**NCAA CHOICES Alcohol Education Grant Annual Report Template**

**NCAA CHOICES Annual Report**

**General Instructions**

NCAA CHOICES annual reports are due by August 30.

***Before submitting the annual report, attach a cover letter on institutional letterhead with the specific funding amount you are requesting for the next year.***

Mail one complete, unbound paper copy and Email one complete electronic copy to:

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NCAA CHOICES Program

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**NCAA CHOICES Alcohol Education Grant Annual Report**

***University of West Georgia***

***We Reflect Our Choices***



July 10, 2009

**Funding period:** from [05/01/2007] to [08/30/2010]

**Reporting period:** from [09/01/2008] to [08/30/2009]

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**Section I: Overall Goal**

**NCAA CHOICES Annual Report**

*The overall goal of the CHOICES program is to implement and evaluate alcohol-related education and prevention programs, and to increase collaboration between campus athletic departments and other campus organizations involved in alcohol education and awareness initiatives.*

*Reflect on this goal and provide 2-3 paragraphs on how your project has progressed towards this end to date.*

The CHOICES program continues to provide the impetus needed to help bring about positive collaboration and relationships between various entities on the University of West Georgia campus. With the grant administrator being a professor of sport management as well as an athletic coach and possessing an extensive athletic background, a much needed connection has been made with the athletic department. An associate athletic director serves on the Apple planning team and works closely with the planning for CHOICES athletic events. As the program has evolved, the head football coach has been appointed as the interim athletic director. Dialogue continues to seek his support for the continuing efforts initiated by the CHOICES grant program.

Other important collaborative efforts have involved working with the Student Activities office, the Student Activities Student Council and Residence Life in providing the non‐alcohol events. Collaboration with Health Services has been critical as the administrator for Health Services has offered tremendous support as well as the Health Educators and Student Patient Advocates in working with joint educational programming and Wolf Athlete Mentor training. The Health, Physical Education and Sport Studies department has offered collaborative support with faculty release time and graduate assistant support.

Additionally, the university, due in part to the attention created by the CHOICES program, has

in place a new Assistant Vice President for Student Services. The new Assoc VP is in charge of campus judicial issues and directs the campus‐wide Alcohol and Drug Abuse Prevention Team (ADAPT) task force established to deal with different facets related to alcohol and substance abuse among UWG students – education, treatment, and policies, enforcement and community partnerships. The ground work has been established with a rather extensive assessment of current active and passive programs.

The collaborative support from Health Services continues to be significant in meeting the goals of the grant. The additional Health Educator and Student Patient Advocate serve the increasing demands. After two years the CHOICES grant has helped establish programs such as the annual athlete kick‐off event, tailgate party, educational programs and the Wolf Athlete Mentor Organization that will be sustained beyond the grant. Perhaps the greatest impact is not just in programs but a prevalent attitude of prioritizing student well‐being in terms of responsible life choices.

**ACTIVITIES TIMELINE**

**Spring 2008:**

CORE drug and alcohol survey (606 students-long form & 130 athletes-short form); *May 7-*WAMO planning meeting

**Summer 2008:**

Apple/CHOICES Team meetings & planning for initial programs

**Fall 2008:**

*Aug.17*‐*All athlete Booster Club Picnic* (Attendance #: 300 student athletes & 50 coaches/administrators)‐Wolf Athlete Mentor Organization members (WAMO) served as table hosts; athletes were randomly assigned table numbers on their name tags so that athletic team members were mixed among tables; a picture overview of the past year in UWG athletics set to music played as a continuous loop; athletes were briefly addressed by the university president, associate athletic director and booster club president with the purpose of setting positive expectations;

*Aug. 27*- WAMO meeting;

*Sept. 10* ‐*New athlete orientation*(Attendance #: 117)‐ involved collaboration with the Vice President for Enrollment and Student Retention and representatives from Financial Aid, Student Advisement, Student Development, First Year Program, Student Support Services (EXCEL), Health Services, Health Education, Student Patient Advocates, the Faculty Athletic Representative and an Athletic Trainer; Students were given a brief welcome and history of UWG athletics by the Sport Information Director then WAMO students posed frequently asked questions to the panel of representatives from across campus; student athletes were then given opportunities to ask questions; website links were demonstrated for WAMO, NCAA CHOICES, Athlete Wellness links; a brief inspirational video clip was shown “Finish Strong”; wolf pack t‐shirts, student athlete handbooks and various other handouts were provided; event assessment was administered by WAMO members (See Appendix A‐1);

*Sept.17*‐*A Life or Death Choice – former UWG football player, Trevor Ramos, shares his story* (Attendance #:151) All athletes were encouraged to attend; “Take a Look at your Own Use” surveys were taken and event assessment surveys conducted. (See Appendix B-3,4 & C-3,4)

*Sept.20 ‐2nd Annual UWG Alcohol-Free Tailgate Party* (#: 300)(Appendix A‐2)

*Sept. 21-22* –Alcohol Awareness Week in collaboration with Health Educators

*Oct. 1 – Deadly Decision* presentation by former baseball player through the voice of his mother – a collaborative effort with the Health Educators (Appendix A-3)

*Oct. 22- WAMO* *Training* with student patient advocate and counselor with personal skills training;

**Spring 2009:**

*Jan. 30-Feb.1 Apple Conference* in Richmond, VA (8 attendees: 4 students & 4 advisors); presentation on the Education slice by WAMO members (Appendix A-4,5);

*Feb.1*‐ *alcohol free super bowl party* in conjunction with Student Activities(#: 150);

*Feb. 8* – WAMO meeting;

*March 8-*‐*Wolf Athlete Mentor Training and pizza dinner* (#:10)

*March 13*- Apple/CHOICES Team meeting with presentation of ideas to interim athletic director

**OBJECTIVE 1:** [type objective here]

**OBJECTIVE 1:**

**OBJECTIVE 1:** Incoming student athletes as well as returning athletes will be able to articulate and demonstrate awareness and respect for the campus and athletic policy regarding alcohol and substance abuse so that new students score 80% and returning students score 95% on average.

**Initial Goal:** To provide initial program opportunities in the fall semester that will create a level of awareness among incoming and returning student athletes for consistent positive expectations and responsible choices specifically in terms of alcohol and substance abuse.

**What did you do?**

Again, we sponsored a new athlete orientation session. The orientation was a very collaborative effort utilizing the WAMO leaders and a panel of “talking heads” from across the university. The panel involved the Vice President for Enrollment and Student Retention and representatives from Financial Aid, Student Advisement, Student Development, First Year Program, Student Support Services (EXCEL), Health Services, Health Education, Student Patient Advocates, the Faculty Athletic Representative and an Athletic Trainer; Students were given a brief welcome and history of UWG athletics by the Sport Information Director then WAMO students posed frequently asked questions to the panel of representatives from across campus; student athletes were then given opportunities to ask questions; website links were demonstrated for WAMO, NCAA CHOICES, Athlete Wellness links. The alcohol policies for the university and the athletic program in general are the same and were defined with consequences clearly explained. A brief inspirational video clip was shown “Finish Strong”; wolf pack T‐shirts, student athlete handbooks and various other handouts were provided; (See Appendix A‐3)

The newly appointed Athletic Compliance officer met with each individual team covering policies. There was no assessment from these presentations to determine whether the objective was clearly achieved.

**What were the results?**

Attendance for the event was 117 new student athletes; event assessment was administered by WAMO members (Appendix B-1); the overall response by new student athletes, administrative participants and coaches was very positive

**What, if any, changes were made to the objective and why?**

The current objective is measureable. We need to be sure that we have assessment instruments for the team presentations by the Compliance Officer and coaches when athletic handbooks are distributed and alcohol policies reviewed. We can also alter the new athlete orientation assessment instrument to include alcohol policy specific questions. The Apple Slice of “Policies” was selected at the January 2008 Apple Conference. Specifically, the area of policy in regard to recruit visits needs to be addressed.

*(continued on next page)*

**OBJECTIVE 2:** Student athletes will be able to identify at a 70% awareness rate the purpose and

availability of the athlete wellness link for alcohol and substance abuse information and intervention

or referral assistance.

**Initial Goal:** To develop a student athlete wellness link on the UWG athletic website

**What did you do?**

The athlete wellness link is still linked to the Health Education link. We were able to reduce the number of website reference links. We still have not been successful in making the website link as graphically appealing as desired.

**What were the results?**

From the new student athlete orientation assessment instrument over 90% indicated and understanding of how to use the athletic website including the athlete wellness link. (See Appendix C-1)

**What, if any, changes were made to the objective and why?**

No changes were made to this revised objective.

**OBJECTIVE 3:**

1. Collaborate with Campus Judicial, the university police department and the community judicial

system a procedure for requiring student offenders to participate in the 20 hour training program that

will be successfully completed by 8‐10 students at least one time each semester.

2. Collaborate with the athletic department, Student Development, Health Services, Residence Life,

Student Activities, Enrollment Retention, and Greek Life a referral system for students who have been

identified as at‐risk but have not been subject to any judicial system. These students would be

encouraged to participate in the Prime for Life as a preventive measure, and would demonstrate

increased awareness of at‐risk behaviors as well as decreased propensity for judicial violation after

completion of the program.

**Initial Goal:** To make the Prime for Life program available to all UWG at‐risk students

**What did you do?**

We have made appeals and requests with the new Associate Vice President over judicial affairs and to date are still waiting for support with initiating the Prime for Life program objectives. The plan is to continue the dialogue with hopes of implementing the program for 2009.

**What, if any, changes were made to the objective and why?**

No changes to the objective at this point; however, the objectives may need to change once the program is put into place.

**Objective 4:**

1. Establish active membership of the Wolf Athlete Mentor Organization (WAMO) demonstrated by

attendance at 90% of meetings and training events.

2. WAMO members will demonstrate knowledge gained by training (BACCHUS Model) of negative

effects of alcohol abuse, symptoms of abusive/addictive behaviors, and the process for making

referrals and seeking help for teammates or others, and will increase to a level of 90% proficiency by

the end of the training.

3. WAMO mentors will deliver team appropriate educational and skill training sessions as needed

during the course of the school year, receiving positive results from attendees, including an average

rating of “good” for each session, and with demonstrated knowledge change by 50% from the

beginning to the end of each session.

**Initial Goal:** To establish the Wolf Athlete Mentor Organization (WAMO) on campus as an active student athlete peer mentor organization

**What did you do?**

We have officially formed the Wolf Athlete Mentor Organization as an official university organization. Representatives were selected by coaches with two from each sport team and four identified for football. Cheerleaders and athletic trainers were included. A WAMO link was added to the athletic website with stated purpose and links to each WAMO member.

WAMO members met initially in August, twice in September, twice in October with a training session in October conducted by a university counselor and student patient advocate from the Health Service Center. The training involved Personal Skills Training primarily in how to approach teammates who indicate signs of being at-risk including the process for making the referral connection. There was a meeting in February and students participated in further alcohol training in March. For assessment see Appendix B-2.

**The results:**

The challenges continued to be the same as it becomes increasingly difficult to work around competition and practice and class schedules of the WAMO members. We were not successful in meeting the 90% participation goal. We also need to improve our assessment of “proficiency” after training sessions. Unfortunately, to date WAMO members have served primarily as mentors and not fulfilled any official “educational” roles within their teams. (See Appendix C-2.)

**Objective 5:**

Collaborate with Student Activities to provide a campus‐wide football tailgate party, a basketball tailgate party and at least one other alcohol‐free event promoting responsible alcohol messages that 80% of the student attendees view as fun and 80% indicating knowledge of the awareness messages.

**Initial Goal:** To provide collaborative, university‐wide alcohol‐free alternative events each semester associated with athletic events

**What we did:**

On Saturday, September 20, we co-sponsored the Second Annual UWG Alcohol-free Tailgate Party with the Student Activities Council and Residence Life. The event included DJ music with spirit give-aways, free pizza and drinks. Students played Frisbee and corn hole toss games. The remaining seat cushions with the reflection logo and signs of alcohol poisoning were also given away.

On Sunday, February 1, we co-sponsored another Super Bowl alcohol-free party with the Student Activities Council in the Campus Center ballroom with large screen viewing and free food.

**The results:**

The football tailgate party was attended by approximately 300 students and promoted a very positive environment.

The Super Bowl party was attended by approximately 100 students. A survey assessment of the event as well as alcohol related patterns of behavior and knowledge was randomly conducted with 16 students. (See Appendix ????)

**OBJECTIVE 6:**

Collaborate with the Health Educators and Wolf Athlete Mentor Organization by establishing

positive social norming statistics through posters and other means of promotion so that student perception and reporting of binge drinking behaviors are reduced as indicated by the Core survey and impact assessments.

**Initial Goal:** To integrate a social norming campaign promoting positive perceptions based on current Core statistics

**What we did:**

This objective is still in the formative stages in terms of actual social norm posters. Groupings of athletic photos cropped to hide actual faces have been compiled with the actual graphic design and social norm statistics to be added before printing. While the social norm campaign has been slow to develop in an official sense, we did post social norm flyers around the athletic field house during Alcohol Awareness Week. (See Appendix ??) Also, social norm data was posted electronically as screen savers in the athletic field house computer lab. Core Survey results from a positive social norm perspective were shared daily through the university electronic daily report.

**Results:**

Due to the unofficial launching of the social norm campaign, there was no associated assessment.

**Section III: Collaborations**

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*For each faculty, staff, student or affiliate collaborator, please provide name, title, role(s) and amount of time served in this capacity.*

**Collaborator 1:**

Name: Dr. Leslie Cottrell, MD

Title: Director of Health Services

Role(s): Apple Team member, event planner and supporter, communication and networking

Amount of time served: 30+ hours

**Collaborator 2:**

Name: Debra Dugan, RN

Title: Health Educator

Role(s): Apple Team member, Core survey administrator, event planning and support

Amount of time served: 40+ hours

**Collaborator 3:**

Name: Ron King

Title: Health Educator

Role(s): Apple Team member, WAMO advisor, WAMO training presenter, Core survey administrator, event planning and support

Amount of time served: 40+ hours

**Collaborator 4:**

Name: Corey Hindman, M.Ed.

Title: Patient Advocate

Role(s): WAMO training and support

Amount of time served: 4 hours

**Collaborator 5:**

Name: Scot Lingrell, PhD

Title: Associate VP for Enrollment Mgt.

Role(s): planning and presenter for new athlete orientation

Amount of time served: 8 hours

**Collaborator 6:**

Name: Stephanie Nieft

Title: Coordinator of Student Programming

Role: planning and organizing special alcohol-free events

Amount of time served: 20+ hours

**Collaborator 7:**

Name: Laura Clayton

Title: Academic Advisement and Compliance Officer

Roles: Apple Team member, 2009 Apple Conference attendee, presenter of student athlete handbook and policies to each sport team

Amount of time served: 20+ hours

**Collaborator 8:**

Name: Eddie Duffey

Title: Associate Athletic Director

Roles: Apple Team member; planning, organization and marketing of events

Amount of time served: 8+ hours

*In the spaces below, please describe the type(s) of evaluation you conducted, the instrumentation you used (if any) and its source, and the evaluation participants. Please also summarize the results or findings of the evaluation.*

**Section IV: Evaluation**

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*Attach evaluation instruments in* **Appendix B** *and detailed results or findings in* **Appendix C***, noting their location in your discussion.*

**Evaluation Effort 1:**

Evaluation Description: « Taking a Look at Your Own Use »

Instrumentation: For the Athlete : Alcohol and Athletic

Performance, University of Notre Dame (See Appendix B‐1.)

Participant Information : 27 of the 151 attending randomly answered questionnaires by male and female athletes at the September 17th program

Summary of Findings/Results: Findings that point out areas of concern are: 50% have been unaware of the alcohol content of drinks; 71% have participated in drinking games; 54% reported encouragement of excessive drinking with friends; 50% have experienced a blackout or memory loss from drinking (See Appendix C-1.)

**Evaluation Effort 2:**

Evaluation Description: New Athletes – New Choices Orientation Survey

Instrumentation: original survey instrument for the event

Participant Information: 21 out of the 115 new student athletes attending were randomly selected for the survey

Summary of Findings/Results: In all eight areas assessing the event, the overwhelming majority of participants either “agreed” or “strongly agreed” that the event was effective, helpful, of good quality, useful, clearly explained creating awareness and understanding.

 *(continued on next page)*

**Evaluation Effort 3:**

Evaluation Description: « A Life or Death Choice » program survey

Instrumentation: original survey for the event (Appendix B-3)

Participant Information: Of the 151 athletes attending, 20 athletes were selected to randomly respond to the survey.

Summary of Findings/Results: The majority found the presentation to be effective indicating an increased awareness of the risk involved with drinking and driving; however, there seemed to be a stronger concern for driving with someone who is intoxicated than a change in personal perception of drinking and driving which could indicate a false sense of confidence in their own personal ability to drink and drive. (Appendix C-3)

**Evaluation Effort 4:**

Evaluation Description: Super Bowl 2009 Survey

Instrumentation: Combination of select questions from the following Impact instruments: 3 (A), 4, 5, 6, 7 plus questions designed for the event assessment. (Appendix B-4)

Participant Information: 16 students (8 male and 8 female; 5- Fr., 3-So., 2-Jr., 5-Sr.) were randomly selected from over 100 attending the event

Summary of Findings/Results: The majority of the students indicated responsible drinking habits and knowledge. Of interest, while 12 reported coming to watch the game and 15 also to socialize and eat free food, 6 planned to leave the party and go where alcohol was served. (Appendix C-4)

**Evaluation Effort 5:**

Evaluation Description: March WAMO Training Assessment

Instrumentation: 5 question response designed for the training session (Appendix B-5)

Participant Information: 12 WAMO members present for the training

Summary of Findings/Results: The feedback was positive in that the information was helpful for both referrals and intervention from the Step-Up presentation. They also agreed that they learned strategies for keeping teammates safer with a better understanding of what constitutes an alcoholic drink. (Appendix C-5)

**Evaluation Effort 6:**

Evaluation Description: CORE Survey administered to student body sampling and all

athletes

Instrumentation: CORE Survey Long form for the student body and short form for student

athletes (See Appendix B‐5 & 6.)

Participant Information: 905 general students; 495 females/333 males

Summary of Findings/Results: (See Appendix C‐.) These results are being used to

gather a baseline of data regarding student and student athlete behaviors and perceptions.

Results, compared to 2008 data, indicate improvement in terms of the incidence of binge

drinking among the general population. The athlete results have not been returned at the time of this report.

**Evaluation Challenges, Concerns and Follow-up:**

Challenges and/or concerns regarding evaluation:

We are continuing to work on evaluation efforts that are tied to the objectives.

Evaluations are still being used to gather information about UWG student and student athlete behaviors, knowledge and perceptions in order to plan and address perceived needs. With the continued aid of the IMPACT manual and resource, we project that we will be better prepared to assess the future grant programs.

We do plan to continue to use the CORE Survey as a national assessment standard for both a

random sampling of the general student body population and the student athlete population

specifically. While this instrument is not designed to measure the specific objectives of our

grant, our overall goal is that the efforts of the grant will create an awareness and impact so

that positive results will be indicated by the CORE survey.

We will plan to improve and further implement assessments using the IMPACT instruments

for educational sessions, special events, WAMO training sessions and social norming impact.

**Section V: Budget**

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*Please provide planned and actual budget items in the table below.*

|  |  |  |
| --- | --- | --- |
|  | **Planned Expense** | **Actual Expense** |
| Personnel1. (Program Director)
2. (Item 2)
 | 1. $2000.00
2. $0000.00
 | 1. $2000.00
2. $0000.00
 |
| Equipment1. (30- I Clickers for use with student groups in alcohol responsibility and social norm education)
2. (Item 2)
 | 1. $1055.60
2. $0000.00
 | 1. $1055.60
2. $0000.00
 |
| Supplies, materials or services1. (supplies for training of Athlete Mentors)
2. (food, DJ, supplies for 2 campus wide tailgate parties)
 | 1. $900.00
2. $2000.00
 | 1. $649.83
2. $2000.00
 |
| Travel1. (Apple Conference team of 6)
2. (Item 2)
 | 1. $1771.00
2. $0000.00
 | 1. $2440.00
2. $0000.00
 |
| Consultants1. (Item 1)
2. (Item 2)
 | 1. $0000.00
2. $0000.00
 | 1. $0000.00
2. $0000.00
 |
| Evaluation 1. (Item 1)
2. (Item 2)
 | 1. $0000.00
2. $0000.00
 | 1. $0000.00
2. $0000.00
 |
| Other (specify)1. (Item 1)
2. (Item 2)
 | 1. $0000.00
2. $0000.00
 | 1. $0000.00
2. $0000.00
 |
| **TOTAL BUDGET** | **Planned: $7726.60** | **Actual: $8145.43** |

 *Adjust, add or remove budget items as necessary.*

*-2440-*

*Please report budget reallocations and their justification.*

*Add or remove budget reallocation justifications as necessary.*

1. [Budget net overage for 2008-2009 academic year was $418.83 ]
2. [The airline tickets to the Apple Conference were $669 over expected]
3. [The supplies for the training and development of the peer mentors (Wolf Athlete Mentoring Organization) were $250.17 under expected]

*Please provide a summary statement of how well you believe your program has been implemented to date.*

**Section VI: Summary**

**NCAA CHOICES Annual Report**

*Identify at least three lessons learned as a result of the program to date (1-2 sentences each). Also identify challenges the program encountered and how they were addressed (1-2 sentences each).*

*Provide recommendations suitable for sharing with other campuses running similar programs. These may duplicate, draw from, or be separate from the above discussion items.*

The impact of the “We Reflect Our Choices” program has continued to create a positive impetus and sense of campus awareness and collaboration that will allow for successful implementation of programs that will continue beyond the scope of the grant. Most of the lessons and challenges remain the same after the second year.

**Lesson One:** *Establishing positive relationships across the university is essential to successful collaboration.*

**Lesson Two:** *Involving student athletes in planning and implementation is important for program success.*

**Lesson Three:** *Attendance at the Apple Conference helps to renew enthusiasm and the Impact guide provides very concrete assistance particularly in regard to assessment and program evaluation.*

**Challenge One:** *Being able to successfully communicate to coaches the goals and objectives of the grant so that cooperation becomes a priority.*

*Communication has been based on one‐on‐one conversations with coaches, emails and handouts. Turnover with the athletic director has created a time lag for endorsement of the program objectives and initiatives.*

**Challenge Two:** *Finding the time with the demands of athlete’s schedules for WAMO meetings and training sessions*. *By comparing all athletic schedules, we were able to find the few open dates typically on a Sunday evening. Placing additional demands upon the time of student athletes continues to be a challenge!*

**Challenge Three:** *Not being able to translate grant program plans into reality due to time constraints from teaching, coaching and the normal university turnover and demands placed on the entire Apple/Choices Grant Team. So much of the grant program success is based on collaboration and designating different tasks among individuals and department entities. Ultimately this designation and* *“ownership” will be a key for the continuation of programs initiated by the grant efforts.*

**Appendix A: Program Promotional Materials**

**NCAA CHOICES Annual Report**

*Please provide originals or copies of all promotional, marketing, training and multimedia materials (e.g., videos, press releases, event flyers, posters, campus or other news articles).*

1. 1: Wolf Pack 2008 Poster
2. 2: Getting Game Ready – New Athlete Orientation
3. 3: Tailgate party
4. 4: Deadly Decisions
5. 5: Apple conference presentation
6. 6: Apple conference handout
7. 7: Published article by Frank Butts
8. 8: Article written for publication by Elizabeth Butts

**Appendix B: Evaluation Instruments**

**NCAA CHOICES Annual Report**

*Please provide originals or copies of all instruments used for evaluation purposes, citing the source of each instrument.*

B-1: New Athlete Event Assessment

B-2: WAMO assessment

B-3: A Life or Death Choice Presentation Assessment

B-4: Taking a Look at Your Own Use survey

B-5: Super Bowl Survey

B-6: CORE Long Form Survey

B-7: CORE Short Form Survey

**Appendix C: Evaluation Results**

**NCAA CHOICES Annual Report**

*Please provide any results of your evaluation efforts to date.*

C-1: New Athlete Event Assessment

C-2: WAMO assessment

C-3: A Life or Death Choice Presentation Assessment

C-4: Taking a Look at Your Own Use survey

C-5: Super Bowl Survey

C-6: CORE Long Form Survey

CORE Athlete Short Form Survey results are pending