



Alcohol and Other Drug Prevention on College Campuses

MODEL PROGRAMS

U.S. Department of Education

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Office of Safe and Drug-Free Schools

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Why Be Concerned?

College can and should be an exciting, enriching experience. To help ensure that it will be, students and their parents will want to choose a college that fosters students' academic and social development and promotes campus and community safety.

One critical element to consider is the alcohol and other drug culture of a campus. Far too often, alcohol and other drug abuse results in tragedy. Deaths from alcohol poisoning and from alcohol-related incidents have occurred on all types of campuses in recent years—elite schools and lesser-known institutions; large schools and small ones; urban, small town, and rural schools. In addition, alcohol and other drug abuse is a factor in the majority of accidents, injuries, vandalism, and crime on college campuses and is frequently a key factor when students encounter problems with their course work.

Although the majority of college students avoid the unsafe use of alcohol and other drugs, they are still likely to suffer the consequences of the high-risk behaviors of their peers. Students who engage in high-risk drinking and other drug use are not just harming themselves but also those around them, and not just occasionally but with truly disturbing frequency.

By becoming informed about alcohol and other drug prevention efforts on college campuses, prospective college students can increase the likelihood that they will avoid alcohol- and other drug-related problems and have their dreams and expectations for college met.

The Scope of the Problem

Studies confirm that college campuses continue to experience significant problems related to student alcohol and other drug abuse. Although the vast majority of college students are under the legal drinking age of 21, alcohol remains the clear drug of choice and the one that contributes to a wide range of problems. The 2006 Monitoring the Future Survey, conducted at colleges and universities across the country, found that of all U.S. college students, approximately 40 percent have engaged in high-risk drinking. Furthermore, the following percentages of students used various other drugs during 2005: marijuana (33.3 percent); ecstasy (2.9 percent); amphetamines (6.7 percent); hallucinogens (5.0 percent); cocaine (5.7 percent); methamphetamine (1.7 percent); and tranquilizers (6.4 percent). Such illicit drug use has been a factor in a number of serious adverse consequences, such as hospitalizations for overdoses and deaths.

The National Institute on Alcohol Abuse and Alcoholism (NIAAA) published a report in April 2002, updated in 2005, that suggests a strong relationship between alcohol and other drug abuse and a variety of negative consequences for students. The report estimates that each year 1,700 college students die from alcohol-related unintentional injuries, including motor vehicle crashes. In addition, it further estimates that alcohol is involved in 599,000 unintentional injuries, 696,000 assaults, and 97,000 cases of sexual assault and acquaintance rape among college students.

Alcohol abuse also creates academic problems among 25 percent of college students, such as earning lower grades, doing poorly on exams or papers, missing class, and falling behind. According to the NIAAA, fully 400,000 students had unprotected sex while under the influence of alcohol and more than 100,000 were too intoxicated to know whether they consented to sexual intercourse. More than 150,000 students developed a health problem related to alcohol, and between 1.2 and 1.5 percent of students attempted suicide because of alcohol or other drug abuse. Finally, 11 percent of students damaged property and 2.1 million students drove while under the influence of alcohol.

It is not only those who engage in high-risk drinking or other drug use who suffer adverse consequences from student alcohol abuse. Students who abstain, or who drink legally and moderately, frequently suffer secondhand effects from the behavior of other students who drink too much. Even though the majority of college students are not high-risk drinkers and one-fifth abstain from all alcohol use, more than three-quarters of the students living in residence halls, fraternities, or sororities report that they have experienced at least one secondhand effect due to another student's drinking.

COLLEGE STUDENTS ENCOUNTER PROBLEMS WHEN OTHERS DRINK TOO MUCH*

60.5 %	had study or sleep interrupted
53.6 %	had to take care of a drunken student
29.3 %	had been insulted or humiliated
20.1 %	experienced an unwanted sexual advance (women)
18.6 %	had a serious argument or quarrel
13.6 %	had property damaged
9.5 %	had been pushed, hit, or assaulted
1.3 %	had been a victim of sexual assault or date rape (women)

*Figures apply only to abstaining and non-heavy drinking students in dorms and fraternity or sorority houses.

Source: Wechsler, H.; Lee, J. E.; Kuo, M.; and Lee, H.

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Wechsler, H.; Lee, J. E.; Kuo, M.; and Lee, H. "College Binge Drinking in the 1990s: A Continuing Problem: Results of the Harvard School of Public Health 1999 College Alcohol Study." *Journal of American College Health* 48: 199–210, March 2000.

What Colleges Are Doing to Address Alcohol and Other Drug Problems

In response to growing awareness of and concern about alcohol and other drug problems, institutions of higher education are implementing policies and programs in an attempt to curb alcohol and other drug abuse and its associated negative consequences. Momentum is now building for comprehensive prevention approaches that combine traditional education programs with strategies aimed at changing the physical, social, legal, and economic environments on campuses and in surrounding communities. This environmental management approach recognizes that student behavior is influenced at multiple levels: personal, peer, institutional, community, and public policy.

In other words, it is not enough for a college to distribute its alcohol and other drug policy in the back of a handbook, host a one-day alcohol awareness program or offer counseling programs for those who seek them to make the problem go away. Instead, college presidents need to exert leadership. They need to bring together faculty, administrators, staff, students, parents, alumni, and local community members to develop and implement strong, effective policies and programs. The goals of these efforts must be to decrease the availability of alcohol, increase the number and variety of alcohol-free social activities for students, and create a climate that discourages high-risk drinking.

Programs and Policies That Make a Difference

The following are examples of the strategies many colleges and universities are implementing that can have a positive influence on the campus culture regarding alcohol and other drug abuse:

- Forming partnerships with local communities to ensure that alcohol is not served to minors or to intoxicated students;
- Strengthening academic requirements;

- Scheduling classes on Fridays (This strategy emphasizes the importance of academics and discourages the alcohol-fueled partying that may occur on Thursday nights if students do not need to attend classes on Fridays.);
- Keeping the library and recreational facilities open longer;
- Eliminating alcohol industry support for athletics programs (Accepting such funding can be seen as sending a mixed message to students.);
- Restricting alcohol promotions and advertising on campus and in campus publications, especially promotions or ads that feature low-cost drinks;
- Monitoring fraternities to ensure compliance with alcohol policies and laws;
- Providing a wide range of alcohol-free social and recreational activities;
- Disciplining repeat offenders and those who engage in unacceptable behavior associated with substance use;
- Notifying parents when students engage in serious or repeated violations of alcohol or other drug policies or laws; and
- Launching a media campaign to inform students about the actual amount of drinking that occurs on campus, since most students overestimate the number of their classmates who drink and the amount that they drink.

Campuses With Award-winning Programs

In response to recent alcohol-related tragedies and to ongoing concern about unacceptable levels of alcohol and other drug use on college campuses, Congress authorized the U.S. Department of Education to identify and promote effective campus-based prevention programs.

Since 1999, the U.S. Department of Education has awarded approximately \$3.5 million to institutions of higher education (IHEs) in recognition of their programs. Through grant competitions held in 1999, 2000, 2001, 2004, 2005, 2006, and 2007, 34 programs were designated as model programs. Each campus received an award to maintain, improve, or further evaluate its alcohol and other drug prevention efforts, and to disseminate information to other campuses where the programs might be replicated.

To be given an award under this program, a campus was required to describe an innovative program or policy that was integrated into an overall comprehensive alcohol and other drug prevention effort. The institution also had to provide evidence that the innovative program or policy was effective in reducing the problems resulting from alcohol or other drug abuse. The award-winning programs and policies are described in the pages that follow. Each model program is described as it was at the time of its award.

The particular programs described in this report have been recognized as effective alcohol and other drug prevention efforts. However, the U.S. Department of Education does not intend to imply that alcohol and other drug abuse or related problems at these institutions are any more or less pervasive than at other campuses.

Auburn University

AUBURN UNIVERSITY, ALABAMA

Health Behavior Assessment Center Alcohol Problem Prevention Initiative

Project Directors: Polly Dunn, Ph.D., Rudy Vuchinich, Ph.D., and James Murphy, M.S.

The Auburn University Health Behavior Assessment Center provides services to college students who have exhibited problems related to alcohol use. The program utilizes Brief Alcohol Screening and Intervention for College Students (BASICS), a program developed by researchers at the University of Washington. Students complete a questionnaire and, during one or two individual meetings with a counselor, receive feedback about how their drinking habits compare with those of the student body as a whole. They also learn how they might benefit by making some changes in their behavior. These sessions are supportive rather than confrontational and are designed to increase the student's motivation to reduce alcohol consumption and related harm.

Since 1997, the university has promoted the BASICS program through outreach efforts targeted at residence hall assistants, leaders and members of Greek Letter Organizations, and university medical clinic staff. Students have also been informed about the program through radio and newspaper advertising and class presentations.

During the 1999-2000 academic year, a university study found that students who completed BASICS fared better than those who received a more traditional intervention that consisted of an educational video portraying the harms associated with alcohol abuse followed by an individual discussion with a clinician. BASICS participants reduced their average number of drinks per week and frequency of heavy drinking by 2 percent, their peak blood alcohol concentration levels by 35 percent, and their rate of alcohol-related problems by 2 percent.

Boston College

CHESTNUT HILL, MASSACHUSETTS

Alcohol and Drug Education Program

Project Director: Kimberley Timpf

The Alcohol and Drug Education Program at Boston College is a comprehensive, community-based effort focused on creating significant shifts in campus culture to encourage and support appropriate student behaviors regarding the use of alcohol.

The University Committee on Alcohol and Drug Abuse (UCADA) works to support policy and programs across the university, including athletics, dining services, and law enforcement. Ongoing training is provided for faculty, staff, and student leaders. The assistant dean for alcohol and drug education works with residential life staff to provide a specific, needs-based referral program for students who violate the university alcohol and drug policy. The comprehensive alcohol policy includes server guidelines, a ban on the use of student fees to purchase alcohol for university-sponsored events both on and off campus, and a ban on the marketing and promotion of alcohol on campus.

Information from infirmary reports, an online judicial database, and student surveys has yielded evidence of program success. Between 1999 and 2000, alcohol-related incidents in a housing area popular with seniors were reduced by 33 percent, and incidents involving freshmen in that area were reduced by 88 percent. Also, the number of students sent to the infirmary for alcohol intoxication during the first six weeks of the academic year was reduced by 46 percent. And, a comparison of the 1998-99 and 1999-2000 fall semesters shows a decrease of 43 percent and 16 percent respectively, in the number of times Boston police had to address off-campus incidents involving Boston College students.

Bowling Green State University

BOWLING GREEN, OHIO

BGSU Peer-Based Alcohol Misperception Program

Project Director: Terry L. Rentner, Ph.D.

Bowling Green State University's program was designed to change student attitudes and behaviors and the campus social environment. Surveys were conducted to determine differences between the realities of student drinking and the perceived or imagined values and behaviors of students regarding drinking. The results indicated that students typically believe that their peers drink much more than they actually do. These results were presented in focus groups where students were encouraged to discuss the misperceptions and their influence on campus culture. Group members were also asked what types of prevention messages they would respond to and what kind of campus programs would be appealing. An "I Don't Drink as Much as You Think" campaign was launched using creative mass media and interpersonal appeals to change student misperceptions of their peers' drinking habits. The combination of small group surveys and focus group discussions was again implemented the following year, this time targeted to high-risk groups such as fraternities and sororities, athletics teams, and first-year residents. Data indicate that the gaps between the perceived drinking norms and the actual norms are being corrected. In addition, the rate of excessive drinking among students decreased by 2.5 percent, 4 percent fewer students experienced pressure to drink, and 4 percent fewer students heard others bragging about their drinking.

George Mason University

FAIRFAX, VIRGINIA

Healthy Expectations: Preventing High-Risk Drinking by Transforming Campus Cultures

Project Director: David Anderson, Ph.D.

Healthy Expectations: Preventing High-Risk Drinking by Transforming Campus Cultures emphasizes healthy transitions to college for first-year students at George Mason University. Its goal is to change the campus culture surrounding high-risk drinking through changing expectations, norms, and skills and promoting proactive life health planning. Its innovative, proactive approach engages students in the development of a personal legacy about how they want to be remembered and connects them to available resources. By complementing traditional campus-based efforts, Healthy Expectations seeks to address factors underlying alcohol abuse.

Students are encouraged to engage in “life health planning” processes centered around seven life health principles: optimism, values, self-care, relationships, community, nature, and service. These principles emerged from an intensive and reflective planning process designed to create healthy campus communities, with a reduced negative effect of alcohol or other drugs.

A capstone initiative of Healthy Expectations is COMPASS: A Roadmap to Healthy Living. This CD- and Web-based resource addresses the seven principles with 31 topics. Each topic includes an essay, “Looking Back” reflection and “Moving Ahead” planning worksheets, and resources (campus, local and national) with Web site linkages. It also contains a downloadable screensaver, 360 inspirational quotes, and other resources. COMPASS is distributed to each first-year student at the start of the academic year. Students receive regular e-newsletters (*Transition Times*) linking to COMPASS and encouraging participation in a range of activities and services on campus or linked to the project.

Preliminary results suggest that the life health planning process may influence alcohol use patterns among first-year students. During the time when the resources were implemented, self-reported alcohol use was down by a statistically significant amount, while perceptions of others’ use patterns remained unchanged.

Gonzaga University

SPOKANE, WASHINGTON

Project REAL—Culture, Campus, and Community: A Faith-Based and Community-Based Social Norms Approach Integrating Three Levels of Intervention

Project Directors: Mary Ritter Heitkemper, Ph.D., and Karen Contardo, M.A.

The project goal is to reduce high-risk drinking among students, using a multipart strategy that addresses prevention at three levels. A significant feature of Project REAL is the high level of student initiative in planning and implementation.

Project REAL increased the campuswide social norms-social justice campaign to promote accurate healthy norms for alcohol drinking and nonuse. Students engage through interest areas, including service, community, spirituality, and other factors that motivate students to attend a faith-based university. Student-initiated, late-night programming alternatives to alcohol-centered socializing are available, and student attendance has increased. Freshmen receive a combination of social norms and harm reduction information in peer-led presentations. Students who are sanctioned for an alcohol violation participate in Brief Alcohol Screening and Intervention for College Students (BASICS) facilitated by graduate and undergraduate peer leaders.

This project engages parents through an interactive parent e-mail and has expanded into the Spokane community. Collaborative partnerships with community agencies and consistent proactive community meetings have increased.

Over a two-year period, there has been a 6 percent increase in the number of on-campus students who chose to abstain. Concurrently, there was a decrease in the number of students who consumed alcohol 10 or more days per month. Evidence indicates significant reductions in quantity, frequency, and negative consequences of drinking at the indicated level. In pre-post analysis, students consumed fewer drinks on a typical weekend evening at follow-up than at intake.

Grand Valley State University

ALLENDALE, MICHIGAN

Alcohol Education Research and Training Laboratories (ALERT Labs)

Project Director: Nancy Harper, Ph.D.

The ultimate purpose of the ALERT Labs is to empower the majority of students who do not use alcohol and other drugs and those who drink moderately to recognize their majority, while reducing the dangerous and illegal drinking of the minority; and help those who have alcohol and other drug problems to recover.

The three goals of the program are to bring about (1) a decrease in the percentage of Grand Valley State University (GVSU) students who drink dangerously; (2) an increase in the number of underage students who abstain from drinking; and (3) an increase in the number of students who seek recovery from alcohol and other drug addiction.

Using media and interpersonal communication campaigns to correct misperceptions of social norms surrounding alcohol and other drugs is the project's central prevention strategy. Much of people's behavior is influenced by perceptions of how peers behave. Through data collection and publicizing of actual alcohol and other drug use norms, the pressures that precipitate alcohol and other drug problems can be relieved.

The project employs the following tactics:

- Passport Program—alcohol- and other drug-free housing and events for abstainers;
- Pathways Recovery Program—sober housing, 12-step meetings, and events for students in recovery;
- Annual Data Collection—interventions and media campaign based on data from students; and
- Media Campaign—publicizing actual alcohol and other drug use norms to correct misperceptions.

The percentage of students engaged in dangerous drinking (“binge” or “heavy drinking”) at GVSU decreased from 37 percent in 1999 to 25 percent in 2006. Overall, misperceptions of the amount of dangerous drinking among students have declined by 33 percent and the behavior of drinking dangerously has declined by 30 percent. From these results, it appears that behavioral change follows perceptual change.

Hobart and William Smith Colleges

GENEVA, NEW YORK

The HWS Alcohol Education Project

Project Directors: H. Wesley Perkins, Ph.D., and David W. Craig, Ph.D.

Hobart and William Smith Colleges' program initiated a comprehensive campaign to reduce harmful, exaggerated misperceptions about how much drinking occurs among students and to reduce actual alcohol abuse. The project involved the development of innovative social marketing strategies as well as new strategies for teaching about alcohol, other drugs, and violence in the academic curriculum. Major activities included:

- a print and poster mass media campaign, based on local student survey data, to reduce drinking myths;
- an interdisciplinary course on alcohol abuse;
- an electronic multimedia campaign that brought the content of both the print media and the interdisciplinary course to computers across campus and to the World Wide Web (www.hws.edu/alcohol); and
- a faculty and student-teacher training initiative for infusing alcohol and other drug information into the curriculum across academic programs and for community coalition building.

Along with substantial reductions in student misperceptions of peer drinking habits, follow-up program assessments have demonstrated a 21 percent reduction in actual frequent heavy drinking. During this same period, students reported a 31 percent reduction in missed classes, a 36 percent reduction in property damage, and a 40 percent reduction in unprotected sex due to drinking.

Hobart and William Smith Colleges

GENEVA, NEW YORK

Most Valuable Players—A Model Program Reinforcing Positive Norms, Correcting Misperceptions, and Reducing High-Risk Drinking Among Student Athletes

Project Directors: H. Wesley Perkins, Ph.D., and David W. Craig, Ph.D.

The Alcohol Education Project developed the Most Valuable Players program to promote positive norms, reduce harmful misperceptions, and reduce high-risk drinking and its consequences among student athletes. Major activities included: (1) an anonymous, Web-based survey conducted among all student athletes at the institution, (2) a print and electronic mass-media campaign, (3) a student athlete peer educator team to promote accurate information about healthy athlete norms, and (4) training on social norms prevention strategies and actual athlete norms for athletics staff and student peer educators.

Outcomes between 2001 and 2003 included: (1) a 45 percent reduction in the proportion of student athletes misperceiving drinking more than once per week as the teammate norm, (2) a 46 percent reduction in the proportion of student athletes drinking more than once per week, (3) a 30 percent reduction in the proportion of student athletes reaching an estimated blood alcohol concentration of .08 percent or greater when drinking at parties and bars, (4) a 34 percent reduction in the proportion of student athletes experiencing frequent negative consequences due to drinking during the academic term, and (5) an average 2.5 hours per week increase in time spent in academic activities. In 2006, the project directors published the article “A Successful Social Norms Campaign to Reduce Alcohol Misuse Among College Student-Athletes” in the *Journal of Studies on Alcohol* (67[6], 880–888), documenting the positive effect of this program.

As a model program, this initiative has expanded by (1) further demonstrating positive norms based on anonymous breathalyzer testing and using these results in social norms campaigns, and (2) providing the Web-based Survey of Student-Athlete Norms for use by many other athletics programs in colleges and universities throughout the United States.

Lehigh University

BETHLEHEM, PENNSYLVANIA

Project IMPACT

Project Director: Madalyn Eadline

Lehigh's Project IMPACT was launched in 1996 and has since established a campus and community coalition to address the problems of abusive drinking and its secondhand effects. Lehigh has implemented an environmental approach to transform the campus and community culture by making it more acceptable for students to choose not to drink and to encourage those students who do drink to do so in moderation. The program has raised awareness of the problems of high-risk drinking, expanded the number and type of alcohol-free social events for students, and improved relationships and cooperation with residents in the surrounding neighborhoods. Some of Lehigh's accomplishments include:

- a significant increase in the number of students living in substance-free housing, from an initial 11 students to more than 200 who choose to be alcohol and drug free in their residences;
- an alcohol server training program that has engaged local bar and tavern owners to complete training that encourages responsible sales policies; and
- improved cooperation and communication between the university and city police departments via community policing initiatives and active participation in the campus community coalition.

Since Lehigh initiated its new student alcohol policies, which outline clear expectations and consequences for alcohol use and abuse, there have been dramatic improvements. For example, hospital transports due to alcohol-related problems dropped 25 percent for the 1999-2000 academic year from the previous year. Also, alcohol-related crimes on campus were down 51 percent, from 418 reports in 1998-99 to 204 in 2000-01.

Loyola Marymount University

LOS ANGELES, CALIFORNIA

Heads UP: A Model Alcohol Prevention Program

Project Director: Joseph W. LaBrie, Ph.D.

The Heads UP Model Alcohol Prevention Program employs a “nested model” of motivational alcohol interventions that target high-risk groups (freshman males, adjudicated students) while providing support and infrastructure for broader campus culture change with respect to drinking. Campuswide initiatives have been designed to influence views on alcohol use and abuse while also creating a campus culture supportive of responsible and mindful drinking behavior.

During the first two years of Heads UP, 239 freshman male students received the intervention, with 78 percent completing follow-up. In addition, 251 adjudicated students (173 males and 78 females) received the intervention for alcohol-related violations, with 80 percent completing six months of follow-up. Only 23 percent of freshman males who received the intervention went on to receive an alcohol-related violation, while 47 percent of freshmen who did not receive an intervention received an alcohol-related sanction. Prior to Heads UP, 50 percent of students who received one alcohol-related sanction went on to receive another. Only 15 percent of adjudicated students who received the intervention went on to receive an additional sanction.

To disseminate the protocol and success of Heads UP, the project is completing a treatment manual for publication, has completed and maintains its Web site, and continues to publish its findings. Furthermore, staff collaborated with the Safety Abroad First - Educational Travel Information (SAFETI) Consortium to develop alcohol abuse prevention programming for use with students prior to their departure for their study abroad host country. The project continues its campus culture improvements with its annual poster campaign. It also has designed and is currently implementing a second-line sanction for those returning, judicially referred students in need of a more acute intervention.

Massachusetts Institute of Technology

CAMBRIDGE, MASSACHUSETTS

MIT-SBI Systemic Model: The Systematic and Systemic Application of Alcohol Screening and Brief Intervention for College Students

Project Directors: John Benedick and Danny Trujillo, Ph.D.

The MIT Screening and Brief Intervention Systemic model (MIT-SBI) builds on a National Institute on Alcohol Abuse and Alcoholism (NIAAA) tier I strategy (Brief Alcohol Screening and Intervention for College Students—BASICS) by applying the intervention to multiple high-risk populations in a fluid, integrated manner. This systemic model screens: (1) first-year students, (2) student athletes, (3) students violating alcohol policies, and (4) students presenting at health services with an alcohol-related injury or overdose.

Research has shown the MIT-SBI Systemic model effective, providing significant reductions in alcohol use and associated negative consequences. The program provides early screening to 85 percent of first-year students and 95 percent of student athletes—representing the screening of nearly 50 percent of the undergraduate population each year. This systemic model builds upon overall alcohol abuse prevention efforts by complementing and strengthening NIAAA tier 2/3 strategies.

In 2005–06, students screened into the BASICS program (feedback and interviews) were compared with similar students receiving only online feedback. This matched-subjects design showed peak alcohol consumption and heavy episodic drinking were significantly reduced for both groups (BASICS group showed a 38 percent reduction in heavy episodic drinking; the feedback-only group showed a 27 percent reduction in heavy episodic drinking). Since both groups received individualized feedback, the 2007 evaluation cycle compares the BASICS program group with a no-feedback control group. The cumulative results will help determine whether the intervention would be more cost effective by referring frequent high-risk drinkers to the face-to-face interviews while also providing online feedback for drinkers who may not exhibit high-risk behaviors.

Michigan State University

EAST LANSING, MICHIGAN

Disseminating Proven Models for Challenging the Environment of High-Risk Drinking

Project Directors: Dennis Martell, Ph.D., and Sandi Smith, Ph.D.

The focus of this project is to enhance and disseminate the innovative strategies and significant results of Michigan State University's (MSU) recent social norms marketing campaign. MSU's campaign team has attained substantial success by designing messages that feature descriptive, injunctive, and protective norms based on the drinking behavior and attitudes of students around both global and celebratory events. From 2000 to 2007, the MSU model promoted positive norms, reduced misperceptions, increased protective behaviors, and reduced self-reported rates of alcohol consumption; for example, the quantity consumed the last time students partied or socialized declined from 5.42 drinks (defined in the survey as "a 12 oz. beer, a 4 oz. glass of wine, a shot of liquor, or a mixed drink") in 2000 to 4.97 drinks in 2006 as measured on the NCHA survey. The theory-based, student-informed campaign combined with environmental management strategies has gradually changed the culture of drinking at MSU.

National dissemination of this program will occur through development of a Web site that will provide interactive instructions for researchers and practitioners who want to utilize features of the program; creation of a handbook on the development and implementation of a social norms marketing campaign; provision of services as consultants to other institutions of higher education via hosting teleconferences; and presentation of workshop sessions at meetings and conferences.

In addition, enhancements to the current program include assessing the viability of using Facebook to identify student reference groups and their normative behavior, using an audience response system (clickers) during presentations to demonstrate misperceptions and to provide immediate corrective normative information, and creating a student page on the Web site to highlight MSU campaign results, including student misperceptions.

Montclair State University

MONTCLAIR, NEW JERSEY

Montclair Social Norms Project

Project Director: Brenda Marshall, Ed.D., CHES, MAC

The Montclair Social Norms Program (MSNP), reaching Montclair State University (MSU) students since 2003, is a comprehensive, environmental, multimedia, evidence-based social norming campaign. The poster and student engagement initiative is based in Wellness Education with the research and family outreach components in the College of Education and Human Services, Department of Health and Nutrition Sciences. The MSNP thrives on strong, campuswide interdepartmental collaboration and administrative support. The aim of the MSNP is to reduce overall student alcohol consumption through education and marketing of social norms. Delivery strategies include poster advertisements, e-mail and Web announcements, newspaper ads, table tents in dining halls, features in monthly student newspapers, family outreach through OUR SPACE for parents and guardians of freshmen, event partnering on campus, promotional items and giveaways, and sponsorship in various student events. The project also includes outreach efforts by peer advocates and dissemination of student-initiated alcohol use and social norms research. The MSNP's ability to increase student awareness of actual drinking norms (most MSU students drink 0–4 drinks when they go out) has been instrumental in reducing the percentage of student misperception of alcohol use by peers (30 percent), decreasing the amount of excessive alcohol use behaviors by students (30 percent), decreasing the associated alcohol-related violations both on and off campus (32 percent), and increasing student engagement in the social norms process over the 2003–07 period.

Rutgers University

PISCATAWAY, NEW JERSEY

RU SURE?

Changing the Culture of College Drinking

Project Directors: Linda C. Lederman, Ph.D., and Lea P. Stewart, Ph.D.

Rutgers University utilizes a five-pronged approach of prevention, education, intervention, treatment, and enforcement to address the issue of dangerous drinking on campus. A key component of its multi-faceted approach is CHI, the Communication and Health Issues Research Partnership for Education and Research. CHI created the RU SURE? campaign, which aims to decrease dangerous drinking among first-year students by reducing their misperceptions of dangerous drinking as a campus norm. The research-driven campaign is based on Lederman and Stewart's Socially Situated Experiential Learning Model. The RU SURE? campaign includes a media campaign; a curriculum infusion plan; peer-led, hands-on learning activities in first-year residence halls; collaboration among faculty, health professionals, and students; and a community coalition. Through focus group interviews, individual interviews, and Web site feedback, campaign evaluation yielded positive results. The percentage of students who could accurately report the percentage of students who do not drink dangerously rose from 17 percent to 55 percent. Students in the curriculum-infusion component reduced their typical number of drinks consumed per occasion from a mean of 4.5 to 3.7. Also, the number of reported incidents of assault, disorderly conduct, harassment, and vandalism decreased in first-year residence halls.

San Diego State University

SAN DIEGO, CALIFORNIA

Community-Collegiate Alcohol Prevention Partnership

Project Director: John D. Clapp, Ph.D.

San Diego State University's Community-Collegiate Alcohol Prevention Partnership (C-CAPP) program is a comprehensive and ongoing alcohol prevention effort. Beginning in 1997, C-CAPP has developed and implemented a science-based, data-driven alcohol prevention program that strategically works to change environmental conditions related to alcohol use and misuse within the college student population residing in San Diego. The program's goals include:

- reducing alcohol-related promotions and advertising occurring on campus or specifically targeting college students on the San Diego State University (SDSU) campus;
- reducing heavy episodic drinking by SDSU students; and
- reducing alcohol-related problems involving SDSU students.

C-CAPP uses a town-gown coalition of students, community leaders, law enforcement representatives, business representatives (including bar owners), and researchers to develop, implement, and evaluate environmental prevention strategies. Strategies include increased law enforcement, responsible beverage service training, media advocacy, normative campaigns, and policy development. The program is part of SDSU's overall approach to alcohol and other drug problems and embraces the need to work collaboratively within the campus and the greater San Diego community.

Since its inception, C-CAPP's efforts have resulted in policy changes, including the elimination of low-price drink promotions at a number of bars and nightclubs. In addition, C-CAPP has targeted private parties and underage drinking through specialized law enforcement activities. These efforts, in concert with numerous others, have led to a reduction in the frequency of heavy episodic drinking at SDSU. The mean number of times students reported episodic heavy drinking during a two-week period decreased 30.7 percent between 1998 and 2000.

Southwestern Indian Polytechnic Institute

ALBUQUERQUE, NEW MEXICO

Twelve Feathers Program

Project Director: Johnnie J. Wardlow

Southwestern Indian Polytechnic Institute (SIPI) is a unique two-year institution: all students are tribal members from more than 100 different Native American communities across the country. The Twelve Feathers Program is a culturally appropriate alcohol and other drug prevention program that targets high-risk students.

Experiential Group Counseling provides an alternative therapeutic approach that incorporates adventure-based activities such as river rafting and rope climbing. Problem solving in a safe environment allows students to build self-esteem and teamwork and directs students to seek help and assistance when needed. Activities are designed to help group members to become more responsible for the choices they make in their lives. Students who experience the Twelve Feathers Program activities are empowered to become role models and leaders on campus. An important part of the Twelve Feathers Program at SIPI is to help students have an awareness and understanding of their traditions and culture. The program therefore provides opportunities for students to participate in tribal ceremonies and learn Native American arts and crafts.

Students who participated in the Twelve Feathers Program uniformly reported positive experiences. Of the 135 students on Behavioral Contracts who participated in Experiential Counseling and traditional Native American activities from spring 1999 through fall 2000, 71 percent successfully completed their contracts.

Syracuse University

SYRACUSE, NEW YORK

Twelve-Point Plan for Substance Abuse Prevention and Health Enhancement

Project Director: Anastasia L. Urtz, J.D.

Consistent enforcement of underage drinking laws and university policies has been critical to the initial success of Syracuse University's Twelve-Point Plan—a comprehensive approach to alcohol and other drug prevention. The university has worked with state and local officials, a campus-community coalition (including tavern owners, other local colleges, health professionals, and neighborhood residents), students, parents, faculty, and staff to:

- restructure the university judicial system to achieve swift adjudication, student education, and resource referral;
- create standard progressive sanctions for substance abuse-related policy violations, thereby providing advance notice of the consequences of misconduct;
- implement an enhanced parental notification policy;
- design a Neighborhood Patrol Initiative to address underage drinking and other off-campus quality of life issues; and
- report to state and local authorities incidents of unlawful distribution of alcohol to minors or intoxicated persons by licensed establishments.

The results of these efforts between the first and last quarters of the 1999-2000 academic year were reductions in alcohol-related misconduct (412 cases down to 48 cases); off-campus student arrests and referrals for discipline (50 cases down to 3 cases); and emergency medical transports for severe intoxication (20 cases down to 2 cases). Also, student attendance at alcohol-free social options such as a Late Night at the Gym program, a campus dance club, and a campus coffee house has increased.

The Ohio State University

COLUMBUS, OHIO

Healthy Bodies, Healthy Minds: The Recreational Sports Prevention Program —Alcohol Prevention Programming for Specific Populations on Campus

Project Director: Constance Boehm

Data gathered from the Core Alcohol and Drug Survey (2000, 2002, and 2004) indicated that intramural and sport club participants at the Ohio State University engaged in more high-risk drinking and experienced more negative consequences related to their alcohol use than their nonparticipating peers.

In October 2005, the Student Wellness Center at the Ohio State University launched a five-part prevention program, branded under the name Healthy Bodies, Healthy Minds, specifically to target intramural and sport club participants with alcohol risk-reduction messages. The program consisted of alcohol and other drug education workshops, a social norms marketing campaign, alcohol-free late-night events, BASICS one-on-one alcohol counseling, and assessment. Each piece of the program was advertised under the Healthy Bodies, Healthy Minds logo, and messages were consistent throughout the comprehensive program.

The Healthy Bodies, Healthy Minds program reached an estimated 28,000 students with over 2,500 attending education sessions and over 9,800 attending late-night events.

The program resulted in a 4.7 percent decrease in binge drinking (five or more drinks one or more times in the last two weeks), a 6 percent decrease in frequent binge drinking (five or more drinks three or more times in the last two weeks), and a 10.74 percent decrease in the mean number of drinks consumed per week by the target population. Education sessions resulted in an increase in knowledge and changes in perceptions and attitudes for participants.

Downloadable quarterly reports and additional information are available at the Web site shown above.

The Pennsylvania State University

UNIVERSITY PARK, PENNSYLVANIA

The LateNight PennState Program

Project Director: Dolores W. Maney, Ph.D.

The Pennsylvania State University's alcohol-free "LateNight PennState" program is an alternative activity program offering students multiple forms of free entertainment as a means of curbing high-risk drinking.

The goals of the program include:

- delivering quality entertainment;
- providing a variety of alcohol-free programs that meet the interests of a diverse student body;
- encouraging student involvement in designing and implementing programs; and
- increasing awareness of the program.

Events are offered during prime-time social hours (9 p.m. to 2 a.m.) on 16 weekends each semester. Programs are held at the on-campus student union building and include free movies, ballroom or swing dancing, music, comedy, traditional board games, video games, and magic shows. A majority (71 percent) of students who attended LateNight PennState events reported that participation in this program resulted in less drinking for themselves and for other students.

The State University of New York at New Paltz

NEW PALTZ, NEW YORK

A Comprehensive Model Utilizing Social Norms and Community Collaboration for Alcohol Prevention

Project Directors: Raymond Schwarz, Ph.D., Robin Cohen, M.A., and Michelle Cangelosi, M.Ed., CHES

With the strong support of university leaders, the State University of New York at New Paltz has been successful in developing and implementing a comprehensive alcohol prevention program since 1986. New Paltz strives to (1) reduce high-risk alcohol use, (2) make it acceptable not to use alcohol, (3) ensure safety through the institutional and cultural intolerance of misuse, and (4) correct incoming students' misperceptions about campus drinking behavior. In order to achieve these objectives, the following six strategies are being implemented:

- freshman initiatives that provide theatrical skits, parental involvement, and curriculum infusion;
- community-university collaboration that includes a Tavern Owner's Agreement to reduce high-risk specials and a risk management policy for Greek Letter organizations;
- multimedia social marketing campaigns that disseminate posters, print ads, TV ads, radio ads, fortune cookies, and mousepads;
- campus activities such as "Major Connections" events (where students interact with faculty), coffee houses, video dance parties, late movie and gym hours, shopping trips, and pizza parties;
- policies and enforcement that include clearly communicated policies and an institutional response to each incident; and
- intervention strategies that include parental notification of student infractions, along with education and/or referral to counseling for those found in violation of campus policies.

The effectiveness of these initiatives has been demonstrated by a 21 percent decrease in the high-risk drinking rate, a 40 percent decrease in alcohol-related public misconduct, and a 39 percent decrease in alcohol-related personal problems over the period 1992-96.

University at Albany, State University of New York

ALBANY, NEW YORK

Middle Earth: Students Helping Students

Project Directors: Maria Dolores Cimini, Ph.D., and Danny A. Trujillo, Ph.D.

In existence since 1970, the University at Albany's peer assistance center has focused on peer counseling and education in its alcohol and other drug prevention efforts. As part of the counseling center, Middle Earth has continually evolved to incorporate new information and strategies to effect positive change. In 1970, it launched one of the first hotlines of its kind, an anonymous information and referral option for students. During the 1999-2000 academic year, the hotline received over 1,600 calls, with alcohol and other drug concerns being one of the three primary issues raised by callers. In 1983, the center began to conduct traditional peer education workshops for students on alcohol and other drugs. Today, one of the strongest and most visible aspects of the program is an improvisational theater group, the Middle Earth Players. Their presentations involve the audience in generating solutions to conflict situations around alcohol and other drugs. Since 1998, this theatrical program has been presented to all new students during orientation. Students who join the Middle Earth program as peer educators report significantly lower rates of alcohol and other drug use as compared to the whole campus community. Also, research involving 2,300 new University at Albany students who attended Middle Earth Players' presentations indicated reported reductions in drinking rates when measured at the three-month follow-up.

University at Albany, State University of New York

ALBANY, NEW YORK

The Committee on University and Community Relations: A Model Campus–Community Partnership at a State University Center

Project Director: Thomas L. Gebhardt, M.A.

In existence at the University at Albany since 1990, the Committee on University and Community Relations has served as a central initiative within the university's Comprehensive Alcohol and Other Drug Abuse Prevention Program. Continuing the work of the campus and community coalition, this project developed, implemented, and evaluated a coordinated and multifaceted campus and community-based social norms media campaign that incorporated the unique delivery of information on the health-related and protective behaviors of University at Albany students to both students on and off campus and to members of the local Albany residential and business community.

Project goals included: (1) to reduce high-risk drinking rates and associated high-risk behaviors and increase protective behaviors in on-campus and off-campus students; (2) to correct misperceptions of the alcohol use rates of University at Albany students, particularly those of off-campus students, held by members of the campus and in the local community; (3) to identify and describe the effective ingredients of a successful campus and community coalition; and (4) to institutionalize effective program components and disseminate information concerning the effective components of this project to institutions of higher education on local, state, and national levels. Outcome data suggest that project interventions have been successful in correcting campus and community misperceptions of University at Albany student behavior and in improving the quality of life both on and off campus. An additional outcome has been the enhancement of communication between the University at Albany campus and the local community.

University of Arizona

TUCSON, ARIZONA

Social Norms and Environmental Management

Project Director: Koreen Johannessen, M.S.W.

The University of Arizona's two-pronged alcohol abuse prevention program has demonstrated its effectiveness in its reduction of heavy drinking by 29 percent in a three-year period. The program also significantly reduced the incidence of negative consequences of heavy and high-risk drinking among college students. The social norms approach—the first prong—based on the knowledge that students overestimate alcohol use among their peers, exposed the difference between actual and perceived drinking norms. Through a newspaper and poster ad campaign and through working with policymakers and community groups, information on actual norms was broadcast campuswide. Environmental management—the second prong—identified specific policy and enforcement changes needed around drinking. Student leaders and administrators worked closely with campus health, campus and community police, and student and community affairs offices on shared issues of campus and community safety. Targets for action included large campus celebrations such as Homecoming, Fraternity Bid Night, and fraternity and sorority parties. Early in the semester, emphasis was placed on: consistent enforcement of policies and laws related to underage drinking; type, amount, and service of food and alcohol at parties and large events; elimination of open parties; dramatic reduction in access to alcohol during athletic events; and elimination of alcohol industry sponsorship campuswide. Specific activities encouraged safer neighborhoods, good-neighbor policies and community partnerships to reduce underage access to alcohol in the community.

University of Arizona

TUCSON, ARIZONA

Changing the Environment and Culture of Fraternity and Sorority High-Risk Drinking

Project Team: Melissa Vito, Ph.D., Carolyn Collins, M.S., and Peggy Glider, Ph.D.

The University of Arizona has effectively reduced heavy and high-risk drinking and related negative consequences among social fraternity members (Greeks) using a three-pronged alcohol abuse prevention program: Brief Alcohol Screening and Intervention for College Students (BASICS); a sorority-specific social norms marketing campaign; and environmental management strategies. BASICS was initially implemented with fraternity pledges. Participants completed a survey at intake and three months later. Decreases were found in average times per week students drank, average drinks consumed per week, average blood alcohol concentration and problem behaviors such as driving under the influence, and missing class. There also was significant movement in the stage of change (movement toward the action stage). Sorority women also reported decreases in alcohol consumption and negative consequences and increases in the use of protective behaviors when they drank, as measured by an anonymous survey administered each spring during sorority chapter meetings.

These strategies were enhanced by (1) conducting BASICS with both fraternity and sorority pledges, Greek students who violated alcohol and other drug policies and laws, and all members of Greek chapters on probation for alcohol-related violations; (2) using targeted and enhanced social norms media to correct sorority women's misperceptions of alcohol and other drug use and behavioral norms; and (3) continuing to limit accessibility and availability of alcohol through increased enforcement, community partnerships, and underage drinking prevention initiatives.

University of Chicago

CHICAGO, ILLINOIS

Noctis Sero (Late Night) Project

Project Directors: Sarah Van Orman, M.D., Kelley Caramelli, CHES, and Tara Paulson, M.P.H.

The Noctis Sero (Late Night) project built on existing, effective, and comprehensive substance use prevention at the University of Chicago by broadening the campus “Life of the Mind” pursuit to include late-night, alcohol-free events and social norms marketing. The program was implemented to (1) promote collaboration in alcohol and other drugs dialogue, policy, and action among both students and staff, (2) collect annual and ongoing evidence-based data about student health behaviors, (3) infuse campus identity and character into alcohol and other drug programming efforts, and (4) enact comprehensive alcohol and other drug outreach to correct students’ alcohol and other drug use misperceptions and instill awareness of campus alcohol and other drug norms. Further elements of the program included addressing stress-induced drinking and marijuana initiation during the college years, expanding existing program evaluation methods, and broadening the limited research literature on graduate student-specific alcohol and other drug health behaviors and intervention strategies.

The Noctis Sero project achieved its goals and objectives. Some of the data received through surveys performed throughout the grant include the following:

- Eighty-eight percent reporting, “Yes, I would come again to a similar event.”
- Attendance at the events, with an average of 250 students per event: 1,780 (fall 2004); 3,215 (winter 2005); 3,530 (spring 2005); 2,050 (fall 2005); and 1,350 (winter 2006).
- Five percent decrease in health survey reports of students reporting they typically drink when feeling stressed or tense.
- Five percent increase in the “believability” of the campus social norming campaign. This secondary target measure included reducing by 5 percent the number of graduate students and undergraduate students who “misperceived” that their “peers” consumed on average five or more drinks in a sitting.

University of Missouri–Columbia

COLUMBIA, MISSOURI

Alcohol Summit

Project Director: Kim Dude, M.Ed.

The University of Missouri–Columbia’s program involves the Alcohol Summit, a coalition that is creating major change on the campus and in the community. The university’s chancellor appointed this blue-ribbon task force to address the problems occurring as a result of alcohol and drug use on campus. Task force members represented student organizations, faculty, and staff from campus police, the judicial office, health services, athletics, alumni relations, and admissions. Also included were community leaders such as the mayor, high school counselors, city police, local bar owners, and deans of two local colleges. After months of study, Alcohol Summit members concluded that the campus and community environment needed to be changed through an integrated approach that would include programs, policies, and public education campaigns. Positive changes have been brought about by:

- increasing the enforcement of existing policies;
- instituting new policies;
- changing the campus judicial process;
- increasing faculty and staff training;
- creating media campaigns that address social norms;
- training student leaders;
- providing early intervention strategies and services;
- creating alcohol-free social events; and
- limiting access to alcohol.

Preliminary program outcomes include a 7 percent reduction in the excessive drinking rate among freshmen, reductions in driving-while-intoxicated (DWI) incidents on campus, and a decrease in the number of alcohol violations in the residence halls.

University of Missouri–Columbia

COLUMBIA, MISSOURI

MUmythbusters

Project Director: Kim Dude, M.Ed.

The Wellness Resource Center at the University of Missouri-Columbia is increasing the number of students who make responsible decisions in regard to alcohol by changing the norms and behaviors of the students through implementing two comprehensive interventions. The “Most of Us Make Healthy, Safe and Smart Choices” campaign is a comprehensive social norming campaign that emphasizes protective factors and injunctive norms. The biweekly “MUmythbusters” campaign addresses myths about the environment in which students drink and about students’ drinking expectations. These myths are countered with facts in a comprehensive ongoing marketing campaign.

The research has indicated an improvement in the very behaviors targeted in the “Most of Us Make Healthy, Safe and Smart Choices” campaign:

- Students who alternated nonalcoholic drinks with alcoholic drinks increased 44 percent;
- Students who decided before they went out on a set number of drinks increased 38 percent;
- Students who used a designated driver increased 25 percent;
- Students who ate before or during drinking increased 25 percent;
- Students who did not drink Sunday through Thursday nights increased 37 percent;
- Students who had been a designated driver increased 9 percent;
- Students who would rather kiss someone who is not drunk increased 10 percent;
- Students who do not drink if they have academic obligations the next day increased 6 percent;
- Students whose interests in someone decreases if they are intoxicated increased 15 percent; and
- Students who are embarrassed with a date who is intoxicated increased 11 percent.

Evaluation data suggest that 87.1 percent of MU students reported having seen an MUmythbusters message via at least one medium (e.g., flyers, T-shirts). Additionally, students reported seeing the message, on average, in one to two different media.

University of Nebraska-Lincoln

LINCOLN, NEBRASKA

Nebraska Collegiate Consortium to Reduce High-Risk Drinking

Project Director: Ian M. Newman, Ph.D.

The Nebraska Collegiate Consortium to Reduce High-Risk Drinking (NCC), administered by the Nebraska Prevention Center for Alcohol and Drug Abuse at the University of Nebraska-Lincoln (UNL), provides the tools, technical assistance, and training to create comprehensive environmental strategies to reduce high-risk alcohol consumption and alcohol-related harm at the 11 state colleges, universities, and community colleges in Nebraska, which represent 79 percent of the college students in the state. In the long-term the NCC seeks to replicate at other colleges the successful anti-binge drinking project conducted at UNL. UNL's program, the NU Directions Campus-Community Coalition, was one of 10 A Matter of Degree (AMOD) projects funded by the Robert Wood Johnson Foundation. Data from NU Directions indicated a reduction of binge drinking rates among UNL students from 62.5 percent in 1997 to 41.5 percent in 2005, with similar reductions noted for other alcohol behaviors and alcohol-related problems.

During the U.S. Department of Education grant period, the NCC staff recruited upper-level administrators from each campus; worked with each campus to establish a campus task force on high-risk drinking; assisted campuses to collect baseline alcohol data; and provided training on strategic planning, environmental scanning, and creative ways to use campus alcohol data. By the end of the grant, each campus had formed or was in the process of forming a campus-community coalition to address environmental factors of high-risk drinking. Each campus had a comprehensive strategic plan for reducing high-risk drinking among its students. In addition NCC created a Web-based brief intervention-motivational feedback program using campus-specific alcohol data.

University of Northern Colorado

GREELEY, COLORADO

The UNC Underage Drinking Enforcement Program

Project Director: Ann Quinn-Zobeck, Ph.D.

The University of Northern Colorado's program uses a campus and community coalition to coordinate local ordinances, enforcement efforts, and education programs to provide the consistent message to students and the community that underage drinking is not acceptable. A significant part of the university's comprehensive program is a cooperative effort between the UNC Drug Prevention/Education Program and campus and local law enforcement agencies to enforce underage drinking laws. Offenders are charged under a municipal ordinance, which means that cases are heard by a local judge who takes them seriously and handles them in a timely fashion, requiring violators to pay fines, attend education classes, and perform community service. During summer orientation, incoming students are informed of the enforcement of underage drinking laws and policies and the sanctions for violations. As students arrive on campus, door hangers in residence halls remind them of alcohol laws and policies and also list alcohol-free events on campus. During the early weeks of fall semester, teams of local and campus police patrol the off-campus neighborhoods where students live. When they encounter a party where alcohol is being served to minors, they stop the party and cite the host. After these policies were implemented, an on-campus survey indicated a 12 percent decrease in the incidence of heavy alcohol use and a 33 percent reduction in the percentage of students driving after drinking.

University of Pennsylvania

PHILADELPHIA, PENNSYLVANIA

Comprehensive Alcohol and Other Drug Model Program

Project Directors: Max King, Ph.D., and Stephanie Ives, M.A.

The University of Pennsylvania has consistently worked to fight alcohol and other drug abuse on campus. In 1990, the university developed an alcohol and other drug abuse prevention task force to begin the solution process. The university undertook a social norms approach in 1995. Three years later, the president convened the Special Committee on Alcohol Abuse. By spring 1999, the university decided to consolidate the goals, objectives, and activities of a variety of campus stakeholders into a comprehensive alcohol and other drug abuse prevention program through the Working Group on Alcohol Abuse (WGAA). This group devised five goals to support cultural change:

- increasing and improving alcohol and other drug education;
- ensuring an environment supportive of low-risk alcohol use and abstaining behaviors;
- ensuring individual and group responsibility relating to alcohol-associated behaviors and consequences;
- minimizing individual, group, and community risk associated with substance use; and
- expanding opportunities for students to socialize without alcohol.

With the visible and vocal leadership of the president and provost, the WGAA has made considerable progress. In spring 2000, 33 percent of students responding to an online survey reported engaging in binge drinking in the previous two weeks. This is a significant decrease from the 49 percent binge drinking rate among Penn students reported in the 1993 and 1997 College Alcohol Study surveys conducted by the Harvard School of Public Health.

Utah State University

LOGAN, UTAH

Judicial System Model

Project Director: JoAnn Autry, M.S.W.

Utah State University's program consists of a coordinated prevention program and judicial process for students who violate the student code related to alcohol and other drugs. Participating in the referral of student violators are campus departments—including housing, athletics, and university police—as well as faculty, staff, and the city courts. Student violators participate in a six-week, peer-led group that includes self-assessment, self-discovery, self-monitoring, and self-management exercises; behavioral skills training; content-oriented alcohol and other drug education; relationship building; and hands-on activities. The purpose of the group is to reduce the likelihood of the student being involved in violating the university's alcohol or other drug policy in the future. An important component of the sessions is information to correct students' misperceptions of the extent of alcohol use by their peers and of how their peers regard heavy drinking behavior. Of 364 students who participated in the program over a seven-year period, only six students were involved in repeat violations after completing the skills-building group. Another measure of the program's effectiveness is the recruitment of past participants to become part of the peer facilitation team. Currently 90 percent of the peer team were referred into the system, completed their obligation, and then made enough change in their behavior that they were able to sign a professional ethics contract limiting their alcohol intake to no more than three drinks per occasion and to zero if they are underage. Like all peer facilitators, they receive extensive ongoing training and supervision.

Virginia Commonwealth University

RICHMOND, VIRGINIA

Changing Perceptions with the “Click” of a Button

Project Team: Linda Hancock, Ph.D., Katherine Vatalaro Hill, M.P.H., Amanda Wattenmaker, M.P.H., Jim Hardiman, L.C.S.W., and Tammy McKeown, M.S.

The Virginia Commonwealth University (VCU) Office of Health Promotion implements a multilayered alcohol and other drug program that focuses on prevention, early intervention, and treatment and referral. The annual needs assessment using the National College Health Assessment (NCHA) drives the program and serves as the foundation of the prevention component, a campuswide social norms marketing campaign. Between 2002 and 2004, this campaign was associated with a 19 percent increase in healthy perceptions about drinking (i.e., the perception that VCU students have only 0–4 drinks with alcohol per outing). Intervention services include a personalized online assessment that utilizes VCU NCHA data to provide personalized feedback on alcohol and other drug use and norms. Individual counseling and a relapse prevention group are also available.

In an effort to maximize healthy alcohol and other drug perceptions, this grant funding allowed VCU to conduct research on small-group social norming with all of its athletics teams and first-year orientation classes using “clickers.” Clickers are audience response systems that provide immediate anonymous feedback to participants. Materials related to VCU’s projects are available free at <http://www.yourstrategy.org> and include PowerPoint presentations with instructor notes and information on clicker systems. During the grant period, hands-on experience using clickers was provided at six national conferences, reaching over 1,000 campus professionals. Preliminary findings show that a 20-minute intervention enhanced by the use of clickers was associated with a 30 percent increase in students believing that “most VCU students drink 0-4 drinks when they go out.”

Washington State University

PULLMAN, WASHINGTON

Project Culture Change—Greek System

Project Directors: John A. Miller, M.S., M.Ed., and Jeanne M. Far, Ph.D.

Washington State University (WSU) has implemented Project Culture Change—Greek System, a program using small-group, norms-challenging interventions. Developed in 1988, piloted in 1991, and implemented and researched in 1995-96 and 1998-2000, the university's model is designed to reduce alcohol abuse in selected high-consuming populations. The project aims to correct misperceptions of student alcohol use among students living in fraternities and sororities through 45-minute small-group interventions led by trained chapter presidents. The student leader presents previously collected campus-wide and group-specific data about student alcohol use and attitudes, elicits discussion regarding typical behavior, and responds to questions. Survey data gathered before and after the presentations indicate significant decreases in quantity of drinks per occasion and increases in accurate perceptions of student drinking attitudes and behaviors among students belonging to fraternities and sororities and among WSU students as a whole. At WSU, the number of students having five or more drinks per occasion decreased from 58.7 percent in 1991 to 34.8 percent in 1999. Moderate drinking increased from 29.7 percent in 1991 to 48.5 percent in 1999. Students choosing to abstain from alcohol use increased from 11.6 percent in 1991 to 17.4 percent in 1995, and stayed constant in 1999.

Western Washington University

BELLINGHAM, WASHINGTON

“WE CAN Works”: A Model, Multi-Tiered, Social-Norms Project

Project Director: Patricia M. Fabiano, Ph.D.

Western Washington University’s “WE CAN Works” is an alcohol prevention initiative that utilizes three different strategies to alter social norms on campus and in the surrounding community. First, this program developed, market tested, implemented, and evaluated a mass media campaign about actual campus drinking norms, involving media such as campus newspaper advertisements, posters, bulletin board displays, and radio. In 1998, one year after implementation of the mass media campaign, students reported a 20 percent decrease in high-risk alcohol consumption. Second, the project works with heavy alcohol users who have violated campus policy, giving them information comparing their own quantity of alcohol consumption, consequences of consumption, and perceptions of consumption with that of other students on campus. Of the students required to attend this Social-Norms Risk Reduction program between 1997 and 1999, 62 percent reported reducing their typical number of drinks by one or two drinks per occasion. Third, the project gave key campus and community opinion leaders a more accurate and positive perception of student contributions and behavior. As coalition members’ opinions and focus shifted, they were better able to see students as part of the solution rather than simply as part of the problem.

