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<tr>
<td>1. Continue to be the hub for current health and wellness (medical) information.</td>
<td>1. BLOG</td>
<td>Students will recognize SHS as a reliable resource for medical information and current health events. Students will read Email from SHS. Students will read Student Health 101.</td>
<td>Students recognize off campus resources to assist with their personal health and wellness, becoming increasingly proactive about healthy behaviors.</td>
<td>U of M students do use SHS and the information provided as a resource for health and wellness information. This is evidenced by the following: The BLOG and SHS website are used frequently to obtain information about health and wellness. The BLOG topic was changed to H1N1 during Summer 2009 as a proactive intervention for H1N1. Number of hits: BLOG: 4,402 hits Website: 20,448 hits Emails were sent to ALL U of M students and at times faculty</td>
<td>To revise blog as needed to feature current topic(s) of interest. Add questions on satisfaction survey asking students where on campus they get information about current medical events, and about reading the TIGER SCOOP. Improve web-pages and update more frequently. Provide written information for popular topics. Continue to increase marketing of Student Health 101 to all students across campus.</td>
<td>Understanding and Managing Self Students will; • apply the medical information to their personal lives. They will develop the ability to make personal health decisions and to take responsibility for their health and well being. • demonstrate autonomy and personal responsibility for their personal health. • develop appropriate self-efficacy with health issues. Engaging Others in a Diverse World Students will; • establish a</td>
<td>We were not able to add these questions to the NSSE as it was not designed for that purpose. We are exploring other options. Updating and revising the web site is time consuming and costly. Ideally, we could use a webmaster 1 full day per week.</td>
</tr>
</tbody>
</table>
4. **FLYERS**

5. **IN-HOUSE INFORMATION**

6. **TIGER SCOOP; Health Center News and Views**

   Topics are chosen from student suggestions on surveys.

7. **Crisis Committee Health Topic Leadership**

8. **Student Health Fair**

   and staff with important health information:
   - Free Allergy Screenings Fall 2009 cancelled due to H1N1
   - Spring 2010 = 126
   - H1N1 Immunizations 934
   - Student Health Fair n=2500-3500

   U of M students from journalism, English, sociology, psychology and Helmsman reporters frequently requested information on health topics for presentations and personal use from the Health Educator, Health Education Graduate Assistants, and Physician. 14 Helmsman Articles

   **ADDENDUM A**

   TIGER SCOOP – readership based upon 100 personal interviews on sidewalk survey.

   **ADDENDUM B**

   Crisis Committee

   connection to the U of M as 1) a resource for health
   2) helpers and peer educators with health education
   3) participation in the Student Health Fair

   **Succeeding as a Professional**

   Students will:
   - develop an understanding of the importance of lifelong learning of health issues
   - advance into an understanding of the importance of being responsible for their personal health
9. Presentations to classes, Residence Halls, special student groups, RSOs, Greeks.

10. Send STUDENT HEALTH 101 E-Journal to all students, student affairs staff, and as requested by faculty.

instrumental in providing information to campus community on H1N1 Fall 2009 and Spring 2010

**Student Health Fair**

sponsored by SHS and CCLT, was attended by approximately 2500 – 3500 students and faculty/staff members. Refer to Goal 5.

**ADDENDUM C**

Approximately 74 requested presentations were given by the Health Educator and/or Graduate Assistants to approximately 2300 students. Topics ranged from stress, meningitis, influenza, motivation, and nutrition, to STIs, drugs, sex, tobacco, and alcohol.

Students read e-journal **Student Health 101** sent by SHS to all students, Student Affairs personnel and faculty who have...
<p>| | | | | requested it. Between 222 and 2,837 unique sessions per month. Readership has increased during the year. Many positive comments made by students, faculty and staff. |
| | | | | ADDENDUM D |</p>
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<tr>
<td>2. Every patient leaves the clinic understanding their diagnosis, treatment, and follow up. (continuing)</td>
<td>Patient teaching done at every visit (currently done). Written information sheets are available for most diagnoses.</td>
<td>Patient will be able to verbalize their diagnosis, treatment, and follow-up, following their clinic visit</td>
<td>Increased wellness of U of M students. Increased self-care. Sustainability.</td>
<td>Survey responses affirmed that every patient leaves Student Health Services Clinic understanding their diagnosis, treatment and follow-up care. ADDENDUMS E + F</td>
<td>Continue implementing the strategy.</td>
<td>Understanding and Managing Self Develop and apply knowledge of self Possess appropriate self-efficacy • apply the medical information to their personal lives. They will develop the ability to make personal health decisions and to take responsibility for their health and well being. Succeeding as a Professional Students will: • develop an understanding of the importance of lifelong learning of health issues • advance into an understanding of the importance of being responsible for their personal health</td>
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<tr>
<td>3. Inform, encourage and support students to become more fit through nutrition education, exercise education and motivational strategies (continuing)</td>
<td>TIGERS FEEL GRRREAT FITNESS PROGRAM</td>
<td>1. Students will become more physically active and fit as evidenced by lower body mass index measurements and lower body fat percentages following the program.</td>
<td>Students will carry knowledge from TFG the rest of their lives and apply it to their offspring, friends and relatives. Sustainable.</td>
<td>Some TFG participants self reported to leaders they felt more energetic and in better physical health than prior to joining TFG Fitness Programming. Our format was changed based upon lack of return for follow-up measurements and success party, so we did not meet to do a final assessment of each participant. The educational workshop assessment of learning was also never formalized. Students did express an interest in additional nutrition information. This was a recurring</td>
<td>Increase nutrition education for students. Nutrition graduate students provide special nutrition seminars once a week during the fall semester. To also put links for nutrition self study web programs in the Tiger Scoop. To try exercise-group sign-up at initial intake sessions. Form cohesive groups to exercise together. EXSS graduate students may lead these groups. Plans involve tracking the persistence of TFG members through HOBSONS.</td>
<td>Understanding and Managing Self  - Develop and apply knowledge of self  - Demonstrate autonomy and make ethical decisions.  - Develop appropriate self efficacy. Engaging Others in a Diverse World  - Develop an understanding and respect for all other people. Succeeding as a Professional  - Apply content to real-world contexts.  - Understand the importance of life-long learning as it applies to health</td>
<td>No measurements were gathered at the end of the semesters because we changed the program format. This was changed due to busy student schedules at the end of the semester. All data has not been entered into Hobson’s for tracking at this time.</td>
</tr>
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</table>
figures.  

theme from the Tiger Scoop survey.

FA 2009 AND  
SP 2010  
Registration limited to 300; however, those with registration issues were allowed into sessions. Only a portion of those registered attended.

Numbers of students participating in TFG will increase each semester.

**ADDENDUM G**
### Goal

4. To normalize student perceptions of alcohol and other drug use by college students, thereby reducing the amount of alcohol ingested, especially by freshmen

(continuing)

<table>
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<tr>
<th>Strategies</th>
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<tr>
<td>SOCIAL NORMS Media Campaign II (ALCOHOL PROJECT)</td>
<td>Undergraduate students will self report drinking 3 or fewer drinks per week in each consecutive year</td>
<td>Students will carry the motivational interviewing facts throughout life and continue to be lifelong learners.</td>
<td>CORE Spring 2010 data showed improved alcohol statistics in all areas but, increased marijuana use over 2009. ADDENDUM H</td>
<td>Continue using Levels 1 &amp; 2 interventions with some level 3 and a few level 4 consistently throughout the year. Administer the CORE Survey at least every 2 years.</td>
</tr>
<tr>
<td>E-CHUG (Electronic alcohol Check-Up to Go)</td>
<td>CORE survey will show the same or lower alcohol use in Sp 2010 as compared to previous year surveys.</td>
<td>Students will relay information to family members and friends. Sustainability.</td>
<td></td>
<td>Step-up informational programs and social norms marketing on marijuana.</td>
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<tr>
<td>E-TOKE Electronic marijuana Check-Up to Go</td>
<td>Fewer students will self report binge drinking on the CORE survey.</td>
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<td>Continue with the Social Norms Campaign and coordinate with NCAA True Blue Choices Program.</td>
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<tr>
<td>National Alcohol Screening Day in April With CCLT</td>
<td>Additional U of M students will complete E-CHUG as compared to 2009.</td>
<td></td>
<td></td>
<td>Encourage all students to take E-CHUG and E-TOKE prior to admission as a Freshman and once a year.</td>
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<tr>
<td>NCAA True Blue Choices Program from NCAA grant - Just awarded April 2010.</td>
<td>E-chug statistics will show fewer drinks consumed over</td>
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<td></td>
<td>Understanding and Managing Self</td>
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<td>Develop and apply knowledge of self</td>
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<td>Possess appropriate self-efficacy</td>
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<td>Succeeding as a Professional</td>
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<td>Apply learning content to real-world contexts through experiential learning</td>
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<td>Understand the importance of lifelong learning</td>
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<td></td>
<td>Develop</td>
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If you did not undertake the strategy please explain
<p>| previous years. (stratified sample) | 5. U of M Freshmen will know U of M policies regarding alcohol and other drugs and will participate in an alcohol intervention (social norms media campaign - SNMP II or True Blue Choices.) | As of June 2, 2010, <strong>99 students</strong> from <strong>University of Memphis</strong> have completed the Marijuana eCHECKUP TO GO. Together, they have generated <strong>99 entries.</strong> | appropriate professional behaviors |</p>
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| 5. To acquaint all U of M students with the resources available on campus and in the Memphis community, to maintain or enhance their physical, psychological, spiritual and financial wellness (continuing) | STUDENT HEALTH FAIR  
Various handouts, brochures and bookmarks at SHS.  
- Medical Resources  
- Counseling Resources  
- HIV/STI Screening Resources | 1. Students will identify resources they can access for various conditions or information.  
2. Students will identify two healthy behaviors learned at the SHF.  
3. Participants will become more health savvy and participate with exhibitors and resources. | Not all participants affected are students. Sustainability. | 1. Students will self report influential exhibits at the SHF.  
2. Students will self report new healthy ideas learned at the SHF on the evaluation.  
3. Departments which participate in the SHF will track how new students became aware of their services. (SHF, Orientation, Referral, etc) | • Follow up on suggestions obtained by evaluative surveys on the SHF. | Understanding and Managing Self  
Develop and apply knowledge of self  
Develop integrity and make ethical decisions  
Demonstrated autonomy and personal responsibility | Engaging Others in a Diverse World  
Establish a connection to the University of Memphis  
Succeeding as a Professional  
Students will:  
• develop and demonstrate assertive and effective leadership skills when helping as a peer educator |
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<td>6.</td>
<td>To provide varied, accurate, relevant, timely health information to all students on campus, especially commuter students</td>
<td>TIGER SCOOP: Health News and Views</td>
<td>1. Students will self report healthy behavior change based upon information obtained from Tiger Scoop. 2. Students will stay informed of health issues</td>
<td>Students/Faculty and staff requested information be online for print-out and emailing to friends and family. Copies taken out of holders for personal use.</td>
<td>1. Determine Tiger Scoop readership numbers and influence on student behavior on SHS satisfaction surveys and ACAD program evaluations. 2. Sidewalk survey of 100 UofM students to evaluate readership, residence (on or off campus) and influential information found in the Tiger Scoop.</td>
<td>Revise topics to meet student needs and requests for information. Continue to post online <a href="http://saweb.memphis.edu/health/newsletters.htm">http://saweb.memphis.edu/health/newsletters.htm</a></td>
<td>Understanding and Managing Self Develop and apply knowledge of self Develop integrity and make ethical decisions Engaging Others in a Diverse World Establish a connection to the University of Memphis</td>
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| 7. To provide a resource for tobacco cessation | SMOKING CESSATION SUPPORT for individuals and groups | 1. Participants will eliminate or decrease tobacco use.  
2. A minimum of 6 students will join the smoking cessation group.  
3. A minimum of 50% in the group will be successful in tobacco cessation. | 1. Self reported tobacco use by participants on personal tobacco use  
2. Fagerstone Test of Nicotine Dependence (FTND)  
4. Continue CORE survey (So far, 4 participants with 100% success rate) | Need for more marketing.  
Further develop the smoking cessation program in fall 2010.  
Interest is there, need for multiple times for group programs. | Understanding and Managing Self  
Develop and apply knowledge of self  
Possess appropriate self-efficacy | |

*Evidence should include results from the assessment plan from your 2009-2010 Planning Document, along with any other data you would like to present - qualitative or quantitative (participation numbers, income generated, etc). If you did not complete the assessment plan outlined in your Planning Document, please explain. You should also include participant quotes here.
1. Please include results from programs/services not included in your 2009-2010 Planning Document below:

<table>
<thead>
<tr>
<th>Program/Service</th>
<th>Intended Outcomes</th>
<th>Evidence of whether or not outcomes were achieved</th>
<th>How will your assessment data shape this program/service in the future?</th>
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<tr>
<td>Monthly HIV Screening</td>
<td>More U of M students will be conscientious and knowledgeable about HIV screening and using protection.</td>
<td>Screenings well attended most of the time. Data is forthcoming from Methodist Lebonheur Outreach.</td>
<td>To continue offering and advertising free, oral HIV screenings and educational services.</td>
</tr>
</tbody>
</table>

2. Report any additional data that demonstrates how your department supports the persistence and graduation of students. Tables or charts are appreciated.

“Wellness must be a prerequisite to all else. Students cannot be intellectually proficient if they are physically and psychologically unwell.” Earnest Boyer, former President of the Carnegie Foundation for the Advancement of Teaching.

3. What is your BHAG? List evidence that supports that you are making progress toward it.

**U of M students will recognize SHS as a resource for health and wellness on campus.**

- Total Visits to Health Center – 14,753
  - Medical Visits – 8,408
  - Patients with single Visits – 78%
  - Patients with multiple visits – 22%
  - Information visits at front desk – 6,345
  - Family Planning visits – 595
  - Laboratory tests performed – 4,161
  - X-Rays performed – 526
  - H1N1 Blog site – 4,402 hits 8,909 lifetime hits
- Web Site Hits – 20,448

- Nearly every working day multiple students requested information, brochures, web sites and interviews from the Health Educator and Health Education Graduate Students, by telephone, emails or in person.
- Frequent phone calls to Front Desk requesting information.
- Interviews requested by the Helmsman and many students for various classes, on health topics.

4. List any awards or other notable accomplishments by the department, individual staff or students:

Karen Berry is continuing to work on her X-ray Certification.
Jacqueline De Fouw is continuing work on Prevention Specialist Certification.
Kathleen Cates is ACLS Certified.
Nila Lawson is ACLS Certified.

5. Photos suitable for publication should be placed in YOUR O Drive and notify Pat of the location.

O drive, ANNUAL REPORTS, 2009- 2010, PHOTOS
1. **Amped and addicted**

By: Jamie Stump

Splitting headache, dozing off in class, no motivation and worst of all, no energy. By now, sophomore psychology major Ashlea Atherton realizes these are withdrawal symptoms. She hasn’t had her caffeine yet, and she is miserable until her body receives the powerful jolt of life caffeine gives her.

2. **Students get in shape, feel great with free campus fitness program**

By: Mike Mueller

The Student Health Center invites students to slim down for spring break, tone up for tanning season and become more healthy by participating in the Tigers Feel Great Fitness Program. A free on-campus service aimed to assist students in reaching their personal fitness and weight loss goals, the Tigers Feel Great Fitness Program includes an individual fitness assessment, a group motivation session, and presentations on nutrition and exercise.

3. **Deadline for H1N1 flu vaccine today**

By: Erica Horton

After giving 360 doses of the H1N1, or swine flu, vaccine to high priority cases over the weekend, The University of Memphis began registering faculty, staff and students for the shot yesterday. The University will continue to accept registrations for vaccinations until 3 p.

4. **H1N1 vaccine on way to UM**

By: Stacia Doss

The vaccine for the H1N1 virus, or swine flu, could be available on campus by the end of the week, according to Student Health Services employees. Nurses will give the $12 vaccinations at the Life Blood Center, located above the campus bookstore, after The University of Memphis e-mails students and employees to announce the vaccine’s arrival.

5. **U of M leads state in sexual health ratings**

By: Jared Hudson

For the third year in a row, The University of Memphis received a C+ on its sexual health report card, making it the highest-ranked school in the state. The U of M was ranked 84th of 141 schools surveyed for the 2009 Trojan Sexual Health Report Card. "In conducting the survey, we didn’t look at sexual activity or sexual health on campus, but we focused in on the availability of information for students and services available," said Bert Sperling, the founder of polling firm Sperling’s BestPlaces.

6. **Sanitizers clean out Physical Plant budget**

By: Ashli Blow

An ounce of prevention may be worth a pound of cure, but this semester The University of Memphis is finding out just how expensive prevention can be. After installing 100 donated hand sanitizing dispensers across campus to ward off seasonal and swine flu, The U of M Physical Plant has spent most of the $15,000 allotted for the popular dispensers.

7. **Lookin’ good and feelin’ GRRReat**

By: Jared Hudson

On-campus nutritionists are getting the school’s Tigers Feel GRRReat fitness program in shape this semester with a little reorganization. In the past, Student Health Services educators held five-day classes where students could receive both nutritional and physical training advice.
**Stressed? The Health Center wants to help**

By: Dustin Azlin

As incoming students scour campus for buildings and classrooms, Student Health Center officials on campus are stressing the importance of not being stressed. Jacqueline De Fouw, health educator for Student Health Services, said over half of the physical illnesses her office deals with stem from stress.

**University health officials brace for swine flu**

By: Ashley M. Wislock

As students return to campus, many things come with them, including books, computers and furniture. But one stowaway has University of Memphis health officials concerned: the H1N1 virus, more commonly known as the “swine flu.” On Wednesday, an all-campus e-mail announced that H1N1 may have come to The University, with two commuter students coming to Student Health Services with flu-like symptoms.

**Bathroom bulletins**

Student Health Services attempt to increase awareness with flyers

By: Scott Carroll

Student Health Services at The University of Memphis is trying to catch you with your pants down. Literally. Approximately 700 of the Health Center's bulletins, The Tiger Scoop, can be found across campus in bathroom stalls and hallways, spreading health and safety tips.

**H1N1 flu vaccines are now at U of M**

By: Ashli Blow

The University of Memphis began offering the H1N1, or swine flu, vaccines to students, faculty and staff who aren't considered high-risk priorities for the first time on campus yesterday. University health officials estimate that more than 600 people have received the shot since the H1N1 clinic opened in the Lifeblood Center above the University Bookstore.

**Hold on to your butts**

Cigarettes are under fire but still accepted

By: Matt Germany

"I'll probably quit eventually," said freshman Christian Conner. The phrase is practically a mantra for cigarette smokers. But for some smokers, this notion can be wrought with ambivalence. Conner said that he isn't too concerned about the long-term health problems he might face as a smoker.

**Students discuss finding cheaper, healthier food**

By: Dustin

Fast food may be cheap, but two clinical nutrition graduate students warned students yesterday that the cost to your health is high. Clinical nutrition graduate students Lorna Brown and Jacob Taylor, who jointly organized and spoke at the Student Health Services' on-campus event, educated students on the high calorie and saturated fat content of many popular fast food items, like double cheeseburgers, french fries and pan pizzas.
Down the hatch

Alcohol abuse can lead to health issues, now and in the future

By: Chris Shaw

Drinking has long been a part of college life, from annual spring break blackouts to tailgating traditions that start 24 hours in advance. However, many students apparently don't know that college drinking can lead to a variety of health and safety issues long after the last keg is emptied.
**TIGER SCOOP Sidewalk Survey Results**

Number of UofM students surveyed = 100

**Part 1**
Out of the 100 students surveyed, 78 reported they have read the Tiger Scoop and 22 reported that they had either not read the Tiger Scoop or had not noticed it.

**Part 2**
Out of the 78 students who reported having read the Tiger Scoop, 70 students reported that they found the information helpful. Eight students stated that they did not find the information in the Tiger Scoop helpful.
**Part 3**
When asked to specify which articles they found most helpful, the 78 students gave multiple responses each, all of which fall into one of the following 8 categories:

- Alcohol/ CORE Survey information -> 26
- Nutrition information -> 16
- H1N1/HIV/Flu shots information -> 9
- General Health information* -> 7
- Nicotine/smoking cessation information -> 5
- ATHENA/Domestic Abuse information -> 4
- Gambling: problem and treatment information -> 2

Additionally, 15 students reported not being able to recall which article they had found most helpful.

*General health information includes information regarding general health tips and the importance of sleep and exercise.*
Part 4

Of the 100 students surveyed, 21 students reported living on-campus and 79 students reported living off-campus.
ADDENDUM C

Student Health Fair

MORE THAN 6 MILLION CHILDREN ALIVE TODAY ARE PROJECTED TO DIE FROM SMOKING-RELATED DISEASES!

October 7, 2009
Total Responses = 647

- Students = 469
- Faculty/Staff = 67
- Other = 24
- No answer = 87
Most Influential Exhibits

Food/Nutrition: 26%
Exercise: 16%
Sexual Health: 14%
Diseases: 11%
Stress: 8%
Other: 6%
Mental Health: 5%
No Answer: 5%
Drugs: 4%
Tobacco: 3%
Dental: 2%
Suggested Changes for Future Fairs

- None: 76%
- More Space: 11%
- More Exhibits or Information: 9%
- More Freebies: 2%
- Other: 2%

- Better space/tent organization
- Longer hours
- Music
- Friendlier/more social exhibitors
Suggestions

Exhibits/Information
- HIV testing
- Sleep
- Bone density scans
- Rare health conditions
- Games

Freebies
- Condoms
- More/healthier foods
- Health fair ink pens and T-shirts
- More baby models

Organization
- Defined Entrance
- Larger walkways and tent
- More/different garbage locations
THANK YOU ALL FOR YOUR HELP!!!


Missing from photo: Wayne Capooth, Steve Whistler, Suzanne Fenech, Cathy Draper, Erica Hurt, Matt Fascio, Elise Torres, Marian Levy, Janelle Smalls, Lonnie Latham, Doug Landrum, Shahin Samiei, Kayla Echols, Charlotte Butler
University of Memphis

Student Health 101 Usage Report

Usage Overview
Through May 2010
Introduction

We’re glad that you are part of the select campuses that have chosen to improve the health and wellness of your students through our Student Health 101 magazine. With all the decisions facing students today, having another retention tool that provides accurate student success information can make a major impact in a student’s life - and can impact the overall success of your students.

The purpose of this document is to:

• communicate upcoming product improvements
• help you assess the value that Student Health 101 is delivering to your students.
• help you maximize the benefits Student Health 101 can deliver to the student body.
• facilitate a two-way flow of communication about student engagement and improving the health and wellness of your student body.

We look forward to discussing these results with you.

Dan Wolman
Publisher, Student Health 101
866.636.8336, x1105
dwolman@studenthealth101.com
Just to Review

- *Student Health 101* is an online magazine that utilizes our LiveMagazine™ technology to deliver a wide variety of health, wellness, success, and other pertinent wellness information monthly to college students. It focuses on positive messages to encourage students to make better decisions.

- *Student Health 101* is a turnkey solution that challenges students to take an active role in their health and well-being.

- To the college student, *Student Health 101* is a relevant publication providing targeted health and wellness content in a hip, fun, and cool way.
What Does This Report Mean to You?

- We’d like to share some thoughts on how other customers evaluate the usage of Student Health 101 on their campus
  - How have you measured reach on any other health and wellness efforts?
  - When looking at your unique users, be sure to think critically about what health and wellness promotion has gone on in the past on campus.
    - How many students typically attend a speaker that comes to campus? Most customers report spending $3,000 to bring a speaker on campus, only to have 30-50 students show up for the event...for only one event.
    - How much time does operating a peer education team take out of your schedule? And how many students are they reaching?
    - How many students frequent non-mandatory programs?
  - How much time does Student Health 101 take to implement each month?
    - How much time did you invest in Student Health 101, in terms of promoting use on your campus? Most customers report spending 10 hours or less to reach a significant number of students.
  - Want to become even more efficient with Student Health 101?
    - Be sure to touch base with your Account Manager, who can share what other customers are doing to increase usage on their campus
What Does the Data Mean?

- The primary metrics that we use to measure *Student Health 101* are:
  
  **Qualitative Data**
  - The comments on the next page are voluntarily given by a student when they enter their information into the monthly “Enter2Win” raffle. These positive and negative comments are raw and unfiltered by *Student Health 101*.
  - The page after displays the most popular article from each month.

  **Quantitative Data**
  - **Total Pages Read**
    - This is the total number of pages that your students have accessed within a monthly issue of *Student Health 101*.
  - **Unique Sessions**
    - This is the total number of unique users who have accessed a monthly issue of *Student Health 101* - so, for example, a student who accesses the issue 3 times will only appear once.
  - **Average Pages Read**
    - This is the average number of pages read by a user before exiting the issue - but of course, with any average, some will read more, and some less.
  - **Total Time Active**
    - IMPORTANT! This just measures the time students are actually moving the pages, NOT an actual reflection of the time spent reading the content on the pages.
"As a undergraduate senior, I have been assisted with general answers to questions and my personal health matters." – Joy

“I am a 47 yr old, who used to walk 3-5 miles per day while living in London, England, when that stopped, in less than five years, i put on weight, stress and fatigue. I suffer a seizure and thank God that I have access to this wonderful electronic Student Health 101 information to help me get back in shape, learn more about how to prevent presurser to seizure and improve my overall health. Thank you Student Health 101; a real life savor!” – Nandi

“I find that taking a few minutes to read each issue helps with my stress. It's interesting information, and it's a nice way to take a break from reading for class.” – Jessica

“I have learn the most important thing about my particular health and that is remove my stressor and if I can't it has to be managed until I can remove it.” – Jacquelyn

“I have learned some trick to help manage stress and relaxing during finals. And also about keeping in shape while I'm at school and away from it.” – Amanda

“I like to read the Women's Health Checklist. I love to learn something new every day about women and the precautions that are needed to assure a long and happy life. : (“ – katherine

“I love the facts about life that you issue out. I have learned so much by reading your newsletters pasted on the bathroom stalls.” – Rodrika

“I loved the don’t get burned article. I recently did a health project of overexposure to UV rays and how students need to protect themselves.” – Patrick

“I would honestly say that it really has not helped me in my personal like, but I believe that it gave me a better understanding of what is around me and what other people may have to deal with” – Daniel

“I'm a long time college student. I'm almost done with my phD but I like to read the Student Health 101 for new insights. The reader is reminded to use common sense and is given helpful tools for things from helping your self esteem to protecting your skin in the sun.” – Meredith

“I've gained a few valuable tips about sleep deprivation and how to adjust my schedule. Also the dieting tips have also been useful. Overall some really good information has been dispensed through your news letter.” – Roy

“In many of the articles I have read, they have given me great information about relationships, eating well, and being active even through stressful, college life.” – Ashley

“It definitely serves as motivation as far as exercise go. I find that when I'm reading about exercising, I am more willing to get out and get active.” – Jessie

“It has helped me by advising that I would need adequate amounts of exercise to cope and manage in my school environment.” – James

“It has helped me with some stress management skills, plus it's very informative. I like the new look.” – Denise

“It has informed me how to live healthy, survive exams, and to relax more!” – Marvin

“It helped me with tips on how to eat healthy amidst all of the unhealthy college fast food.” – Erica

“It's helped me to remember that exercise is important even when you have little time for it. I have to balance my schedule and make time for it! Staying in shape is HIGHLY important to me especially now that I'm in college because you get soo caught up with so many things that you tend to forget about what your body needs to be healthier. I've also learned that just because a certain job may not fit your major that you can still work with it and it will only benefit your skill set.” – April

“Student Health 101 has given me many tips throughout my college days. i have learned how not to gained the freshman 15; how to eat healthier on campus; how to manage my stress during finals; and how to manage crazy roommates and other people on my floor.” – Kathleen

“Student Health 101 has helped me learn to deal with my roommate freshman year of college.” – Ryan
“Student Health 101 has helped me with great tips on how to stay active while living on campus in a dorm.” – shenetric
“The exercise tips with the medicine ball and the bosa ball were great!” – Donna
“The part about allowing your body 10 to 14 days to adjust so that you do not get overheated is something I am definitely going to apply to my life this summer.” – Joseph
“The stress and self-image article was great!” – Joshua
“There is a lot of useful information provided.” – Erika
“Yes, Student Health 101 has helped me tremendously with tips for stress relief, study, and fitness.” – ANGEL
What University of Memphis Students Are Reading the Most...

- Most read article, September ’09… Pulse
- Most read article, October ’09… Study Tips That Can Lift Your Grades
- Most read article, November ’09… Social Networking: Making Smart Connections
- Most read article, December ’09… Beat the Stresses that Come with Finals
- Most read article, January ’10… How to Talk to Anyone
- Most read article, February ’10… Healthy Relationships
- Most read article, March ’10… Tattoo You?
- Most read article, April ’10… Writing the Perfect Paper: 5 Secrets
- Most read article, May ’10… What’s Next? Making the Most of Any Job or Internship
Usage Statistics Through May 31st

- Please review the previous slide for comment(s) from your students

Student Permanent Link: http://readsh101.com/memphis.html
Distribution Target: all Students, Parents, and Staff Members
Students Licensed: 2,400
Primary Distribution Method: SH101 sends email to students

<table>
<thead>
<tr>
<th>Issue</th>
<th>Total Pages Read</th>
<th>Unique Sessions</th>
<th>Average Pages Read</th>
<th>Total Time Active</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>December, 2009</td>
<td>12,168</td>
<td>1,247</td>
<td>9.76</td>
<td>31:17:00</td>
<td><a href="http://readsh101.com/memphis.html?id=221007">http://readsh101.com/memphis.html?id=221007</a></td>
</tr>
<tr>
<td>June, 2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL of Monthly Sessions: 13,743
TOTAL of Pages Read: 112,370
573% of STUDENTS LICENSED
TOTAL Time Active: 478:12:05
Learning Outcome Results
Concerning diagnosis, treatment and follow-up care

<table>
<thead>
<tr>
<th>STUDENT HEALTH SERVICES MARCH 2010 MINI SURVEY – RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 53</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>I know my diagnosis from today’s visit.</strong></td>
</tr>
<tr>
<td>52 98%</td>
</tr>
<tr>
<td><strong>I know the treatment for my diagnosis today.</strong></td>
</tr>
<tr>
<td>52 98%</td>
</tr>
<tr>
<td><strong>I know my follow-up instructions.</strong></td>
</tr>
<tr>
<td>52 98%</td>
</tr>
</tbody>
</table>

I KNOW MY DIAGNOSIS, TREATMENT, AND FOLLOW-UP

- YES (98%)
- NO (2%)
H1N1 Clinic Data

<table>
<thead>
<tr>
<th>Total Clinics</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Vaccinated</td>
<td>934</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>427</td>
<td>504</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age Groups</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-18</td>
<td>24</td>
</tr>
<tr>
<td>19-24</td>
<td>221</td>
</tr>
<tr>
<td>25-49</td>
<td>423</td>
</tr>
<tr>
<td>50-64</td>
<td>212</td>
</tr>
<tr>
<td>65+</td>
<td>52</td>
</tr>
<tr>
<td>unknown</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Affiliations</th>
<th>Faculty/Staff</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>452</td>
<td>482</td>
</tr>
</tbody>
</table>
Satisfaction Survey April 2010

Survey was given April 5 – 14, 2010 with 109 respondents for 250 surveys disbursed.

Demographics
Patients were asked if the reception area

- maintained a pleasant waiting room atmosphere
- receptionist was interested in assisting me
- receptionist was approachable/easy to talk with
- receptionist was courteous, polite and provided helpful/clear information

The overall results are charted below.
Patients seen by the Nursing Staff were asked

- The nurse was caring
- The nurse helped me make informed health decisions
- The nurse was approachable/easy to talk with
- The nurse was interested in helping me
- The nurse allowed sufficient time to discuss issues or problems

The overall results are charted below.
Patients seen by the Physician or a Nursing Practitioner were asked

- The Physician or Nursing Practitioner was caring
- The Physician or Nursing Practitioner helped me make informed health decisions
- The Physician or Nursing Practitioner was approachable/easy to talk with
- The Physician or Nursing Practitioner was interested in helping me
- The Physician or Nursing Practitioner allowed sufficient time to discuss issues or problems

The overall results are charted below.
ADDENDUM F

Patients who visited the Medical Testing Laboratory were asked

- The laboratory staff was caring
- The laboratory staff was approachable/easy to talk with
- The laboratory staff was interested in helping me
- The laboratory staff allowed sufficient time to discuss issues or problems

The overall results are charted below.
ADDENDUM F

Patients who visited radiology were asked

- The X-Ray Technician was caring
- The X-Ray Technician was approachable/easy to talk with
- The X-Ray Technician was interested in helping me
- The X-Ray Technician allowed sufficient time to discuss issues or problems

The overall results are charted below.
ADDENDUM F

Comments from Satisfaction Survey:

1. This is a great facility. I am a senior and had no idea this was available free of charge. I was in and out in no time. This is very convenient for students and I give it an A+. Thanks!
3. Great Job. Took no time at all and the NP knew instantly what my problem was.
4. Everyone was pleasant and helpful, but the Nurse Practitioner rushed out of the room.
5. Medication should be provided for full time student being in providence [sic] of an expensive tuition.

Patient Count vs. Visits Count

<table>
<thead>
<tr>
<th>Patient Visits</th>
<th>July 2009 – June 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Month</td>
<td>Percent</td>
</tr>
<tr>
<td></td>
<td>Single</td>
</tr>
<tr>
<td>July 2009</td>
<td>80%</td>
</tr>
<tr>
<td>August 2009</td>
<td>72%</td>
</tr>
<tr>
<td>September 2009</td>
<td>82%</td>
</tr>
<tr>
<td>October 2009</td>
<td>83%</td>
</tr>
<tr>
<td>November 2009</td>
<td>87%</td>
</tr>
<tr>
<td>December 2009</td>
<td>61%</td>
</tr>
<tr>
<td>January 2010</td>
<td>70%</td>
</tr>
<tr>
<td>February 2010</td>
<td>91%</td>
</tr>
<tr>
<td>March 2010</td>
<td>79%</td>
</tr>
<tr>
<td>April 2010</td>
<td>81%</td>
</tr>
<tr>
<td>May 2010</td>
<td>79%</td>
</tr>
<tr>
<td>June 2010</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td>78%</td>
</tr>
</tbody>
</table>

*Patient Count represents a count of the physical bodies seen at SHS.
**Visit Count represents the number of patient visits to SHS.
TIGERS FEEL GRRREAT!!! Fall 2009

Total number of students registered = 394

Total number of students attended session = 118

Demographics (n=118)

Gender:

- **Female**: 93%
- **Male**: 7%

Age:

27.47 years (average)

Range – 17-73 years
**Ethnicity:**

- African American (53%)
- Caucasian (26%)
- Asian (7%)
- Hispanic/Latino (2%)
- Other (11%)

**Housing:**

- On campus (23%)
- Off campus (73%)
- Did not report (4%)
TIGERS FEEL GRRREAT!!! Spring 2010

Total number of students registered = 436

Total number of students attended session = 136

Demographics (n=136)

Gender:

- Female (82%)
- Male (18%)

Age:

- 27.81 years (average)

- Range – 18-67 years
ADDENDUM G

**Ethnicity:**

- African American (51%)
- Caucasian (27%)
- Asian (5%)
- Hispanic/Latino (2%)
- Other (15%)

**Housing:**

- On campus (15%)
- Off campus (80%)
- Did not report (5%)
University of Memphis (Online)

CORE ALCOHOL AND DRUG SURVEY LONG FORM - FORM 194

EXECUTIVE SUMMARY

The Core Alcohol and Drug Survey was developed to measure alcohol and other drug usage, attitudes, and perceptions among college students at two and four-year institutions. Development of this survey was funded by the U.S. Department of Education. The survey includes several types of items about drugs and alcohol. One type deals with the students' attitudes, perceptions, and opinions about alcohol and other drugs, and the other deals with the students' own use and consequences of use. There are also several items on students' demographic and background characteristics as well as perception of campus climate issues and policy.

Key Findings from students at University of Memphis (Online)

Following are some key findings on the use of alcohol:

- 73.6% of the students consumed alcohol in the past year ("annual prevalence").
- 58.5% of the students consumed alcohol in the past 30 days ("30-day prevalence").
- 42.4% of underage students (younger than 21) consumed alcohol in the previous 30 days.
- 31.4% of students reported binge drinking in the previous two weeks. A binge is defined as consuming 5 or more drinks in one sitting.

Following are some key findings on the use of illegal drugs:

- 25.2% of the students have used marijuana in the past year ("annual prevalence").
- 15.6% of the students are current marijuana users ("30-day prevalence").
- 16.0% of the students have used an illegal drug other than marijuana in the past year ("annual prevalence").
- 6.7% of the students are current users of illegal drugs other than marijuana ("30-day prevalence").

The most frequently reported illegal drugs used in the past 30 days were:

- 15.6% Marijuana (pot, hash, hash oil)
- 4.0% Amphetamines (diet pills, speed)
- 2.7% Sedatives (downers, ludes)
Following are some key findings on the consequences of alcohol and drug use:

- 22.4% reported some form of public misconduct (such as trouble with police, fighting/argument, DWI/DUI, vandalism) at least once during the past year as a result of drinking or drug use.
- 15.7% reported experiencing some kind of serious personal problems (such as suicidality, being hurt or injured, trying unsuccessfully to stop using, sexual assault) at least once during the past year as a result of drinking or drug use.

Following are some key findings on opinions about the campus environment:

- 81.3% of students said the campus has alcohol and drug policies;
- 18.7% said they "don't know"; and
- 0.0% said there wasn't a policy.

- 44.1% of students said the campus has an alcohol and drug prevention program;
- 54.1% said they "don't know"; and
- 1.8% said there wasn't a program.

- 75.8% of students said the campus is concerned about the prevention of drug and alcohol use;
- 17.2% said they "don't know"; and
- 6.9% said the campus is not concerned.

With regard to students' perceptions of other students' use:

- 82.2% of students believe the average student on campus uses alcohol once a week or more.
- 49.8% of students believe the average student on this campus uses some form of legal drug at least once a week.
- 44.4% of students indicated they would prefer not to have alcohol available at parties they attend.
- 89.1% of students indicated they would prefer not to have drugs available at parties they attend.
The following percentages of survey respondents said they saw drinking as a central part of the social life of the following groups:

- 72.4% of the respondents said they saw drinking as central in the social life of **male students**.
- 55.5% of the respondents said they saw drinking as central in the social life of **female students**.
- 15.0% of the respondents said they saw drinking as central in the social life of **faculty/staff**.
- 33.7% of the respondents said they saw drinking as central in the social life of **alumni**.
- 45.0% of the respondents said they saw drinking as central in the social life of **athletes**.
- 84.8% of the respondents said they saw drinking as central in the social life of **fraternities**.
- 73.3% of the respondents said they saw drinking as central in the social life of **sororities**.
- 24.8% of the students said they believe the social atmosphere on campus promotes alcohol use.
- 10.0% of the students said they believe the social atmosphere on campus promotes drug use.
- 14.5% of the students said they do not feel safe on campus.

Compared to other campuses...

- 5.8% feel that alcohol use is greater
- 35.7% feel that alcohol use is less
- 58.5% feel alcohol use is about the same

On the Core Alcohol and Drug Survey, respondents were asked to report whether students on this campus cared about a number of campus climate issues (with the response options being "not at all", "slightly", "somewhat", and "very much"). The following percentages of respondents on this campus indicated that their fellow students cared "somewhat" or "very much" about the following issues:

- 87.6% said students cared about sexual assault
- 85.4% said students cared about assaults that are non-sexual
- 83.3% said students cared about harassment because of race or ethnicity
- 75.2% said students cared about harassment because of religion
- 74.2% said students cared about harassment because of sexual orientation
- 74.1% said students cared about harassment because of gender
- 70.2% said students cared about campus vandalism
- 56.4% said students cared about alcohol and other drug use
Table 1 shows the percentage of students who reported having experienced any of the following within the last year and, if so, the percentage who reported consuming alcohol or other drugs shortly before these incidents.

<table>
<thead>
<tr>
<th>Experience</th>
<th>Used Alcohol or Drugs</th>
<th>Incident</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.2%</td>
<td>0.0%</td>
<td>Ethnic or racial harassment</td>
</tr>
<tr>
<td>7.3%</td>
<td>4.5%</td>
<td>Threats of physical violence</td>
</tr>
<tr>
<td>2.1%</td>
<td>16.7%</td>
<td>Actual physical violence</td>
</tr>
<tr>
<td>1.8%</td>
<td>20.0%</td>
<td>Theft involving force or threat of force</td>
</tr>
<tr>
<td>2.4%</td>
<td>42.9%</td>
<td>Forced sexual touching or fondling</td>
</tr>
<tr>
<td>2.1%</td>
<td>33.3%</td>
<td>Unwanted sexual intercourse</td>
</tr>
</tbody>
</table>

On the Core Alcohol and Drug Survey, students were asked to rate the degree of risk people take when they act in certain ways, listed below. The response options were, "no risk", "slight risk", "moderate risk", "great risk", and "can't say". The numbers listed below indicate the percentage of respondents who felt there was "great risk" associated with the following behaviors:

- 16.4% try marijuana once or twice
- 21.5% smoke marijuana occasionally
- 43.6% smoke marijuana regularly
- 51.4% try cocaine once or twice
- 81.0% take cocaine regularly
- 55.6% try LSD once or twice
- 78.1% take LSD regularly
- 46.1% try amphetamines once or twice
- 72.1% take amphetamines regularly
- 26.4% take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day
- 66.5% take four or five drinks nearly every day
- 61.9% have five or more drinks in one sitting
- 58.1% take steroids for body building or improved athletic performance
- 42.5% consume alcohol prior to being sexually active
- 42.8% regularly engage in unprotected sexual activity with a single partner
- 88.1% regularly engage in unprotected sexual activity with multiple partners

Sexual Behavior:

- 72.3% of the students reported engaging in sexual intercourse within the past year. Of these, 13.0% used alcohol the last time they had intercourse and 4.2% used drugs.
In the last 30 days, the following percentages of students engaged in the behaviors described below:

- 56.1% refused an offer of alcohol or other drugs
- 10.1% bragged about alcohol or other drug use
- 61.6% heard someone else brag about alcohol or other drug use
- 7.0% carried a weapon such as a gun, knife, etc. (not hunting or job related)
- 19.2% experienced peer pressure to drink or use drugs
- 5.5% held a drink to have people stop bothering you about why you weren't drinking
- 21.7% thought a sexual partner was not attractive because he/she was drunk
- 14.9% told a sexual partner that he/she was not attractive because he/she was drunk

The following data describes how students say their friends would feel if they...

- Tried marijuana once or twice: 54.8% of their friends would disapprove
- Smoked marijuana occasionally: 63.8% of their friends would disapprove
- Smoked marijuana regularly: 78.7% of their friends would disapprove
- Tried cocaine once or twice: 91.8% of their friends would disapprove
- Took cocaine regularly: 97.9% of their friends would disapprove
- Tried LSD once or twice: 88.4% of their friends would disapprove
- Took LSD regularly: 97.6% of their friends would disapprove
- Took one or two drinks every day: 62.8% of their friends would disapprove
- Took four or five drinks every day: 91.2% of their friends would disapprove
- Had five or more drinks at one sitting: 69.8% of their friends would disapprove

The following are some key findings on the perceived effects of alcohol:

- 61.3% say it breaks the ice
- 62.2% say it enhances social activity
- 37.6% say it makes it easier to deal with stress
- 44.8% say it facilitates a connection with peers
- 54.4% say it gives people something to talk about
- 43.6% say it facilitates male bonding
- 32.7% say it facilitates female bonding
- 53.3% say it allows people to have more fun
- 61.6% say it gives people something to do
- 13.3% say it makes food taste better
- 24.6% say it makes women sexier
- 15.5% say it makes men sexier
- 15.0% say it makes me sexier
- 47.4% say it facilitates sexual opportunity
Use of Drugs

The following tables provide additional details about students' reported use of drugs at this institution. Unless otherwise indicated, percentages are based on the total number of students responding validly to a given item.

For comparison purposes some figures are included from a reference group of 71189 students from 148 institutions from the 2006 Aggregated National Data.

In general, substantial proportions of students report having used alcohol, tobacco, and marijuana in response to the question, "At what age did you first use ______?" whereas comparatively few report having used each of the other substances. This question examines "lifetime prevalence" as opposed to annual prevalence and 30-day prevalence.

Table 2 describes lifetime prevalence, annual prevalence, 30-day prevalence, and high frequency use (3 times a week or more).

Table 2 - Substance Use

<table>
<thead>
<tr>
<th>Substance</th>
<th>Lifetime Prevalence</th>
<th>Annual Prevalence</th>
<th>30-Day Prevalence</th>
<th>3X/Week or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tobacco</td>
<td>51.5</td>
<td>35.0</td>
<td>24.9</td>
<td>18.4</td>
</tr>
<tr>
<td>Alcohol</td>
<td>81.5</td>
<td>73.6</td>
<td>58.5</td>
<td>15.2</td>
</tr>
<tr>
<td>Marijuana</td>
<td>45.8</td>
<td>25.2</td>
<td>15.6</td>
<td>7.9</td>
</tr>
<tr>
<td>Cocaine</td>
<td>8.8</td>
<td>2.7</td>
<td>0.3</td>
<td>0.0</td>
</tr>
<tr>
<td>Amphetamines</td>
<td>17.3</td>
<td>7.3</td>
<td>4.0</td>
<td>2.1</td>
</tr>
<tr>
<td>Sedatives</td>
<td>14.0</td>
<td>7.3</td>
<td>2.7</td>
<td>0.6</td>
</tr>
<tr>
<td>Hallucinogens</td>
<td>9.5</td>
<td>2.7</td>
<td>0.3</td>
<td>0.0</td>
</tr>
<tr>
<td>Opiates</td>
<td>4.8</td>
<td>1.5</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Inhalants</td>
<td>5.2</td>
<td>1.2</td>
<td>0.3</td>
<td>0.3</td>
</tr>
<tr>
<td>Designer drugs</td>
<td>10.9</td>
<td>3.6</td>
<td>0.3</td>
<td>0.0</td>
</tr>
<tr>
<td>Steroids</td>
<td>0.3</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Other drugs</td>
<td>4.9</td>
<td>2.1</td>
<td>0.6</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Notes:

Coll. = University of Memphis (Online)

Ref. = Reference group of 71189 college students
The average number of drinks consumed per week at this institution is 3 drinks. The national average is 5.5 drinks (based on a sample of 70247). The percentage of students who report having binged in the last two weeks at this institution is 31.4% compared to the national average of 46.7%.

Consequences of Alcohol and Drug Use

The proportion of students who report having had problems as a result of drinking or drug use is another indicator of the level of substance abuse. The percentages of students who reported that within the past year they had various problematic experiences are given in Table 3. The top group of items represents public misconduct or behaviors that involve actual or potential harm to others. The second group represents possibly serious personal problems. The last group may consist of less serious (and more common) experiences which nevertheless may indicate excessive use.

Table 3 - Problematic Experiences

<table>
<thead>
<tr>
<th></th>
<th>This Institution</th>
<th>Reference Group</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.9</td>
<td>1.4</td>
<td>Been arrested for DWI/DUI</td>
</tr>
<tr>
<td></td>
<td>2.4</td>
<td>13.7</td>
<td>Been in trouble with police, residence hall, or other college authorities</td>
</tr>
<tr>
<td></td>
<td>2.1</td>
<td>6.8</td>
<td>Damaged property, pulled fire alarms, etc.</td>
</tr>
<tr>
<td></td>
<td>23.0</td>
<td>27.0</td>
<td>Driven a car while under the influence</td>
</tr>
<tr>
<td></td>
<td>20.8</td>
<td>32.3</td>
<td>Got into an argument or fight</td>
</tr>
<tr>
<td></td>
<td>1.8</td>
<td>1.3</td>
<td>Tried to commit suicide</td>
</tr>
<tr>
<td></td>
<td>5.5</td>
<td>4.5</td>
<td>Seriously thought about suicide</td>
</tr>
<tr>
<td></td>
<td>7.6</td>
<td>16.2</td>
<td>Been hurt or injured</td>
</tr>
<tr>
<td></td>
<td>8.0</td>
<td>10.1</td>
<td>Been taken advantage sexually</td>
</tr>
<tr>
<td></td>
<td>1.8</td>
<td>3.2</td>
<td>Taken advantage of another sexually</td>
</tr>
<tr>
<td></td>
<td>3.4</td>
<td>5.2</td>
<td>Tried unsuccessfully to stop using</td>
</tr>
<tr>
<td></td>
<td>10.0</td>
<td>10.8</td>
<td>Thought I might have a drinking or other drug problem</td>
</tr>
<tr>
<td></td>
<td>11.9</td>
<td>22.1</td>
<td>Performed poorly on a test or important project</td>
</tr>
<tr>
<td></td>
<td>24.7</td>
<td>37.2</td>
<td>Done something I later regretted</td>
</tr>
<tr>
<td></td>
<td>19.3</td>
<td>30.1</td>
<td>Missed a class</td>
</tr>
<tr>
<td></td>
<td>24.5</td>
<td>30.9</td>
<td>Been criticized by someone I know</td>
</tr>
<tr>
<td></td>
<td>25.0</td>
<td>33.9</td>
<td>Had a memory loss</td>
</tr>
<tr>
<td></td>
<td>39.5</td>
<td>54.3</td>
<td>Got nauseated or vomited</td>
</tr>
<tr>
<td></td>
<td>48.6</td>
<td>62.5</td>
<td>Had a hangover</td>
</tr>
</tbody>
</table>
Differences among Student Groups

Table 4 compares substance use patterns and consequences of several campus groups: males and females, younger and older, academically more and less successful, and on and off-campus residents.

Table 4 - Differences among Student Groups

<table>
<thead>
<tr>
<th>Sample Sizes:</th>
<th>Gender</th>
<th>Age</th>
<th>Average Grades</th>
<th>Campus Residence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>16-20</td>
<td>21+</td>
</tr>
<tr>
<td>Currently use (in the past 30 days) alcohol</td>
<td>201</td>
<td>130</td>
<td>146</td>
<td>184</td>
</tr>
<tr>
<td>Currently use (in the past 30 days) marijuana</td>
<td>12.6</td>
<td>20.3</td>
<td>18.8</td>
<td>13.2</td>
</tr>
<tr>
<td>Currently use (in the past 30 days) illegal drugs</td>
<td>6.5</td>
<td>7.0</td>
<td>4.8</td>
<td>8.2</td>
</tr>
<tr>
<td>Had 6 or more binges in the past 2 weeks</td>
<td>2.0</td>
<td>4.6</td>
<td>1.4</td>
<td>4.3</td>
</tr>
<tr>
<td>Have driven a car while under the influence</td>
<td>20.9</td>
<td>26.2</td>
<td>19.2</td>
<td>26.1</td>
</tr>
<tr>
<td>past year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have been taken advantage of sexually during</td>
<td>8.0</td>
<td>7.8</td>
<td>6.3</td>
<td>9.3</td>
</tr>
<tr>
<td>past year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have taken advantage of another sexually during</td>
<td>1.0</td>
<td>3.1</td>
<td>2.7</td>
<td>1.1</td>
</tr>
<tr>
<td>past year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample Demographics

Following are some summary characteristics of the students who completed and returned the questionnaire.

- 26.9% were freshmen
- 64.2% were in the "typical" college age range of 18-22.
- 19.9% were sophomores
- 60.7% were female.
- 20.5% were juniors
- 80.1% lived off campus.
- 30.5% were seniors
- 57.9% worked part-time or full-time.
- 0.3% were graduates
- 98.5% were full-time students.
- 1.8% were other
- 24.6% reported spending at least 5 hours per month in volunteer work.
Alcohol eCHECKUP TO GO Statistical Report

Jacqueline DeFouw  
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Memphis, TN 38152  
USA

Tel: 1 (901) 678-4745  
Fax: 1 (901) 678-3124  
http://www.memphis.edu

Between August 4, 2007 and June 2, 2010, 639 students from University of Memphis (who met the criteria you specified) have completed the Alcohol eCHECKUP TO GO. Together, they have generated 643 entries.

Click here to customize your data search and report.

Gender Information:
- Males = 252 (39%)
- Females = 387 (61%)

College Information:
- Memphis Students: 596 (93%)
- Other College Students: 10 (2%)
- High School Students: 2 (0%)
- Non-Students: 31 (5%)

Student Level Information:
- Freshmen: 228 (36%)
- Sophomores: 64 (10%)
- Juniors: 76 (12%)
- Seniors: 100 (16%)
- Graduates: 132 (21%)
- Not Applicable: 39 (6%)

Greek Information:
- Greek Members: 76 (12%)
- Non-Greek: 563 (88%)

Athlete Information:
- Athletes: 24 (4%)
- Non-Athletes: 615 (96%)

Medication Information:
- Taking Medication: 244 (38%)
- Not Taking Medication: 395 (62%)

Residence Information:
- On-Campus: 137 (21%)
- Off-Campus: 502 (79%)

Estimated highest Blood Alcohol Concentration during a “Typical Week”:
## Range

<table>
<thead>
<tr>
<th></th>
<th>N = 643</th>
<th>Min = 0</th>
<th>Max = 0.54</th>
</tr>
</thead>
</table>

### Central Tendency

- **Average** = 0.08
- **Std. Deviation** = 0.09
- **Median** = 0.06
- **Mode (freq.)** = 0 (177)

## Estimated highest Blood Alcohol Concentration during the heaviest drinking episode:

<table>
<thead>
<tr>
<th></th>
<th>N = 643</th>
<th>Min = 0</th>
<th>Max = 0.56</th>
</tr>
</thead>
</table>

### Central Tendency

- **Average** = 0.14
- **Std. Deviation** = 0.13
- **Median** = 0.11
- **Mode (freq.)** = 0 (138)

## Number of Drinks per Month:

<table>
<thead>
<tr>
<th></th>
<th>N = 643</th>
<th>Min = 0</th>
<th>Max = 399.9</th>
</tr>
</thead>
</table>

### Central Tendency

- **Average** = 44.05
- **Std. Deviation** = 63.04
- **Median** = 16
- **Mode (freq.)** = 0 (155)

## Money Spent on Alcohol in a Year:

<table>
<thead>
<tr>
<th></th>
<th>N = 643</th>
<th>Min = 0</th>
<th>Max = 7800</th>
</tr>
</thead>
</table>

### Central Tendency

- **Average** = 899.06
- **Std. Deviation** = 1329.01
- **Median** = 520
- **Mode (freq.)** = 0 (220)

## Negative Consequences (AUDIT) Score:

<table>
<thead>
<tr>
<th></th>
<th>N = 643</th>
<th>Min = 0</th>
<th>Max = 34</th>
</tr>
</thead>
</table>

### Central Tendency

- **Average** = 7.38
- **Std. Deviation** = 6.65
- **Median** = 6
- **Mode (freq.)** = 0 (98)

## Family Risk Level:

[Alcohol eCHECKUP TO GO :: Statistical Summary](https://interwork.sdsu.edu/echug2/admin/report.php)
Range
N = 643  Min = 0  Max = 36
Central Tendency
Average = 3.14  Std. Deviation = 4.10
Median = 2  Mode (freq.) = 0 (210)

Number of days they drive a vehicle after having three+ drinks?
Range
N = 643  Min = 0  Max = 30
Central Tendency
Average = 1.16  Std. Deviation = 2.98
Median = 0  Mode (freq.) = 0 (450)

Number of days they were a passenger in a vehicle when the driver had three+ drinks?
Range
N = 643  Min = 0  Max = 20
Central Tendency
Average = 1.19  Std. Deviation = 2.64
Median = 0  Mode (freq.) = 0 (427)

Number of Cigarettes per Month:
Range
N = 643  Min = 0  Max = 900
Central Tendency
Average = 61.98  Std. Deviation = 153.60
Median = 0  Mode (freq.) = 0 (493)

Re-Run the Report
You may re-run the report and specify the type of data you are looking for. You may limit your search to certain types of data and/or you may exclude certain types of data.

Archived Data:

☑ Include Archived Data (What does this do?)
Exclude Outliers:

- Exclude likely outliers (What does this do?)

Limit the Search to:

- Reported use: Drinkers □ Non-Drinkers (What does this do?)
- Sex: □ Males □ Females
- College Information: □ Memphis Students □ Memphis Faculty/Staff □ Other College Students □ High School Students □ Non-College Students
- Student Level: □ Freshmen □ Sophomores □ Juniors □ Seniors □ Graduates □ Not Applicable
- Greek Information: □ Fraternity/Sorority Members □ Non-Fraternity/Sorority Members □ Fraternity/Sorority Pledges
- Athlete Information: □ Athletes □ Non-Athletes
- Residence Information: □ On-Campus Residents □ Non-Residents

Restrict the Search to the Following Dates:

<table>
<thead>
<tr>
<th>Beginning Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 04 2007</td>
<td>June 02 2010</td>
</tr>
</tbody>
</table>

Month Date Year | Month Date Year

ReSubmit

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