# College Alcohol Risk Assessment Guide

## ENVIRONMENTAL APPROACHES TO PREVENTION

The Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention

Funded by the U.S. Department of Education

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## Environmental Approaches to Prevention

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# Introduction

*The College Alcohol Risk Assessment Guide* will help you identify and modify risks that contribute to alcohol-related problems within college and university communities.

The *Guide* describes methods and exercises you can employ to gather and organize information about alcohol use and associated adverse consequences at institutions of higher education and within surrounding communities.

Despite general agreement among campus officials and students alike that alcohol use contributes to a range of problems confronting colleges and universities, prevention often does not command a high priority for students, faculty, and staff. Making the case for prevention can be frustrating work, posing the challenge of getting people to understand why problems occur and how they can make a difference.

The *Guide* can help you meet that challenge. Its four goals are to:

1. Help you gather information on the extent of problems related to alcohol use at your college or university;
2. Help you understand and describe environmental factors within your campus community that promote or discourage high-risk alcohol use;
3. Assist you in organizing information on alcohol-related problems in an intelligible way, so that you can articulate concerns and generate a prevention support network at your college;
4. Prepare you for strategic planning and implementation of policies and practices for reducing alcohol-related problems.

## What Is Prevention?

This *Guide* focuses on alcohol problem prevention, defined as *the avoidance of problems* (the *5 Ds*) related to alcohol use, such as social *Disruption*—including lost academic opportunities—injury, property *Damage*, *Disability* and physical *Disorder*, and premature *Death*.

Although problems related to the use of illicit drugs and non-medical

use of prescription drugs challenge colleges and universities, alcohol has long been the drug of choice among college students, who drink at higher rates than their noncollege counterparts.[1] Forty percent of college students report binge drinking (consuming five or more drinks on a single occasion) within the prior two weeks, a rate virtually unchanged since 1993.[2] Surveys of campus officials, students, and faculty find that alcohol problems rank high among campus-life issues of greatest concern.[3]

However, this focus on alcohol problems is not meant to diminish or discount problems related to other drug use. And while the *Guide* specifically addresses risks for alcohol problems, some of the approaches and exercises presented are also applicable to the prevention of other drug problems. But fundamental differences in public policies governing the sale and use of alcoholic beverages—in contrast with illicit and prescription drugs—allow for a wider range of prevention strategies.

## A Public Health Approach

The strategies to prevent or reduce alcohol problems described in the *Guide* reflect a public health perspective. A distinctive feature of public health is that it focuses mainly on communities, not individuals. A public health perspective stresses that problems arise through reciprocal relationships among an individual (host), a direct cause (agent), and the environment.

In the case of alcohol problems, the direct cause is alcohol, and the environment is the social and physical context in which drinking occurs. Public health prevention strategies place particular emphasis on ways to shape the environment to reduce alcohol-related problems.

Environmental factors influencing individual drinking decisions include how, where, and when alcohol is made available in a given community or setting. These factors are often governed by formal and informal policies, such as customs, traditions, and norms. For example, federal and state tax policies influence the price of alcoholic beverages and help determine its economic availability (see The Price of Alcoholic Beverages). A public health approach acknowledges that alcohol problems are ultimately linked to the larger social and economic system.

Beginning in the 1970s, new information on the nature, magnitude, and incidence of alcohol problems showed that alcohol can be problematic when used by any drinker, depending on the situation or context of drinking.[4] There was renewed emphasis on the diverse consequences of alcohol use—particularly trauma associated with drinking and driving, fires, and water sports, as well as long-term health consequences.

Over the next three decades increasing information on the role that alcohol plays in various types of problems among college students, including injuries—both intentional and unintentional—social disruption, sexual assault, and poor academic performance has underscored the importance of prevention. One study estimated that 1,700 college students die per year from alcohol-related unintentional

1 Johnston, L.D., O'Malley, P. M., Bachman, J.G., and Schulenberg, J. E. *Monitoring the Future: National Survey Results on Drug Use, 1975-2006. Volume II: College students and adults ages 19-45* (NIH Publication No. 07-6206). Bethesda, MD: National Institute on Drug Abuse, p. 22, 2007.
2 Presley, C.A., Cheng, Y. and Pimentel, E. *Alcohol and Drugs on American College Campuses: A Report to College Presidents, Fourth in a Series,* 1998, 1999, and 2000 Carbondale, IL: The Core Institute, p. 11, 2001.
3 National Institute on Alcohol Abuse and Alcoholism National Advisory Council Task Force on College Drinking. *How to Reduce High-Risk College Drinking: Use Proven Strategies, Fill Research Gaps.* National Institute on Alcohol Abuse and Alcoholism. Rockville, MD. p. 1, 2002.
4 Beauchamp, D.E., *Beyond Alcoholism: Alcohol and Public Health Policy*, Philadelphia: Temple University Press, 1981.

injuries, the majority in motor vehicle crashes.[5]

The impact of college student alcohol misuse is not limited to the drinkers themselves. The term "secondhand effects" refers to the ways that student drinking behaviors harm others. For example, students who attended schools with high rates of binge drinking experienced a greater number of secondhand effects, including disruption of sleep or study, property damage, and verbal, physical, or sexual violence, than those attending schools with low binge drinking rates.[6]

**A complex set of cultural, social, economic, and political interactions contribute to the level of alcohol availability in a given society, community, or even neighborhood.[10]**

## Research Basis

What do we know about preventing alcohol-related problems? Because alcohol-related problems are complex, there are no easy answers. However, findings from a body of research studies suggest that certain actions can reduce certain problems. The key to successful prevention initiatives is matching up a specific problem with actions that have been found to be successful in reducing that problem.

The problem—student drinking—is obvious, but exactly which goals and objectives should be specified to guide campus prevention efforts is not. Is the goal to eliminate college student drinking? Limit excessive consumption of alcohol? Eliminate underage student drinking? Eliminate alcohol-related behavior problems? Protect student drinkers from harm? From second-hand effects? Should the prevention effort focus on student drinking on campus, or should it also cover off-campus behavior?[7]

The approaches described in the *Guide* are based on a number of research reports from sources such as the National Institute on Alcohol Abuse and Alcoholism and the Institute of Medicine, demonstrating that increases in alcohol availability lead to increases in alcohol consumption, which in turn lead to increases in alcohol problems[8] (see Alcohol in the Environment).

Patterns of consumption and problems in the general population similarly vary in relation to the physical, psychosocial, and normative environment[9] in which individual drinking decisions occur, as influenced by the retail, public, and social availability of alcohol.

In general, alcohol availability refers to the manner in which alcohol is served and sold in a given community or society. For example, if beer is priced lower than sodas during happy hour at a campus pub, the result is

5 Hingson, R., Heeren, T., Winter, M., and Wechsler, H. "Magnitude of alcohol-related mortality and morbidity among U.S. college students ages 18-24: Changes from 1998 to 2001." *Annual Review of Public Health* 26: 259-279, 2005.
6 Wechsler H, Lee J.E., Kuo M, Seibring, M., Nelson, T.F., and Lee, H. "Trends in college binge drinking during a period of increased prevention efforts: Findings from 4 Harvard School of Public Health College Alcohol Study Surveys: 1993-2001." *Journal of American College Health* 50(5), 2002.
7 Saltz, R., and DeJong, W. *Reducing Alcohol Problems on Campus: A Guide to Planning and Evaluation*. National Institute on Alcohol Abuse and Alcoholism, p. 7, 2002.
8 Babor, T.F., Caetano, R., Casswell, S. et al. *Alcohol: No Ordinary Commodity—Research and Public Policy*. New York: Oxford University Press, 2003.
9 Wagenaar, A.C., Toomey, T.L., and Lenk, K.M., "Environmental influences on young adult drinking." *Alcohol Research & Health*, National Institute on Alcohol Abuse and Alcoholism, Rockville, MD, 26(4), 2004/2005.
10 DeJong, W., and Langford, L.M. "Typology for campus-based alcohol prevention: Moving toward environmental management strategies." *Journal of Studies on Alcohol Supplement* 14:140-147, 2002.

an increase in the economic availability of alcohol[11] (see The Price of Alcoholic Beverages).

## The Prevention Paradox

National survey data show that the bulk of drinking-related harms reported by college students accrue to drinkers who consume at nonextreme levels, the groups some might consider to be at less than "high-risk." While a given individual's risk for experiencing harms increases with consumption, most drinkers do not consume extreme amounts of alcohol (frequent consumption of six or more drinks on an occasion) These extreme heaviest drinkers, are at greatest risk for alcohol-related problems. However, because their number is relatively few they generate proportionately small amounts of all drinking harms. Nevertheless, the risk for alcohol-related problems is not zero among lower level college drinkers and even nondrinkers experience secondhand problems related to drinking. Because lower level drinkers are more numerous, they account for the majority of harms. This is known as the "prevention paradox."

The preventive paradox for prevention strategies suggests that we moderate consumption among the majority using environmental approaches, which may result in substantial benefits to the community but relatively small gains to specific individuals. As a consequence, these types of prevention strategies may be both controversial—by seeking to incrementally change the behavior of a majority who may correctly perceive they are at low individual risk of harm—and counterintuitive—by investing prevention resources and attention toward changing determinants of behaviors that may appear benign individually while seemingly ignoring the easily identified problems of persons with more acute symptoms or disease. That is why it is important to examine the interrelationships of consumption and harms, and the impacts of prevention program models that take their cue from the logic of the prevention paradox.[12]

## Problem Identification and Analysis

For many years traditional prevention efforts on college campuses, for the most part, focused on providing individuals with information and skills to help them avoid problems. A pamphlet on alcohol use and

*Unless the university "steps up to the plate" and makes reductions in alcohol problems among students a campus priority and adopts and enforces policies aimed at student conduct, the community is not likely to be enthusiastic about joining in the effort. Despite criticism from some community members that get-tough measures would push problems off-campus and into the surrounding neighborhoods, communities generally appreciate a university's crackdown on student misbehavior. This also enables the communities to begin examining their own role in the problems.*[13]

11 Chaloupka, F.J., Grossman, M., and Saffer, H. "The effects of price on alcohol consumption and alcohol-related problems." *Alcohol Research & Health*, National Institute on Alcohol Abuse and Alcoholism, 26(1):22–34, 2002.
12 Weitzman, E.R., and Nelson, T.F. "College student binge drinking and the 'prevention paradox': Implications for prevention and harm reduction." *Journal of Drug Education*, 34(3):247-266, 2004.
13 *A Matter of Degree Initiative to Reduce Binge Drinking at Colleges and Universities: Lessons Learned.* The Robert Wood Johnson Foundation, May 2008.

problems distributed in student orientation packets is one example of individual-centered prevention activities. These activities focus on the *who* of alcohol problems.

This *Guide* will help you collect information to understand and respond to the **WHAT, WHERE, WHEN, WHY,** and **HOW** surrounding alcohol use and related problems. What are the problems at our college? Where and when do they occur? Responses to those questions help you gain a better understanding of why problems occur. Then you can determine how to make environmental changes to reduce problems

Once you collect information, the findings can serve several purposes. Most important, information informs prevention strategies and decisions by helping you identify opportunities for intervention and environmental change. By sharing information with the larger campus community, you not only raise awareness but also spark discussion and debate and generate interest and involvement of community members.

Colleges and universities have developed a wide range of creative and innovative approaches for imparting information and raising awareness about alcohol use and problems. For example, many campuses use online education programs to get alcohol prevention messages across to their classmates.

*Hobart and William Smith Colleges use an online program that gives students information on campus issues, including alcohol, in small info-bytes called "Factoids." Some are amusing, some are surprising, and some are disturbing. Each "Factoid" is accompanied by a brief description of the source of the data that the fact is based upon. Short video clips of student presentations on related matters as well as graphs, charts and photos, can be displayed by clicking on buttons at the bottom of the window. Students can submit reactions or "Reactoids" to "Factoids" by clicking on a button at the bottom of the window.*

## Prevention on Campus: A Broader View[14]

| INDIVIDUAL | ENVIRONMENTAL |
|---|---|
| Behavior and behavior change | Policy and policy change |
| Relationship between individuals and their alcohol-related problems | Social, political, and economic context of alcohol-related problems |
| Short-term program development | Long-term policy development |
| People remain isolated and focused on self | People gain power by acting collectively |
| Individual as audience | Individual as advocate |
| Professionals make the decisions | Professionals help create avenues for citizens to develop and express their voice |

14 Adapted from a James F. Mosher presentation at the FIPSE New Grantee Training Institute, February 1993.

Many campuses have developed cadres of peer educators who make presentations about alcohol awareness and problem avoidance in classrooms and at residence halls and fraternities.

Alcohol education activities are a necessary part of alcohol problem prevention efforts. However, they are insufficient by themselves to achieve substantial reductions in alcohol problem.[15]

Alcohol problems are matters of public policy and not just individual habits and lifestyles. It's not just a matter of the right people making the right decisions—whether to drink and when to drink and where to drink—it's more than that. It's the rules and regulations—formal as well as informal—and the environment that surround those decisions.

Prevention is more likely to be successful when efforts directed at altering individual behavior operate in tandem with those directed at altering the environment. That is, making the environment consistent with the messages.

By moving away from a singular focus that tends to blame individual drinkers, we can look to broader influences in our environments that contribute both to individual and community alcohol problems.[16]

Students making the transition to adulthood often live in a learning environment that supports experimentation and limits adult responsibility. Not surprisingly, many experiment with alcohol, drink heavily, and are at high risk for alcohol-related problems.[17]

But there are ways for colleges and universities to both examine risk levels and introduce changes to mitigate those risks.

## How to Use This *Guide*

Changes in institutional environments surrounding alcohol use require the broadest involvement of those affiliated with the institution, including students, parents, staff, faculty, alumni, and members of surrounding communities. The challenge for environmental prevention is generating and sustaining coalitions committed to making changes. A single staff person cannot do it sitting in an office.[18]

The key to sustaining an interest in prevention is energizing new or existing campus organizations, especially students, to take an interest in prevention.

**No Lone Rangers**

15 Wallack, L. and Corbett, K. *Illicit Drug, Tobacco, and Alcohol Use, Youth and Drugs: Society's Mixed Messages. OSAP Prevention Monograph-6.* ed. Hank Resnik. Rockville, MD: Office for Substance Abuse Prevention, pp. 5-29, 1990.

16 Allamani, A., Casswell, S., Graham, K., Holder, H., Holmila, M., Larsson, S., and Nygaard, P. "Introduction: Community action research and the prevention of alcohol problems at the local level." *Substance Use & Misuse*, 35:(1 & 2), 2000.

17 *High-Risk Drinking in College: What We Know and What We Need To Learn—Final Report of the Panel on Contexts and Consequences*, National Institute on Alcohol Abuse and Alcoholism National Advisory Council on Alcohol Abuse and Alcoholism Task Force on College Drinking, April 2002.

18 U.S. Department of Education, Office of Safe and Drug-Free Schools, Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention, *Experiences in Effective Prevention: The U.S. Department of Education's Alcohol and Other Drug Prevention Models on College Campuses Grants*, Washington, DC, 2007.

Sometimes linking campus efforts with prevention activities in surrounding communities helps stimulate interest. Coordination with state and national organizations or activities can generate local interest.

At most colleges and universities, alcohol problem prevention issues are not a very high priority. Often the limited resources available are bounded by time constraints of a specific government grant. To imbue prevention values within an institution, those concerned with prevention must become brokers—that is, they become agents for issues that are important and market them to campus resources.

You and your group can be agents for prevention by building and sustaining relationships with others who may have an interest in the numerous social, cultural, and economic issues surrounding alcohol use in our society. You can help them refocus those interests to support prevention efforts.

This *Guide* helps you develop relationships through an information-driven process that draws the attention of campus members to those factors in your environment that contribute to alcohol-related problems.

Use the exercises in the *Guide* to expand the circle of people interested in and committed to reducing specific alcohol-related problems at your school. The exercises give people a better understanding of what problems are occurring on campus. By examining campus and community environments, they learn where and when problems occur, which in turn helps them understand why problems occur. If they understand the environmental factors influencing problems at their school, they then feel they know how to make changes to reduce those problems.

**Everyone is in charge of prevention. And prevention is not a program. Rather, it is an informed commitment. The process described in the Guide gives you the information you need to generate that commitment on your campus.**

# Problem-Oriented Prevention

Problem-oriented prevention targets attention and action on specific consequences of alcohol use.

College administrators and students report a range of alcohol-related problems at colleges and universities. National surveys recount aggregate problem levels (see sidebar). But individual campuses may differ based on factors such as the mean age of the student body, employment status, ethnicity, religious beliefs, and extent of fraternity/sorority involvement. The *Guide* includes a series of information collection exercises that will help you define specific problems at your institution and understand your own culture of alcohol use and adverse consequences.

Problem-oriented prevention borrows the SARA method (scanning, analysis, response, assessment), a community policing technique growing in use for several decades. This method helps police officers move from merely responding to incidents in an isolated manner to analyzing underlying problems and response options in collaboration with community groups.

SARA readily transfers to prevention efforts in a range of communities. For colleges and universities, it promotes campus collaboration and information as a logical way to develop and monitor problem-reduction strategies in an understandable process.

In scanning you look beyond immediate incidents or issues to determine if they are part

*Some problems related to alcohol use reported by U.S. college students:*[19]

- *Missed classes*
- *Performed poorly on a test*
- *Had hangover*
- *Been hurt or injured*
- *Fights or arguments*
- *Trouble with authorities*
- *Arrest*
- *Damaged property*
- *Taking sexual advantage*
- *Sexual Assault*
- *Drinking and driving or being a passenger with an impaired driver*

19 Wechsler H, Lee J.E., Kuo M, Seibring, M., Nelson, T.F., and Lee, H. "Trends in college binge drinking during a period of increased prevention efforts: Findings from 4 Harvard School of Public Health College Alcohol Study Surveys: 1993-2001." *Journal of American College Health* 50(5), 2002.

of a broader problem. If so, you then engage in problem analysis, through the gathering of information from a wide variety of sources, to determine not only the nature and scope of the problem but also the resources to help solve the problem. You are then ready to implement a response intended to provide long-range, strategic, solutions to underlying problems. Then you assess, or evaluate, whether your strategy has been successful and make any necessary changes following the same approach.

# SARA

## Scanning

Develop a campus profile

Look around

Have conversations

Recruit allies

## Analysis

Identify information needs

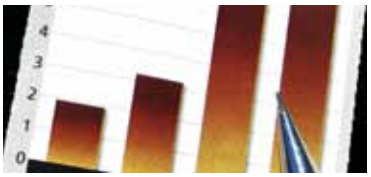
Collect information

Define problems

## Response

Strategically decide what to do

Implement actions to reduce problems



## Assessment

Collect information on changes in problem indicators

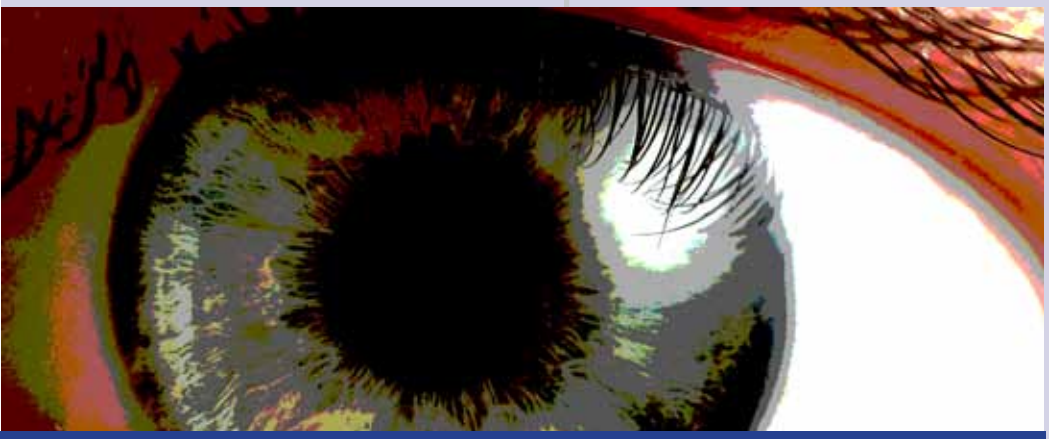
Measure impact of responses

Reassess priorities

# Scanning

*Scanning* is both the first step in understanding the nature of alcohol use and adverse consequences and a way to identify potential areas of support for prevention efforts. Scanning helps you think about your institution's environment from a risk-indicator perspective.

Most problems related to alcohol use are not identified as such until they attain community visibility. Indicators of alcohol problems often go unnoticed until the problems become so severe that they can no longer be ignored. But campuses don't have to wait for a riot—like the 2008 event at a large state university that resulted in 28 emergency medical rescue runs, 52 arrests, and 48 citations[20] or a tragedy—such as the alcohol poisoning death of a student[21]—to take a look at the environment to see what kinds of problems exist.



Scanning is something most of us do everyday. We walk around to get a sense of what a community is like. What are the issues for community members surrounding alcohol use and adverse consequences? We talk to people. What kinds of problems are we seeing out there? Where do we start?

But scanning for college alcohol risk assessment is a bit more formalized by expanding the area and focusing on things that may point to the when, where, and how of alcohol use and related problems. We scan every day but within a limited area and with a limited perspective of what we are looking for and whom we talk to. But in addition to talking to people, in scanning we can also take some photos or use a video camera to record information.

## Enlisting Allies

While one person could scan a campus, these exercises are a good way to get others involved. Scanning is easy, interesting, and even entertaining.

Group members can compare impressions and information

20 2008 Cedar Fest Information, East Lansing Police Department, www.cityofeastlansing.com/cedarfest.
21 "NU student found dead in dorm room," EvanstonNow.com, June 10, 2008.

gained through scanning to gauge preliminary agreement on problems and contributing factors. Scanning exercises can help you develop a core group of interested individuals and generate discussion on your campus by highlighting alcohol issues in the environment. Forms for the following exercises are included in Appendix A.

## Scanning Exercise

**A-1 A Quick Profile,** helps you develop a quick profile of your campus to highlight environmental factors that may be contributing to alcohol use and adverse consequences. You and members of your group note your impressions and opinions at your institution. This exercise helps initiate discussion and generate interest in prevention.

**A-2 Looking Around,** gets your group out and about on your campus and in surrounding communities to look for problem indicators. You record what you see when looking at your campus and community and compare your impressions with others in your group.

Once you and your group have developed some impressions of problems related to alcohol use at your school, a simple way to find out what other people think is to talk with them. Not only will conversations help you confirm or negate your impressions, they will also help you identify potential allies and opponents, as well as resources for prevention efforts.

*A picture is worth a thousand words. Recruit student photographers and cinematographers to document the environment. Images or videos of on- and off-campus alcohol outlets, social events, billboards, social networking Web sites, and other activities can describe eloquently the alcohol environment on your campus. Use photos and videos to raise environmental issues and generate campus dialogue about environmental messages.*

**A-3 Having Conversations**, lists those on campus who are both potential allies and sources of information. Talk to some or all of these people. For some conversations you might want to make an appointment. Other conversations might be more informal, such as at receptions, around a cafeteria table, or in student lounges. Though you want to get opinions about issues that you and your group think are important, be attentive for other issues raised. You don't always need to talk to the person in charge. Those in the so-called trenches of campus life can often provide valuable insights into alcohol use and adverse consequences.

## Scanning Yields Preliminary Information

It's important to talk to a variety of people on campus. You want to get a representative picture of widely held values on your campus regarding alcohol use and measures to reduce problems. Go where students congregate and just talk to them. Scanning doesn't have to be strictly formal.

Use conversations to identify existing campus information resources on alcohol-related

## Look around and talk to people

*Students complain that there is nothing to do when they are not studying or in class, and cite boredom and stress as reasons for drinking. One way to determine opportunities for socializing is through a quick scan of the campus newspaper, bulletin boards and online social networks to see what types of activities are advertised and promoted. Things to look for are extracurricular activities that are alcohol-related, such as "student night" drink specials at local taverns, and those that are not, such as lectures, concerts, film festivals, or sports activities. Are students' perceptions of the campus environment correct? Is more information needed before changes can occur?*

problems and to encourage others to get involved with your group.

## Counting Problems

Having quantitative information is useful to support your scanning results. But such counts are often not available. Sometimes simple solutions can be found. For example, residence life advisors at one college kept routine records of incidents, such as rowdy behavior and curfew violations. While many problems were alcohol-related, alcohol wasn't mentioned unless the incident was directly related to drinking. Minor changes in the way incidents were recorded resulted in a clearer understanding of the role of alcohol in residence hall problems, suggesting points for intervention.

Scanning can also encompass social networking Web sites. Police in East Lansing, Michigan, learned about the potential for disturbances at the April 2008 Cedar Fest by monitoring Facebook, used to organize the event that ultimately attracted 4,000 revelers, many of them Michigan State University students.[22]

You may find that others who collect campus information—such as campus security and health

*George Mason University is one of a number of campuses that convenes Monday morning meetings with participation from student life, residence halls, campus police, counseling center, and Greek life to assess campus health and safety experiences and to anticipate and prepare for upcoming campus events that may pose alcohol-related risks.*

22 "Mich. Police Bust Up Party Promoted on Facebook," *All Things Considered*. National Public Radio, April 7, 2008.

services—can make small changes in the way they record information that will help your efforts.

***Make it easy:*** *Ask residence hall advisors to place one check mark for an incident report if the perpetrator had been drinking, two check marks if the victim had been drinking. Three check marks signify that both had been drinking.*

Information gained from scanning exercises serves multiple purposes. You and your group can:

- identify specific problems on your campus;
- discover high-risk drinking environments on your campus and in your community;
- enlist new allies by using information to establish relationships with a cadre of students, faculty, and campus officials; and
- stimulate informed consideration of problems and contributing environmental factors on campus.

However, scanning usually doesn't provide you with enough information to understand fully the nature of the problems. Further analysis is often necessary for your campus to agree on problem definition. Scanning helps narrow the field of interest by directing your attention to specific issues on your campus.

# Analysis

The goal of analysis is to collect accurate information on indicators of problems related to alcohol use. Indicators are measures of the nature, magnitude, or incidence of problems. Analysis provides you with information you need to understand environmental influences on alcohol use and adverse consequences on your campus. Use this information to formulate prevention strategies aimed at altering environments to reduce risks associated with drinking on your campus. Surveys of campus populations are a common way to collect problem information. And with new technologies, such surveys are becoming more cost effective. But surveys often provide only a partial picture. Surveys often focus exclusively on which individuals report which problems, excluding information on where, when, and how problems occur. Other methods are less traditional.

For example, counting the number of reported incidents of underage drinking in residence halls is one way to measure the magnitude of underage drinking on your campus. It also provides information on when these problems are most likely to occur.

Another indicator of underage drinking is the number of beer cans discarded in trash bins at a residence hall for first-year students. Counting beer cans on different days can tell you when drinking occurs.

A structured way to collect and report indicators of alcohol problems helps you develop an accurate profile of your campus. Accuracy is especially valued in academic settings. For example, scanning may lead you to think that cheap drink promotions at local bars contribute to drinking and driving. Skeptics might wonder if drinking and

*More and more campuses are using online technology to conduct student surveys. Does your school do yearly quality-of-life surveys? Check to see if responses include problem indicators. Does your school conduct exit surveys or interviews with graduates or with those who leave before graduation?*

driving is really a problem. How do we know cheap drinks are at fault? Problem analysis produces credible support for prevention initiatives. For example, communities have developed "place of last drink"' surveys for those convicted of driving under the influence. The San Diego Community-Collegiate Alcohol Prevention Partnership, the University of Delaware, the Tampa Alcohol Coalition, and the University of Nebraska, among others, have used such surveys and information to link alcohol-impaired drivers to specific locations and promotional events. Analysis differs from scanning in that it is more structured, or formal, and it can both be replicated and withstand scrutiny. Scanning gives you impressions and preliminary information. Analysis gets you more specific and problem-oriented information.

Information gained from formal and informal surveys of students, faculty, and staff and from other sources helps you target and define specific discrete problems. Other sources of information to help you understand alcohol-related problems include: drinking and driving statistics, campus and emergency room injury reports, and reports of disorderly conduct and public intoxication incidents and arrests.

Information also helps generate campus agreement on the definition in order to begin responding to problems. Information that you collect during problem analysis becomes baseline data. This gives you a way to monitor changes in problems over time and to assess the impact of prevention activities. Student, faculty, and staff participation in this process is indispensable for gaining credibility for prevention measures.

**Garbology is like archaeology. Trash and litter are physical evidence of human activities. Garbage and litter indicate what people are drinking, and where and when drinking occurs.**

## Disaggregate Problems

Disaggregating problems means separating them into specific components. Disaggregating helps clarify why problems occur; then you can fashion specific prevention strategies and generate community support for change.

For example, alcohol use, especially binge drinking, is a problem at colleges and universities. Binge drinking is a behavior with a high risk for adverse consequences, from social disruption and vandalism to academic failure and injury (What's the problem?). It is also a behavior influenced by environmental factors (Where and when does it occur?).

Disaggregating problems helps you identify specific problems. Analysis helps organize information logically in order to understand contexts of binge drinking and associated adverse consequences (Why do problems occur?). You can then formulate responses to alter environments to reduce risks and ultimately change behavior (How can we make changes?).

## Impressions into Definitions

Analysis helps you translate scanning impressions into problem definitions. Analysis doesn't always confirm initial impressions. For example, cheap drink promotions may have little to do with drinking and driving problems. Analysis may determine that drinking and driving is not a big problem at your campus.

Perhaps public records on drinking and driving find low rates of arrests for students, or observation at the tavern finds that students and the owner embrace the designated driver concept. Students may report low levels of drinking and driving in campus surveys. Maybe cheap drink promotions contribute to other problems such as public drunkenness. Use analysis to get a better grasp of problems, not to prove your case beyond a shadow of a doubt.

Appendix B includes an analysis exercise to assist you in determining what information you need on your campus to identify and analyze problems.

Once you have identified the important information needs for your campus, you can begin to collect that information. As some information may be readily available, it may be merely a matter of establishing a relationship with the person, or office, collecting the information so that you can routinely get copies of reports.

It takes time to develop those relationships. Some colleges are reluctant to release information for fear that making problems public will harm their reputation. One way to alleviate those fears is to invite those who are the sources of information to be a part of your efforts. They then can be assured that information will be presented accurately, within the context of efforts to reduce problems and in a manner consistent with the welfare of the institution.

If information necessary to support your efforts is not currently available, you will have to collect it. However, collecting information can sometimes be problematic. Some see the time and effort of collecting information as unnecessary because they think that they already know what the answers are. Others are anxious to do something, for example, leap to problem responses right away. The challenge is to identify ways to collect needed information in an expedient and cost-efficient manner that can also withstand academic scrutiny.

Appendix B provides information collection forms to assist in your analysis of problems. Each form is designed for ready reproduction.

**Collect information. Establish relationships with people who can help collect information.**

The forms include:

**B-1: What's the Problem?**
Different behaviors pose different risks for adverse consequences, depending on where and when drinking occurs. This exercise helps you understand the five Ds of alcohol-related problems, problem indicators, and potential information sources.

*Alcohol availability is affected by:*

- *Price*
- *Product*
- *Place*
- *Promotion*

**B-2: CORE Instrument.**
Many institutions use this instrument to collect information on the nature and extent of student alcohol use and other drug use and adverse consequences. The benefit in using a national survey is comparability with national information

**B-3: Context of Drinking.**
A companion questionnaire to the CORE instrument can help you collect information on the context of drinking to help identify high-risk environments.

**B-4: Bulletin Boards.**
A methodology for monitoring campus bulletin boards or posting kiosks and a form for recording information.

**B-5: Print Media.**
A methodology and form for monitoring the print media on campus.

**B-6: Radio**.
A methodology for monitoring alcohol messages and ads on radio stations that target student audiences.

**B-7: Price of Alcohol.**
Use this form to collect local pricing information for alcoholic and nonalcoholic beverages at both on- and off-campus alcohol outlets.

**B-8: Risk Assessment-Onsale Outlets.**
This exercise analyzes the alcohol environment at bars, taverns, pubs, and restaurants frequented by students. Observers record the alcohol serving and patron monitoring practices at licensed establishments to assess levels of risk.

**B-9: Party Risk Assessment.**
This exercise identifies high-risk practices regarding the service of alcoholic beverages at on- and off-campus social events. It helps you identify specific service practices that may lead to problems so that you can work with party planners on campus to reduce risks.

**B-10: Place of Last Drink Survey.**
This exercise can help identify problem outlets. It is used in convicted drinking driver programs to determine the circumstances of the "last drink" consumed by offenders.

# Response

Through *scanning* and *analysis*, you have identified environmental risk factors for your campus. Naturally, environmental risks will vary from institution to institution. However, you now have a better idea of campus and community environments surrounding alcohol use and how environmental factors contribute to adverse consequences for all campus members. This information

helps you identify specific responses aimed at altering the environment to reduce risks and, ultimately, problems.

The relationships cultivated with people during scanning and analysis are important for reaching agreement on prevention responses. Environmental change requires some agreement within the campus community that change is necessary. Agreement in this case means:

- an acceptance that identified problems are, in fact, problems;
- a common understanding of the level of problems; and
- a consensus that identified risk indicators are associated with alcohol-related problems.

Without that agreement, environmental measures may face opposition or have unintended consequences that increase problems rather than reduce them. However, disagreement is not always a problem. It can lead to discussion and debate, which in turn can lead to action on a campus (see Creating Controversy and Public Chatter).

Because environmental factors contributing to problems are complex and occur within the broader social, cultural, physical, and economic environment, responses to reduce problems must take into account the broader implications of any change implemented and whether these changes give students mixed messages.

For example, policies to eliminate alcohol in residence halls have pushed drinking off campus in some places, which raises concerns about drinking and driving. At one western

university, party planners arranged for sober drivers and mini-vans to transport students to and from off-campus parties to reduce the risk of drinking and driving. When vans returned groups of intoxicated passengers back to campus, security personnel had to contend with intoxicated pedestrians navigating toward residence halls, some of whom passed out in bushes along the way.

Some people view policies to reduce alcohol-related problems through controls on alcohol availability as neo-prohibitionist. If they perceive themselves to be the target of those activities, they often dismiss them out of hand. By promoting wide participation in response development from the campus community, SARA reinforces a shared responsibility for a campus environment that reduces the risks associated with alcohol use.

## Getting Campus Involvement

Research is at the heart of academic life. By virtue of their participation in academic life, students and faculty share an interest in learning. The challenge for those concerned with prevention is how to channel that natural inquisitiveness into activities to support alcohol problem identification and reduction.

The idea is to identify people who are more likely to pay attention to indicators of problems or environmental influences—the campus stakeholders for prevention. For some on campus it's part of their job. For example, campus police officers are charged with maintaining safety on campus and are on the lookout for potential problems.

## Potential Allies

- **Student activity directors and planners**: Whether they be campus officials or students, those charged with helping student groups develop campus activities are concerned that those activities are safe and enjoyable. Successful and well-attended activities must match prevailing interests.
- **Student journalists: Journalists are on the lookout for stories**. Given the role that alcohol plays on most campuses, it's likely that alcohol-related stories will come up. Students trained as investigative reporters are especially good prospects for involvement in prevention efforts. They are more likely to look for information that might prove to be controversial, as prevention measures often are, and can help generate public conversation regarding campus alcohol issues.
- **Economics, sociology, anthropology, and political science students and faculty:** Alcohol use, related problems, and prevention measures in our society are influenced by many of the factors studied in these fields. Social science students and faculty members often have academic interests that can support campus prevention efforts. Their training in observing human behavior within specific contexts can add credibility to information collected through scanning and analysis. For example, an economics class could take on an annual survey of alcoholic beverage prices in relationship to the price of other goods and services for students.
- **Marketing and communications students and faculty:** Because the environments surrounding drinking decisions and behavior on any particular campus are heavily influenced by the media and

communications messages on that campus, those trained in understanding and formulating those messages are potential allies for prevention measures.

- **Health sciences students, faculty, and professionals:** Health sciences, especially public health, is a natural constituency to engage in prevention. Those working in campus health services, where prevention programs are often housed, are also potential resources.
- **Social work students and faculty:** A major emphasis of the field of social work is the link between human behavior and physical and cultural environments. As a result community activism and community organizing are important to both students and faculty. Channeling these interests into alcohol prevention can provide useful resources.
- **Residence life advisors:** Because they live in close proximity to students, and are often students themselves, residence life advisors are good sources of information. They are more likely to know about the social scene for students, especially those activities that are not officially sanctioned by the college, such as off-campus hotel parties. They can also spot environmental clues such as alcohol container litter, flyers and posters promoting alcohol-related events, or even patterns of student hangovers. Residence life advisors also hear about student problems, such as sexual violence, academic problems, or financial problems, which are often related to alcohol use.

## Organizing Strategies

The diversity of colleges and universities means that strategies for recruiting allies will differ for each campus. For example, students and faculty in a political science department at one college may be activists, sparking controversy and debate on a range of issues affecting campus life. On another campus the

*Karen Holbrook had barely settled in as president of The Ohio State University in the fall of 2002 when she was confronted with the outbreak of rioting after the OSU-Michigan game and embarrassing national publicity for her school and for the city. She made a public apology and promptly appointed a broad-based campus and community Task Force on Preventing Celebratory Riots, persuading the Columbus mayor to join her in a leadership role. Starting in 2003, both campus and city police began issuing tickets for violation of open-container laws. This threw a wet blanket on alcohol-fueled tailgate parties that had been a popular prelude and postlude to athletic events. The number of arrests and citations for drunkenness and disturbances on game-days at OSU dropped substantially during the 2003 and 2004 football seasons. Fans indicated they were more likely to consider football games a family occasion.*[23]

23 "Taking a stand in Ohio." *Prevention File: Alcohol, Tobacco and Other Drugs*, 20(2):11-12, 2005.

voices of change may emanate from the campus newspaper. On yet another it may come from student body officials.

The hard part of getting started is making your issues their issues—that is, enlisting the interest and support of campus community members. The traditional approach is to set up a task force, with members drawn from the usual sources: health and counseling services, student life, campus police, students themselves, and the designated prevention coordinator.

In fact, almost 40 percent of campuses responding to a 2008 senior administrators survey conducted by the U.S. Department of Education's Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention said that they have a task force that focuses on alcohol and other drug abuse prevention. And over 24 percent said that they have worked with a campus and community coalition for alcohol and other drug abuse prevention in 2008.[24] And virtually all campuses have an alcohol and other drug prevention effort, perhaps spurred by the requirements of federal law under the Safe and Drug Free-Schools and Communities Act.[25]

The danger in relying on task forces and committees to drive prevention initiatives is that they are often creations of campus officials, with limited student involvement in the formulation of the group's mission. Sometimes this results in an us versus them conflict that undermines a collaborative approach to problem reduction.

## Recruiting Stakeholders

One of the most important elements of prevention is participation—getting people to participate and to feel confident about their ability to change their environment. Prevention is not about just giving people a message, it is also about providing a means for people to become visible and gain a voice in their community.

Generating interest in environmental prevention efforts may be less contentious when the targets are problematic environments—unhealthy and unsafe policies and practices—rather than individuals. People can take specific action to moderate those environments and reduce risks for all community members.

But environmental prevention strategies also challenge the status quo. You may face opposition from those on your campus or in your community with an interest in keeping

*Target environments, not individuals.*

things the same. The key is to promote mechanisms for broad participation in problem definition, to demonstrate how alcohol use contributes to a range of problems affecting campus life, and to demonstrate positive ways community members can work together to alter environmental factors that contribute to problems.

24 DiFulvio, G. *Senior Administrators Survey of American Colleges and Universities: Survey Analysis and Report*. Contract # ED-04-CO-0137. The U.S. Department of Education's Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention, June 2008.
25 Drug-Free Schools and Communities Act of 1989 (PL99-498, Sect. 487, A10). See www.ed.gov/programs/dvpformula/guidance.doc

## Challenges

One of the challenges on college campuses is that the students may not be as apparently interested in alcohol issues as campus officials. Some issues that students care about are academics, looking good, fitness, nutrition, and relationships. When students define their issues or concerns, you can show how they may relate to alcohol use.

One way to involve students in prevention is to identify the areas that students are passionate about—and then develop opportunities for them to become involved in a meaningful way. For example, the social norms research project at 32 campuses found the vast majority of students wanted something done about alcohol-related violence. Publicizing those findings and talking about policies within that context make it easier for students to step forward and volunteer to be part of prevention efforts because they see themselves as representing the views of the majority, not just an isolated perspective.[26]

Institutional loyalty may pose another challenge for problem-oriented prevention. Because this approach requires you to understand and focus on specific problems at your school, you may encounter resistance from some who see your efforts as negative, with the potential for doing more harm than good for the institution. Broad participation in prevention from the outset is important. Clearly articulate your motives to those who may resist public discussion of problems and engage their support.

SARA can reduce the risks for opposition to prevention because it helps you present information to define specific problems at your campus within the context of specific actions that can be taken to reduce problems. Your message is optimistic: changes to reduce the risks for problems are achievable. Your process is inclusive: everyone has a role in prevention.

## Immediate, Doable, Achievable

Most colleges and universities experience a range of alcohol problems—and they didn't happen overnight. Nevertheless, you may feel pressure to solve those problems in a short time period and demonstrate that your actions worked. It's not an easy task for problems that are often complex and ingrained in the campus culture. Nothing breeds success like success. In developing responses you are better off, initially, selecting those activities that focus on a specific problem and that are immediate, doable, and achievable.

For example, your campus might experience problems around festival drinking. Certain times of the year or events, such as orientation week, Halloween, Homecoming, Saint Patrick's Day, Winterfest, Valentine's Day, or the end of finals week, may be occasions at your campus for high-risk drinking and problems. Rather than mounting activities to change these events, you can, instead, choose one where you think you can make a difference. Your success in one area lends credibility to your overall efforts and provides the groundwork for environmental changes at other events in the future.[27]

The following section summarizes the research basis for environmental prevention strategies and includes a range of intervention points aimed at

26 DeJong, W., Towvim, L.G., and Schneider, S.K. "Support for alcohol control policies and enforcement strategies among U.S. college students at 4-year institutions." *Journal of American College Health*, 56(2): 231-236, 2007.

27 Neighbors, C., Walters, S.T., Lee, C.M., Vader, A.M., Vehige,T., Szigethy,T. and DeJong, W. "Event-specific prevention: Addressing college student drinking during known windows of risk." *Addictive Behaviors*, 32(11): 2667-2680, 2007.

environmental changes to affect the where, when, why, and how of alcohol use and reduce adverse consequences. This list is by no means exhaustive. You will find additional, and more detailed, information on these and other environmental strategies in the resources listed in Appendix C.

## Alcohol in the Environment

The ready availability of alcohol leads to increases in consumption and adverse consequences. This research finding tells us that social, economic, and physical factors governing how alcohol is promoted, served, and sold can contribute to adverse consequences related to alcohol use in any community.[28]

Research also tells us that there are specific environmental actions we can take to reduce risks for a range of alcohol-related problems. Environmental strategies focus on altering how alcohol is promoted, served, and sold in order to moderate high-risk consumption and reduce problems.

The following research-based strategies have shown promise in both altering the environment surrounding use and reducing alcohol-related problems in various communities, including colleges and universities.

Colleges and universities have a number of opportunities to influence the price of alcoholic beverages, both on and off campus.

*Research shows that the best prevention programs use multiple approaches. One such multicomponent approach, the "A Matter of Degree" program (AMOD), was launched in 1997 at ten colleges in the United States. AMOD focused on reducing alcohol availability, raising prices, and limiting alcohol promotions and advertising on and around campus. It found that when colleges and communities focus their prevention efforts on key environmental influences, they can produce measurable declines in alcohol consumption and harms among both drinkers and those around them.* [29]

## The Price of Alcoholic Beverages

Alcohol is a price-elastic product, which is especially significant for young people, who usually have limited discretionary income. Cost plays a role in decisions to purchase alcohol. Research studies have shown that increases in alcohol prices can result in decreases in consumption levels, especially for young people. Decreases in consumption levels result in decreases in the risk of adverse consequences.[30]

Most colleges and universities have some degree of control or influence over on-campus alcohol outlets. Sometimes that control can be as formal as owning and operating the outlet or negotiating a lease or contract with the outlet operator. One way to use price as a prevention strategy includes restrictions on discounts for alcoholic beverages, such as happy hours, two-for-one specials, and "all you can drink for a fixed price" promotions. While colleges may not have control over off campus outlets they can use restrictions on advertizing on campus to limit promotion of discounts.

28 Babor, T.F. et al.*Alcohol: No Ordinary Commodity. Research and Public Policy*. Oxford University Press, 2003.
29 Weitzman, E.R., Nelson, T.F., Lee, H., and Wechsler, H. "Reducing drinking and related harms in college: Evaluation of the "A Matter of Degree" *program." American Journal of Preventive Medicine*. 27(3). 2004.
30 Cook, P.J. *Paying the Tab: The Costs and Benefits of Alcohol Control*, Princeton University Press, 2007.

Another approach is to make sure that alcoholic beverages are at least as expensive, if not more expensive, than nonalcoholic beverages.[31, 32] The idea is to base individual decisions to purchase alcohol on something other than price. The Campus Alcohol Policies and Education Program (CAPE)[33] recommends the following pricing policies for on-campus outlets:

- Establish an alcohol base price at parity with off-campus prices.
- Ensure that nonalcoholic beverages are priced lower than the least expensive alcoholic beverage.
- Develop differential pricing according to alcohol content (that is, charge less for low-alcohol alternatives).
- Ensure that complete price lists are available to allow patrons to understand the price differential between regular alcohol, low-alcohol, and nonalcoholic beverages.

Another way to keep alcoholic beverage prices higher than nonalcoholic beverages and support prevention efforts is to assess a modest surcharge on alcohol sold on campus, such as a nickel a drink. Revenue from the surcharge could be earmarked to support prevention efforts or to underwrite safe and sober social and recreational activities.

Off-campus alcohol outlets include bars, restaurants, and taverns that sell alcoholic beverages for consumption on-site, as well as grocers, liquor stores, and other retailers selling alcoholic beverages for consumption off-site.

Some alcohol outlets in college and university communities market directly to the campus community, often using price reductions to entice patrons to their establishments. Your group might urge alcohol outlets in the campus area not to compete on the basis of lower price or restrict the advertising for those who do.

You and your group can also work with local governments and regulatory agencies—including alcoholic beverage control (ABC)—regarding alcohol outlets that target students with price reductions or other promotional practices.

**Increase the price of alcohol. Do not permit free or inexpensive drinks on campus. Urge bars around campus not to compete on the basis of lower price. Charge a nickel-a-drink tax on each drink served on campus and use the money for prevention.**

## Serve Alcohol Responsibly

Responsible beverage service, or RBS, is an environmental prevention strategy promoting ways to satisfy the needs of social guests or patrons in commercial establishments while providing a safe and comfortable environment.

The first question to consider is whether alcohol belongs at an event or in a particular setting or environment. If the answer is yes, then you can do a number of things to reduce the risk for problems, including:

- Provide low-alcohol and nonalcoholic beverages

31 Cook, P.J. and Moore, M.J. "The economics of alcohol abuse and alcohol-control policies." *Health Affairs*, 21(2), 2002.
32 Chaloupka, F.J., Grossman, M., and Saffer, H. "The effects of price on alcohol consumption and alcohol-related problems." *Alcohol Health & Research*, National Institute on Alcohol Abuse and Alcoholism, 26(1), 2002.
33 Hart, D. et al., *Campus Alcohol Policies and Education (CAPE): A Program Implementation Manual*, Toronto, Canada: Addiction Research Foundation of Ontario, 1986.

whenever alcoholic beverages are sold or served.

- Whenever possible provide foods that help prevent intoxication and encourage their consumption when alcoholic beverages are sold or served.
- Encourage the creation of an atmosphere that promotes group social interaction among men and women of all ages, and provide activities other than drinking.
- Encourage increased awareness of the risk involved with the consumption of alcoholic beverages in association with activities and situations that might result in harm, injury, or death—such as when driving, in conjunction with sports, when operating machinery, and when underage.
- Discourage intoxication and do not serve an intoxicated person.
- Provide proper supervision of activities with people who are properly trained and informed on how to maintain control over the environment, and encourage responsible drinking decisions by all guests.
- Comply with all social and legal obligations for the appropriate consumption of alcoholic beverages, including not permitting service to or consumption by those under the age of 21 and not permitting service to or consumption by an intoxicated person.

**Increased availability leads to increased consumption and increased problems.**

Campuses across the country have adopted RBS strategies as a way to reduce risk associated with the sale and service of alcoholic beverages in both commercial and social settings—on and off campus. For example, the University of Nebraska helped create an online server-training curriculum to facilitate a reduction of risks associated with the sale and service of alcohol. The University of Arizona's overhaul of Homecoming in fall 2007 removed control of alcohol service out of the hands of students in favor of catering employees, resulting in problem reduction. University staff and the Tucson-Pima County Commission on Addiction Prevention and Treatment used that experience in their publication "What Makes a Special Event," a guide recommending best practices for planning and managing events permitted to sell and serve alcohol.[34]

34 *Model Programs Case History: Lessons from the Field*, U.S. Department of Education, in review.

## Control Access

Controlling physical access to alcoholic beverages is another strategy aimed at altering the environment. Policies limiting the amount of alcoholic beverages allowed at parties or events is one way to control access to alcohol. Other strategies include limits on the hours of sale at on-campus outlets or designing procedures to prevent alcohol service to underage drinkers, such as color coded wrist bands.

Colleges have attempted different approaches to control access to alcohol. Some colleges have restricted or eliminated keg parties to control the amount of alcohol available at parties. Others, like Rutgers University, allow only kegs as part of registered on-campus social events. The reasoning behind this approach is that it is more difficult to smuggle kegs into residence halls, and once the keg is empty no more beer is available.

Still other campuses are dry. They do not permit any sale or service of alcoholic beverages on campus. Some dry campuses have been dry as a long-standing tradition, or as the result of their charters. Others adopted this approach as a result of problems or in response to liability or legal concerns.

## Leisure Activities

A popular environmental strategy on some campuses is promoting safe and sober leisure time activities. Usually this means no alcoholic beverages are available. Surveys of students find that many would prefer alcohol-free environments if they were available.[36]

Does your campus provide opportunities to do something entirely different at times when drinking might otherwise occur?

Break-Away is an alternative Spring Break program that matches students with communities to work on public service projects.[37]

*The University of Florida offers* GatorNights, *an alcohol-free alternative program at its student center the Rietz Union. Approximately 1,500 students attend this program every Friday night throughout the school year.*[35]

35 "Collaboration is the key to combating binge drinking." *The Gainesville Sun*, August 2, 2008.
36 DeJong, W., Towvim, L.G., Schneider, S.K. "Support for alcohol-control policies and enforcement strategies among US college students at 4-year Institutions." *Journal of American College Health*, 56(2): 231-236, 2007.
37 "Students break away from spring break." *Prevention File: Alcohol, Tobacco and Other Drugs*, 8(4):18-20, Fall1993. (www.alternativebreaks.org/)

*Create realistic, popular, affordable, and timely alternative recreational activities.*

*Keep campus swimming pools, basketball courts, movie theaters, and libraries open after midnight.*

San Diego State University's Midnight Run attracts runners and walkers for a late-night athletic event. Some campuses have expanded hours for on-campus recreational facilities, such as gymnasiums and swimming pools. West Virginia University's Up All Night combines free food—including a midnight breakfast buffet—and entertainment, such as dances, a make-your-own video booth, concerts, movies, and comedy clubs attracting some 1,000 to 4,000 students to the Mountainlair student union most Thursday through Saturday nights.[38]

Some campuses have designed alternative environments, such as Boston College's The Chocolate Bar, with its soft seating, small entertainment venue, new lighting, tables, chairs, computer kiosk, and a menu featuring all-chocolate-all-the-time offerings.[39] Alcohol-free pubs that look like campus taverns and are open the same hours as alcohol outlets are springing up. Other campuses have opened coffee houses to provide attractive environments for socializing during late-night hours.

## Media and Communication

Messages about alcohol use, from national advertising and promotional campaigns by the big alcohol producers to articles on alcohol issues in campus newspapers, influence the environment surrounding alcohol use and individual drinking decisions.

The media and communication environment on campus also influences perceptions about the role of drinking in college life. Research on student perceptions of alcohol and other drug use by their peers consistently find that students overestimate both the number of heavy drinkers and the acceptance of drunken behavior on their campuses.[40]

Campus media and communication channels range from the formal channels of on- and off-campus newspapers, radio, and television broadcasts to the informal word-of-mouth communications that reflect campus norms and values.

The message environment surrounding alcohol use and drinking at most campuses is influenced enormously by the marketing and promotional

38 *Colleges That Encourage Character Development: A Resource for Parents, Students, and Educators*, page 128.,Templeton Foundation Press, 1999.
39 "Weekends at the Chocolate Bar." *Boston College Magazine*, Winter 2006.
40 Perkins, H. Wesley. "Social norms and the prevention of alcohol misuse in collegiate contexts." *Journal of Studies on Alcohol: College Drinking, What It Is, and What To Do about It: A Review of the State of the Science, National Advisory Council on Alcohol Abuse and Alcoholism Supplement No.14*, March 2002.

activities of the alcoholic beverage industry,[41] from mass media marketing activities of the beer producers to flyers posted on campus kiosks touting college night drink specials at local bars and taverns. In fact, according to the Federal Trade Commission, alcohol companies reported just over $3 billion in advertising and promotional expenditures in 2005.[42]

In the face of such an onslaught of well-financed, pro-alcohol messages, you may feel that altering the media and communication environment is a daunting task. However, there are a number of ways you can begin to level the intellectual playing field by using campus and community media and communication channels to support prevention messages.

For example, students wrote an editorial for *The News Record*, the independent student newspaper at the University of Cincinnati, opposing calls for lowering the minimum drinking age.[43] Students in the University of Central Florida's UMADD (University Mothers Against Drunk Driving) worked with law enforcement to increase ID checks at local bars and liquor stores and with community members and bar owners in an effort to reduce drink specials that attract college students.[44] Strategies to alter the media and communication environment range from policies controlling the advertising and promotional activities of the alcoholic beverage industry to counter-advertising campaigns providing a countervailing voice to pro-drinking messages.[45]

Social marketing media campaigns have been successful in changing student misperceptions of the prevalence of binge drinking. Articles and paid ads in the campus newspaper, as well as flyers distributed on campus, present the correct information on drinking patterns.[46]

## Multiple Approaches

No single strategy will be sufficient to alter campus environments to reduce risks. The idea is for your group to identify those strategies most likely to have an impact on problems, and then select those you can implement on your campus.

Prevention advocates have developed a set of complementary tactics to support response strategies. They are:

- media advocacy
- creating controversy and public chatter

## Media Advocacy

In an increasingly crowded message environment, you are

42 *Alcohol Marketing and Self-Regulation*, Federal Trade Commission, 2007.
43 Staff editorial: Changing drinking laws unwise, *The News Record*, April 15, 2008
44 College students get MADD, *Prevention File: Alcohol, Tobacco, and Other Drugs*, Vol. 20, No. 2, Spring 2005
45 Saffer, H. "Alcohol advertising and youth." *Journal of Studies on Alcohol: College Drinking, What It Is, and What To Do about It: A Review of the State of the Science, National Advisory Council on Alcohol Abuse and Alcoholism Supplement No. 14*, March 2002.
46 U.S. Department of Education, Office of Safe and Drug-Free Schools, Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention, *A Multifaceted Social Norms Approach to Reduce High-Risk Drinking: Lessons from Hobart and William Smith Colleges*. Washington D.C., 2002.

faced with stiff competition for the eyes and ears of your campus. And unlike commercial advertisers, such as the alcohol industry, you rarely have a big advertising budget to get out your health messages.

Media advocacy has been successful in raising public interest and debate about alcohol issues. Media advocacy is not just another form of public information campaigns. Mass media's traditional role in promoting health has been to direct messages at individuals, urging them to change their behavior, such as alcohol and tobacco use. Media advocacy, however, shifts from seeking individual behavior change to seeking change in collective behavior conditions, for example, social norms and public policies.[47]

Challenging conventional wisdom and public thinking is important in media advocacy. Mass media become the arena for debating public policies. Advocates ask themselves how a media opportunity can best serve to advance policy goals and shift debate from an individual focus to collective decisions affecting policies, norms, and environments.

You can use media advocacy techniques to generate campus interest in seeking changes in alcoholic beverage industry promotional practices, media policies, social policies, campus norms, or other factors that may contribute to alcohol use and adverse consequences.[48]

**Media advocacy uses the media strategically to apply pressures for changes in policy to promote public health goals.**

Media advocacy is more like a political campaign, in which competing forces continuously react to unexpected events, breaking news, and opportunities. They are not static, predesigned public education programs.

Gaining access to the media involves watching for opportunities. News creates new opportunities. You need to be alert to developing national or local news stories that furnish opportunities at the local level for reactive piggybacking.

National studies on alcohol use at colleges and universities often lend themselves to local spins or angles. For example, a national study on alcoholic beverage advertising in college newspapers can be localized by monitoring ads in your campus paper and then presenting those findings to local media, or by staging a media event.

Getting media coverage for an issue can also help you in gaining community support. For example, you can use a survey of alcoholic beverage promotions at your campus to highlight concerns and possible responses. The resulting media coverage can lead other groups and individuals to join a prevention coalition to monitor the campus environment, address other alcohol policy issues, and develop interventions.

Techniques of media advocacy include the creative use of information and framing issues to

47 Wallack, L., et al. *Media Advocacy and Public Health: Power for Prevention:* Sage Publications, 1993.
48 *A Matter of Degree Advocacy Initiative*, A Project of The Robert Wood Johnson Foundation, National Program Office of A Matter of Degree at the American Medical Association, October 2003.

promote your policy goals. In any controversy, both sides attempt to frame the issue in a way that makes their position seem most reasonable. For example, efforts to regulate alcoholic beverage advertising directed at college students are met with attempts by manufacturers to frame their position in constitutional free-speech terms. The debate shifts from targeting college students by beer companies to protecting First Amendment rights and freedom of commercial speech.

You can reframe issues that the alcohol industry has used to its own advantage by focusing attention on promotional practices, not the behavior of individual drinkers. You can also address industry practices that appear unethical. For example, advertisements for beer at National Collegiate Athletic Association (NCAA) events appeal to millions of underage students and link athletic completion to drinking, in seeming violation of NCAA's own standards. Those standards state that advertisers and advertisements associated with NCAA events should not "cause harm to student-athlete health, safety and welfare, or negatively impact the best interests on Intercollegiate athletics or higher education."[49]

Often the pithy or witty quote or media bite gets the most attention. And the use of humor helps to dispel the notion you or your group are temperance-driven fanatics. You will find resources for learning more about media advocacy techniques in Appendix D.

## Creating Controversy and Public Chatter

Public talk about alcohol problems and solutions is a way to keep alcohol problems on the intellectual, emotional, and administrative agenda of the entire academic community.

Proposals of dramatic, if not draconian, solutions for campus debate, campus demonstrations, and attacks on alcohol industry support of institutions calls for more action, and dramatic examples of problems can get the community talking and thinking about alcohol problems in new ways.

Environmental interventions are often controversial. Very few people would argue about the value of including a pamphlet about alcohol and other drug use in student orientation packets. Many more would have something to say about a proposal to impose restrictions on promoting the sale of cheap alcohol at student drinking venues.

For example, in 2002 students at the University of Wisconsin sued 24 taverns and bars for a voluntary ban on drink specials. They maintained that the bar owners were forced into agreeing to the ban only after they received pressure and demands from the City of Madison and the University of Wisconsin. Students protested that the rule violated their constitutional rights and mounted a petition drive to have the rule revoked.[50]

*The first Stanford student protest, in 1908, was over an alcohol policy. In 2003, protesters took to the Internet to protest a policy prohibiting the service of alcoholic beverages at all-freshmen house events in common spaces. Four students collected more than 2,300 signatures from students on an online petition that asked administrators to reconsider their decision.*[51]

49 see www.ncaa.org/wps/ncaa?ContentID=636
50 "Judge dismisses drink special suit." *The Badger Herald*, April 8, 2005.
51 *Stanford Magazine*, July/August 2003.

## Stir the pot

Proposed policies often generate debate about the role of alcohol in the campus community, stimulating people to think about the environment. People begin to question the status quo. Why are things the way they are? Who gains from the current situation? Is this the environment we really want at our campus? Should we consider alternatives? Often

the discussion is more useful in shaping campus norms than proposed policies themselves.

Colleges have a wealth of issues on which the community can focus. The objective for this approach is to stir the pot, to keep the issue on as many agendas as possible. It's a tactic aimed at getting response strategies implemented. It does not necessarily favor any one strategy or group of strategies, but follows the maxims that "either is better than neither" and "more prevention is better than less."

## The Logic of Prevention

Just as pictures can assist in emphasizing problems, a graphic representation of the factors associated with campus alcohol problems can assist in communicating needed actions. A graphic representation of the logic behind your efforts is often useful in both describing issues and eliciting support for your efforts. These graphic representations are called logic models. Logic models describe what a program is expected to achieve and link together project goals, activities, services, and assumptions.

There are several potential benefits to creating a logic model for your efforts.

- develops understanding
- exposes assumptions
- promotes communication
- helps monitor progress
- provides a framework for evaluation

Creating a project logic model can be a useful process for bringing stakeholders together. By involving stakeholders in the development of your logic model you can assure that everyone has an understanding of the basis upon which project actions are taken. In addition it forces all involved to think about the assumptions they make about the causes of alcohol problems and their solutions.

Regardless of your program strategies or your intended goals, all prevention programs can be described as attempts to use specific prevention strategies to affect causal factors that lead to alcohol use resulting in consequences. The logic model is an attempt to describe this sequence in a simple graphic format. Response Tool R-1 outlines a process for developing your project logic model.

# Assessment

Everyone wants to know whether actions taken to respond to problems are achieving the intended results in actually reducing campus alcohol problems. Assessment relies, over time, on monitoring the information collected during the analysis phase to determine changes in problem levels and the environment surrounding alcohol use, thus providing a feedback loop to assist in evaluating actions.

## How far have we come?

Scanning and analysis helps you and your group identify specific alcohol-related problems as well as points for environmental interventions. Your responses are aimed at reducing the levels of those problems, which is, after all, the objective of prevention. Assessment is the process for determining whether you have achieved your objectives or whether you need to alter your priorities.

Assessment is at the heart of problem-oriented prevention as it is the way you measure changes in problem levels. It helps you answer the often-asked question: How far have we come?

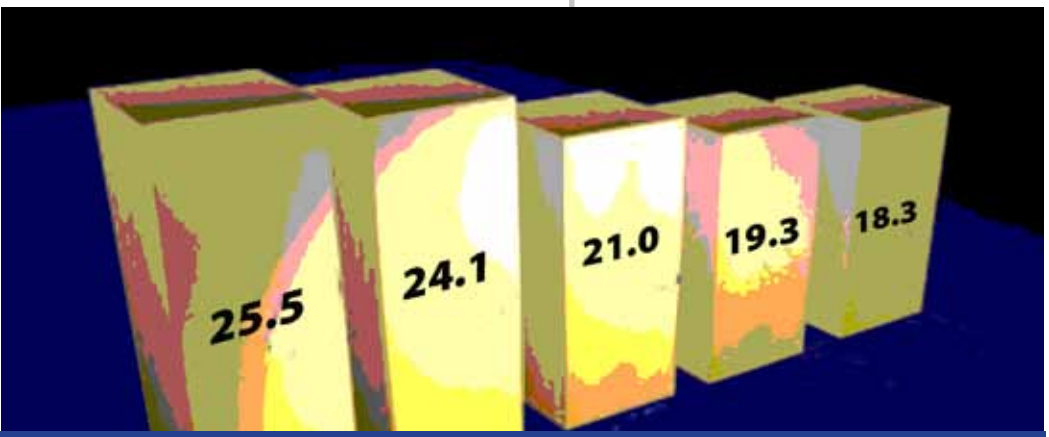
In analysis you collected information about alcohol-related problems at your college or university. In assessment, you revisit those information sources on a regular basis to see whether changes are occurring in the intended direction.

For example, during analysis you may have identified alcohol-related adverse health consequences as a problem at your campus through a combination of self-report information from a survey and an examination of records from campus health services. One way of assessing whether your responses have had any impact on reducing the level of health consequences is to revisit those information sources by conducting another survey and examining health services records.

But it's important not to be singular in your approach to assessment, as many factors influence problem levels. While assessment gets you outcome

information in terms of problem levels, it also can tell you whether your response strategies have been effective in altering the campus environment. Assessing only problem measures will not give you sufficient information to assess the effectiveness of your response strategies.

For example, if the information collected in the analysis phase found high levels of campus




message promoting high risk drinking practices, such as flyers or radio advertising, and your response to reduce alcohol-related health consequences included measures to reduce such alcohol promotional messages, you need to assess the environment to determine whether you were successful in meeting your objective. That means you need to collect analysis information on bulletin board and radio station messages again. You may find that nothing has changed or that change has occurred, but at a low level. Or you may find substantial changes in promotional activities, but not necessarily in problem levels.

Information gained in assessment tells you if you are accomplishing what you intended, both in terms of altering the environment to reduce risks as well as reducing the alcohol-related problems specific to your campus. If you are not meeting your objectives, assessment information helps you make changes in programs and policies that may not be working.

Assessment also helps you determine whether you are being successful in building a sense of campus community in responding to problems by helping you learn who is now participating in prevention.

## When to Assess?

Assessment is a long-term, strategic, and ongoing process. Changing environments to reduce risks is also a long-term process. Unfortunately, all too often community members expect quick solutions to alcohol problems, which are usually complex and not readily amenable to short-term solutions.

Assessment also gives you the opportunity to rethink prevention priorities and alter your activities in response to shifting environments and concerns. Using SARA, prevention is an ongoing process of scanning, analysis, response, and assessment, promoting critical examination of the campus environment and involvement of the whole campus community.

Interest in sustaining prevention efforts can wane if people don't see some positive results. Assessment should occur routinely to monitor problem levels and campus and community environments. How often is routinely? That can vary from campus to campus, but annual assessment will sustain interest in prevention issues in general and aid in the development of specific programs and policies to reduce or control problems.

You don't necessarily need all the information you collected during

analysis in order to assess your effectiveness. Some information collected during analysis may not be relevant to the problems you are targeting on campus. For example, your initial analysis of bulletin boards may have found that, on your campus, postings do not promote alcohol use. Therefore, you don't need to replicate that activity as part of your assessment of the alcohol environment unless, of course, scanning suggests things have changed.

Assessment activities may not necessarily occur at the same time. Annual surveys of students, faculty, and/or staff may be conducted in the fall, while other information collection may occur around specific events. For example, if your campus has experienced alcohol problems around Homecoming, you may wish to collect environmental measures and problem indicators during that period to see whether problem levels are changing. Decisions about what information to collect and when to collect are made by you and your group based on problem definitions and response strategies.

## Who Is Involved?

Assessment requires resources to monitor the environment and problem levels in an organized fashion. You have already established baselines for problem levels and environmental measures as part of your earlier analysis of campus problems. You have also established relationships with others who can now participate in continuing information surveillance to monitor interventions and outcomes over the long term.

## Harness Academics with Prevention

Students are an invaluable resource for information collection in all phases of SARA. The most promising way to assure ongoing campus monitoring is to institutionalize those activities within academic life. For example, for a San Diego State University course on human behavior in the environment, student teams selected scanning and analysis exercises from the Guide, collected information, and reported their findings in class. Not only did the students contribute important information to support prevention efforts, they increased their awareness of alcohol issues, enjoyed themselves, and found the assignment to be the most interesting in the course.

The idea is to involve students and faculty in an ongoing study of their institutional culture in a way that supports problem-oriented, environmental approaches to prevention.

To be useful for prevention, findings from assessment information collection activities need to be organized. Where that occurs and by whom depends on the campus structure. Nevertheless, there needs to be a stable office or organization with the overall responsibility for prevention. It could be in the office of the president, student affairs, health services, counseling services, or associated students.

## Using Information

Routine information collection

*Glance through your campus catalogue to identify courses that may incorporate your information needs in class assignments. Talk to professors and instructors. Find out whether they are involved with any information collection activities on your campus. See if they will routinely include alcohol problem and environmental indicators in their activities. Start with allies, then widen your circle.*

through analysis and assessment helps you keep prevention issues on the public agenda at your campus. But information about alcohol problems and issues is often controversial, especially if your assessment activities find that problems persist. Therefore, how you use information gained from assessment depends on a number of factors. The most important factor is the level of institutional commitment to both understanding and reducing problems.

If you and your group have been successful in involving your campus community in all stages of SARA, you are more likely to have support for using information in ways that promote discussion, debate, and program and policy development to reduce problems. The SARA approach is information driven, and it is the campus community that can best decide how to use that information to support prevention efforts.

Your campus may decide to use information gained through assessment to develop annual reports on the state of the campus that highlight successes in reducing problems, those problems that remain a campus concern, and alternative prevention strategies for consideration. Annual reports can be opportunities for media coverage to stimulate public conversation and debate on what can be done to reduce problems (see Media Advocacy).

## Let Students Have a Say in Prevention

Students are the largest constituency group on college campuses. Whether they are commuter students rushing to classes before or after work or those who live on campus for four or more years of their lives, students are reasonably entitled to a safe and healthy environment conducive to getting an education. And increasingly, they're becoming more vocal about their expectations that campus life reinforces the academic mission that attracted them to college in the first place.

When it comes to alcohol problems at colleges and universities, all too often students are considered to be the problem and become the target of well-meaning prevention efforts designed by campus administrators. But, students themselves are now more willing to engage in organized initiatives to reduce the adverse consequences of alcohol use.

## Making a Difference

Burlington and the University of Vermont are very involved in setting up a system of restorative justice that focuses on concepts of fairness and equity. One

*In 2003 students at Louisiana State University wanted to clean up a blighted area near campus. They worked with law enforcement, the city council and social service agencies very successfully, using all the elements of environmental management.*[52]

52 *Annual Narrative Report: Louisiana State University Campus-Community Coalition for Change.* A Matter of Degree: Reducing High-Risk Drinking Among College Students. September 1, 2003-August 31, 2004

example is the "Have a Heart" program, which asks students to behave civilly as they pass through residential neighborhoods when they walk back to campus after a night in Burlington. It is based on a grassroots philosophy that involved conferring with neighbors and students. Students felt empowered through the concept of active citizenship.[52]

## Student Voices Can and Should Be Heard

Student attempts to counter offensive beer ads and to contribute to campus and community health and well-being are prevalent, and recent Harvard research provides even more evidence for transforming the college drinking environment.

The Harvard Alcohol Study found heavy episodic drinking—sometimes called binge drinking—has secondary effects on non-drinkers and/or non-heavy drinkers, such as being pushed, hit, or assaulted; being the victims of property damage, unwanted sexual advances, and verbal assaults; having study/sleep interrupted; getting into arguments; and taking care of impaired students. Such experiences give cause for the non-drinkers and non-heavy drinkers to "stand up for their rights and resist being the recipients of secondary heavy drink effects."[53]

Nor is student activism, when it comes to alcohol and other drugs, limited to mere protest. Students can take the lead in data surveillance, peer education, community partnerships,and policy development. For example:

- The BACCHUS (Boost Alcohol Consciousness Concerning the Health of University Students) Network (www.bacchusnetwork.org/) is a university and community based network focusing on comprehensive health and safety initiatives. Individual campus chapters have been instrumental in adopting risk-management practices and in addressing impaired driving.
- Student teams at four Southern California campuses pursued the SARA method described in this *Guide* in planning and implementing impaired driving reduction projects on their campuses. Team members, recruited from all majors and facets of campus life, participated in orientation training. They were able to call upon a specific campus mentor (faculty or staff member) and an overall project organizer for guidance, but otherwise set their own directions, including response selection and communication strategies, within their respective campus communities.
- At Kansas State University the Student Senate organized

52 *Reducing Alcohol-Related Problems on College Campuses: A UMADD Expert Panel Report*, Mothers Against Drunk Driving, June 2007.
53 Weschler, H., Moeykens, B., Davenpot, A., Castillo, S., and Hansen, J. "The adverse impact of heavy episodic drinkers on other college students." *Journal of Studies on Alcohol*. 56(6): 628-634, 1995

its own committee, including administration representatives, such as the University Counsel, to develop and now enforce the campus alcohol policy.

## Student Incentives

Why would students want to get involved in an organized prevention initiative? For some clues, let's look at the growing momentum for service learning and campus and community service in higher education. Such national organizations as Campus Opportunity Outreach League (COOL), Campus Compact, and the National Society for Experiential Education identify a range of reasons why students value service opportunities:

- Academic credit. Students often look for ways to earn academic credit that are relevant to real-life issues. For example, graduate students in one school of social work earned credit for engaging in Scanning and Analysis exercises (and class report) from this Guide. At another campus, a faculty member in the communication department, who taught a course about theories of persuasion used in commercial advertising, had her students work on a campus prevention campaign.
- Affinity. Students want a sense of community and affiliate with various campus organizations to be with kindred spirits who are engaged in meaningful activities.
- Building résumés. In an increasingly competitive job climate the college graduate who can claim outside-of-class experience and muster testimonial letters from a wider range of campus references is likely to be more attractive to prospective employers.
- Career exploration. Through involvement in prevention activities students can explore a range of fields for prospective graduate education or work, such as communication, marketing, political science, public health, theater arts, or any of the other academic disciplines or professional fields that can contribute to alcohol and other drug problem prevention.
- Citizenship. During the college years students confront issues of social justice and public responsibility and begin to define their own civic values.
- Leadership opportunities. Students involved in prevention learn that they can be leaders and make a difference in campus and community life.
- Learning by doing. Students can augment the cognitive learning of academic life with the experiential learning of being involved in real-life issues of importance.
- Work study. Five percent of federal work study financial assistance must be connected to service learning. For most college students, paying the bills is often the top priority.

## Sober Socializing for Students

*The University of Michigan-Flint boasts Students Organizing Fun Activities Sober, a club that promotes activities that provide alternatives to social drinking. SOFAS holds activities, for both the entire student body and its members, which require participants to be sober. SOFAS, an independent, non- profit organization is a haven for college students who want to have a social life on campus without alcohol, and have great lasting relationships with countless others on campus like themselves who just want to get a "natural high" out of life.*

# Appendix A: Scanning Exercises

A-1: A Quick Profile

A-2: Looking Around

A-3: Having Conversations

## SCANNING EXERCISE A-1: A Quick Profile of Risks for Alcohol Problems

**WHAT** is your campus like? Colleges and universities have different cultures and risk factors for alcohol problems. Do certain areas quickly come to mind when you think about the role of alcohol in problems at your school? Are there factors that are specific to your campus that make the risk for problems higher or lower?

**USE** this exercise to record your impressions of your campus to highlight environmental factors that may be contributing to alcohol use and adverse consequences. Take a moment to contemplate the state of your campus and note your impressions on this form. Use the scale from low to high to rate your impressions of the visibility, influence, or awareness of the following activities and issues on your campus. Share your impressions with a group of others concerned with campus health and well being. Sit around a table to talk about your campus environment and the things you think can be changed to reduce risks for problems.

**WHEN** should you use this excercise? Scanning to identify risks can help: • new prevention coordinators get started • organize or reinvigorate campus committees • involve students and faculty by gaining academic (extra) credit as part of discipline-specific course work • annual cycles of campus review.

### CAMPUS LIFE

*What are your impressions of the visibility and level of opportunities for socializing on your campus? The lack of on-campus social and recreational activities may be an environmental risk factor for isolated campuses but less important for urban institutions.*

PLACE AN **X** TO INDICATE YOUR INITIAL IMPRESSION OF THE VISIBILITY OF EACH

| | LOW | | MODERATE | HIGH |
|---|---|---|---|---|
| **On-campus social activities** (e.g., dances, social hours, concerts, movies, things to do) | ○ | ○ | ○ | ○ |
| **Nearby campus-oriented commercial services** (e.g., restaurants, bars, coffee houses, shops, theaters) | ○ | ○ | ○ | ○ |
| **Athletic activity** (e.g., inter- and intramural sports, sports facilities, opportunities for exercising) | ○ | ○ | ○ | ○ |
| **Special events** (e.g., Winterfest, Halloween, Spring festivals, fairs) | ○ | ○ | ○ | ○ |
| **Greek life** is an indicator of high-risk drinking practices. How active are fraternities and sororities (e.g., Rush Week, Greek-sponsored parties and events)? | ○ | ○ | ○ | ○ |
| **Alumni activity:** Alumni often influence the campus culture, through contributions and involvement in campus life (e.g., Homecoming, alumni parties). | ○ | ○ | ○ | ○ |
| **Health and counseling services:** How visible are campus health services? | ○ | ○ | ○ | ○ |
| **Health promotion activities:** How visible are activities such as smoke-outs and alcohol or AIDS awareness weeks? | ○ | ○ | ○ | ○ |
| **Alcohol and other drug prevention responsibilities:** Level of awareness of persons whose job descriptions include these responsibilities. | ○ | ○ | ○ | ○ |

### ALCOHOL ISSUES

*What level of visibility do alcohol problems and issues command on your campus?*

| | LOW | | MODERATE | HIGH |
|---|---|---|---|---|
| **Awareness of alcohol policies:** Do people know what your campus policies are? | ○ | ○ | ○ | ○ |
| **Support for alcohol policies:** Do people support campus policies? | ○ | ○ | ○ | ○ |
| **Enforcement of alcohol policies:** Do people believe they will suffer consequences if they violate campus policies? Do they think policies are consistently enforced? | ○ | ○ | ○ | ○ |
| **Communicating alcohol policies:** How easy is it to learn your campus policies (e.g., in orientation materials, residential life information, etc.)? | ○ | ○ | ○ | ○ |
| **Influence of alcohol task force:** If you have a campus task force, how influential is it? Is it a force on campus? | ○ | ○ | ○ | ○ |
| **Perceptions that alcohol contributes to problems:** Do people think alcohol use contributes to problems on your campus? | ○ | ○ | ○ | ○ |
| **Visibility of alcohol use:** Do people drink in public places on campus? Is visible intoxication accepted on the part of faculty, staff, or students? Are there environmental indicators of drinking (e.g., party promotions, alcohol litter)? | ○ | ○ | ○ | ○ |

Other impressions: _____

_____

## SCANNING EXERCISE A-2: Looking Around Your Campus and Community

**WHAT** does your campus and surrounding community look like? An easy way to gauge issues surrounding alcohol use at your school is to look around to find indicators regarding alcohol use.

**USE** this exercise to help you develop a picture of your campus environment regarding alcohol use and problems. Take time to walk around campus and neighboring areas to look for environmental indicators of alcohol use. Carry a camera and take photographs. The environment may vary by time of day, day of the week, or around special times like Spring Break. Changes can be instructive, so vary the times you scan your campus. Jot down what you see so you can share your impressions with others. Note the date:_____ and time:_____ you scanned your campus.

### ALCOHOL AVAILABILITY AND PROMOTION

| *How is alcohol promoted and made available to campus members?* | YES | NO | N/A |
|---|---|---|---|
| Do bulletin boards sport party notices, banners, or posters advertising or promoting alcohol-related activities? | ○ | ○ | ○ |
| Are they for on-campus events? | ○ | ○ | ○ |
| Off-campus events? | ○ | ○ | ○ |
| Are they from commercial alcohol outlets such as bars, taverns, restaurants, liquor stores, or grocery stores? | ○ | ○ | ○ |
| Do people distribute handouts for parties or other social events? | ○ | ○ | ○ |
| If so, do the messages focus on alcohol consumption rather than the event itself? | ○ | ○ | ○ |
| Are high-risk activities part of the message? | ○ | ○ | ○ |
| Do most of the postings appear to be alcohol-related? | ○ | ○ | ○ |
| Is alcohol sold on campus? | ○ | ○ | ○ |
| If so, do on-campus alcohol outlets promote or advertise alcohol sales? | ○ | ○ | ○ |
| Are there alcohol outlets near campus or in neighborhood with large concentrations of student residents? | ○ | ○ | ○ |
| If so, do they target the campus through advertisements and promotions? | ○ | ○ | ○ |

Other impressions: _____

_____

### MEDIA ENVIRONMENT

| *Pick up an assortment of papers and periodicals distributed on campus, including official and underground publications. Glance through them to find out how alcohol is covered.* (See also *Appendix C-2, C-3, C-4.*) | YES | NO | N/A |
|---|---|---|---|
| Do they advertise or promote alcohol-related activities? | ○ | ○ | ○ |
| If so, are they for on-campus events? | ○ | ○ | ○ |
| If so, are they for off-campus events? | ○ | ○ | ○ |
| Do the messages focus on alcohol consumption rather than the event itself? | ○ | ○ | ○ |
| Are high-risk activities part of the message? | ○ | ○ | ○ |
| Does the editorial content of the publication address alcohol use and/or adverse consequences? | ○ | ○ | ○ |
| Are there advertisements for alcoholic beverages or alcohol-related activities on the campus radio station? | ○ | ○ | ○ |
| Do messages focus on alcohol consumption or high-risk drinking? | ○ | ○ | ○ |
| Do community radio stations target your campus? | ○ | ○ | ○ |
| If so, do they advertise alcoholic beverages or alcohol-related activities? | ○ | ○ | ○ |
| Does the campus media include health promotion messages? | ○ | ○ | ○ |

Other impressions: _____

_____

## WHAT'S ON THE WALLS?

*Walk the residence halls to get a feel for student living environments; Glance in open doors to student rooms to see how they are decorated.*

| | YES | NO | N/A |
|---|---|---|---|
| Do posters, banners, and flyers decorate the walls and ceilings, including common areas and doors to student rooms? | ○ | ○ | ○ |
| Are they alcohol-related (e.g., party promotions, beer advertising posters)? | ○ | ○ | ○ |
| Are there health promotion posters or banners? | ○ | ○ | ○ |
| Do students decorate their rooms with alcohol-related items (e.g., neon beer signs, beer posters)? | ○ | ○ | ○ |
| Do room window shelves sport pyramids of beer cans or beer advertisements? | ○ | ○ | ○ |
| Are doors to student rooms decorated with beer posters? | ○ | ○ | ○ |
| Are trash cans filled with beer cans and bottles after the weekend? | ○ | ○ | ○ |
| Do residence halls appear damaged (e.g., holes in walls, graffiti)? | ○ | ○ | ○ |

Other impressions: _____

_____

## STUDENT NEIGHBORHOOD ENVIRONMENTS

*Walk around neighborhoods where students live, whether immediately adjacent to campus or not.*

| | YES | NO | N/A |
|---|---|---|---|
| Do beer banners hang from apartments and houses? | ○ | ○ | ○ |
| Are there pyramids of beer cans in the windows? | ○ | ○ | ○ |
| Are notices and posters advertising or promoting alcohol-related activities posted on telephone poles? | ○ | ○ | ○ |
| Are there alcohol outlets in the neighborhood? | ○ | ○ | ○ |
| Do they target students in their advertisements and promotions? | ○ | ○ | ○ |
| Do messages focus on alcohol or high-risk drinking (e.g., price discounts, student happy hours)? | ○ | ○ | ○ |
| Are there alcohol billboards or other messages on the paths that approach campus? | ○ | ○ | ○ |

Other impressions: _____

_____

## DRINKING ENVIRONMENTS

*Stop by student-oriented drinking environments such as taverns, bars, or clubs, both on- and off-campus. Pick times when students gather.*

| | YES | NO | N/A |
|---|---|---|---|
| Are walls decorated with alcohol promotional material (e.g., posters, neon beer signs)? | ○ | ○ | ○ |
| Do servers check for identification? | ○ | ○ | ○ |
| Does the ambience appear to encourage drinking? | ○ | ○ | ○ |
| Are other activities available (e.g., pool tables, newspaper racks, air-hockey tables, darts, dancing)? | ○ | ○ | ○ |
| Do servers appear to monitor drinking rates of patrons? | ○ | ○ | ○ |

Other impressions: _____

_____

## NEIGHBORHOODS AROUND CAMPUS

| *Take a walk through neighborhoods and commercial areas around your campus.* | YES | NO | N/A |
|---|---|---|---|
| Is there a wide variety of retailers tailored to the campus? | ○ | ○ | ○ |
| Are there alcohol outlets (e.g., liquor stores, mini-marts, restaurants, taverns, bars, pubs)? | ○ | ○ | ○ |
| Do they target students with ads or flyers? | ○ | ○ | ○ |
| Are there billboards or other types of advertisements for alcohol products? | ○ | ○ | ○ |

Other impressions: _____

_____

## PARTIES AND EVENTS

| *Stop by on- and off-campus activities such as openly advertised parties, receptions, dances, and residence hall parties. Consider stopping by later in the event to get a sense of how it went.* | YES | NO | N/A |
|---|---|---|---|
| Is alcohol permitted at events? | ○ | ○ | ○ |
| Are other activities such as non-drinking games, dancing, or other recreational activities available? | ○ | ○ | ○ |
| Is appetizing food available? | ○ | ○ | ○ |
| Are nonalcoholic beverages available? | ○ | ○ | ○ |
| Is faculty drinking with underaged students condoned? | ○ | ○ | ○ |
| Are sober monitors present? | ○ | ○ | ○ |
| Are measures taken to prevent underage drinking? | ○ | ○ | ○ |

Other impressions: _____

_____

## CAMPUS BOOKSTORES

| *Stop by the campus bookstore or bookstores near campus. Walk the aisles.* | YES | NO | N/A |
|---|---|---|---|
| Does it carry a variety of campus-related merchandise? | ○ | ○ | ○ |
| Does it carry alcohol-related merchandise (e.g., beer mugs, shot glasses)? | ○ | ○ | ○ |
| Does alcohol-related merchandise sport your school's name, crest, or mascot? | ○ | ○ | ○ |
| Do posters or clothing sport pro-drinking messages? | ○ | ○ | ○ |
| Do posters or clothing sport health promotion messages? | ○ | ○ | ○ |

Other impressions: _____

_____

## WHAT ELSE?

*Does anything stand out as contributing to problems on your campus?*

List those indicators picked up by scanning your environment. _____

_____

_____

_____

## SCANNING EXERCISE A-3: Having Conversations

**WHAT** do people think are problems confronting your campus? Do they think alcohol use contributes to those problems? Do they have opinions? Do they have specific information about alcohol problems? Are they interested in being a part of a group working to both understand and reduce problems on your campus? Do they have resources they can bring to prevention efforts, e.g., research skills, person power? Talk to them and find out.

**USE** this exercise to build a campus network of people interested in helping prevention efforts and to identify people on campus who have information about problems and response. Talk to as many people as you can in a week. Split up the list among group members. Be selective. You may not need to talk with everyone. You may be one of these people yourself, or have already talked with some. Note the names of the people you talk with, whether they are interested, and if they can help.

| **HEALTH SERVICES: Staff and students involved in these areas are natural allies for prevention.** | | | |
|---|---|---|---|
| | NAME AND TITLE | PHONE NUMBER | LIST TYPE OF INFORMATION |
| Campus health services | | | |
| Counseling services | | | |
| Safety awareness | | | |
| Other | | | |
| **CAMPUS LIFE AND ACTIVITIES: Staff and students in these areas know what's happening on campus.** | | | |
| Campus newspaper reporters | | | |
| Student government | | | |
| Disciplinary and judicial officials | | | |
| Activity directors and planners | | | |
| Student community services | | | |
| Residence and Greek life advisors | | | |
| Recreation | | | |
| Athletics | | | |
| Admissions (re: retention) | | | |
| Alumni | | | |
| Students: commuting | | | |
| residential | | | |
| international | | | |
| at-large | | | |
| Campus ministry | | | |
| Other | | | |
| | | | |

| | NAME AND TITLE | CHECK IF INTERESTED | LIST TYPE OF INFORMATION |
|---|---|---|---|
| **COMMUNITY MEMBERS:** People working and living in the surrounding community have a stake in prevention. They may also have information and resources. | | | |
| Neighborhood association members | | | |
| Business association members | | | |
| Other merchants | | | |
| Community public health officials | | | |
| Other | | | |
| **ACADEMICS:** Students and faculty members in these disciplines may be interested in alcohol issues. | | | |
| Economics | | | |
| Sociology | | | |
| Psychology | | | |
| Anthropology | | | |
| Political science | | | |
| Social work | | | |
| Marketing and communications | | | |
| Health sciences and public health | | | |
| Journalism | | | |
| Other | | | |
| **SECURITY AND LAW ENFORCEMENT:** These people are likely to have problem information and are committed to reducing problems. | | | |
| Campus security | | | |
| Local police | | | |
| State alcoholic beverage control | | | |
| Other | | | |
| **ADMINISTRATION:** Charged with running a campus, administrators have a stake in an institution's well-being. | | | |
| President | | | |
| Dean of students | | | |
| Dean of faculty | | | |
| Buildings and grounds/housekeeping | | | |
| Other | | | |

# Appendix B: Analysis Exercises


B-1: What's the Problem?

B-2: FIPSE Core Instrument

B-3: Context of Drinking Surveys

B-4: Campus Message Environments—Bulletin Boards

B-5: Campus Message Environments—Print Media

B-6: Campus Message Environments—Radio

B-7: Price of Alcohol

B-8: Risk Assessment— On-Sale Outlets

B-9: Party Risk Assessment Survey

B-10: Place of Last Drink Survey

## ANALYSIS EXERCISE B-1: What's the Problem?

Different drinking behaviors pose different risks for adverse consequences, depending on *where* and *when* drinking occurs. This exercise helps you understand the "five Ds" of alcohol-related problems, problem indicators, and potential information sources.

| PROBLEM | INDICATORS | INFORMATION SOURCES | AVAILABLE? List source |
|---|---|---|---|
| **Disruption** | Poor/reduced academic performance<br>Missed classes<br>Taking sexual advantage<br>Trouble with authorities<br>Drinking and driving<br>Relationship problems<br>Arguments or fights<br>Students' judicial actions | Disruptions due to drinking show up first at the personal level. Such problems are most often observed through self-reports in surveys. Surveys, like the FIPSE Core instrument used on many campuses, include questions regarding the frequency of personal disruption. You can find information on more serious or persistent problems through police records, student counseling service records, or judicial committee reports. | |
| **Damage** | Property damage<br>Graffiti<br>Holes in walls; litter<br>Pulling false fire alarms<br>Fires<br>Other damage to personal or public property | You can observe damage resulting from consumption by walking around campus and surrounding communities. Police, fire, and building and grounds reports often document damage. | |
| **Disability** (includes short-term disability) | Hangovers, nausea, vomiting<br>Injured or hurt<br>Sexual assault<br>Severe trauma<br>Health consequences (STDs)<br>Unplanned pregnancy | At the lowest levels these problems are reported primarily in surveys (see disruption). Student health services and campus security often document serious and persistent disabilities. Some incidents resulting in disability are reported in press accounts, such as car crashes. | |
| **Physical Disorder** (includes early signs of long-term problems) | Memory loss<br>Try to stop drinking and fail<br>Suicidal thoughts/attempts<br>Thinking you have a problem | Like disability, early indicators of disease are also reported in surveys. Serious and persistent indicators of disease are often reported by student health services or by level of participation in recovery activities such as AA. | |
| **Death** (premature death due to alcohol-related causes) | Traffic crashes<br>Drowning<br>Falls<br>Overdose (alcohol poisoning) | Incidents resulting in death usually receive attention in campus and off-campus media. Other information sources are campus security, law-enforcement records, and medical examiner (coroner) reports. | |

**HOW** to use this information: You and your group can use the existing information to help define specific problems on your campus. However, you may find you need more information to define problems. Use information gained to identify information needs on your campus.

# Core Alcohol and Drug Survey

## Long Form

FIPSE Core Analysis Grantee Group

Please use a number 2 Pencil.

Core Institute
Student Health Programs
Southern Illinois University
Carbondale, IL 62901

**For additional use:**

A 0 1 2 3 4 5 6 7 8 9
B 0 1 2 3 4 5 6 7 8 9
C 0 1 2 3 4 5 6 7 8 9
D 0 1 2 3 4 5 6 7 8 9
E 0 1 2 3 4 5 6 7 8 9

**1. Classification:**
- Freshman
- Sophomore
- Junior
- Senior
- Grad/professional
- Not seeking a degree
- Other

**2. Age:**

0 0 | 1 1 | 2 2 | 3 3 | 4 4 | 5 5 | 6 6 | 7 7 | 8 8 | 9 9

**3. Ethnic origin:**
- American Indian/ Alaskan Native
- Hispanic
- Asian/Pacific Islander
- White (non-Hispanic)
- Black (non-Hispanic)
- Other

**4. Marital status:**
- Single
- Married
- Separated
- Divorced
- Widowed

**5. Gender:**
- Male
- Female

**6. Is your current residence as a student:**
- On-campus
- Off-campus

**7. Are you working?**
- Yes, full-time
- Yes, part-time
- No

**8. Living arrangements:**

**A. Where:** *(mark best answer)*
- House/apartment/etc.
- Residence hall
- Approved housing
- Fraternity or sorority
- Other

**B. With whom:** *(mark all that apply)*
- With roommate(s)
- Alone
- With parent(s)
- With spouse
- With children
- Other

**9. Approximate cumulative grade point average:** *(choose one)*

A+ A A- B+ B B- C+ C C- D+ D D- F

**10. Some students have indicated that alcohol or drug use at parties they attend in and around campus reduces their enjoyment, often leads to negative situations, and therefore, they would rather not have alcohol and drugs available and used. Other students have indicated that alcohol and drug use at parties increases their enjoyment, often leads to positive situations, and therefore, they would rather have alcohol and drugs available and used. Which of these is closest to your own view?**

| | Have available | Not have available |
|---|---|---|
| With regard to drugs? | | |
| With regard to alcohol? | | |

**11. Student status:**
- Full-time (12+ credits)
- Part-time (1–11 credits)

**12. Campus situation on alcohol and drugs:**

| | yes | no | don't know |
|---|---|---|---|
| a. Does your campus have alcohol and drug policies? | | | |
| b. If so, are they enforced? | | | |
| c. Does your campus have a drug and alcohol prevention program? | | | |
| d. Do you believe your campus is concerned about the prevention of drug and alcohol use? | | | |
| e. Are you actively involved in efforts to prevent drug and alcohol use problems on your campus? | | | |

**13. Place of permanent residence:**
- In-state
- USA, but out of state
- Country other than USA

**14. Think back over the last two weeks. How many times have you had five or more drinks* at a sitting?**
- None
- Once
- Twice
- 3 to 5 times
- 6 to 9 times
- 10 or more times

*A drink is a bottle of beer, a glass of wine, a wine cooler, a shot glass of liquor, or a mixed drink.

**15. Average # of drinks* you consume a week:**

(If less than 10, code answers as 00, 01, 02, etc.)

0 0 | 1 1 | 2 2 | 3 3 | 4 4 | 5 5 | 6 6 | 7 7 | 8 8 | 9 9

**16. At what age did you first use...** *(mark one for each line)*

| | Never Use | Under 10 | 10–11 | 12–13 | 14–15 | 16–17 | 18–20 | 21–25 | 26+ |
|---|---|---|---|---|---|---|---|---|---|
| a. Tobacco (smoke, chew, snuff) | | | | | | | | | |
| b. Alcohol (beer, wine, liquor)* | | | | | | | | | |
| c. Marijuana (pot, hash, hash oil) | | | | | | | | | |
| d. Cocaine (crack, rock, freebase) | | | | | | | | | |
| e. Amphetamines (diet pills, speed) | | | | | | | | | |
| f. Sedatives (downers, ludes) | | | | | | | | | |
| g. Hallucinogens (LSD, PCP) | | | | | | | | | |
| h. Opiates (heroin, smack, horse) | | | | | | | | | |
| i. Inhalants (glue, solvents, gas) | | | | | | | | | |
| j. Designer drugs (ecstasy, MDMA) | | | | | | | | | |
| k. Steroids | | | | | | | | | |
| l. Other illegal drugs | | | | | | | | | |

*Other than a few sips

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**17. Within the last year about how often have you used...**
*(mark one for each line)*

| | Did not use | Once/a few times | 6 times/year | Once/month | Two/three/month | Once/week | 3 times/week | 5 times/week | Every day |
|---|---|---|---|---|---|---|---|---|---|
| a. Tobacco (smoke, chew, snuff) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| b. Alcohol (beer, wine, liquor) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| c. Marijuana (pot, hash, hash oil) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| d. Cocaine (crack, rock, freebase) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| e. Amphetamines (diet pills, speed) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| f. Sedatives (downers, ludes) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| g. Hallucinogens (LSD, PCP) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| h. Opiates (heroin, smack, horse) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| i. Inhalants (glue, solvents, gas) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| j. Designer drugs (ecstasy, MDMA) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| k. Steroids | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| l. Other illegal drugs | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

**18. During the past 30 days on how many days did you have:**
*(mark one for each line)*

| | 0 days | 1–2 days | 3–5 days | 6–9 days | 10–19 days | 20–29 days | All 30 days |
|---|---|---|---|---|---|---|---|
| a. Tobacco (smoke, chew, snuff) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| b. Alcohol (beer, wine, liquor) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| c. Marijuana (pot, hash, hash oil) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| d. Cocaine (crack, rock, freebase) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| e. Amphetamines (diet pills, speed) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| f. Sedatives (downers, ludes) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| g. Hallucinogens (LSD, PCP) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| h. Opiates (heroin, smack, horse) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| i. Inhalants (glue, solvents, gas) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| j. Designer drugs (ecstasy, MDMA) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| k. Steroids | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| l. Other illegal drugs | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

**19. How often do you think the average student on your campus uses...**
*(mark one for each line)*

| | Never | Once/a year | 6 times/year | Once/month | Two/three/month | Once/week | 3 times/week | 5 times/week | Every day |
|---|---|---|---|---|---|---|---|---|---|
| a. Tobacco (smoke, chew, snuff) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| b. Alcohol (beer, wine, liquor) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| c. Marijuana (pot, hash, hash oil) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| d. Cocaine (crack, rock, freebase) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| e. Amphetamines (diet pills, speed) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| f. Sedatives (downers, ludes) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| g. Hallucinogens (LSD, PCP) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| h. Opiates (heroin, smack, horse) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| i. Inhalants (glue, solvents, gas) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| j. Designer drugs (ecstasy, MDMA) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| k. Steroids | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| l. Other illegal drugs | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

**20. Where have you used...**
*(mark all that apply)*

| | Never used | On campus events | Residence hall | Fraternity | Bar/restaurant | Where you live | In a car | Private parties | Other |
|---|---|---|---|---|---|---|---|---|---|
| a. Tobacco (smoke, chew, snuff) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| b. Alcohol (beer, wine, liquor) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| c. Marijuana (pot, hash, hash oil) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| d. Cocaine (crack, rock, freebase) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| e. Amphetamines (diet pills, speed) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| f. Sedatives (downers, ludes) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| g. Hallucinogens (LSD, PCP) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| h. Opiates (heroin, smack, horse) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| i. Inhalants (glue, solvents, gas) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| j. Designer drugs (ecstasy, MDMA) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| k. Steroids | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| l. Other illegal drugs | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

**21. Please indicate how often you have experienced the following due to your drinking or drug use during the last year...**
*(mark one for each line)*

| | Never | Once | Twice | 3–5 times | 6–9 times | 10 or more times |
|---|---|---|---|---|---|---|
| a. Had a hangover | ○ | ○ | ○ | ○ | ○ | ○ |
| b. Performed poorly on a test or important project | ○ | ○ | ○ | ○ | ○ | ○ |
| c. Been in trouble with police, residence hall, or other college authorities | ○ | ○ | ○ | ○ | ○ | ○ |
| d. Damaged property, pulled fire alarm, etc. | ○ | ○ | ○ | ○ | ○ | ○ |
| e. Got into an argument or fight | ○ | ○ | ○ | ○ | ○ | ○ |
| f. Got nauseated or vomited | ○ | ○ | ○ | ○ | ○ | ○ |
| g. Driven a car while under the influence | ○ | ○ | ○ | ○ | ○ | ○ |
| h. Missed a class | ○ | ○ | ○ | ○ | ○ | ○ |
| i. Been criticized by someone I know | ○ | ○ | ○ | ○ | ○ | ○ |
| j. Thought I might have a drinking or other drug problem | ○ | ○ | ○ | ○ | ○ | ○ |
| k. Had a memory loss | ○ | ○ | ○ | ○ | ○ | ○ |
| l. Done something I later regretted | ○ | ○ | ○ | ○ | ○ | ○ |
| m. Been arrested for DWI/DUI | ○ | ○ | ○ | ○ | ○ | ○ |
| n. Have been taken advantage of sexually | ○ | ○ | ○ | ○ | ○ | ○ |
| o. Have taken advantage of another sexually | ○ | ○ | ○ | ○ | ○ | ○ |
| p. Tried unsuccessfully to stop using | ○ | ○ | ○ | ○ | ○ | ○ |
| q. Seriously thought about suicide | ○ | ○ | ○ | ○ | ○ | ○ |
| r. Seriously tried to commit suicide | ○ | ○ | ○ | ○ | ○ | ○ |
| s. Been hurt or injured | ○ | ○ | ○ | ○ | ○ | ○ |

**22. Have any of your family had alcohol or other drug problems:** *(mark all that apply)*

- ○ Mother
- ○ Father
- ○ Stepmother
- ○ Stepfather
- ○ Brothers/sisters
- ○ Mother's parents
- ○ Father's parents
- ○ Aunts/uncles
- ○ Spouse
- ○ Children
- ○ None

**23. If you volunteer any of your time on or off campus to help others, please indicate the approximate number of hours per month and principal activity:**

- ○ Don't volunteer, or less than 1 hour
- ○ 1–4 hours
- ○ 5–9 hours
- ○ 10–15 hours
- ○ 16 or more hours

Principal volunteer activity is: _____

## ANALYSIS EXERCISE B-3: Context of Drinking Surveys

Surveys can provide much useful information concerning student characteristics and behavior. What is often missing from student surveys is information that can assist in understanding which types of drinking locations may be associated with campus alcohol problems. The following survey items were developed by Robert Saltz, Prevention Research Center, for surveys of students in California. The items are intended to focus on specific locations where students are known to drink. The extent to which alcohol use results in problems such as underage drinking, binge drinking, and other consequences occurs within various settings, represents an important component in understanding the alcohol environment on your campus. The first item is intended to indicate which of six settings the respondent is familiar with. The remaining questions are asked concerning each settting. For simplicity questions for settings are presented for only one of the six potential settings. These questions can be easily modified by changing the setting for each question. These surveys are included with permission of Saltz.

There are many different types of settings where alcohol is consumed. Have you been to any of the following settings since you came to school this semester/quarter at which students sometimes drink alcohol?

| | Yes | No |
|---|---|---|
| A fraternity or sorority party at a Greek house. | ○ | ○ |
| At a party somewhere in a university residence hall | ○ | ○ |
| A campus sporting event, concert or dance | ○ | ○ |
| At a party at someone's house or apartment off campus | ○ | ○ |
| At a pub, bar or restaurant or within a few blocks of campus where students might go to drink | ○ | ○ |
| In an outdoor setting (park, beach, car, etc.) where students might go to drink | ○ | ○ |

For each of these questions consider a fraternity or sorority party at a Greek house.
How many times this semester/quarter have you been in such a setting?

How many of those times did you have some kind of alcoholic drink?
(use "0" for none)

Of those times, how many times would you say you drank enough to be drunk?

For this question consider a fraternity or sorority party at a Greek house.
Since the beginning of the semester/quarter, have you experienced any of the following either during or shortly after being at a fraternity or sorority party at a Greek house?

- ☐ I got drunk when I didn't want to
- ☐ I passed out
- ☐ I damaged someone's property (e.g., wall, window furniture, car, vending machine)
- ☐ Someone criticized my drinking behavior
- ☐ I got into a physical fight with someone
- ☐ I was physically assaulted by someone
- ☐ I got hurt or injured
- ☐ I was harassed because of my race/ethnicity, gender, sexual orientation or religion
- ☐ I felt unsafe because of my own or others' drinking
- ☐ I had sex with a new partner
- ☐ I had sex with someone I just met
- ☐ I had risky sex (e.g., sex without a condom; sex without any form of birth control)
- ☐ I had sex when I was too intoxicated to know what I was doing
- ☐ I felt pressured to have sex with someone

- [ ] I was concerned that I pressured someone to have sex with me
- [ ] I was sexually assaulted or raped
- [ ] I was concerned that I may have sexually assaulted or raped someone
- [ ] I drove after I had too much to drink
- [ ] I rode with a driver who was drunk

- [ ] None of these

For this question consider a fraternity or sorority party at a Greek house.
You reported that you have experienced the following situations either during or shortly after being at this setting. Please indicate approximately how many times you have experienced each situation since the beginning of the semester/quarter.

| | Once | Twice | 3-5 times | 6-9 times | 10 or more times |
|---|---|---|---|---|---|
| I got drunk and didn't want to | ○ | ○ | ○ | ○ | ○ |
| I passed out | ○ | ○ | ○ | ○ | ○ |
| I damaged someone's property (e.g., wall, window, furniture, car, vending machine) | ○ | ○ | ○ | ○ | ○ |
| Someone criticized my drinking or behavior | ○ | ○ | ○ | ○ | ○ |
| I got into a physical fight | ○ | ○ | ○ | ○ | ○ |
| I was physically assaulted by someone | ○ | ○ | ○ | ○ | ○ |
| I got hurt or injured | ○ | ○ | ○ | ○ | ○ |
| I was harassed because of my race/ethnicity, gender, sexual orientation or religion | ○ | ○ | ○ | ○ | ○ |
| I felt unsafe because of my own or others' drinking | ○ | ○ | ○ | ○ | ○ |
| I had sex with a new partner | ○ | ○ | ○ | ○ | ○ |
| I had sex with someone I just met | ○ | ○ | ○ | ○ | ○ |
| I had risky sex (e.g., sex without a condom; sex without any form of birth control) | ○ | ○ | ○ | ○ | ○ |
| I had sex when I was too intoxicated to know what I was doing | ○ | ○ | ○ | ○ | ○ |
| I felt pressured to have sex with someone | ○ | ○ | ○ | ○ | ○ |
| I was concerned that I pressured someone to have sex with me | ○ | ○ | ○ | ○ | ○ |
| I was sexually assaulted or raped | ○ | ○ | ○ | ○ | ○ |
| I was concerned that I may have sexually assaulted or raped someone | ○ | ○ | ○ | ○ | ○ |
| I drove after I had too much to drink | ○ | ○ | ○ | ○ | ○ |
| I rode with a driver who was drunk | ○ | ○ | ○ | ○ | ○ |

For these questions consider a fraternity or sorority party at a Greek house.

Now think about the last time you have been in this setting…
How many weeks ago was that?
(Use 1 if less than a week)

[ ] weeks

About how many hours were you at this setting?
(Use 1 if less than 1 hour)

[ ] hours

How many drinks did you have…
before you got there?

[ ]

while you were there?

[ ]

after you left there?

[ ]

Did you have enough to be drunk or intoxicated?

- ◯ Yes
- ◯ No

For this question consider a fraternity or sorority party at a Greek house.
About how many people altogether were at this setting?
(If you are not sure, your best estimate is fine)

[ ]

About how many people at this setting do you think might have been intoxicated?
(If you are not sure, your best estimate is fine)

[ ]

For this question, consider a fraternity or sorority party at a Greek house.
Were any of the following in effect at this setting?
(Please select all that apply.)

- ☐ People under the legal drinking age were not admitted
- ☐ People under the legal drinking age were identified at the door
- ☐ People were drinking from a keg (or kegs) of beer
- ☐ There was a cover charge to get in the door
- ☐ There was a promotion going on(e.g., $10 for unlimited drinks or ½ price drinks before 10 p.m., etc.)
- ☐ Anyone asking for a drink was asked for proof of age
- ☐ There was no way of knowing who was of legal age
- ☐ Drinks were refused to anyone who was intoxicated or impaired
- ☐ There was a system in place to look after anyone who became intoxicated (e.g., safe ride home)
- ☐ None of the above

Repeat items for each setting.
For each of these questions consider a campus sporting event, concert, or dance.
Repeat questions form previous section.
For each of these questions consider a party at someone else's house or apartment off campus.
Repeat questions form previous section.

For each of these questions consider a pub, bar, or restaurant on or within a few blocks of campus where students might go to drink.
Repeat questions form previous section.

For each of these questions consider a party somewhere in a university residence hall.
Repeat questions form previous section.

For each of these questions consider an outdoor setting (park, beach, car, etc.) where students might go to drink.
Repeat questions form previous section.

ALCOHOL AVAILABILITY

In addition to the settings in which alcohol is used many surveys provide limited information concerning how students obtain alcohol and how available alcohol is. The following questions may provide additional information concerning these issues.

Since you arrived on campus this semester/quarter, how often have you…

| | Not at all | 1-5 Days This School Year | 6-10 Days This School Year | About Once a Month | 2-3 Days a Month | 1-2 Days a Week | 3-4 Days a Week | 5-6 Days a Week | Every Day |
|---|---|---|---|---|---|---|---|---|---|
| Purchased alcohol at a grocery, liquor, or convenience store near campus | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Purchased alcohol at a bar or restaurant near campus | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Purchased alcohol for a friend or acquaintance near campus | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Asked an older youth or adult to purchase alcohol | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Drank alcohol before or after a concert or sporting event (e.g., a football game) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

How easy or difficult would it be for you to find the following establishments or other sources within two miles of campus where you could buy alcohol without showing an ID?

| | Very Easy | Easy | Neither Easy Nor Difficult | Difficult | Very Difficult |
|---|---|---|---|---|---|
| A bar | ○ | ○ | ○ | ○ | ○ |
| A restaurant | ○ | ○ | ○ | ○ | ○ |
| A liquor, grocery, or convenience store | ○ | ○ | ○ | ○ | ○ |

How easy or difficult would it be for you to find the following activities where you could go to drink?

| | Very Easy | Easy | Neither Easy Nor Difficult | Difficult | Very Difficult |
|---|---|---|---|---|---|
| An on-campus party | ○ | ○ | ○ | ○ | ○ |
| An off-campus party | ○ | ○ | ○ | ○ | ○ |

How easy or difficult would it be for you to find the following kind of person who would purchase alcohol for you?

| | Very Easy | Easy | Neither Easy Nor Difficult | Difficult | Very Difficult |
|---|---|---|---|---|---|
| A friend or acquaintance | ○ | ○ | ○ | ○ | ○ |
| A stranger | ○ | ○ | ○ | ○ | ○ |

## ANALYSIS EXERCISE B-4: Analyzing Campus Message Environments Regarding Alcohol Use—Bulletin Boards

**WHAT** are the messages on your campus regarding alcohol use? Campus norms and attitudes regarding drinking behavior are often shaped or reinforced through the messages on flyers, advertisements, and announcements posted on campus bulletin boards.

**USE** this exercise to collect and analyze alcohol-related messages on your campus and understand how alcohol use is presented on college bulletin boards. This exercise helps you monitor the campus message environment regarding alcohol use in a structured way on an ongoing basis so your group can make informed decisions about needed changes, if any, in the way alcohol use is portrayed or promoted on your campus.

### INSTRUCTIONS FOR MONITORING CAMPUS PRINT MEDIA

Step 1: Where are messages posted? First obtain a campus map. Walk around and note on the map the location of each bulletin board or posting. Take pictures of each location.

Step 2: Select at least five bulletin boards for monitoring. Boards should be in public access areas, including at least one located in the main area of your campus and others in high pedestrian traffic areas.

Step 3: Establish a monitoring schedule. You may wish to monitor boards as often as once a week, or less frequently. Thursdays or Fridays are good days to catch postings for weekend social events. Your group may also want to monitor boards around special events, such as Halloween, Homecoming, or Spring Break.

Step 4: Go to each board on scheduled monitoring days. First, count the total number of messages on the board. Then count all postings that contain alcohol messages, such as advertisements for local taverns or bars, social activities, both on and off campus where alcohol is available, advertisements for specific brands of alcoholic beverages, and other alcohol messages. If postings include tear-offs or multiple copies, take one and attach it to the Bulletin Board Analysis form.

Step 5: Record information on the Bulletin Board Analysis form. Things to look for are recurring messages for high-risk drinking contexts and activities, such as all-you-can-drink parties and promotions, college night drink specials, and other messages that emphasize drinking.

### Bulletin Board Analysis

**WHAT** is the dominant message about alcohol use on campus bulletin boards? Do people get the idea that alcohol is a necessary part of the campus social life?

**USE** this form to record information on the number and content of alcohol-related messages on flyers posted on your campus bulletin boards. Make multiple copies of this form for use by your group members in monitoring the campus message environment. List messages by content (include drink price, if mentioned), number, and size of posting.

**Date:** _____ **Time:** _____ **Location:** _____

Total number of messages: _____

Total number of pro-drinking messages: _____

Total number of prevention/safe and sober activity messages: _____

Divide pro-drinking messages by total messages to get the percentage of pro-drinking messages: _____

Divide prevention messages by total messages to get the percentage of prevention messages: _____

**1. Alcohol industry messages,** including ads and promotions by producers and local retailers, both on and off campus, specifically mentioning alcohol and/or drinking.

| MESSAGE CONTENT | SIZE | COMMENTS |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

**2. Alcohol-related messages,** including flyers for concerts, parties, social events, or other activities where alcohol is promoted as part of the event (e.g., keg parties).

| CONTENT | SIZE | COMMENTS |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

**3. Prevention messages/safe and sober activities,** including Alcohol Awareness Week and flyers for campus services.

| CONTENT | SIZE | COMMENTS |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Attach alcohol-related pull-off messages.
List your impressions regarding the bulletin board message environment from this round of monitoring.

**HOW TO USE THIS INFORMATION:** Identifying sources of pro-drinking messages can help you learn more about the environments where high-risk drinking occurs and can help your group design interventions to change those environments. You can also use this information to generate community discussion on how alcohol is portrayed on your campus.

## ANALYSIS EXERCISE B-5: Analyzing Campus Message Environments Regarding Alcohol Use—Print Media

**WHAT** are the messages on your campus regarding alcohol use? Campus norms and attitudes regarding drinking behavior are often shaped or reinforced through the messages in campus newspapers and other publications.

**USE** this exercise to collect and analyze alcohol-related messages on your campus and understand how alcohol use is presented in campus publications. This exercise helps you monitor the campus message environment regarding alcohol use in a structured way on an ongoing basis so your group can make informed decisions about needed changes, if any, in the way alcohol use is portrayed or promoted on your campus.

### INSTRUCTIONS FOR MONITORING CAMPUS PRINT MEDIA

Step 1: Collect a sample of newspapers and other publications routinely distributed on your campus. Collect both official publications, such as campus newspapers, and others, such as underground publications or community newspapers.

Step 2: Identify which publications your group will monitor. You need not monitor all publications. Some may not accept any paid advertisements or may be special-interest publications.

Step 3: Establish a monitoring schedule. If your campus has a daily newspaper, you may decide to review at least one issue per week. Include in your schedule periodic publications, such as homecoming magazines, or other special event publications.

Step 4: Record information on the Newspaper/Publications Analysis form. Messages regarding alcohol use include advertisements, news stories, editorials, and cartoons. Are pro-drinking messages dominant?

### Newspaper/Publications Analysis

**WHAT** messages regarding alcohol use do people get when they read campus publications?

**USE** this form to record information collected in monitoring newspapers and publications distributed on your campus. Note the date of the publication, where alcohol is mentioned (ad, article, editorial, etc.), the content of the materials (education, alcohol-related injury, etc.),the number of columns of copy, the size (in inches) of the piece, whether there was a picture/graphics, and a summary of the message. Use the codes at the bottom for type and content of materials.

**Publication:**_____ **Total # of ads**_____

| DATE | TYPE | CONTENT | COLUMNS | SIZE | PICTURE/GRAPHICS | SUMMARY |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

**Publication:**_____ **Total # of ads**_____

| DATE | TYPE | CONTENT | COLUMNS | SIZE | PICTURE/GRAPHICS | SUMMARY |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

**Legend**

TYPE:
- AD advertisement/promotion
- ART article
- CAL calendar of activities
- ED editorial
- LT letter to editor

CONTENT:
- GM general alcohol mention
- INJ alcohol-related injury
- DIS alcohol-related disruption
- POL alcohol policy
- HR high-risk consumption
- LE law enforcement
- AP alcohol promotion
- PP prevention
- SA social activity
- UA underage consumption

* Place one asterisk in CONTENT column for pro-drinking messages.

** Place two asterisks in CONTENT column for health and safety messages. (*Some will be neither)*

**Publication:**_____ **Total # of ads**_____

| DATE | TYPE | CONTENT | COLUMNS | SIZE | PICTURE/GRAPHICS | SUMMARY |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

**Publication:**_____ **Total # of ads**_____

| DATE | TYPE | CONTENT | COLUMNS | SIZE | PICTURE/GRAPHICS | SUMMARY |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

**Publication:**_____ **Total # of ads**_____

| DATE | TYPE | CONTENT | COLUMNS | SIZE | PICTURE/GRAPHICS | SUMMARY |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

**Publication:**_____ **Total # of ads**_____

| DATE | TYPE | CONTENT | COLUMNS | SIZE | PICTURE/GRAPHICS | SUMMARY |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

**Legend**

TYPE:
- AD advertisement/promotion
- ART article
- CAL calendar of activities
- ED editorial
- LT letter to editor

CONTENT:
- GM general alcohol mention
- INJ alcohol-related injury
- DIS alcohol-related disruption
- POL alcohol policy
- HR high-risk consumption
- LE law enforcement
- AP alcohol promotion
- PP prevention
- SA social activity
- UA underage consumption

- * Place one asterisk in CONTENT column for pro-drinking messages.
- ** Place two asterisks in CONTENT column for health and safety messages. (*Some will be neither)*

**HOW TO USE THIS INFORMATION:** Tally up the ads and determine the percentage of alcohol ads and messages to other ads.

$\frac{\text{Alcohol ads}}{\text{All ads}}$ = _____ %  $\frac{\text{Health messages}}{\text{Alcohol ads}}$ = _____ %

**Use** this information to generate campus discussion on how alcohol is portrayed in campus publications. Messages may also lead to a better understanding of where and when high-risk drinking occurs. Use the information to help develop environmental interventions to reduce risks.

## ANALYSIS EXERCISE B-6: Analyzing Campus Message Environments—Listening to the Radio

**WHAT** messages regarding alcohol use do people hear when they listen to the radio? Do local radio stations target your campus? Is there an on-campus radio station? Find out whether there are particular radio stations that are popular on your campus. Check with local rating services to see which stations aim their programming at college students and young adults.

**USE** this form to monitor the alcohol messages on campus-focused radio. Establish a schedule for monitoring messages on popular stations. Pick one hour to record the number of advertisements in general, and alcohol ads in particular. Note the tone of the ads. Consider late-night listening, especially on or just before the weekend.

**RADIO STATION CALL LETTERS AND FREQUENCY:** _____

**DATE:** _____ **TIME:**_____

| AD/MESSAGE | SPONSOR | CONTENT | COMMENTS |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

**RADIO STATION CALL LETTERS AND FREQUENCY:** _____

**DATE:** _____ **TIME:** _____

| AD/MESSAGE | SPONSOR | CONTENT | COMMENTS |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

**LEGEND** CONTENT:

| | | | | | |
|---|---|---|---|---|---|
| GM | general alcohol mention | LE | law enforcement | * | Place one asterisk in CONTENT column for pro-drinking messages. |
| INJ | alcohol-related injury | AP | alcohol promotion | ** | Place two asterisks in CONTENT column for health and safety messages. (*Some will be neither)* |
| DIS | alcohol-related disruption | PP | prevention | | |
| POL | alcohol policy | SA | social activity | | |
| HR | high-risk consumption | UA | underage consumption | | |

**HOW TO USE THIS INFORMATION:** Tally up the ads and determine the percentage of alcohol ads and messages to other ads.

$\frac{\text{Alcohol ads}}{\text{All ads}}$ = _____ % $\frac{\text{Health messages}}{\text{Alcohol ads}}$ = _____ %

**USE** this information to generate discussion on your campus regarding the message environment. Ads may also lead you to identify high-risk drinking environments and help your group develop interventions for environmental change. You can also take this information to the station manager as a starting point for negotiation on advertising policy.

## ANALYSIS EXERCISE B-7: What's the Price of Alcohol on or near Your Campus?

**WHAT** is the price of alcohol in relationship to other beverages in your campus environment? Does the cost of alcoholic beverages play a factor in drinking decisions? Do certain environments use price strategies to promote consumption?

**USE** this exercise to determine the relative price of alcohol at outlets. Do retailers use price incentives for alcoholic beverages as part of their marketing and promotional activities? Establish a schedule for visiting selected types of outlets on or near campus and in neighborhoods where students live. Visit bars, taverns, restaurants, grocers, and liquor stores. Include in your schedule times of the year for special events, such as Homecoming, Spring Break, and Halloween. Note regular prices and specials and discounts for both alcoholic and non-alcoholic beverages. For outlets selling alcohol for consumption on-site,note the price for a glass of the cheapest beverage. For off-site outlets, note prices for twelve-packs of beer and six-packs of soda and four-packs of wine coolers.

**DATE:** _____ **SPECIAL EVENT/HOLIDAY?** _____

| OFF-PREMISES OUTLET (LOCATION) | PRICE | | | | | | | | | | | | CHEAPEST BEVERAGE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | BEER (NPB) | | BEER (LAP) | | SODA (NPB) | | SODA (LAP) | | WINE COOLERS (NPB) | | WINE COOLERS (LAP) | | Per unit |
| | 12-pack | keg | 12-pack | keg | 6-pack | liter | 6-pack | liter | 4-pack | liter | 4-pack | liter | per standard serving size |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |

| ON-PREMISES OUTLET (LOCATION) | PRICE | | | | | | CHEAPEST BEVERAGE |
|---|---|---|---|---|---|---|---|
| | BEER | | | HOUSE WINE | | MIXED DRINKS | Per unit |
| | bottle | draft per glass | pitcher | per glass | per carafe | bar brand | per standard serving size |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | STANDARD SERVING SIZE: 12 oz. beer 5 oz. table win 8 oz. wine cooler |

**LEGEND** OFF-PREMISES consumed off premises (grocery stores, liquor stores, convenience stores)
ON-PREMISES consumed on premises (bars, restaurants, taverns)

CONTENT: LAP lowest available priced product (often store or generic brand)
NPB national premium brand

**HOW TO USE THIS INFORMATION:** Determine if price is used to promote alcohol on your campus or at off-campus outlets targeting students. Identify outlets using price promotions. Approach outlet owners or managers to ask them to moderate their promotional activity. Use information to generate campus discussion on the use of price discounts to promote drinking. Publicize the results of your survey on campus. Calculate the cheapest drink per ounce of beverage.

# RISK ASSESSMENT – ONSALE OUTLETS

(Adapted from Hospitality Insighter)

## ESTABLISHMENT

| Establishment Name | | | | | | Address | | | |
|---|---|---|---|---|---|---|---|---|---|
| Observer 1 Name | | | | Age | | Observer 2 Name | | Age | |
| Date | | Day | | Arrival Time | | Departure Time | | Total | |

## PARKING AREA

| Please check | | Did you observe? | Notes: |
|---|---|---|---|
| ☐ Yes | ☐ No | Underage people sitting in cars | |
| ☐ Yes | ☐ No | Underage people sitting in cars drinking alcohol | |
| ☐ Yes | ☐ No | Empty alcohol containers outside cars and/or entrance | |
| ☐ Yes | ☐ No | Adults drinking alcohol in parking sidewalk area | |
| ☐ Yes | ☐ No | Security or staff observing or patrolling area | |
| ☐ Yes | ☐ No | Parking area well lit, all areas clearly visible | |
| ☐ Yes | ☐ No | Adults or youth loitering outside | |
| Other | | | |
| Other | | | |

## ENTRANCE/SIGNAGE

| | | |
|---|---|---|
| ❒ Yes | ❒ No | License posted and visible. If yes, where posted: |
| ❒ Yes | ❒ No | Pregnancy warning sign posted. If yes, where posted: |
| ❒ Yes | ❒ No | House policies posted. If yes, where posted: |
| ❒ Yes | ❒ No | Seating limits posted. Maximum capacity: _____ |
| ❒ Yes | ❒ No | Counter used to monitor numbers of customers entering and leaving |
| ❒ Yes | ❒ No | Cover charge collected $_____ |

## IDENTIFICATION CHECKED AT DOOR

| | | | | |
|---|---|---|---|---|
| ❒ Yes | ❒ No | Identification checked at door | | |
| If yes, number of staff at door: _____ Estimated staff age(s) _____ | | | | |
| | | ❒ Yes | ❒ No | Everyone's identification checked |
| Method of checking | | | | |
| | | ❒ Yes | ❒ No | Sign posted. If yes, describe: |
| | | ❒ Yes | ❒ No | Identification removed from wallet |
| | | ❒ Yes | ❒ No | Area sufficiently illuminated: ❒ Lamp ❒ Flashlight ❒ Other |
| | | ❒ Yes | ❒ No | Identification carefully studied. Describe: |
| | | ❒ Yes | ❒ No | Second identification requested. Describe: |
| | | ❒ Yes | ❒ No | Questions asked. Describe: |
| | | ❒ Yes | ❒ No | Observed person being refused because of no proper identification |
| | | ❒ Yes | ❒ No | Observed person being refused because of intoxication |
| If a person was refused, what were signs of intoxication observed | | ❒ Stumbling ❒ Fumbling ❒ Misjudging ❒ Slurred speech ❒ Sloppy ❒ Hostile ❒ Raunchy | | |

## SEATING/CLIENTELE

| | | |
|---|---|---|
| ❒ Yes | ❒ No | Is the bar/lounge separate from the dining area/restaurant? |
| If yes, | | Estimate # of patrons in bar/lounge area #_____ % Over age 30 _____<br>Are signs posted with capacity of room? ❒ Yes ❒ No If yes, Capacity _____ |
| Staffing in bar/lounge | | _____# bartenders Estimated age(s) _____ |
| | | _____# servers Estimated age(s) _____ |
| ❒ Yes | ❒ No | Dining area/restaurant |
| | | Estimate # of patrons in dining area restaurant # _____ % Over age 30 _____<br>Are signs posted with capacity of room? ❒ Yes ❒ No If yes, Capacity _____ |
| Staff in dining area | | _____# hosts Estimated age(s) _____ |
| | | _____# security Estimated age(s) _____ |
| | | _____# bartenders Estimated age(s) _____ |
| | | _____# servers Estimated age(s) _____ |
| ❒ Yes | ❒ No | Manager on duty |
| ❒ Yes | ❒ No | Tables cleared, clean and uncluttered with glasses |

## AGE IDENTIFICATION CHECKED AT TABLE

| | | | | |
|---|---|---|---|---|
| ❒ Yes | ❒ No | Identification checked at tables/bar | | |
| | | ❒ Yes | ❒ No | Identification removed from wallet |
| | | ❒ Yes | ❒ No | Area sufficiently lighted. ❒ Lamp ❒ Flashlight ❒ Other |
| | | ❒ Yes | ❒ No | Identification carefully studied. Describe: |
| | | ❒ Yes | ❒ No | Second identification requested. Describe: |
| | | ❒ Yes | ❒ No | Questions asked. Describe: |
| | | ❒ Yes | ❒ No | Observed person being refused because of no proper identification |
| Describe any situations about young looking customers and service of alcohol: | | | | |

## INTOXICATION

| | | | | |
|---|---|---|---|---|
| ❒ Yes | ❒ No | Intoxicated person(s) observed. If yes, # _____ | | |
| Signs of intoxication observed | | | ❒<br>❒<br>❒ | Stumbling<br>Fumbling<br>Raunchy |
| ❒ Yes | ❒ No | Intoxicated person(s) being refused service of alcohol. If yes, # _____ | | |
| If yes | | ❒ Yes | ❒ No | Person allowed to remain on premise |
| | | ❒ Yes | ❒ No | Person served alternative beverage or food |
| | | ❒ Yes | ❒ No | Transportation arrangement made |
| | | ❒ Yes | ❒ No | Management called and involved |
| | | ❒ Yes | ❒ No | Law enforcement called |

## SERVICE

| | | | | | |
|---|---|---|---|---|---|
| ❒ Yes | ❒ No | Seated by staff | | | |
| Order taken by | | ❒ Server | | ❒ Bartender | ❒ Went to bar for service |
| Food promoted | | ❒ Yes | ❒ No | If yes, describe | |
| Alcohol promoted | | ❒ Yes | ❒ No | If yes, describe | |
| Alternatives to alcohol promoted | | ❒ Yes | ❒ No | If yes, describe | |
| ❒ Yes | ❒ No | Staff observed consuming alcohol | | | |

## OBSERVER BEVERAGES

| | Observer 1 | | | | | Observer 2 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Beverage | Serving Size | Measured | Time Served | Cost | Beverage | Serving Size | Measured | Time Served | Cost |
| 1 | | | | | | | | | | |
| 2 | | | | | | | | | | |
| 3 | | | | | | | | | | |
| ❒ Tab | ❒ Cash | | | | | | | | | |
| ❒ Yes | ❒ No | Server asks about refills. # times _____ | | | | | | | | |
| ❒ Yes | ❒ No | Server asks about rounds. # times _____ | | | | | | | | |

## CUSTOMER DRINKING SUMMARY

| | Observer 1 | | | | | Observer 2 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Beverage | Serving Size | # Served | Time Served | Impairment | Beverage | Serving Size | # Served | Time Served | Impairment |
| 1 | | | | | | | | | | |
| 2 | | | | | | | | | | |
| 3 | | | | | | | | | | |
| 4 | | | | | | | | | | |
| 5 | | | | | | | | | | |

## OTHER SIGNIFICANT OBSERVATIONS

Drink sizes, promotions, group or individual behavior, entertainment, etc.

## ANALYSIS EXERCISE B-9: Party Risk Assessment Survey

# Party Risk Assessment Survey

Event Address: _____ Date: _____ Assessor: _____

Location/Setting (Check all that apply): ____Indoors ____Front yard ____Back yard ____Driveway/Sidewalk
____Spilling onto street ____On a balcony seen from the street

Approximate Number of Attendees: _____ Hours of Attendance: _____

| Part I. Practices to De-Focus Alcohol | YES | NO | ? | N/A |
|---|---|---|---|---|
| 1. Is there a theme that is not specifically centered on alcohol (birthday, holiday, sporting event)? | ○ | ○ | ○ | ○ |
| a. Are there special theme-related decorations? | ○ | ○ | ○ | ○ |
| b. Is there special theme-related food, music or costumes? | ○ | ○ | ○ | ○ |
| 2. Are there desirable activities other than drinking alcohol? | ○ | ○ | ○ | ○ |
| a. If so, what are these activities? | | | | |
| i. Dancing | ○ | ○ | ○ | ○ |
| ii. Live Music | ○ | ○ | ○ | ○ |
| iii. Non-drinking Games | ○ | ○ | ○ | ○ |
| iv. Other | ○ | ○ | ○ | ○ |
| 3. Are different areas clearly identified for different activities (dance area, socializing area, serving area)? | ○ | ○ | ○ | ○ |
| 4. What type of music was there? | | | | |
| a. None | ○ | ○ | ○ | ○ |
| b. DJ | ○ | ○ | ○ | ○ |
| c. Live music | ○ | ○ | ○ | ○ |
| d. Loud stereo, radio, or computer playlist | ○ | ○ | ○ | ○ |

| Part II. Practices to Control Access to Alcohol | YES | NO | ? | N/A |
|---|---|---|---|---|
| 1. Is a valid ID showing age required for admission to the party? | ○ | ○ | ○ | ○ |
| 2. Is a valid ID showing age required for access to alcohol? | ○ | ○ | ○ | ○ |
| 3. Is campus ID required for admission to party? | ○ | ○ | ○ | ○ |
| 4. How selective is the access into the party? | | | | |
| a. Open to all who care to enter | ○ | ○ | ○ | ○ |
| b. Difficult for men to enter without women companions | ○ | ○ | ○ | ○ |
| c. Must state acquaintance with a host | ○ | ○ | ○ | ○ |
| d. Must be on guest list | ○ | ○ | ○ | ○ |
| e. Private – must be well-acquainted with host and/or invited | ○ | ○ | ○ | ○ |
| 5. Is a procedure used to identify guests over 21 (wristband, hand stamp, etc.)? | ○ | ○ | ○ | ○ |
| a. If so, is this procedure being monitored or enforced? | ○ | ○ | ○ | ○ |
| 6. Is there an admission charge? | ○ | ○ | ○ | ○ |
| 7. Is there a controllable perimeter of the location (gate, fence, single doorway, etc.)? | ○ | ○ | ○ | ○ |
| e. If so, is entrance through the perimeter being monitored? | ○ | ○ | ○ | ○ |
| 8. Are parking and outside public areas being patrolled / monitored? | ○ | ○ | ○ | ○ |
| a. Patrolled / monitored by a host of the party? | ○ | ○ | ○ | ○ |
| b. Patrolled / monitored by management or staff of the apartment or facility? | ○ | ○ | ○ | ○ |
| c. Patrolled / monitored by security guards? | ○ | ○ | ○ | ○ |

**Part III. Practices to Discourage/Encourage Intoxication**

| | YES | NO | ? | N/A |
|---|---|---|---|---|
| 1. Is food being served at this party? | ○ | ○ | ○ | ○ |
| a. Is the food being served of the salty or sweet snack variety (cookies, chocolate, chips, etc.)? | ○ | ○ | ○ | ○ |
| b. Is the food of the finger-food variety (fruit/veggies, cold cuts, sandwich wedges, etc.)? | ○ | ○ | ○ | ○ |
| c. Is the food more substantial, hot food or whole meals (pizza, sandwiches, burgers, hotdogs)? | ○ | ○ | ○ | ○ |
| 2. How much food is present? | | | | |
| a. None | ○ | ○ | ○ | ○ |
| b. some, but not enough for everyone | ○ | ○ | ○ | ○ |
| c. just enough for everyone | ○ | ○ | ○ | ○ |
| d. more than enough for everyone | ○ | ○ | ○ | ○ |
| 3. Are there attractive non-alcoholic beverages offered in the same location(s) as the alcohol? | ○ | ○ | ○ | ○ |
| a. Which of the following best describes the proportion of alcoholic beverages to non-alcoholic? | | | | |
| i. 90% alcohol / 10% non-alcoholic | ○ | ○ | ○ | ○ |
| ii. 75% alcohol / 25% non-alcoholic | ○ | ○ | ○ | ○ |
| iii. 50% alcohol / 50% non-alcoholic | ○ | ○ | ○ | ○ |
| iv. 25% alcohol / 75% non-alcoholic | ○ | ○ | ○ | ○ |
| v. 10% alcohol / 90% non-alcoholic | ○ | ○ | ○ | ○ |
| 4. What is the status of the alcohol supply? | | | | |
| a. Available for self-serve | ○ | ○ | ○ | ○ |
| b. Available and being served | ○ | ○ | ○ | ○ |
| c. Supply is very low or has run out | ○ | ○ | ○ | ○ |
| d. BYOB | ○ | ○ | ○ | ○ |
| 5. What types of alcohol are present? | | | | |
| a. None | ○ | ○ | ○ | ○ |
| b. Beer from bottles or cans | ○ | ○ | ○ | ○ |
| c. Beer from a keg | ○ | ○ | ○ | ○ |
| d. Wine | ○ | ○ | ○ | ○ |
| e. Mixed drinks with hard alcohol | ○ | ○ | ○ | ○ |
| f. Hard alcohol straight | ○ | ○ | ○ | ○ |
| 6. What percentage of the attendees is drinking alcohol? | | | | |
| a. 10% or less | ○ | ○ | ○ | ○ |
| b. 25% | ○ | ○ | ○ | ○ |
| c. 50% | ○ | ○ | ○ | ○ |
| d. 75% | ○ | ○ | ○ | ○ |
| e. 90 % or more | ○ | ○ | ○ | ○ |
| 7. Are drinking games observed (quarters, beer pong, etc.)? | ○ | ○ | ○ | ○ |
| a. What percentage of the attendees is participating in the drinking games? | | | | |
| i. 10% or less | ○ | ○ | ○ | ○ |
| ii. 25% | ○ | ○ | ○ | ○ |
| iii. 50% | ○ | ○ | ○ | ○ |
| iv. 75% | ○ | ○ | ○ | ○ |
| v. 90 % or more | ○ | ○ | ○ | ○ |

**Part IV. Practices to Control Consequences of Intoxication**

| | YES | NO | ? | N/A |
|---|---|---|---|---|
| 1. Are non-drinking monitors/hosts present and visible? | ○ | ○ | ○ | ○ |
| 2. Is alcohol service refused to obviously intoxicated guests? | ○ | ○ | ○ | ○ |
| 3. Do monitors control dangerous and disruptive guests' behavior? | ○ | ○ | ○ | ○ |
| 4. Is there a defined end of the event (live music ends, party advertised to end at specified time, etc.)? | ○ | ○ | ○ | ○ |
| 5. Is alcohol service stopped at least one hour before the event ends? | ○ | ○ | ○ | ○ |
| 6. Do monitors prevent guests from unsafely leaving if they are too intoxicated to care for themselves? | ○ | ○ | ○ | ○ |
| 7. Did hosts remove possessions/furniture from party area to avoid theft and/or damage? | ○ | ○ | ○ | ○ |

**Part V. Observations of Dangerous or Unhealthy Occurrences**

*Mark 'Yes' only if you witnessed or can be certain that these conditions existed at the party.*
*Mark 'No' only if you can be reasonably certain that these conditions did not exist for the entire duration of the party.*
*Other wise, mark 'Unknown - ?'*

| | YES | NO | ? | N/A |
|---|---|---|---|---|
| 1. Did obviously intoxicated persons continue to have access to or possess alcohol? | ○ | ○ | ○ | ○ |
| 2. Did persons under the age of 21 consume alcohol? | ○ | ○ | ○ | ○ |
| 3. Did you observe verbal aggression among attendees, such as threats, heated arguments? | ○ | ○ | ○ | ○ |
| 4. Did you observe unwanted sexual advances or behavior? | ○ | ○ | ○ | ○ |
| 5. Did you observe physical aggression among attendees, such as assault, battery, fighting? | ○ | ○ | ○ | ○ |
| 6. Did intoxicated persons do any of the following behavior? | ○ | ○ | ○ | ○ |
| a. Moshing or crowd surfing? | ○ | ○ | ○ | ○ |
| b. Throw objects or use as potentially dangerous projectiles? | ○ | ○ | ○ | ○ |
| c. Climb on cliffs, rails, or other elevated areas? | ○ | ○ | ○ | ○ |
| 7. Was anyone injured in any way? | ○ | ○ | ○ | ○ |
| 8. Was anyone vomiting? | ○ | ○ | ○ | ○ |
| 9. Were there any persons who were passed out being unmonitored or uncared for? | ○ | ○ | ○ | ○ |
| 10. Were paramedics called to aid any unconscious persons for possible alcohol poisoning? | ○ | ○ | ○ | ○ |
| If not, why not? | | | | |
| a. Was there discussion of possible arrest or law enforcement involvement? | ○ | ○ | ○ | ○ |
| b. Were they transported by private vehicle to a hospital? | ○ | ○ | ○ | ○ |
| 11. Was there any visible use of illegal drugs present at this party? | ○ | ○ | ○ | ○ |
| a. If so, what is the percentage of attendees using these drugs? | | | | |
| i. 10% or less | ○ | ○ | ○ | ○ |
| ii. 25% | ○ | ○ | ○ | ○ |
| iii. 50% | ○ | ○ | ○ | ○ |
| iv. 75% | ○ | ○ | ○ | ○ |
| v. 90 % or more | ○ | ○ | ○ | ○ |
| 12. Were there any drugs visibly used other than marijuana? | ○ | ○ | ○ | ○ |
| 13. Did law enforcement become involved in the party at any time? | ○ | ○ | ○ | ○ |
| a. Was law enforcement called by the host(s) to help with an out-of-control party? | ○ | ○ | ○ | ○ |
| b. Did law enforcement shut down the party (thus forcing guests to leave)? | ○ | ○ | ○ | ○ |
| c. Did guests choose to leave voluntarily? | ○ | ○ | ○ | ○ |

**Part VI. Notes and Instructions for Narrative**

Use this space to record any significant details that will be important to add to the typed Narrative Party Description that will serve as a supplement to this survey.

Essential items to be included in the typed narrative will be:

- Thorough description of the setting and layout of the party space and the flow of the attendees
- If able to determine, the demographic of attendees and hosts (juniors, seniors, out-of-towners, etc.)
- Any important factors that were not captured in the survey that may have affected demeanor of party
- Describe in detail any law enforcement intervention
- Describe how the group of attendees were affected by the 12AM noise ordinance (did the party end, or did it get smaller; did it seem to be more or less controlled)
- Include anything that seems significant that could not be recorded by the survey (positive or negative)

## ANALYSIS EXERCISE B-10: Place of Last Drink Survey

Permission to use from:
***Ventura County Behavioral Health***
***Alcohol and Drug Programs/Prevention Services***

***For staff use only***

*Date:* ☐☐ - ☐☐ - ☐☐

*Counselor's Last Name:* ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

*Site:*
○ Oxnard ○ Simi Valley
○ Fillmore ○ Ventura
○ Thousand Oaks/Conejo Valley

****Mark your answer like this: ● Not like ✕ ✓**

1. Are you in the...
   ○ First Offender Program, or the ○ Multiple Offender Program
2. For how many months were you ordered to the Drinking Driver Program?
   ○ 3 months ○ 6 months ○ 9 months ○ 18 months
3. Were you arrested for a DUI because of your use of: (mark only one response)
   ○ Alcohol only ○ Illegal drugs or prescription drugs only ○ Combination of alcohol and drugs
4. Including this experience, how many times have you been arrested for a DUI? ☐☐
5. What is your gender? ○ M ○ F
6. What is your age? ☐☐
7. What is your home ZIP Code? ☐☐☐☐☐
8. What is your race or ethnicity?
   ○ Multi-racial
   ○ Hispanic or Latino
   ○ Caucasian or White
   ○ Asian American or Pacific Islander
   ○ Black or African American
   ○ Native American
   ○ Other SPECIFY BELOW: ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
9. What was the last grade in school that you completed? (mark only ONE response and please indicate HIGHEST education level completed)
   ○ Less than high school diploma
   ○ High school diploma/GED
   ○ Some college, no degree
   ○ Associate degree
   ○ Bachelor's degree
   ○ A degree higher than a Bachelor's (e.g., Teaching Credential, Masters, Ph.D., JD)
10. Are you currently in college or university?
    ○ Yes ○ No

    10a. If yes, where do you attend?
    ○ Cal Lutheran ○ Moorpark College ○ Ventura College
    ○ CSU Channel Islands ○ Oxnard College
    ○ Other SPECIFY BELOW: ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
11. Are you currently enlisted in the U.S. military?
    ○ No, I am not in the military
    ○ Army
    ○ Navy
    ○ Air Force
    ○ Marine Corps
    ○ Coast Guard

    11a. If you are currently in the military, are you currently stationed at:
    ○ Port Hueneme
    ○ Point Mugu
    ○ Other SPECIFY BELOW: ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

**Mark your answer like this: ● Not like ✕ ✓

12. What is the date of the DUI arrest that resulted in your participation in the Drinking Driver Program **this time**?

☐☐ / ☐☐ / ☐☐

13. What day of the week were you arrested? O Sun O Mon O Tues O Wed O Thurs O Fri O Sat

14. What time were you stopped by the police? ☐☐:☐☐ O AM O PM (mark AM or PM)

15. If your arrest invloved alcohol, what was your blood alcohol concentration (BAC)? 0.☐☐

16. Looking back to the day you were arrested, what was the total number of alcoholic beverages/ drinks you consumed that day?

☐☐

17. Approximately how many miles did you drive from the place you had your last drink before being stopped by a law enforcement officer?

☐☐☐ Enter '000' for less than 1 mile

18. In what city or community were you stopped by law enforcement?

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

18a. In which county were you stopped?

O Ventura County O Santa Barbara County O San Diego County
O Los Angeles County O Orange County
O Other SPECIFY BELOW:

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

19. Which law enforcement agency stopped you?

O Local Police O County Sheriff O CHP O Park Ranger O Other

20. Did you have any passengers with you in the car when you were stopped by law enforcement?

O Yes O No

20a. If yes, how many passengers were with you? ☐☐

20b. Were any of your passengers.....

Family members: O Yes O No Friends: O Yes O No

21. Did your DUI arrest involve an accident?

O Yes O No

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21a. If yes, did the accident involve personal injury, property damage or both?

O Property damage only O Personal injury only O Both property damage and personal injury

21b. If personal injury occurred, who was injured in the accident? (mark all that apply)

O You O Your passenger(s) O Person(s) in another vehicle O Pedestrian(s)

**Mark your answer like this: ● Not like ✕ ✓

22. Where did you have your LAST drink before you were arrested? (mark only ONE PLACE OF LAST DRINK)

O AT YOUR OWN RESIDENCE

In what city or community was this residence?

Were there 10 or more people there? O Yes O No
Would you say it was a house party? O Yes O No
Were people under 21 drinking there? O Yes O No

O AT SOMEONE ELSE'S RESIDENCE

In what city or community was this residence?

Were there 10 or more people there? O Yes O No
Would you say it was a house party? O Yes O No
Were people under 21 drinking there? O Yes O No

O AT A BAR, CLUB, OR RESTAURANT

What was the name of the bar, club or restaurant?

In which city or town?

In which county? O Ventura O Orange
O Los Angeles O San Diego
O Santa Barbara O Other SPECIFY BELOW

Were the drinks you were buying at the bar, club or restaurant part of a special promotion? (for example, during "Happy Hour" or were lower priced)? O Yes O No

Were you asked to show ID (e.g., at the door or to the server/bartender)? O Yes O No

O IN A HOTEL ROOM

NAME OF HOTEL:

O AT A PARK OR BEACH OR CAMPGROUND

NAME OF PARK/BEACH/CAMPGROUND:

O IN A CAR/VEHICLE

O AT WORK

PLEASE SPECIFY WHERE YOU WORK:

O OTHER LOCATION

(SPECIFY):

23. Thinking back to the place you were drinking right before you got arrested:

a. How many hours were you there? (fill in 01 if less than 1 hour)

b. How many drinks did you have there?

c. Which of the following did you drink there? (mark all that apply)

O Beer O Wine O Shots of alcohol O Mixed drinks O Energy drinks

**Mark your answer like this: ● Not like ✕ ✓

24. Did you experience any of the following at the place of your last drink prior to your DUI arrest? (mark all that apply)

- O Someone suggested that I take the bus or taxi cab
- O Someone encouraged me to call a friend or family member to pick me up
- O Someone tried to take my keys from me to prevent me from driving
- O Someone offered to give me a ride
- O Someone offered to call me a cab
- O I was escorted out of the bar
- O I was asked to leave the bar
- O I was refused service by a bartender/server
- O Someone recommended that I wait awhile before driving
- O Someone recommended that I not drive

25. On the day of your DUI arrest, had you been drinking **anywhere else** before the place where you had your last drink?

O Yes O No

25a. If yes, how many other places were you drinking at? ☐☐

26. On the day of your DUI arrest, had you been using other drugs (besides alcohol)?

O Yes O No

26a. If yes, which best describes the type of drugs used: (mark all that apply)

- O Prescription drugs
- O Heroin
- O Cocaine
- O Marijuana
- O Meth
- O Other SPECIFY BELOW ☐☐☐☐☐☐☐☐☐☐☐☐☐☐

27. Looking back to the day/night of your arrest BEFORE driving, how likely did you think it was that you would get arrested for driving under the influence?

O Very likely O Somewhat likely O Very unlikely

28. What has been the greatest consequence of your being arrested and convicted for driving under the influence? (mark only ONE response)

- O Impact on work
- O Impact on family
- O Loss of drivers license
- O Financial costs
- O Having a conviction on my record
- O Jail time
- O Other SPECIFY BELOW ☐☐☐☐☐☐☐☐☐☐☐☐☐☐

29. Of the list below, mark which you think would help prevent people from getting a DUI: (mark all that apply)

- O Fines for people who host underage drinking parties (Social Host Liability Ordinance)
- O Fewer or no drinking games at parties
- O Fewer or no drinking games at bars and clubs (i.e., funnel races)
- O No drink specials at bars and clubs
- O More availability of food at bars and clubs
- O Training bartenders and servers about responsible service of alcohol
- O Bartenders using only measured shots of alcohol so drinkers can accurately know how much they've had to drink (for example, no "heavy pours")
- O Security personnel at bars/clubs who pay attention to and deal with heavily consuming patrons
- O Other (SPECIFY BELOW) ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

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- Thank you -

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# Appendix C: Response Tool—R1

## CREATING A LOGIC MODEL

Creating a logic model for your project is a good way to summarize your understanding of the factors that you believe are related to solving alcohol problems on your campus. As suggested throughout this guide, this activity is best accomplished as a group. Use a meeting of your coalition or advisory group to begin the process. Bring the results back to the group periodically to review and revise based on new information.

The project logic model is based on describing four areas of interest:

### Consequences

What are the specific alcohol-related problems you are trying to reduce?

### Contexts

When, where, how, and to whom do these problems occur?

### Causal Factors

What are the risk and protective factors that you see as important to creating the problem situations?

### Strategies

What are the specific strategies that will be used to change the causal factors?

As a result of answering these questions you then develop a graphic representation of how your campus views the relationship of project actions to causal factors to contexts and finally to the consequences you hope to reduce. Note that in the end the graphic should move from left to right (strategies to consequences) but development should begin from right to left (consequences to strategies).

## CONSEQUENCES

Start by listing the specific alcohol-related problems you are interested in impacting. Examples might include binge drinking, driving while intoxicated, fights and injuries, or sexual assaults. Note that generally drinking is not a problem unless it results in some negative consequences. While there may be many consequences to drinking on your campus, focus your attention on those you intend to impact. As your group develops a consequence list put the items on a piece of paper and post it for the group to see.

## CONTEXT

Once your group has developed a list of specific consequences to be addressed you can begin a discussion of the contexts in which these consequences occur. This is the where, when, how, and to whom questions. Based on your scanning and analysis work discuss your findings as to where problems occur. Is binge drinking a problem in the dorms or more likely to occur at off-campus parties? Do fights and injuries occur at athletic events or community events? Are there certain times of day, days of week or times of year when problems peak? Are problems associated with drinking at specific locations?

Again place each context on a piece of paper and place these to the left of the consequences list. Draw arrows from the contexts to the consequences to indicate which contexts are associated with which consequences.

Try to focus attention on where, when and how these problems occur rather than who has problems. For example, problems can be viewed as a result of drinking at fraternity parties (which includes non-members) rather than as a result of fraternity members.

At this point you may choose to remove some consequences that you see as not being amenable to change through your project. Remember, you can't do it all.

## CAUSAL FACTORS

Causal factors represent the risk and protective factors that are seen as supporting contexts that result in problems. Problems resulting from drinking in bars for example may be described as related to poor training of managers and servers and/or lack of law enforcement.

You may also want to consider protective factors. That is, are there factors that keep the problems from getting worse?

## STRATEGIES

Finally, list the specific prevention strategies you plan to implement. These should be linked by arrows to the risk and protective factors that they are intended to impact. Be sure to discuss how you see the strategy as reducing a risk factor or supporting a protective factor. Try to be specific. For example, don't just say media will be used but instead how media will be used to support policy change.

Throughout this process edit your results. Discussion of causal factors may lead to expansion of problem contexts or addition of consequences. Similarly, specification of strategies may result in deleting certain consequences as not amenable to change through your project.

Try and develop consensus. While all participants may not completely agree with your logic try to at least get concurrence that everyone understands the logic behind your efforts. Take your results and create a graphic logic model for your group. Present the results back to the group and refer back to it regularly to assure that all participants are familiar with your projects logic.

# Appendix D: Selected Publications and Resources

## PRINT RESOURCES

***Alcohol: No Ordinary Commodity—Research and Public Policy***. Thomas F. Babor, Raul Caetano, Sally Casswell, et al. New York: Oxford University Press, 2003.

This book describes recent advances in alcohol research which have direct relevance for the development of effective alcohol policies at the local, national and international levels. It covers the search for policies that protect health, prevent disability, and address the social problems associated with the misuse of alcohol. This book is, at its core, a scientific treatise on alcohol policy: what alcohol policy is, why it is needed, which interventions are effective, how policy is made, and how scientific evidence can inform the policy-making process. It includes the international and national policy environment as it affects the policy-making process, and provides a synthesis of what is known about evidence-based interventions for translation into policy.

***Alcohol Policy and the Public Good***
by Griffith Edwards, Peter Anderson, Thomas F. Babor, Sally Casswell, Roberta Ferrence, Norman Giesbrecht, Christine Godfrey, Harold D. Holder, Paul H. M. M. Lemmens, Oxford University Press, USA, 1995.

Written by some of the world's leading researchers on alcohol problems, and produced in collaboration with the World Health Organization, this book presents a critical and highly informed perspective on alcoholism and its management. It provides an appraisal of the nature and extent of society's alcohol problems and then explores how scientific findings assist in the design of more effective policy responses. Topics covered include international trends in alcohol consumption, understanding the relationships between alcohol consumption and multiple types of harm, both as regards individual drinking and population consumption. With the epidemiological evidence established, the text turns to a view of the efficacy of different types of prevention strategy, including pricing, licensing and control of access, drunk driving counter-measures, public education, and the treatment contribution. A final chapter succinctly outlines how these analyses are to assist in the making of informed policy choices.

***Media Advocacy and Public Health: Power for Prevention***, Lawrence Wallack, Lori Dorfman, David Jernigan, and Makani Themba. Sage Publications, Newbury Park, CA, 1993.

This book is an excellent resource for learning how to use media advocacy to support the development of healthy public policies, including alcohol policies. Written in a lively and down-to-earth style, it includes sections on the theoretical and practical aspects of media advocacy, the role of community organizing in media advocacy, and case studies documenting media advocacy in action.

***Paying the Tab: The Costs and Benefits of Alcohol Control***, Philip J. Cook, Princeton University Press, 2007.

This first comprehensive analysis of this complex policy issue calls for broadening the approach to curbing destructive drinking. This well-researched and engaging account chronicles the history of our attempts to "legislate morality," the overlooked lessons from Prohibition, and the rise of Alcoholics Anonymous. It provides a thorough account

of the scientific evidence that has accumulated over the last twenty-five years of economic and public-health research, which demonstrates that higher alcohol excise taxes and other supply restrictions are effective and underutilized policy tools that can cut abuse while preserving the pleasures of moderate consumption.

## WEB RESOURCES

***A Matter of Degree Initiative to Reduce Binge Drinking at Colleges and Universities: Lessons Learned***. The Robert Wood Johnson Foundation, 2008.

http://www.rwjf.org/files/research/051308matterofdegree.pdf

Drawing from a decade of experience at AMOD sites, this guide will assist colleges and universities and surrounding communities to get a sense of what needs to be done through campus and community coalitions in order to reduce alcohol problems. Those results may not necessarily be reductions in binge drinking per se, but can also be reductions in alcohol problems related to drinking by students, i.e., harms to the drinker and second-hand effects.

***A Matter of Degree Advocacy Initiative***. The Robert Wood Johnson Foundation, 2003.

http://www.rwjf.org/files/research/111703amod.initiative.pdf

The A Matter of Degree (AMOD) Advocacy Initiative was a two-year project with a goal of helping the ten campus-community partnerships of AMOD more effectively test the environmental management model to prevent high-risk drinking among college students. This model seeks to alter the physical, social and economic environments that influence student drinking decisions through policy and enforcement measures. Four of the ten grantees were chosen to receive sustained, on-site technical assistance and training to broaden coalition members' understanding of the model and expand their capacity to achieve its objectives.

***College Drinking: Changing the Culture, National Institute on Alcohol Abuse and Alcoholism.***

http://www.collegedrinkingprevention.gov

This site was created by NIAAA as a one-stop resource for comprehensive research-based information on issues related to alcohol abuse and binge drinking among college students. It includes the seminal report A Call to Action: Changing the Culture of Drinking at U.S. Colleges (2202), among other resources.

***Alcohol Policies Project, Center for Science in the Public Interest.***

http://www.cspinet.org/booze/pdbooze.htm

This project was initiated in 1981 to help focus public and policy maker attention on high-leverage policy reforms to reduce the devastating health and social consequences of drinking. Since then, the project has worked with thousands of organizations and individuals to promote a comprehensive, prevention-oriented policy strategy to change the role of alcohol in society. The Website includes a number of resources, from policy papers, fact sheets, and reports to support alcohol policy initiatives and advocacy.

***Reducing Alcohol-Related Problems On College Campuses: A UMADD Expert Panel Meeting Report***, Mothers Against Drunk Driving, 2006.

http://www.madd.org/getattachment/9a4a0759-37d0-44c1-8d7f-bcfe966b080c/Reducing-Alcohol-Related-Problems-on-College-Campu.aspx

# About the Authors

In 2003, Mothers Against Drunk Driving (MADD) launched the UMADD program, which is designed to help alleviate alcohol-related problems on college campuses. UMADD was looking for new strategies to activate college students to change the campus and community environment through a focus on enforcement and policies taking an environmental prevention approach. It convened the Expert Panel Meeting where participants were asked to provide information on their experiences working with students on college campuses and provide advice on how UMADD can draw from current research findings to advance its evidence-based strategies to prevent alcohol-related problems.

***U.S. Department of Education's Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention.***

http://www.higheredcenter.org

The Higher Education Center helps campuses and communities address problems of alcohol, other drugs, and violence by identifying effective strategies and programs based upon the best prevention science. The Higher Education Center provides general information and assistance, develops publications, and provides a series of learning opportunities, or trainings, to institutions of higher education. In addition to the information provided on this Web site that is intended primarily for prevention professionals and administrators in higher education, there is Web content developed for specific additional audiences.

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# Publications available from . . .

## THE HIGHER EDUCATION CENTER FOR ALCOHOL AND OTHER DRUG ABUSE AND VIOLENCE PREVENTION

Please contact us (see back cover) for information on obtaining the following materials:

- A Practical Guide to Alcohol Abuse Prevention: A Campus Case Study in Implementing Social Norms and Environmental Management Approaches
- Be Vocal, Be Visible, Be Visionary: Recommendations for College and University Presidents on Alcohol and Other Drug Prevention
- Building Long-Term Support for Alcohol and Other Drug Prevention Programs
- Campus and Community Coalitions in AOD Prevention
- Environmental Management: An Approach to Alcohol and Other Drug Prevention
- Environmental Management: A Comprehensive Strategy for Reducing Alcohol and Other Drug Use on College Campuses
- Evaluating Environmental Management Approaches to Alcohol and Other Drug Abuse Prevention
- Experiences in Effective Prevention: *The U.S. Department of Education's Alcohol and Other Drug Prevention Models on College Campuses Grants*.
- Last Call for High-Risk Bar Promotions That Target College Students: A Community Action Guide
- Lehigh University's Project IMPACT: An Environmental Management Case Study
- *Prevention File: Alcohol, Tobacco and Other Drugs* (Special Editions: Prevention in Higher Education)
- Raising More Voices than Mugs: Changing the College Alcohol Environment through Media Advocacy
- Safe Lanes on Campus: A Guide for Preventing Impaired Driving and Underage Drinking
- The Role of State, Community, and Institutional Policy in the Prevention of College Alcohol Problems
- Which Alcohol Policies Work? Efforts to Curb Campus-Drinking Excesses Have Stagnated

# The Higher Education Center

## For Alcohol and Other Drug Abuse and Violence Prevention

## Our Mission

The mission of the U.S. Department of Education's Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention is to assist institutions of higher education in developing, implementing, and evaluating alcohol, other drug, and violence prevention policies and programs that will foster student's academic and social development and promote campus and community safety.

## How We Can Help

The U.S. Department of Education's Higher Education Center offers an integrated array of services to help people at colleges and universities adopt effective prevention strategies:

- Resources, referrals, and consultations
- Training and professional development activities
- Publication and dissemination of prevention materials
- Assessment, evaluation, and analysis activities
- Web site featuring online resources, news, and information
- Support for The Network Addressing Collegiate Alcohol and Other Drug Issues

## Read the Center's Newsletter

Keep up to date with *Catalyst*. Learn about important developments in AODV prevention in higher education.

## Get in Touch

***Additional information can be obtained by contacting:***

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