



## Authors' Introduction

For college and university professionals who engage in alcohol prevention work on campus, we recognize that college student behaviors are most influenced by the beginning of their academic careers with our institutions, and that those behaviors are reinforced every year subsequently. What if we – those dedicated professionals – could reach out to students and help prevent detrimental behaviors from forming? What if we could offer protective behaviors, instead? Could we create the kinds of colleges and universities which bastion health and safety, instead of encouraging unhealthy and illegal alcohol use?

Well, we can. The catch? We've only got 90 days to do it.

This toolkit, designed by the BACCHUS Initiatives of NASPA is designed for you: the college and university prevention professional. Its purpose is to help support you to recognize the amazing potential you have to reach students during this influential window and design, implement and evaluate programs to address underage and high-risk alcohol use. The contents will discuss everything from designing a social media campaign, to looking at what you can offer as an alternative to high-risk drinking on Halloween.

You might already be convinced that underage and high-risk drinking on your campus is a concern, but this toolkit can be an excellent way to engage prevention allies, such as administrators, faculty and community partners. If it takes a village to raise a child, it takes a campus to keep them healthy and safe.

We sincerely hope that this toolkit helps you achieve your prevention goals on campus.

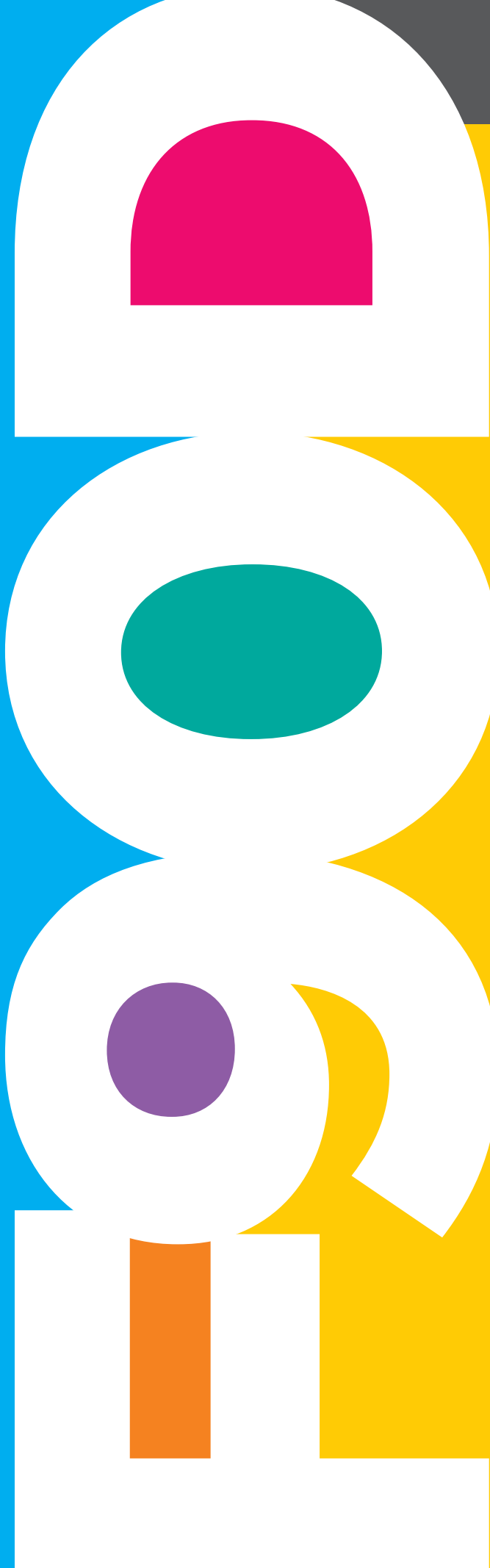
Good luck!

**The BACCHUS Initiatives of NASPA National Staff**

The BACCHUS Initiatives of NASPA supports collegiate peer educators and advisors by empowering students and student affairs administrators to create campus environments which are healthy and safe. In January 2014, the BACCHUS Network merged with NASPA to expand the reach of peer education programs across the nation.

The BACCHUS Initiatives of NASPA is the program supporting student leadership and peer education on health and safety issues – no matter peer education group name, specialized health interest, or social affiliation. What started as a student led alcohol abuse prevention effort at one campus has grown to the largest active student organization in higher education today. Peer education has literally become an expectation of any comprehensive campus prevention program and BACCHUS continues to provide cutting edge resources and programs for students on a wide variety of health topics on alcohol issues and beyond. Peer education programs focusing on alcohol abuse, tobacco, violence prevention, sexual health, safety, physical and mental health issues all find a home in the BACCHUS Initiatives of NASPA.





# Introduction

## What is “the First 90 Days?”

From the campus move-in through Thanksgiving, the First 90 Days of the fall semester is an important time in student development of alcohol use behaviors. This time period includes traditionally high-risk drinking times (e.g. homecoming) and may be the first time that alcohol has been as accessible to young adults. This toolkit is designed to help prevention professionals and their teams identify and address underage and high-risk drinking on campus. Efforts taken during this critical time for students will help create a healthier and safer campus environment, and prepare of-age students to be responsible consumers into their adult lives.

All students benefit from the information and materials in this toolkit, not just traditional, first-year students. Behaviors can be positively impacted in beginning of the fall semester with upperclassmen, graduate students and non-traditional students, as well. Making messaging available to all students during the First 90 Days is important in creating sustainable change and continuing to prevent underage and high-risk alcohol use.

## Collaborative Campus Programming

The First 90 Days of the fall semester also represents an important time for other student affairs professionals to engage students on academic readiness, social engagement and perspective broadening. This toolkit is designed to create and integrate collaborative campus programming on underage and high-risk drinking prevention.

When creating collaborative initiatives, it is important to consider which departments, organizations and agencies are natural allies to your work in underage and high-risk drinking prevention. This creates a campus map of partners.

**INSTITUTIONAL DEPARTMENTS:** administration, athletics, Greek life, student activities, residence life/housing, judicial affairs, student health services, legal services, counseling center, campus security/police

**STUDENT ORGANIZATIONS:** student government, peer education, Greek organizations, program council, service-oriented groups, academic clubs

**COMMUNITY AGENCIES:** local government, police, local hospital emergency departments, neighborhood associations, local alcohol establishment owners, treatment/recovery community

Allies in your collaborative initiatives both benefit your efforts in preventing underage and high-risk drinking and also benefit from association with your work. Instead of viewing students’ time as a resource to compete for, these partnerships help highlight the way for you and your prevention allies to address student needs holistically.





# Social Media

Social media platforms (such as Facebook and Twitter) are featured as part of this toolkit. We recognize that social media platforms and tools are constantly evolving. This toolkit includes an introduction to social media platforms, tools and the ways in which youth access and interact with social media.

## INTRODUCTION TO SOCIAL MEDIA

Social media are the various web and mobile applications and technologies that are used to facilitate interactive dialogue and content exchange over the Internet. Examples include web forums, blogs, microblogs, wikis, mobile text messaging, social bookmarking, podcasts, RSS feeds, image and video sharing sites, and more, and new platforms and uses are constantly being developed. These tools enable users to connect with friends, family, classmates, and others around the world for a variety of purposes—ranging from personal updates to professional networking to file sharing.

**86.1% of students use a designated driver (NCHA)**

- **A blog** or “web log” is a type of website that is regularly updated with posts containing text, images, video, links, and more, often in a dated entry format. Many blogs are written in a conversational way to encourage interaction with readers. Specific examples include photo blogs, video blogs (vlogs), and microblogs.
- **A microblog** is a type of blog with very brief posts/updates, which are often limited by the number of characters allowed. Twitter is an example of a microblog, which limits users to 140 characters per post or “Tweet.” Other social media sites incorporate microblogging as a method of connecting users with new information.
- **Social networking sites** such as Facebook, Instagram and LinkedIn allow users to interact with friends, family, colleagues, and others, based on shared interests or activities (personal or professional), geography, academic or employment history, etc. Users can update their status, upload photos, videos, and share news and events.
- **Mobile text messaging** is the exchange of short messages between mobile devices. Mobile text messaging can also incorporate other media (e.g. photos, videos).
- **Podcasts** are digital audio and video broadcasts that can be downloaded and played on a computer or mobile device.
- **A wiki** is a collaborative website or page that allows multiple users to contribute content using a web browser. Wikipedia is the most popular wiki and one of the most used sites on the web.
- **Social bookmarking sites** such as del.icio.us and Reddit.com allow Internet users to post, share, and rank links to websites and other web content.
- **Image sharing sites** such as Flickr or Tumblr and video sharing sites such as YouTube and Vimeo allow users to upload and organize images and videos to share with other users. Many of these sites also allow viewers to comment on the content.



## INTEGRATING SOCIAL MEDIA INTO PREVENTION EFFORTS

Part of prevention outreach is meeting your population where they are. One of the environments that college students inhabit is the online social environments created and facilitated by social media platforms. Using these platforms, prevention professionals can strategically communicate educational messaging in a way that uniquely engages students.

Building a strategic implementation of social media with your efforts begins by understanding the platforms and tools inherent in the online social environment. This toolkit has provided a brief introduction to the platforms and tools you will interact with, but one way to gain a better understanding is to include students in your integration efforts. As digital natives, students will have a better understanding of the complicated and ever-evolving social media systems that exist.

Then it is time to craft the message that students will be exposed to. Message delivery must be **inclusive, memorable, understandable, brief** and **repeatable**.

To make messages **inclusive**, consider the audience to which you originally intend to reach out to (e.g. first-year students) and also those populations that will interact with your target group. The viral nature of social media allows for the rapid repetition of messaging across subpopulations in online social environments. There is potential for an inclusive message to reach many more students than a message that includes exclusive language, such as “Hey, first year students!” or “Freshmen: read this!”

Making messaging **memorable** primarily draws upon the ability to engage the target audience past their original impression of your content. Will the students who are exposed to your post or microblog have a memory of it later? One way to make messaging more memorable is to juxtapose impressionable information that challenges an expectation. This model has been effective in social norming campaigns, public service announcements and marketing campaigns. Avoid the use of statistics except where they are meant to challenge expectations.

Consider the level of comprehension for your audience in order to make your messaging **understandable**. Social media is not a textbook, journal article or scholarly work, and the messaging we introduce into the online social environment must fit the level of comprehension that the population expects. Avoid jargon, technical terms and complicated phrases or statements. For example, while prevention professionals and teams understand the concept of binge drinking, college students do not use this term to describe their experiences with alcohol use.

It’s also important to keep the messaging we have **brief**. Brevity will help make the message accessible in a medium where the population expects quick, short messaging with the opportunity to learn more about any given information.

Finally, **repeatable** messaging is a boon to the efforts of integrating prevention into social media. Successful campaigns benefit from information that can be reiterated to the population. Seeing a message multiple times creates a more dedicated impact. Instead of using social media to only address dated material or events, consider the influence of educational messaging repeated several times during the span on a few weeks.



# First 90 Days in the Continuum of Alcohol Prevention Efforts

## From Ninety Days to Year-Round

The features of this toolkit specifically address the beginning of the fall semester to prevent underage and high-risk drinking before unhealthy behaviors are developed. However, the efforts of this campaign should not exist in a vacuum without year-round prevention efforts, and the materials can also be used in those efforts at your institution.

This section of the toolkit will help build an understanding of how the First 90 Days can play a part in your comprehensive prevention efforts.

## WHERE TO START PLANNING FOR THE FIRST 90 DAYS

At first, it may seem like the First 90 Days starts with campus move-in, and for the population to which you will target your underage and high-risk drinking prevention campaign, this is a great fit!

However, for prevention professionals and their teams, the work for the First 90 Days should begin at the end of the preceding spring semester. This allows professionals and teams much-needed planning time prior to a busy kickoff at the beginning of the fall term. Remember, your prevention allies are likely also engaged in programs and initiatives during the First 90 Days!

## SEAMLESS INTEGRATION

You will know that there is a campaign on your campus to address this critical time period of behavior establishment. However, students do not need to be overly targeted with knowing that the programs, workshops, services and events that you coordinate are aimed at delivering messaging during this time period. Unlike specific events such as National College Alcohol Awareness Week, efforts during the First 90 Days should not be branded or advertised to students. Rather, they should be seamlessly integrated into your prevention efforts while strategically focusing resources towards these populations during this timeframe.

It may be beneficial for your campus to provide information to internal and external partners about your programming during the First 90 Days to address underage and high-risk alcohol use. Internal partners may include administrators and faculty members and external partners may include community organizations and parent groups. These groups will benefit from knowing that you and your prevention team are strategically addressing underage and high-risk alcohol use during this influential period for the student population.

## NATIONAL COLLEGIATE ALCOHOL AWARENESS WEEK

The BACCHUS Initiatives of NASPA proudly supports the Coalition of Higher Education Associations for Substance Abuse Prevention (CoHEASAP) in promoting National Collegiate Alcohol Awareness Week (NCAAW). NCAAW is always the third full week of October, and will be an excellent part of your First 90 Days campaign.

**81.4% of students  
eat before and/  
or during drinking  
(NCHA)**



## AFTER THE FIRST 90 DAYS

Prevention efforts continue after the culmination of the First 90 Days. Later in this toolkit, we will look at your evaluation efforts in shaping the next fall semester's First 90 Days. However, lessons learned from implementing programs and events as part of this campaign can help shape efforts in the spring semester as well, especially concerning messaging for spring high-risk activities, such as Spring Break.

Also, remember that your prevention efforts that are part of the First 90 Days should be included as part of your program inventory during your Biennial Review for the Drug Free Schools and Communities Act. Compliance with the Drug Free Schools and Communities Act (DFSCA) requires all colleges and universities who receive federal aid (e.g. financial aid) to have policies on alcohol and other drug use by students, faculty and staff; a program to address alcohol and other drug use; and that every two years the campus conduct a Biennial Review of their prevention efforts. More information about this act or its requirements can be found at [www.eiu.edu/ihec/dfsca.php](http://www.eiu.edu/ihec/dfsca.php)

## Evidence-Based and Promising Programs

Programs, policies and practices that are featured in this toolkit have been effectively implemented on a college or university. Where possible, the authors have identified those programs that have scholarly research, but promising programs are also included.

## NIAAA CALL TO ACTION

In November 2007, the NIAAA released an update to the 2002 document. The 2007 update began to report on progress and emphasized the importance of collaboration between the campus and its surrounding communities.

Most recently, the NIAAA created an new paradigm for considering college alcohol prevention efforts, the CollegeAIM. The CollegeAIM provides the evidence-based information campus prevention professionals need to compare a broad range of alcohol interventions. As a matrix-based tool, the CollegeAIM is designed to help prevention practitioners assess problems on campus, select strategies by exploring evidence in the field, plan how strategies will be implemented, and take action in implementation.

You can find more information about the CollegeAIM at [www.collegedrinkingprevention.gov](http://www.collegedrinkingprevention.gov).





# Scope of Underage and High-Risk Drinking Among College Students

## What is High-Risk Drinking?

Through the work done in alcohol abuse and impaired driving prevention by The BACCHUS Initiatives of NASPA, the term binge drinking was less successful in communicating with college students than high-risk drinking. More than semantics, using high-risk drinking allows prevention education on more specific topics (e.g. blood alcohol concentration by body weight and gender, alcohol consumption while using prescription medications, etc.), while binge drinking clinically divides students who consume alcohol based only on the number of drinks consumed.

## Review of Data on Underage and High-Risk Alcohol Use

This toolkit provides an overview of national data from two different surveys on the issues of alcohol and impaired driving, which can give you and your prevention team an overview of the trends in these fields. However, possessing data from your own students will provide a much more relevant picture of the use, attitudes, perceptions, and trends for your campus.

There are multiple options for collecting this information from various paper-and-pencil and online surveys to online educational and sanctioning tools that also can collect assessment data. Having multiple sources of data will allow you and your team to create a complete picture of underage and high-risk alcohol use at your institution. Additionally, your campus can collect qualitative data from student focus groups.

## NATIONAL COLLEGE HEALTH ASSESSMENT, FALL 2012

### Background Information

The American College Health Association (ACHA) coordinates the National College Health Assessment (NCHA) for participating campuses each fall and spring. Aggregate data are analyzed and ACHA produces summary reports for each data collection period. The NCHA asks students about a variety of health and safety topics including alcohol use and impaired driving behaviors. Below are data points from the Spring 2016 survey with a sample of 95,761 college students at 137 schools.

### Use and Prevalence Data

- 63.6% of students reported alcohol use within the last 30 days.
- Students perceived 30-day alcohol use prevalence at 93.6%.
- 20.5% of students reported driving a vehicle after consuming any alcohol at least once in the last 30 days
- 1.6% of students reported driving after consuming 5 or more drinks at least once in the last 30 days.
- The average estimated blood alcohol concentration (B.A.C.) during the last drinking episode for students who reported drinking is 0.06 B.A.C.
- During the last drinking episode, the average number of drinks consumed was 4.36.
- 24% of students reported consuming 5 or more drinks in one sitting at least once in the past two weeks.





### Protective Behavior Data

- 81.4% of college students reported “most of the time or always” when it came to eating before and/or during drinking.
- 87.6% of college students reported “most of the time or always” when it came to staying with the same group of friends the entire time drinking.
- 86.1% of college students reported “most of the time or always” when it came to using a designated driver.
- 68.5% of college students reported “most of the time or always” when it came to keeping track of how many drinks they consumed.

Additional information about the Fall 2012 survey data can be found at [www.achancha.org](http://www.achancha.org).

### CORE INSTITUTE’S 2011 STATISTICS ON ALCOHOL AND OTHER DRUG USE

#### Background Information

The Core Alcohol and Drug Survey assists campuses in understanding the prevalence of alcohol and other drug abuse behaviors and attitudes within their student body, as well as in gaining insight into the consequences and perceptions of use. The Core Institute at Southern Illinois University, Carbondale, oversees the survey. The following statistics are drawn from a sample of 50,505 undergraduate college students in the United States in 2013.

#### Use and Prevalence Data

- 81.4% of students reported alcohol use within the past year.
- 68.7% of students reported alcohol use within the past 30 days.
- 61.8% of students aged 18-20 reported alcohol use within the past 30 days.
- 43.9% of students reported consuming 5 or more drinks in one sitting at least once in the past two weeks.
- 50% of students believe the social atmosphere on campus promotes alcohol use.

Additional information about the Core Survey is available at [core.siuc.edu](http://core.siuc.edu).

**68.5% of students keep track of how many drinks they are having (NCHA)**



# The Campus Prevention Team

## Assembling Your Team

Especially considering the magnitude of underage and high-risk drinking prevention, implementing the recommendations of this toolkit cannot be done alone. Engaging other campus professionals whose duties or interests align with underage and high-risk drinking prevention will be important in building a successful team. In addition to campus professionals, consider which student leaders and community members would be beneficial in helping you achieve your team goals.

Who among the following would make a valuable addition to your prevention team?

- Top administration
- Campus police/security
- Health & counseling services
- Judicial affairs
- Dean of students
- Student affairs
- Resident assistants
- Student representation
- Faculty members
- Greek life coordinators
- Athletics staff/coaches
- Alumni staff

**87.6% of students stay with the same group of friends the entire time they are drinking (NCHA)**

In the event that your campus already has an alcohol coalition, you may consider creating a subgroup or executive committee to look at your efforts for addressing underage and high-risk drinking in the First 90 Days. Task or workgroups are most effective with a leader and four to six members.

## Educating and Empowering Your Team

To ensure that the prevention team has the capacity to effectively design, implement and evaluate programs and policies, intentional efforts must be taken to bring everyone to the same level. Educate your team on the detriments of underage and high-risk drinking, how change happens, relevant periods of time in the First 90 Days and how the environment impacts student alcohol use. This toolkit can be used to provide some education, but base-level information about alcohol may have to be communicated (e.g. the effects of alcohol on the adolescent brain and body).

Empowering your team helps to give them the authority to make successful decisions regarding the prevention of underage and high-risk drinking. Without an empowered team, the workgroup will not be able to undertake programs without the specific directions of a leader. Effective prevention team leadership will provide direction, but allow the workgroup to take action without constant supervision. However, if your team cannot be fully empowered this year, they may be more able to on board as a more independent group for future projects.



## Evaluating Your Team

Evaluation is an opportunity for you to understand the issues, perceptions and attitudes of your prevention team, as well as the impact, outcomes and overall difference the team has had in making positive change on your campus. The process and information gained from evaluation will guide you to the success of your efforts, outline next steps and ultimately strengthen your strategies for future implementation.

If you are new to evaluation, it can be helpful to start small, and have a focused conversation with your prevention team. What processes worked well in implementing this First 90 Days campaign? What could be improved? Who else could benefit from being part of the team or workgroup?

The most important part of evaluation is remembering to consult your findings prior to the implementation of future efforts. Too often, evaluation is collected, considered and then forgotten. The strategic use of evaluation encourages growth and progress in your efforts and can really contribute to their sustainability on campus.





# Engaging Students as Change Agents

The BACCHUS Initiatives of NASPA began with the recognition that student peer education can be a useful and effective tool in addressing safety and health issues on college campuses. Today, numerous studies have documented the need for peer education on college campuses and the positive outcomes of peer education. Peer education has a beneficial effect on our campuses, communities, peers, and peer educators.

Peer-to-peer influence plays a significant role in college students' growth and development. In fact, peer influence significantly impacts undergraduate students' affective and cognitive growth and development. Additionally, peer interactions on college campuses have a positive association with college student persistence.

Peer education programs have grown in popularity because colleges recognize that peer educators can be effective in communicating positive and healthy messages with regards to underage and high-risk alcohol use. Additionally, peer education provides a quality leadership experience and is economical.

The National Institute on Alcohol Abuse and Alcoholism (NIAAA) released a 2002 report stating peer educators are trusted by classmates to provide reliable answers and accurate information, are an important link between the administration and student body, and can assist college presidents in reducing underage and high-risk drinking.

Peer education continues to have a positive effect on our college campuses and in our communities. Studies continue to note the impact peer education plays in reducing high-risk behaviors and changing attitudes of college students. Peer educators are important messengers increasing the healthy attitudes and behaviors of college students.

## Student Learning Outcomes

This toolkit is designed to help college and university prevention professionals and their teams create healthier and safer campus environments. As a result of the work done to prevent underage and high-risk drinking, this toolkit has identified learning outcomes that students may achieve. These outcomes can be assessed and evaluated during your efforts implementing these initiatives on campus.

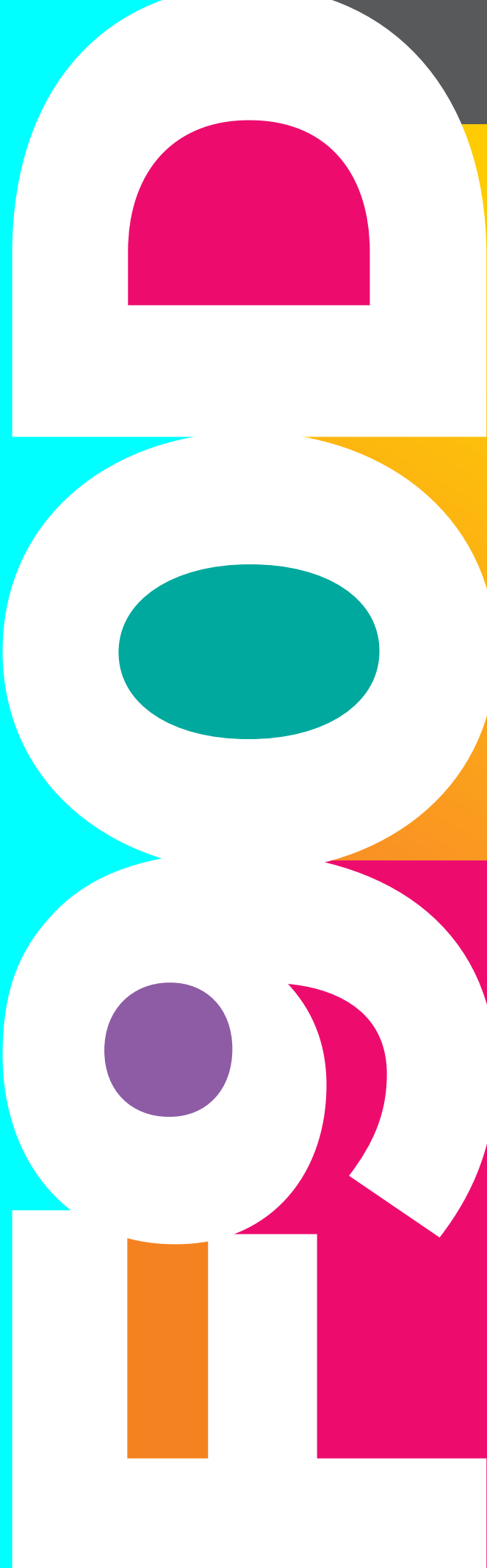
- Understand current data and its sources on underage alcohol use and high-risk drinking
- Identify at least three sources for data and for promising, effective practices to address underage alcohol use and high-risk drinking
- Implement a prevention program aimed at alcohol abuse and/or impaired driving prevention
- Discuss, with peers and campus leaders, the reasons for actively addressing underage alcohol use and high-risk drinking
- Describe the benefit for healthy and safe lifestyle decisions

These outcomes correlate with the following learning outcomes, as identified in the 2004 publication *Learning Reconsidered*:

- Cognitive complexity
- Knowledge acquisition, integration, and application
- Practical competence
- Interpersonal and intrapersonal competence
- Civic engagement

For more information on learning outcomes and Learning Reconsidered, visit [www.acha.org/ACHA/Resources/Topics/Learning\\_Outcomes.aspx](http://www.acha.org/ACHA/Resources/Topics/Learning_Outcomes.aspx)





## Anatomy of the First 90 Days

### Before the First 90 Days

Before the First 90 Days of the fall semester, you and your prevention team have the opportunity to plan. Ideally, your planning for the First 90 Days campaign can begin as early as April/May, but planning can also take place in August or the First 90 Days themselves. Depending on your campus' schedule, there may be new student orientation sessions to consider during this time. Strategies include developing a strategic plan, making clear communications to campus populations about alcohol policies and engaging parents of college students as prevention partners.

### Residence Hall Move-In and First Week

The First 90 Days begins with the first week of classes and student move-in to campus housing. For your institution, move-in may precede the first week of classes. The time between move-in and the first day of classes has consistently been documented as a high-risk time period of underage and high-risk drinking by on-campus students. Depending on your campus' schedule, there may be new student orientation sessions to consider during this time. During this time period, students are establishing their norms, often adopting unhealthy behaviors or inaccurate perceptions about how alcohol is used. Strategies look at addressing behaviors before they are established, setting healthy norms and establishing your prevention program's presence with new and returning students.

### Student Identification Development and Exploration

After students have arrived on campus, they begin to develop and explore their identities. For many aspects of identity, alcohol has a role as part of that identity definition exploration. In most ways, the role alcohol plays is legal and healthy, but sometimes the development and exploration can include underage and high-risk alcohol use. One notable example is Greek member recruitment (traditionally known as "rush week"), but many non-Greek member organizations experience similar group exploration. During this identity development and exploration, students are more isolated from the campus environment as they figure out where they "fit." In this part of the First 90 Days, our campaign helps students to identify the healthy, legal and responsible roles that alcohol can have. Strategies during this period address training students to be responsible parts of their campus groups, building alcohol free alternatives and supporting positive identity development opportunities.

### Interacting with the Campus Environment

With just over half of the First 90 Days completed, students are solidifying their individual and group identities and now begin to interact with the campus environment as a whole. For many, the confidence of identity opens up new opportunities and relationships with other individuals and groups on campus. Students have formed many of their behaviors and perceptions, and our campaign has helped shaped those to be healthy and accurate. However, this period includes more high-risk times for underage and high-risk drinking, including: midterm examinations (generally celebrating the completion of), Homecoming and other significant sporting events (e.g. rival school games) and Halloween. During this part of the First 90 Days, providing students with additional protective and alternate options can help them to have the skills to address these high-risk, environmental situations. Strategies include building and providing alternative events, targeting high-risk drinking events and building protective factors.

### Wrap-Up

After Halloween and into November, the First 90 Days begins to wrap up. Our campaign has now provided students with accurate perceptions, information on healthy and responsible behaviors, alternatives to high-risk activities and information on protective factors. During this time, some institutions may continue to experience high-risk drinking events, for example, making a college football bowl game. Campuses with high-risk drinking events should continue to utilize strategies in the previous section. The primary goal during this final part of the First 90 Days is to identify and address our programs' successes and obstacles.

### Recommended Strategies:

### Recommended Strategies:

### Recommended Strategies:

### Recommended Strategies:

### Recommended Strategies:





## RECOMMENDED STRATEGY: STRATEGIC PLANNING

The strategic planning process varies from campus to campus. There may be a staff member who can help frame your efforts in preventing underage and high-risk drinking in the context of the overall campus strategic plans. The Substance Abuse and Mental Health Service Administration (SAMHSA) offers the following guidelines for strategic planning:

### Assessment

Assessment refers to building an understanding of the scope of underage and high-risk drinking on your campus, and mapping your institution's alcohol policies, procedures and processes. Assessment can include a population-level survey, such as the Core Survey or the American College Health Association's National College Health Assessment (NCHA-II). Internal assessment is equally important. Consider referrals to campus judicial processes, environmental messages that students are exposed to and how prevention fits in with your accreditation processes.

### Building Prevention Capacity

Identifying and mobilizing limited resources towards your institution's goals in underage and high-risk drinking prevention benefits from building the capacity to effectively address campus needs. For this component of strategic planning, you will address gaps in training and education for stakeholders and facilitate the adoption of evidence-based prevention policies, programs and practices. Building prevention capacity benefits from assembling a quality prevention team, as we reviewed earlier in this toolkit.

### Develop Strategic Plan

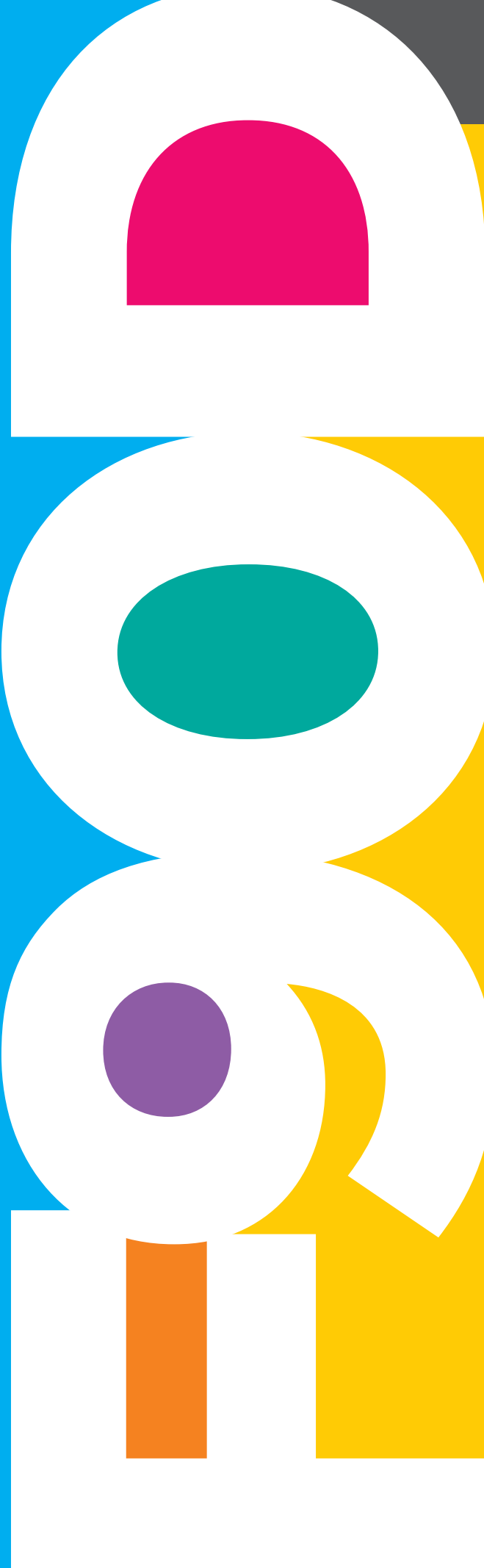
Create a comprehensive plan with goals (long-term), objectives (short-term) and strategies to meet underage and high-risk drinking prevention needs. Your team can benefit from utilizing logic models to identify evidence-based programs to implement, especially when considering which populations will be the best fit for your prevention efforts. Your team will also need to determine costs, resources and the potential return on investment expectations. Remember, that with your efforts, you will want to coordinate with existing plans at your institution.

### Implementation

Now that you and your team have assessed the scope of underage and high-risk drinking on your campus, identified evidence-based approaches and built a strategic plan, it is time to implement your efforts. During implementation, you will encounter obstacles to your success. You will benefit from documenting your process to look at ways to improve and avoid those obstacles in future implementations.

### Evaluation

Finally, it is important to evaluate your efforts. For some efforts, such as active programs, you can evaluate using headcounts or paper evaluations on student learning. However, your success can also be measured in changes to the campus environment and behaviors regarding underage and high-risk drinking, which can take time to manifest (3-5 year scope). Include both immediate and long-term evaluations to get a "best-fit" evaluation model for your campus. Utilize your shorter-term evaluations for program and process improvement.



## RECOMMENDED STRATEGY: CLEARLY COMMUNICATE CAMPUS POLICIES

Prior to student matriculation, communicating campus policies regarding the use of alcohol is critical toward ensuring student understanding and subsequent compliance with those policies. Clearly communicating campus policies can manifest in a variety of different methodologies. Some successful methods of providing communication on campus policies include:

- Requiring student review of applicable policies prior to online registration processes
- Incorporating campus policies as part of a pre-matriculation alcohol education program
- Distributing policy communications in pre-matriculation mailings
- Providing policy information at new student, returning students and transfer student orientation programs
- Posting salient information on policy to campus media and social media

It is also important to note that this strategy is best implemented alongside consistent enforcement of campus alcohol policies. If policies are not consistently enforced, it will be communicated between students that the policy has little to do with how the campus addresses underage and high-risk drinking. If you are concerned that your campus' alcohol policies are not consistently enforced, meet with your prevention team to discuss how your group can improve that campus process. Note that inconsistent enforcement of campus alcohol and drug policies may jeopardize your institution's compliance with the Drug Free Schools and Communities Act.

More information about consistent communication and enforcement of alcohol policies can be found at [www.collegedrinkingprevention.gov/niaacollegematerials/taskforce/CallToAction\\_02.aspx#CallToAction\\_02\\_b](http://www.collegedrinkingprevention.gov/niaacollegematerials/taskforce/CallToAction_02.aspx#CallToAction_02_b).



## RECOMMENDED STRATEGY: SOCIAL NORMS CAMPAIGN

College students continue to receive the same message every year in shared college lore: “underage and high-risk drinking is a natural part of the college experience.” This cultural message contributes to a widespread belief that all students drink, and those who choose not to drink will not fit in.

The unfortunate result of this messaging is students come to campus believing there is a lot of drinking going on, much more than what is a reality for most campuses. University students (from campuses of all types within the U.S. with varying populations and locations) have been consistently found to hold exaggerated beliefs about the normal frequency and consumption habits of other students with regard to alcohol. And, despite the fact that college drinking does reach elevated levels, the perceived amount nearly always exceeds actual behavior (Perkins, 2003).

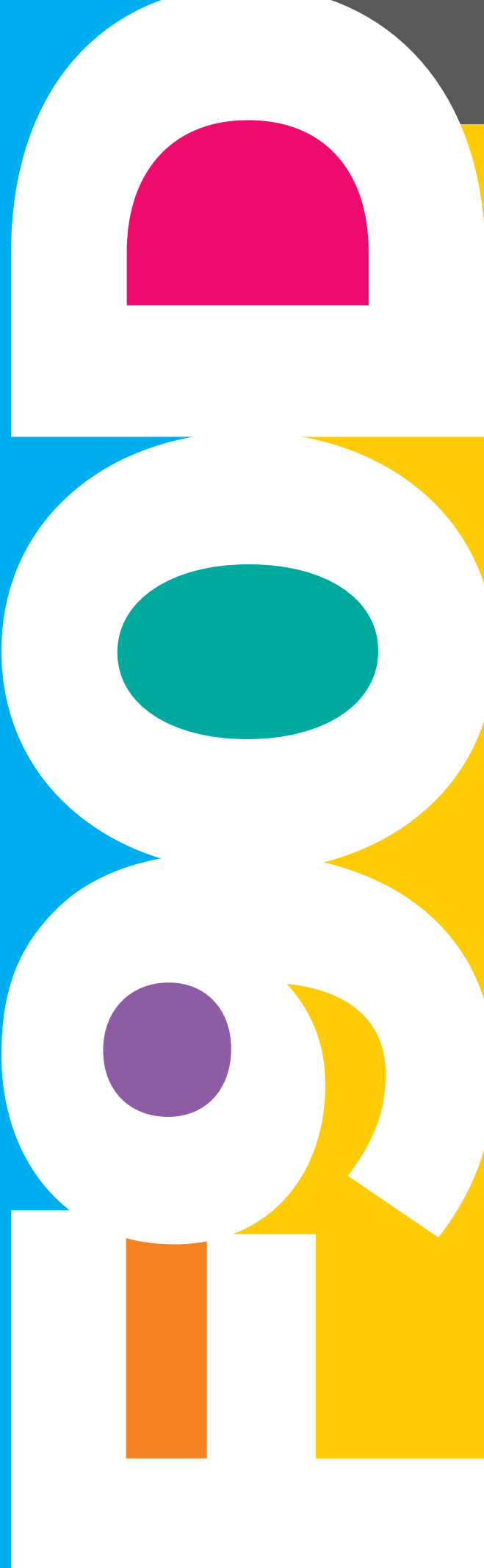
Individuals associate the most memorable and salient behavior to be indicative of the majority’s behavior. Thus, most people will remember the one individual who had eight beers and danced on the table more than the majority of the students who consumed moderate amounts of alcohol or abstained all together. Individuals will then strive to be in the presumed majority and the exaggerated misperceptions of peer behavior will continue to influence the habits of the majority if left unchallenged. Fortunately, there is an opportunity to challenge those misperceptions, and the first week of classes is that target time.

A social norms approach determines the exaggerated and actual norms of a population with formative research and informs the population of the actual norms through a communications campaign using believable and factual messages based on the research. Evaluative research is then used to close the loop by determining the effectiveness of the messages. Results from the evaluative research are also used to craft new messages, as well as to revise the campaign keeping it fresh and relevant.

For example, if research showed that students on your campus believed that all underage students consumed alcohol, we can challenge that misperception with national data. In reality, more than a third of underage students reported not drinking in the past 30 days.

Social norms are more powerful and effective when the data is local to the institution. If local data is not available, using national data can begin to challenge expectations.

For more information about social norms campaigns, visit the National Social Norms Institute website at [www.socialnorms.org](http://www.socialnorms.org).



## RECOMMENDED STRATEGY: TRAINING STUDENTS ON BYSTANDER INTERVENTION

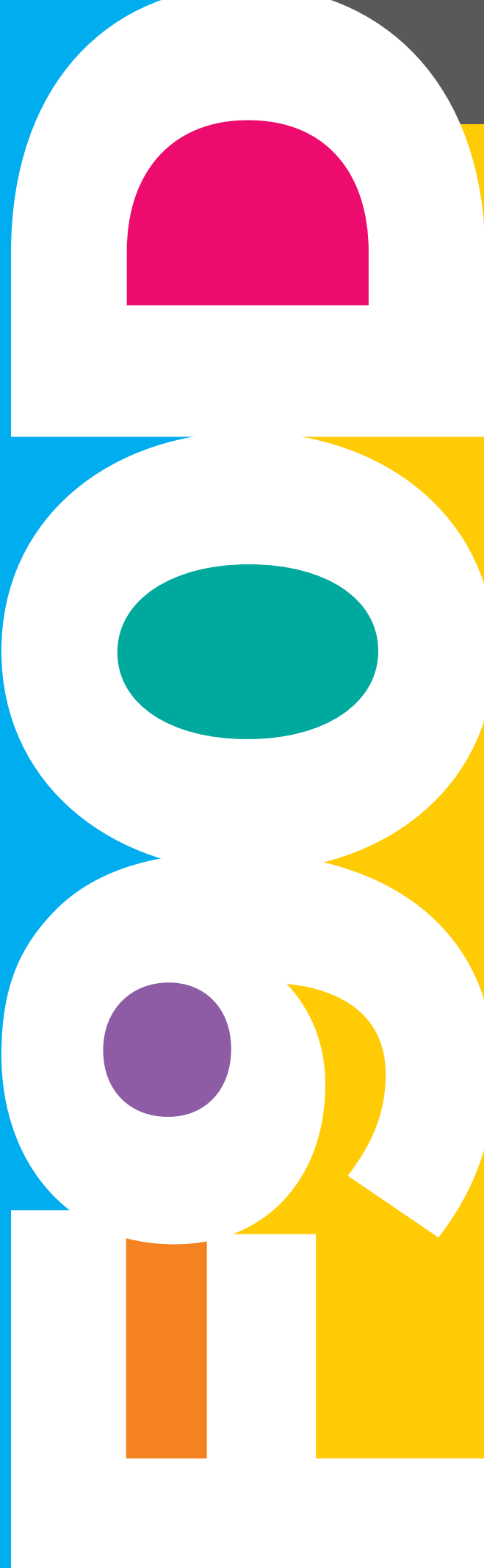
It is rare that high-risk drinking occurs behind closed doors; most often, there are witnesses, or bystanders, to troubling behaviors such as engaging in drinking games, passing out after drinking, driving after drinking, or bragging about having sex with someone who was too intoxicated to give consent. Known as the bystander effect, people who witness a problematic event are less likely to intervene when others are present.

Motivating students to become empowered bystanders who can intervene – whether by voicing concern, or dissent, or by calling for help – is an important training to consider during this part of the First 90 Days. By training students on how to intervene, the students become more aware of why they sometimes do not help, and as a result, they become more likely to help in the future. This strategy is recommended to especially address high-risk drinking scenarios that could lead to alcohol poisoning.

The University of Arizona, along with the National Collegiate Athletic Association (NCAA), The BACCHUS Network™, and the APPLE Conference developed a bystander intervention training program: STEP UP!

The STEP UP! training provides a framework explaining the bystander effect, reviews relevant research and teaches skills for intervening successfully using the 5 Decision-Making Steps and the S.E.E. Model (Safe, Early, Effective).

Additional information about the program and access to the training documents for facilitators are available at [www.stepupprogram.org](http://www.stepupprogram.org).



## RECOMMENDED STRATEGY: TIPS TRAINING

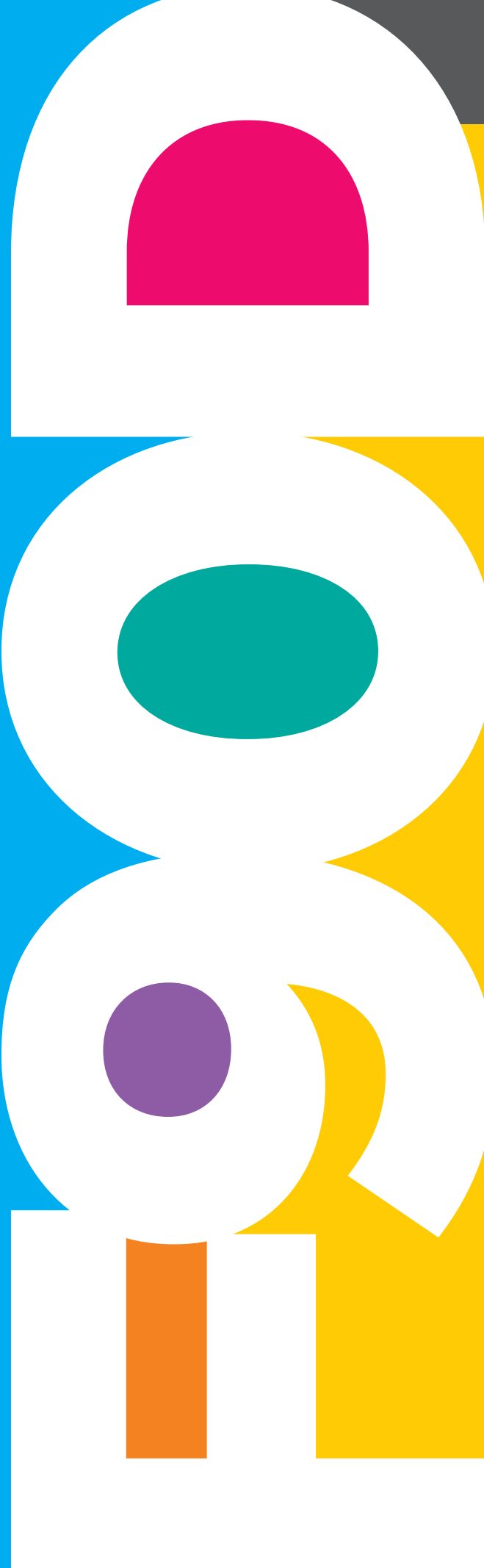
TIPS for the University is a 2.5 hour program that helps students make sound choices when faced with difficult decisions about alcohol use. Working together and with administration, students address drinking behaviors specific to their schools and develop intervention techniques appropriate to their campuses.

Students are in the best position to address drinking behaviors among their peers. They are close to the situation and understand the culture on their campuses. TIPS develops students' social skills and gives specific information for detecting when friends have had too much to drink or are getting into trouble with alcohol. Students learn specific strategies and skills for intervening in alcohol-related situations that may develop on campus. Unique in its approach, TIPS brings together administrators, faculty and students to create responsible campus atmospheres.

Many colleges and universities benefit from requiring TIPS training prior to student organizations (including Greek organizations) from having alcohol as part of their events.

TIPS for the University provides these students with the knowledge and confidence necessary to reduce high-risk drinking behavior among their peers. More than 1,200 campuses nationwide have implemented TIPS for the University. For more information, visit [www.tipsuniversity.org/](http://www.tipsuniversity.org/).





## **RECOMMENDED STRATEGY: PROVIDE ALCOHOL-FREE ALTERNATIVE EVENTS**

Many campuses are taking advantage of late night student hours and the availability of their athletic facilities to plan highly interactive, alcohol-free programs. Take over your fitness center for midnight volleyball tournaments, indoor mini-golf, Olympic games, swimming contests, or a variety of recreational sporting events. Having students form teams from their campus organization or residence hall and compete against each other (or faculty/staff) can be an effective strategy. This is a great way to involve your physical education department or health education department. In addition to the fun activities, you can set up a massage clinic, serve a healthy midnight breakfast, and teach relaxation techniques.

Some alternative events are more coordinated with traditionally high-risk times and activities. For example, your campus may have a local area bar crawl that happens on the third Thursday in September. Providing an alcohol-free alternative to that event allows students to have an option instead of participating in an activity that could include underage and high-risk drinking.

Remember, alternative events are also ways to make students who choose not to drink feel included in the campus environment and its traditions, and that this group can feel incredibly isolated when most activities involve alcohol use.



## RECOMMENDED STRATEGY: ENVIRONMENTAL MANAGEMENT PROGRAMS

Environmental management strives to alter the environment in which students make decisions about drinking to better support lower risk choices and protective behaviors.

Underage and high-risk drinking is affected not only by peer-to-peer influence, but also by campus and community. Environmental strategies can include:

- Enforcement of on-campus drinking policies
- Local law enforcement of underage drinking laws
- Inconsistent messaging regarding reducing risky drinking
- Increase enforcement of minimum drinking age laws
- Enforce laws to reduce alcohol-impaired driving
- Encourage responsible beverage service policies
- Provide substance-free activities
- Increase publicity about enforcement of underage drinking and impaired driving laws (particularly effective when paired with increased and visible enforcement)
- Consistent disciplinary actions for policy violations
- Implement a social norms campaign to correct student misperceptions about drinking
- Support safe ride home programs

Environmental management is an approach that can energize a campus-community coalition because it requires active support from both entities. In addition, these strategies offer campuses a way to reach the broader campus community in its efforts to decrease alcohol abuse and impaired driving.



## Resources

### **AMERICAN COLLEGE HEALTH ASSOCIATION (ACHA)**

[www.acha.org](http://www.acha.org)

The American College Health Association (ACHA) is a leadership organization that focuses on helping its members advance the health of their campus communities. The association provides advocacy resources, education, communications, products, and services. Serving more than 2,400 college health care professionals, administrators and support staff, physicians, physician's assistants, nurses and nurse directors, health educators, mental health providers, and pharmacists, as well as, students dedicated to health promotion on their campus, the ACHA promotes research and culturally competent practices.

### **THE CORE INSTITUTE**

[www.Core.siuc.edu](http://www.Core.siuc.edu)

The Core Institute is a not-for-profit organization that assists institutions of higher education in drug and alcohol prevention efforts. Core offers both student and faculty/staff surveys including the Core Alcohol and Drug Survey, a four-page questionnaire that can be used as a pre-test and post-test measure of the effectiveness of campus based prevention programs. The Core Institute scores the instrument and offers several report options as well as special analyses to aid campuses in interpreting data.

### **HEALTHY PEOPLE 2020**

<http://www.healthypeople.gov>

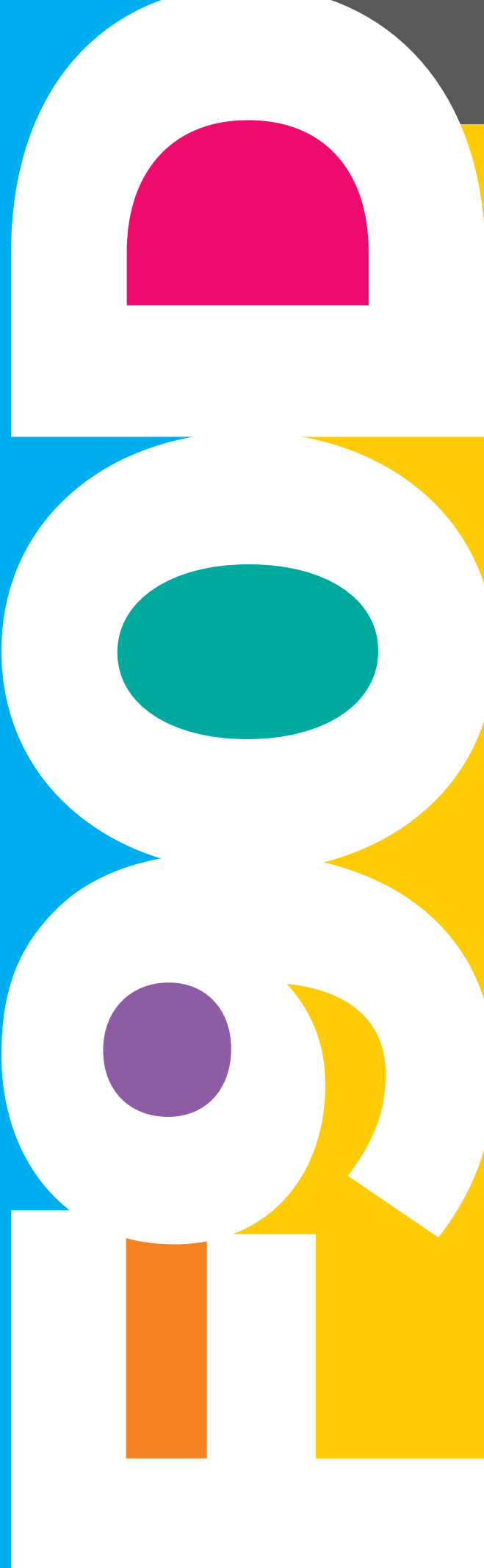
Healthy People 2020 is a set of health objectives for the nation to achieve over the second decade of the new century. Many different people, states, communities, professional organizations, and other health improvement programs can use it. The 1979 Surgeon General's Report, Healthy People, Healthy People 2000, and Healthy People 2010: National Health Promotion and Disease Prevention Objectives established national health objectives and served as the basis for the development of state and community plans.

### **Coalition of Higher Education Associations for Substance Abuse Prevention (CoHEASAP)**

<http://collegesubstanceabuseprevention.org>

The Coalition of Higher Education Associations for Substance Abuse Prevention is a coalition of vital organizations who collaborate on issues relating to substance abuse prevention efforts within the higher education community. Task Force members communicate on key areas of research and programming efforts for student alcohol and other drug issues. The member organizations include:

American Association of State Colleges & Universities, American Council on Education, American College Health Association, American College Personnel Association, Association of College and University Housing Officers International, Association of Fraternity and Sorority Advisors, Association for Public Land Grant Universities, Association for Student Conduct Administration, The BACCHUS Network™, Fraternity Executives Association, Golden Key Honor Society, International Association of Campus Law Enforcement Administrators, National Association for Campus Activities, National Association of Student Personnel Administrators, National Athletic Trainers Association, National Collegiate Athletic Association, North-American Inter-Fraternity Conference, National Intramural Recreational Sports Association, National Panhellenic Conference, and the Order of Omega.



## **MONITORING THE FUTURE: A CONTINUING STUDY OF AMERICAN YOUTH**

**<http://www.monitoringthefuture.org>**

Monitoring the Future is an ongoing study of the behaviors, attitudes, and values of American secondary school students, college students, and young adults. Each year, a total of some 50,000 8th, 10th, and 12th grade students are surveyed. In addition, annual follow-up questionnaires are mailed to a sample of each graduating class for a number of years after their initial participation.

## **NATIONAL INSTITUTE ON ALCOHOL ABUSE AND ALCOHOLISM (NIAAA)**

**<http://www.CollegeDrinkingPrevention.gov>**

The National Institute on Alcohol Abuse and Alcoholism is a department of the National Institutes of Health, which provides leadership in the national effort to reduce alcohol-related problems. They conduct and support a wide range of research on the health risks and benefits of alcohol consumption, prevention, and treatment and disseminate findings to health care providers, researchers, policy makers, and the public.

## **National Institute on Drug Abuse (NIDA)**

**<https://www.drugabuse.gov/>**

NIDA's mission is to advance science on the causes and consequences of drug use and addiction and to apply that knowledge to improve individual and public health.

NIDA is a federal scientific research institute under the National Institutes of Health, U.S. Department of Health and Human Services. NIDA is the largest supporter of the world's research on drug use and addiction. NIDA-funded scientific research addresses the most fundamental and essential questions about drug use, including tracking emerging drug use trends, understanding how drugs work in the brain and body, developing and testing new drug treatment and prevention approaches, and disseminating findings to the general public, researchers, policymakers, and others.

## **STEP UP!**

**<http://stepupprogram.org>**

STEP UP! is a pro-social behavior and bystander intervention program that educates students to be proactive in helping others. Teaching people about the determinants of pro-social behavior makes them more aware of why they sometimes do not help. As a result they are more likely to help in the future. STEP UP! training provides a framework explaining the bystander effect, reviews relevant research and teaches skills for intervening successfully using the 5 Decision Making Steps and the S.E.E. Model (Safe; Early; Effective).

## **PROMISING PRACTICES: CAMPUS ALCOHOL STRATEGIES**

**<http://www.promprac.gmu.edu>**

Promising Practices: Campus Alcohol Strategies strives to reduce alcohol-related problems among college and university students by motivating institutions of higher education to share their resources and strategies. Resulting from national solicitations, the project's sourcebook incorporates a wide range of strategies designed to assist campuses in their efforts to prevent or reduce alcohol-related problems.



## **YOUTH RISK BEHAVIOR SURVEILLANCE SYSTEM (YRBSS)**

**<http://www.cdc.gov/healthyyouth/yrbs>**

The purpose of the Youth Risk Behavior Surveillance System (YRBSS) is to determine the prevalence and age of initiation of health risk behaviors; to assess whether health risk behaviors increase, decrease, or remain the same over time; to examine the co-occurrence of health risk behaviors among young people; to provide comparable national, state, and local data; and to monitor progress toward achieving the Healthy People 2020 objectives.

## **NCAA**

**[www.ncaa.org](http://www.ncaa.org)**

The misuse of alcohol by college students is of great concern to the National Collegiate Athletic Association (NCAA). In an effort to educate students about the risks involved with the misuse of alcohol, the NCAA has, through the support of the NCAA Foundation and Anheuser-Busch Companies, Inc., developed CHOICES, a grant program for alcohol education. Through the CHOICES program, the NCAA provides funding for NCAA member institutions and conferences to integrate athletics into campus-wide efforts to reduce alcohol abuse. CHOICES projects must partner athletics with other campus partners in the development and implementation of effective alcohol-education projects on college campuses.

## **Office of National Drug Control Policy**

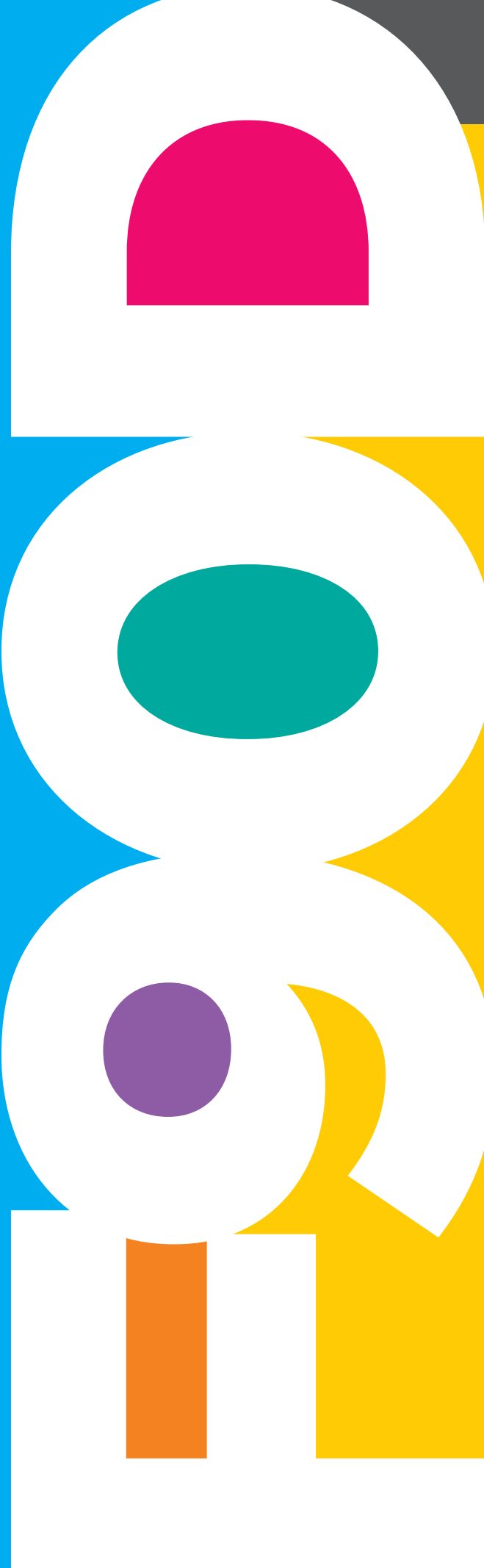
**<http://www.whitehousedrugpolicy.gov/>**

The White House Office of National Drug Control Policy (ONDCP), a component of the Executive Office of the President, was established by the Anti-Drug Abuse Act of 1988.

The principal purpose of ONDCP is to establish policies, priorities, and objectives for the Nation's drug control program. The goals of the program are to reduce illicit drug use, manufacturing, and trafficking, drug-related crime and violence, and drug-related health consequences. To achieve these goals, the Director of ONDCP is charged with producing the National Drug Control Strategy <http://www.whitehousedrugpolicy.gov/policy/ndcs.html>. The Strategy directs the Nation's anti-drug efforts and establishes a program, a budget <http://www.whitehousedrugpolicy.gov/policy/budget.html>, and guidelines for cooperation among Federal, State, and local entities.

As part of the Obama Administrations' 2011 National Drug Control Strategy, ONDCP is working with the Department of Education, the Department of Health and Human Services, and Higher Education leaders from across the Country to address the impact of substance abuse on college campuses and encourage healthier behaviors in our nation's future leaders. ONDCP is working to implement campus-specific solutions such as screening students for substance use problems, referral to appropriate treatment and support services, as well as the development of housing for students in recovery housing.





## **NATIONAL ORGANIZATIONS FOR YOUTH SAFETY (NOYS)**

**<http://www.noys.org>**

The National Organizations for Youth Safety is a national coalition of over 50 youth-serving organizations that all strive to promote youth safety. NOYS promotes collaboration at the national, state, and local levels. The main mission of NOYS is to marshal resources and build synergistic partnerships that save lives, prevent injuries, and promote safe and healthy lifestyles among youth.

## **NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION (NHTSA)**

**<http://www.nhtsa.dot.gov>**

NHTSA is responsible for reducing deaths, injuries, and economic losses resulting from motor vehicle crashes. This is accomplished by setting and enforcing safety performance standards for motor vehicles and motor vehicle equipment and through grants to state and local governments to enable them to conduct effective local highway safety programs.

## **NATIONAL SAFETY COUNCIL**

**<http://www.nsc.org>**

The mission of The National Safety Council is to educate and influence society to adopt safety, health, and environmental policies and practices and procedures that prevent and mitigate human suffering and economic losses arising from preventable causes.

## **RECORDING ARTISTS AGAINST DRUNK DRIVING (RADD)**

**<http://www.radd.org>**

RADD is an internationally recognized nonprofit organization founded in 1986.

With a roster of over 400 celebrities, RADD uses entertainment and media access to model positive driving behavior and heighten awareness about road safety.

## **STUDENTS AGAINST DESTRUCTIVE DECISIONS (SADD)**

**<http://www.sadd.org>**

SADD is a high school-based peer leadership organization dedicated to preventing destructive decisions, particularly underage drinking, other drug use, impaired driving, teen violence, teen depression and suicide.

## LITERATURE REVIEW ON UNDERAGE AND HIGH-RISK ALCOHOL USE

There is an extensive amount of literature on college drinking. Among key findings are:

- High-risk alcohol use has a negative correlation with grade point average (Presley, Meilman & Lyerla, 1993; Wolaver, 2002; Porter & Pryor, 2007).
- Over the past three decades, alcohol use prevalence rates have declined (Johnston, O'Malley, Bachman & Schulenberg, 2012).
- High-risk alcohol use is greater among certain populations – Greek students, athletes and male students – than the general student population (Meilman, Presley & Cashin, 1998).
- High-risk alcohol use has a negative impact on nonconsensual sexual experiences, interpersonal relationships and campus violence (Himelein, Vogel & Washowiak, 1994; Knox, 1997; Barrett & Simmons, 1998, Cooper, 2002).
- Underage students drink less often, but have more drinks per occasion (Wechsler, et al., 2000, Wechsler, et al., 2002).
- Discouraging alcohol consumption until adulthood minimizes alcohol-related disruptions in brain development (Silveri, 2012).
- College-bound high-school seniors drink less than their non-college-bound peers, but students who attend college (first-year students) increased their alcohol use beyond their non-college peers (O'Malley & Johnston, 2002).
- Academic opportunity costs associated with college alcohol use (Arria A. M., Caldeira K. M., Bugbee B. A., Vincent K. B., O'Grady K. E., 2013).
- Trends in alcohol-related morbidity and mortality (Hingson R., Zha W., Weitzman E. R., 2009).
- Identifying, preventing, and treating problematic alcohol consumption by college students (Larimer M. E., Cronce J. M., 2007).

Also, while not specifically enumerated in any of this research or data, remember that high-risk alcohol use has direct consequences in alcohol poisoning and impaired driving, which contribute to college student injury and death.

