted in additional disciplinary action. Therefore, all participants who were "invited" to participate did complete their requirements.

Data Collection

Students were asked to respond to a prompt (*See* Appendix A) in a reflection paper upon completion of assigned sanction, serving as the primary data source. While students had always been asked to write a reflection paper, the prompt was edited by HPW and DOS to include both learning outcomes included in this assessment project. This prompt was given to students after the initial meeting with DOS. Students were then instructed to complete their sanction (either BASICS or CHOICES) with HPW within two weeks, and then complete the reflection paper within two weeks of completion of the sanction. These reflection papers were then collected and coded with a rubric created by HPW and DOS.

Data Analysis

HPW and DOS created an analytic rubric (*See* Appendix B) to assess the level of success in which a student met the expectations of each respective learning outcomes. Each learning outcome was divided into three domains: not meeting expectations, meeting expectations, and exceeding expectation.

Two primary methods were used:

a. Bottom-up coding was conducted to identify major themes in the student reflection essays. In other words, the researcher identified themes during the coding process instead of looking for pre-established themes.
b. An analytic rubric was used to "explicitly document faculty and staff standards for student performance," (Suskie, 2009, p. 142).

A graduate student assessment intern in the DePaul University Division of Student Affairs was recruited to conduct the thematic coding and the rubric scoring. Before scoring the reflective essays, the graduate intern and the two researchers participated in a calibration exercise to align their expectations and rubric scoring approaches.

Participant Consent

Students were required to complete a reflective essay as one of their sanctions from the student conduct process. The language below was included in the reflective essay:
"please note that some of your information will be used to enhance future initiatives and interventions that impact students through the Dean of Students Office and the Office of Health Promotion and Wellness."

Once a student completed their essay and submitted it to their assigned hearing officer, it was uploaded to the student conduct management database that is password protected and case restricted by user.

Each individual essay was redacted to protect the individual student's identity while coding. A staff member who was not involved in the coding process but could link the student back to their demographic data redacted identifying information.

V. Data & Findings

Response Rate and Demographics

A total of seven students participated in the assessment project. This was the number of students who participated in the Dean of Students Student Conduct Process for AOD related violations from January to Mid-March of 2017.

Although specific demographic information was not collected in this assessment project, it is notable that all seven participants were male. Research has indicated that male students tend to be overrepresented in University's student conduct processes. Specifically, Harper, Harris, and Mmeje (2005) demonstrated that men are disproportionately more likely than other students to break campus policies and appear in the student conduct process.

Furthermore, it is important to note that all seven of the students in this assessment project were within their first two years as a student in the university (meaning traditional first year/freshman or second year/sophomore student).

Key Findings

Six students met or exceeding expectations for the HPW learning outcome. Further breakdown indicates that one student did not meet expectations, two met expectations and four exceeded expectations.

Only four students exceeded expectations for the DOS learning outcome. We did not have any students meet expectations and three students did not meet expectations. (*See* Appendix C).

The most frequent themes (*See* Appendix D) identified in the essays were changes in attitude (learning experience) which was six out of seven students; awareness of the effects on the community for five out of seven students; awareness of the effects on the body for five out of seven students; and understanding how alcohol/drugs are impediments to future goals for five out of seven students. Themes varied by the substance involved in the incident. For example, essays related to alcohol contained the themes of responsible consumption, the awareness of early habit formation, and a commitment to intervene with others; whereas, essays related to marijuana were more likely to describe drug use as an impediment to future goals.

Program Level Learning Outcome	**Department Level Learning Outcome**	**Number of Students Assessed**	**Number of Students with Acceptable or Better Performance**
HPW: Learning Outcome #1: Students who receive direct support related from Health Promotion and Wellness will describe how their relationship to drugs and/or alcohol impacts themselves or others.	HPW: Learning Outcome #3: Students who participate in HPW programs will demonstrate reflective thinking about the impact of their choices on themselves and others	7	6
DOS Program Learning Outcome: Students referred to the Dean of Students Office due to problematic or concerning behaviors will articulate the community expectations of DePaul University.	DOS Department Learning Outcome 3: Students who participate in the DOS Student Judicial, intervention, or crises response will be able to communicate community standards and take responsibility for their choices and actions.	7	4

<u>Health Promotion & Wellness criteria to, *at least*, meet expectations:</u>
Student identifies there is 1) a relationship between the use of alcohol and other drugs and the impact on themselves or others; AND 2) student provides an example of how the use of alcohol and other drugs impact themselves or others.

Dean of Students criteria to, *at least*, meet expectations:
Student is able to accurately identify community standard(s) and identify how their behavior impacted the DPU community.

VI. Discussion & Interpretation of Findings

Themes varied by the substance involved in the incident:

- Essays related to alcohol contained the themes of responsible consumption, the awareness of early habit formation, and a commitment to intervene with others;
- Essays related to marijuana were more likely to describe drug use as an impediment to future goals.

The rubric analysis illustrates a majority (4 of 7) responses exceeded expectations for each learning outcome. However, under the second learning outcome pertaining to DOS, there was a large discrepancy between those students not meeting and exceeding expectations. There were 3 students who did not meet expectations, while 4 students exceeded expectations, and 0 students in the middle meeting expectations. This finding may be due to lack of clarity in the Code of Student Responsibility on what our community expectations are. The Code of Student Responsibility is not explicit in text with our expectations for our community, however, it is discussed more generally within the student conduct hearing. This variation may be a reflection on the specific hearing officer and may offer guidance to future trainings for DOS staff on a "script" to use during this process.

In regards to HPW's learning outcome, it can be ascertained that most students (6 of 7) either meet or exceed expectations in describing how their relationship to alcohol or other drugs impacts themselves or others (Program Learning Outcome #1). The psychoeducational information regarding impact on the body resonates with students, particularly as it relates to alcohol use, as does the potential impact in future endeavors. However, there appear to be differences between the students who received education around marijuana or alcohol. This may be attributed to the different level of research and evidence-based interventions available for each drug. Since the discussion and research around marijuana is relatively new, and somewhat more controversial than with alcohol, the information presented is inevitably different. Furthermore, most students who enter college have had some sort of education on alcohol upon entering the university, whereas, very few students have had similar education around the issue of marijuana. Therefore, the baseline knowledge is fundamentally different. Students also perceive alcohol and marijuana very differently, which may lead to some of the discrepancies noted above.

The themes that emerged validate that the discussion and information shared in BASICS and CHOICES is meaningful and resonates with most students who participate in that process. Students are able to identify how AOD use may impact themselves, but are also able to articulate and understand how AOD use might be a community issue. This directly relates to our "Take Care DePaul" message of investing in one's self and the community around you. The information that emerged from this assessment project suggests students are integrating that message and seeing health and wellness from a more holistic perspective.

This information helps to affirm the interventions of BASICS and CHOICES, though more research and information would be helpful in deepening the understanding of how these interventions may be improved. It will be particularly important to continue evaluating the potential differences between alcohol and marijuana interventions to further inform HPW in how to refine these approaches so that both interventions meet the learning outcome effectively. Further evaluation of these differences may also help inform future messaging and educational programming efforts in the office.

In addition to the key findings contained in the Themes and Rubric analysis documents, below are some limitations of the project:

- Small sample size – This project had a sample size of seven students, which limits the reliability of the findings. A larger sample would have produced a better opportunity for finding specific, nuanced themes across the essays and would have provided more a robust dataset.
- Community standards definition – Considering the discrepancy in the DOS learning outcome rubric analysis, it was observed that few students were able to clearly articulate and relate to the concept of community standards within their personal reflection papers. This may be due to the lack of understanding of what is meant by 'Community Standards." This provides an opportunity to revisit and clarify the definition of community standards at DePaul, as it relates to the Student Code of Responsibility and intended DOS learning outcomes to inform future prompts.

VII. Recommendations and Plans for Action

Recommendations

- HPW and DOS should continue this assessment project to continue evaluation of learning outcomes and efficacy of conduct and intervention process. Because the data collection was limited in number, a larger sample would allow both offices to make more supported claims and offer recommendations that are more concrete.
- Include Residential Education's AOD related violations as part of the data collected to expand the data and evaluate consistency.
- Consider separating the data collected between marijuana sanctions and alcohol sanctions to evaluate what gaps might emerge.

Action Plan

- DOS and HPW will continue this project throughout the next academic year's assessment cycle. This process will begin in August of 2017 and be completed by June 30, 2018.
- A possible tiered assessment project for next year, considering collaboration with the Department of Residential Education to discuss consistency with student conduct cases and sanctioning and having a larger discussion on alcohol and other drug interventions and impact. HPW and DOS will contact Residential Education by end of August 2017 to discuss potential collaboration for the 2017-2018 assessment project.

- Data collection methods and rubrics will be adjusted to identify whether the referral was for an alcohol, marijuana, or other drug violation in order to separate and assess what different themes or issues may arise from the respective sanctions. This will be completed in Fall of 2017.
- Residential Education may have plans for other assessment projects, which may be a barrier in collaboration on this effort. For HPW and DOS, no other barriers are perceived in continuing this project.

Sharing the results

Results will be shared with the DePaul Community, at the annual Assessment Symposium in the Fall of 2017, largely attended by the staff within the Division of Student Affairs, as well as other staff and faculty from other areas of DePaul, as well as others from external sources within the community of Chicago. In addition to that venue, results will be shared with the collective offices involved, DOS and HPW, as well as Residential Education to further discuss implications and continuation of project.

Appendix A

DOS & HPW Assessment Prompt

Educational Reflection – Please highlight what you have learned about yourself through this incident and reflect on how this learning will impact your future decision-making. In your reflection, you should explicitly identify and discuss DePaul's community standards, how decisions can impact communities and your understanding of the components of healthy, responsible and safe decision making (as outlined in your meeting with the Office of Health Promotion and Wellness). This reflection will be written in a professional, academic style, free of grammatical errors and is due no later than <DATE> and TIME> to my email <EMAIL>. Please note that some of your information will be used to enhance future initiatives and interventions that impact students through the Dean of Students Office.

Appendix B

Office of Health Promotion and Wellness & Dean of Students Assessment Rubric

Learning Outcome: Student who receives direct support related from HPW will describe how their relationship to drugs and/or alcohol impacts themselves or others.	**Not Meeting Expectations**	**Meeting Expectations**	**Exceeding Expectations**
	Student does not acknowledge a personal relationship with AOD OR identify a relationship between their relationship with AOD and its impact on themselves or others.	Student identifies there is (1.) a relationship between the use of alcohol and other drugs and the impact on themselves or others; AND (2.) student provides an example of how the use of alcohol and other drugs impact themselves or others.	Student identifies AND describes the relationship between the use of alcohol and other drugs and the impact on themselves or others; AND provides a thoughtful example of how the use of alcohol and other drugs impact themselves or others INCLUDING how they will utilize this knowledge to modify their future behavior.
Learning outcome: Students who engage with the Student Conduct Process will identify community standards and will articulate how their decisions impact communities. **using the Code of Student Responsibility as community standards*	Student is unable to identify community standard(s) nor identify how their behavior impacted the DPU community.	Student is able to accurately identify community standard(s) and identify how their behavior impacted the DPU community.	Student is able to accurately identify community standard(s) and thoughtfully describe and how their behavior impacted the DPU community. Student also identifies how they will modify their future behavior based on this community impact.

Developed by the Office of Health Promotion and Wellness & Dean of Students Office, March 2017

Appendix C

To: Ellen Fingado; Kate Lower
From: Nick Zarazúa
Re: Reflection Essay Rubric Results; DOS/HPW Assessment Project
Date: 6/4/17

	Not Meeting Expectations	**Meeting Expectations**	**Exceeding Expectations**
Learning Outcome: Student who receives direct support related from HPW will describe how their relationship to drugs and/or alcohol impacts themselves or others.	Student does not acknowledge a personal relationship with AOD OR identify a relationship between their relationship with AOD and its impact on themselves or others. Total Number (1)	Student identifies there is (1.) a relationship between the use of alcohol and other drugs and the impact on themselves or others; AND (2.) student provides an example of how the use of alcohol and other drugs impact themselves or others. Total Number (2)	Student identifies AND describes the relationship between the use of alcohol and other drugs and the impact on themselves or others; AND provides a thoughtful example of how the use of alcohol and other drugs impact themselves or others INCLUDING how they will utilize this knowledge to modify their future behavior. Total Number (4)
Learning outcome: Students who engage with the Student Conduct Process will identify community standards and will articulate how their decisions impact communities. **using the Code of Student Responsibility as community standards*	Student is unable to identify community standard(s) nor identify how their behavior impacted the DPU community. Total Number (3)	Student is able to accurately identify community standard(s) and identify how their behavior impacted the DPU community.	Student is able to accurately identify community standard(s) and thoughtfully describe and how their behavior impacted the DPU community. Student also identifies how they will modify their future behavior based on this community impact. Total Number (4)

Student 1
Learning Outcome #1: Not Meeting Expectations

Rationale: Student's main focus is on the effects of alcohol on the body, as opposed to alcohol's impact on the student or others. Student does not acknowledge a personal relationship with alcohol or other drugs.

Learning Outcome #2: Not Meeting Expectations

Rationale: Student does not mention community standards and does not identify how their behaviors impacted the DePaul community.

Student 2

Learning Outcome #1: Exceeding Expectations

Rationale: Student identifies personal reasons for using marijuana and identifies negative effects on body and social community. Student highlights steps they will take to modify their behavior.

Learning Outcome #2: Exceeding Expectations

Rationale: Student acknowledges presence of community standards in the Student Code of Conduct and states marijuana use negatively impacts community as a whole. Student highlights steps they will take to modify their behavior.

Student 3

Learning Outcome #1: Exceeding Expectations

Rationale: Student acknowledges being worried about the effects marijuana has on the body and is aware of the possibility of being a liability to others. Student mentioned they have since stopped smoking, signaling a behavioral change.

Learning Outcome #2: Exceeding Expectations

Rationale: Student acknowledges presence of community standards and highlights the Vincentian Mission at DePaul. The student notes that ceasing to smoke will help the student positively contribute to the DePaul community.

Student 4

Learning Outcome #1: Exceeding Expectations

Rationale: Student acknowledges alcohol's effects on their academics and has already started seeing results from their behavior change of drinking less. Student also describes how their actions influence others and the larger community.

Learning Outcome #2: Exceeding Expectations

Rationale: Student referred to the DePaul community's shared responsibility and commits to helping others facing similar situations.

Student 5

Learning Outcome #1: Meeting Expectations

Rationale: Student is aware that marijuana use negatively affects their peers, but does not delve deep into providing examples on how marijuana use affects themselves.

Learning Outcome #2: Exceeding Expectations

Rationale: Student referred to the DePaul Student Code of Conduct and makes a commitment to becoming a better role model for others.

Student 6

Learning Outcome #1: Exceeding Meeting Expectations

Rationale: Student describes their personal relationship with alcohol and its impact on their friends. Student made a commitment with friend group to check in with one another while drinking.

Learning Outcome #2: Not Meeting Expectations

Rationale: Student does not refer to the DePaul community standards or Student Code of Conduct.

Student 7

Learning Outcome #1: Meeting Expectations

Rationale: Student provided an example of their relationship with personal drug use and how they've attempted to change their behavior. Does not allude to larger community.

Learning Outcome #2: Not Meeting Expectations

Rationale: Student does not identify any community standards and does not provide examples on how drug use impacts the larger community.

Appendix D

To: Ellen Fingado; Kate Lower
From: Nick Zarazúa
Re: Reflection Essay Coding Results; DOS/HPW Assessment Project
Date: 6/4/17

Themes	Essay #1 (Alcohol)	Essay #2 (Marijuana)	Essay #3 (Marijuana)	Essay #4 (Alcohol)	Essay #5 (Marijuana)	Essay #6 (Alcohol)	Essay #7 (Marijuana)	Total
Change in attitude (learning experience)		X	X	X	X	X	X	6
Effects on community: - Setting an example - Potentially harming others - Need to reciprocate communal support -Reflection of DePaul		X	X	X	X	X		5
Effects on body - Physical and mental effects of alcohol/marijuana	X	X	X			X	X	5
Effects on body - Physical and mental effects of alcohol/marijuana	X	X	X			X	X	5
Impediment to future goals		X	X	X	X		X	5
Demonstrated change in behavior		X		X		X	X	4
Refers to responsible consumption	X			X		X	X	4
Awareness of early habit-forming	X			X		X		3
Commitment to intervene w/ others	X			X		X		3
Influence of peer pressure	X					X	X	3
Identification of DePaul support services	X	X						2
Misalignment of personal values			X		X			2
Awareness of healthier alternatives		X				X		2