CAMP
TENNESSEE

Best of

CHOICES

Alcohol Education 1998-2008

BEST OF CHOICES
ALCOHOL EDUCATION: 1998-2008

Best of CHOICES Alcohol Education was prepared by professionals at George Mason University's Center for the Advancement of Public Health (GMU's CAPH) with a grant from the National Collegiate Athletic Association. The processes and content were developed by GMU's CAPH personnel, in collaboration with NCAA Health and Safety project staff.

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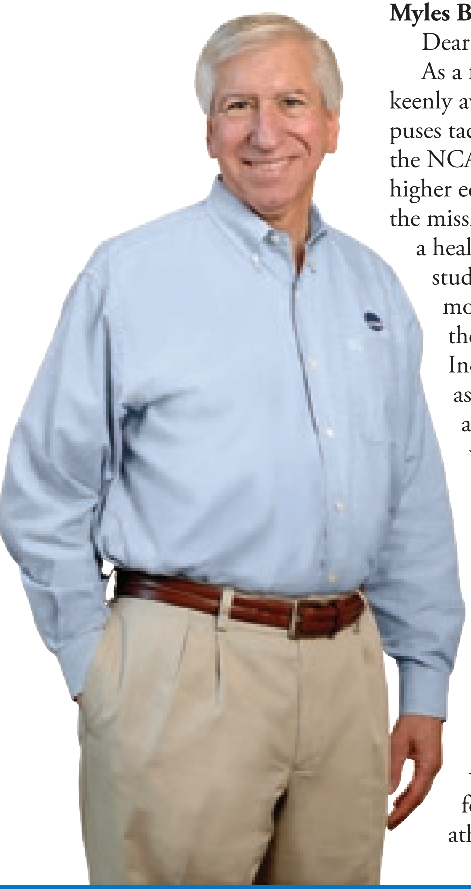
PRESIDENT'S MESSAGE



A message from NCAA President Myles Brand

Dear Colleagues,

As a former university president, I am keenly aware of the alcohol issues our campuses tackle on a daily basis. As President of the NCAA, I am committed to our role as a higher education organization that supports the mission of the university in promoting a healthy and safe environment for all students. The NCAA encourages the more than 1000 athletics programs in the Association to join in that mission. Indeed, we have taken strong steps to assure our members are focused on academic success and student-athlete well-being by providing them with resources and strategies to achieve accountability. Athletics plays an important role in campus life, and presents a great opportunity to campus administrators to partner in unique ways to influence campus behaviors.

From 1998 to 2008, the 3-year NCAA CHOICES campus-wide alcohol prevention grants have provided 114 campuses with resources for effective integration of student-athletes and athletics programs and events into alcohol abuse prevention programs. An important goal of the CHOICES grants is to create opportunities for athletics to work with colleagues to raise visibility and strengthen community engagement in prevention efforts.

This approach has resulted in increasing the impact of prevention efforts by incorporating exciting and fun campus activities and programs that attract the attention of the campus and surrounding community. In "Best of CHOICES" you will find many wonderful examples of the various ways institutions have made use of the grant funding and program support from the NCAA to address their campus needs, and to establish and build upon relationships with colleagues across campus.

The greatest benefit of the NCAA CHOICES grants has been to create stronger connections between athletics and its campus partners to better serve all our students, allowing us all to team up for safe and healthy environments that encourage healthy choices for life-long success! By working together, and learning from the challenges and success detailed in the following pages, we can do it!

Enjoy and learn from the Best of CHOICES.

Myles Brand

Myles Brand

BACKGROUND

CHOICES FOUNDATIONS: BACKGROUND AND RATIONALE

As with many societal groups, college campuses have sought for decades to identify ways of reducing problems and concerns associated with alcohol abuse. Typically, college campuses have as their primary mission the academic, social and cultural development of their students. Reviewing mission statements of institutions of higher education demonstrates the intended outcomes by colleges and universities – helping improve society, conducting research, contributing to a higher quality of life for the surrounding community and increasing the capability of its students to be intelligent, compassionate and just contributors to society.

The Context of Alcohol Abuse Problems and Strategies

All too often, various issues confound the successful implementation of this mission. These may include staffing concerns, availability of resources, reputation and more. More specifically, alcohol abuse is found to be involved in a wide variety of campus problems, particularly as these affect the living and learning environment experienced by students. For example, alcohol is documented to be involved with 58 percent of campus violence, 49 percent of campus property damage, 36 percent of students' emotional difficulty and 33 percent of students' lack of academic performance. For the last three decades, alcohol's involvement with a range of campus problems and issues has been documented, with the results demonstrating limited change.

LSU
146
240
LSU
150

To address these concerns associated with students' academics, personal behavior and campus problems, colleges and universities have initiated a wide variety of strategies and devoted a substantial amount of resources. Institutions of higher education have joined schools and communities and state and national efforts to incorporate policies and programs designed to reduce alcohol-related problems. Clearly demonstrated over the last several decades are increased levels of policies and their enforcement, designed to address alcohol issues specifically. Numerous awareness programs and initiatives have been undertaken, support services have been adopted, and staff training for professionals, paraprofessionals and student leaders has been implemented. Greater scientific grounding for campus-based efforts is found, and increased attention to needs assessments, documentation, evaluation and research foundations is found.

Student-Athletes and Alcohol

An important consideration with student-athletes is based upon the importance of the student being successful in college. The term "student-athlete" focuses primarily upon the "student" portion of this role. As student-athletes are social beings within an academic institution, it is important that these young men and women are actively involved within the broader student body. The fact that

> "The role of the CHOICES program is one aspect of a campus-based effort that is good for the institution as a whole, good for the athletics department within the institution, good for student-athletes, and good for students in general."

BACKGROUND AND RATIONALE (CONT.)

most student-athletes go on to a wide range of professions outside of athletics after graduation makes it incumbent upon the institution of higher education to prepare them adequately for this future. The role of the CHOICES program is thus one aspect of a campus-based effort that is good for the institution as a whole, good for the athletics department within the institution, good for student-athletes and good for students in general.

Student-athletes face a range of unique challenges in their daily lives and as a part of their athletics identity. As student-athletes, they are faced with alcohol-related policies that go beyond those faced by the student body in general. These include 48-hour rules, 72-hour rules, in-season standards and approaches undertaken by the institution or individual teams. These rules can have both a positive and a negative impact on behavior and may result in periodic heavy drinking where student-athletes can "release." Student-athletes have expectations (for themselves, by teammates and by others) for high athletic performance; periodic heavy drinking can have both a psychological and physiological impact. They have the need to maintain a high-quality profile on campus with attention to their image. They know that they have additional standards to uphold throughout their lives. There is also the stress of managing the various responsibilities associated with being a student-athlete, including time management; lack of quality attention to these skills, whether time management or stress management, can lead to alcohol abuse. Attitudes inherent in the student-athlete culture, such as the aim to not seek help or to "deal with the pain" can result in self-medication. The self-medicating behavior can also occur when student-athletes experience physical pain. Finally, it is important to note that a "family" of resources and services is available for student-athletes; this strong support is helpful and important. However, if separation from the team occurs,

> **"Best of CHOICES recognizes the challenges and the rewards in bringing diverse groups together to work on a common mission."**

whether due to injury, poor performance or other factors, emotional problems in coping or adjusting may occur.

The NCAA's Opportunity to Address Alcohol Concerns

With the national influx of strategic initiatives, and the concerns surrounding student-athletes and alcohol, the National Collegiate Athletic Association (NCAA) determined that it was important to become more actively involved with alcohol abuse prevention on college campuses. This leadership role was deemed appropriate for multiple reasons, one of which was the involvement of student-athletes in alcohol abuse situations. For many campuses, the level of student-athlete alcohol abuse is reported to be higher than students in general; further, the higher profile nature of student-athlete behavior and accompanying scrutiny made the call for attention even more important and timely. Another reason for NCAA involvement with alcohol abuse prevention was that the organization's leadership and many leaders on campuses believed that athletics has a unique role to play in helping to shape the campus culture on alcohol abuse in a positive direction. This leadership opportunity includes student-athletes, the athletics departments and others involved with athletics programming and services on campus.

The impetus for the NCAA's leadership in dealing with alcohol problems on campus emerged from a task force established by the NCAA Foundation in 1990. The NCAA Foundation Alcohol Education Task Force addressed the following question: "What should the NCAA Foundation do to best contribute to the prevention of alcohol use problems on college campuses?" The task force focused on this question and generated numerous insights and recommendations. Key audiences to be served were college students in general and freshman students and student-athletes. Suggested contributions identified included the use of peer education and support efforts, creating media messages, establishing policies, norms or guidelines, and using athletics events to send prevention messages.

Incorporating a $2.5 million gift from the Anheuser Busch Corporation, the NCAA Foundation determined that the most appropriate approach would be the implementation of grants to college campuses. Based on a review of the recommendations of the task force, NCAA established college-based grants called CHOICES grants. The view was that athletics departments had a unique role to play in helping to influence a reshaping of the campus culture surrounding alcohol; athletics departments in general, and student-athletes in particular, provided a unique source of messages for campuses. With the external funding provided nearly two decades ago, the NCAA has worked hard to be a good steward of this gift.

NCAA CHOICES Alcohol Education Program

When the CHOICES grants to colleges were first established, varied levels of funding were provided within the context of a loosely constituted framework. One year of grant funding was provided to colleges and universities with NCAA Division I membership, beginning in 1991. The initial announcement stated that CHOICES was designed "to encourage NCAA colleges, universities and conferences to develop, implement and evaluate alcohol-education programs that work toward the elimination of illegal and excessive consumption of alcohol on college campuses." Campus leaders were provided with some grant guidelines, informational brochures and a resource list. NCAA CHOICES grant administrators hoped that the grants would help member schools develop programs that "help college students make personal choices about alcohol use that are legal, healthy, appropriate and safe." The initial year of grants included awards to 12 member institutions, with grant funding totaling $160,000 and ranging from $10,000 to nearly $20,000. Programs ranged from technology-based strategies to training of student-athletes as peer educators. In 1992, 10 more grant awards totaling more than $146,000 were provided with peer counseling, awareness campaigns and peer theater approaches identified as strategies.

As the CHOICES program evolved, modifications were made based on feedback provided by participating institutions and NCAA leadership. Further, evolution in the field of alcohol abuse prevention, within the context of the historical perspective provided, necessitated changes with the grant award process. One significant feature was the importance of having a longer period of time for implementation of the CHOICES grant activities; to have a single year was simply too brief for start-up and conclusion of the grant's activities. A second theme was that campuses were asked increasingly to think of grant funding as a foundation for the longer-term implementation of the grant-based activities. That is, campus leaders were asked to view the grant funding as an opportunity to get programs and strategies started that otherwise could not have been implemented. Another driving force for modifications with the CHOICES grant program was the growing emphasis upon collaborative strategies within the framework of a comprehensive approach. This involved an environmental approach, rather than the previously implemented focus on individually based and "one strategy fits all" views found within universal approaches. Finally, the evolving emphasis was upon having increased collaboration between athletics and other departments on campus. With the important role that

athletics does and could play on the campus, and within the context of a shared university mission, the focus was upon the positive presence of athletics as part of the overall campus community. It was believed that by joining athletics with other parts of the campus community, there would be more successful outcomes with student-athletes as well as with the larger campus student body.

With this maturing of the CHOICES grants, the revised approach was to have three-year grants to colleges and universities within the context of campus partnerships. Grant applicants were requested to identify ways that athletics can be better incorporated in a quality way with campus alcohol-education efforts. Within this framework, campus athletics was viewed as an integral part of the solution to the campus' alcohol problems, as they can be part of a collaborative effort. Also beneficial to campus athletics programs is the involved role that athletics can play, as they can thus have an increased presence in campus-community efforts. Since alcohol abuse affects all students, and since student-athletes are primarily students in their roles on campus, it is reasonable that athletics departments be involved in campus-based efforts to reduce alcohol problems.

Not only does the college or university benefit from having athletics engaged in addressing campus alcohol problems, but additional attention to student-athletes themselves is important to highlight. Said differently, the CHOICES grants were designed primarily to benefit the institution of higher education as a whole. However, student-athletes themselves are necessary beneficiaries of these efforts. The NCAA recognizes that student-athletes have unique issues associated with alcohol and that colleges and universities, their athletics departments, and student-athletes will benefit from initiatives such as the CHOICES programs. While the CHOICES programs are not just about athletics departments and the student-athletes themselves, these are logical beneficiaries of CHOICES initiatives.

Thus, the evolution of the CHOICES grants was to assist colleges and universities design and implement appropriate strategies that help with the student-athletes and with the overall campus alcohol abuse prevention initiative. The important theme was one of collaboration between athletics (including but not limited to student-athletes) and the campus overall. Many athletics departments

> **"By working smarter, by collaborating, and by building upon prior successes, it is hoped that campuses can be healthier and safer living and learning communities."**

BACKGROUND AND RATIONALE (CONT.)

had become separated from the campus as a whole and viewed themselves and were often viewed as very independent from the campus. This had an impact on student life and the overall integration of student-athletes into the mainstream activities with which many students are involved. The NCAA has increased its emphasis on the important role of students' lives and their academic performance. Further, the NCAA emphasizes the important role of integrating the athletics program into the overall campus activities.

The CHOICES alcohol education grants are one part of the overall campus program. While certainly not a "magic bullet" or "quick fix," the design of the CHOICES grant program is to help college and university programs establish initiatives that otherwise they would not have been able to do. These grants are designed to help program leaders, whether based in athletics or based elsewhere on campus, to design and implement programs and strategies that are helpful in reducing alcohol-related problems on campus. The approaches developed with the CHOICES grant funding are conceived of as strategies that are part of the overall campus program. Within the context of this specific funding, a broader-based approach is envisioned (i.e., a campus is requested to engage in a variety of strategies, including policies, programs and services). Further, regardless of where a CHOICES program is housed, cross-campus collaboration involving athletics and student-athletes is viewed as the norm.

Overall, CHOICES is viewed as one part of the broader movement to reduce alcohol abuse and alcohol-related problems on campus. Reflecting upon the historical perspective of how alcohol problems have been dealt with over the last three decades, greater attention to needs-based, collaborative approaches appears to be a most appropriate approach. The NCAA's additional efforts to address this issue, including its NCAA-sponsored APPLE Conferences, Health and Safety Speaker's Grants, and its CHAMPS/Life Skills Program, are helpful in this regard. It is not expected that simply as a result of having these initiatives campus alcohol problems will disappear. However, what is expected is that changes can occur within the fabric of life on campus – for student-athletes and students overall – for which the CHOICES alcohol education program has played a part in addressing.

The Best of CHOICES Resource

Best of CHOICES Alcohol Education: 1998–2008 resource is designed to assist all campuses with improving the quality of life for their students and other constituencies on and near the campus. The content is based on lessons from the CHOICES grantees and is based on their regular reports and insights gathered from interviews garnered from them. The publication includes a print version and an accompanying DVD. The content of each version complements the other, and the DVD/Web-based edition is helpful in "bringing to life" the voices of practitioners from campuses throughout the nation. The DVD includes specific materials gathered from campus programs, including campaigns, training and educational activities. Further, the DVD is designed as an interactive approach, whereby specific searches for campus efforts can be made based on local needs and interests. Just as this book is organized within the context of "Key Elements," a campus is encouraged to prepare its alcohol-education efforts within a similar framework. Further, a series of recommendations are offered to help campus personnel in their efforts to design and implement meaningful campus-based efforts to reduce alcohol-related problems.

The aim of those preparing this resource is to assist campus personnel with their efforts to address alcohol issues on the campus. **Best of CHOICES** recognizes the challenges and the rewards in bringing diverse groups together to work on a common mission. This resource is prepared for all campuses that work or plan to work on alcohol education and prevention, whether or not they have had or seek a CHOICES grant. What is important is to incorporate the lessons and insights for application with campus-based efforts and to have these in a locally appropriate manner.

In thinking about alcohol education efforts in general and the use of this resource, more specifically, it can be helpful to frame some questions from the perspective of program personnel. That is, all-too-often practitioners from various settings on campus may look at a resource such as this and say: "That's good, but there are too many challenges on our campus." This resource is designed to "bring life" to the practice of meaningful strategies for alcohol problems. It is prepared within the context of a framework of an action orientation and results.

Every practitioner, regardless of the level of position, faces challenges. What is helpful is to identify ways of addressing these challenges in a meaningful and cost-effective way; this resource is designed to help learn from others, including a review of the insights gathered from them (see particularly the "lessons learned" in the Key Elements section of this resource).

In planning appropriate campus efforts, those in leadership positions will benefit from learning from and adapting the experiences of others. Building upon these strategies and incorporating their insights and lessons learned will be helpful in creating meaningful and appropriate strategies. By working smarter, by collaborating and by building upon prior successes, it is hoped that campuses can be healthier and safer living and learning communities. Ideally, the new "lessons learned" from the users of the **Best of CHOICES** will bring our institutions of higher education closer to achieving their missions.

Consider the following challenges and complementary strategies and approaches that emerged from the CHOICES grantees:

1. CHALLENGE: Coaches are unwilling to add additional commitments to student-athlete schedules. Strategy: Use the off-season and assign a discrete amount of time (e.g., a month or a week) for an off-season team to devote to project programming.

2. CHALLENGE: It is difficult to acquire student-athletes to be new peer educators. Strategy: Use existing peer educator groups, especially if they include student-athletes. If existing peer educators are non-athlete students, work on expanding their membership to include student-athletes.

3. CHALLENGE: For those outside athletics, athletics departments can appear to be closed organizations. Strategy: When planning and implementing programming, obtain support from dedicated athletics and student life departments (e.g., CHAMPS/Life Skills, Student Affairs).

4. CHALLENGE: Because of tight schedules, conducting evaluation activities with student-athletes or athletics department staff can be difficult. Strategy: Plan for multiple waves of evaluation to accommodate for student and staff travel to athletics events.

Student Government Association

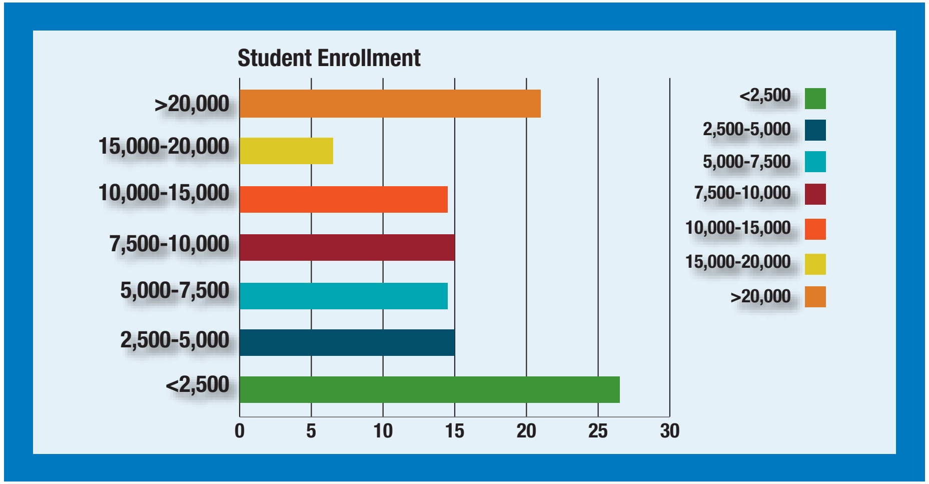
GRANTEES

CHOICES PLAYERS:
GRANTEE DEMOGRAPHICS

NCAA CHOICES grants have been awarded to 114 diverse institutions of higher education over a 10-year period, 1998-2008. NCAA CHOICES' grantees are represented by multiple dimensions of diversity, including student enrollment, school type, NCAA division and program coordinating department. As can be seen in the CHOICES Across the Nation map, the 114 grantees are geographically distributed similar to the makeup of NCAA division membership.

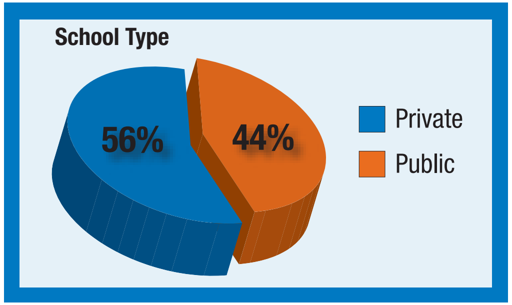
Student Enrollment

NCAA CHOICES grantees are represented by a range in campus sizes. As the student enrollment graph depicts, the largest group of institutions (n=27) receiving awards have less than 2,500 students. Following closely behind are large institutions with greater than 20,000 students. These institutions have received 21 NCAA CHOICES awards.



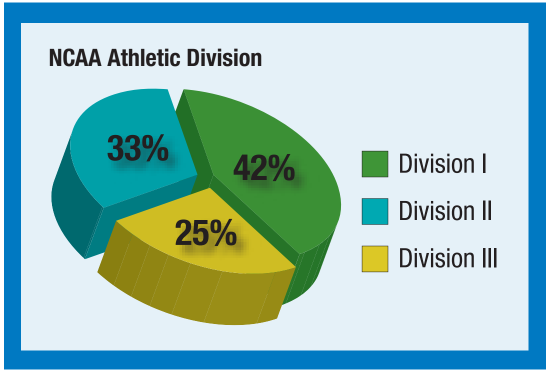
School Type: Public and Private

NCAA CHOICES grants have been awarded to both publicly and privately funded institutions of higher education. As seen in the school type chart, slightly more public institutions have received grants, with a total of 64 public and 50 private colleges and universities having been awarded CHOICES grants over the 10-year period.



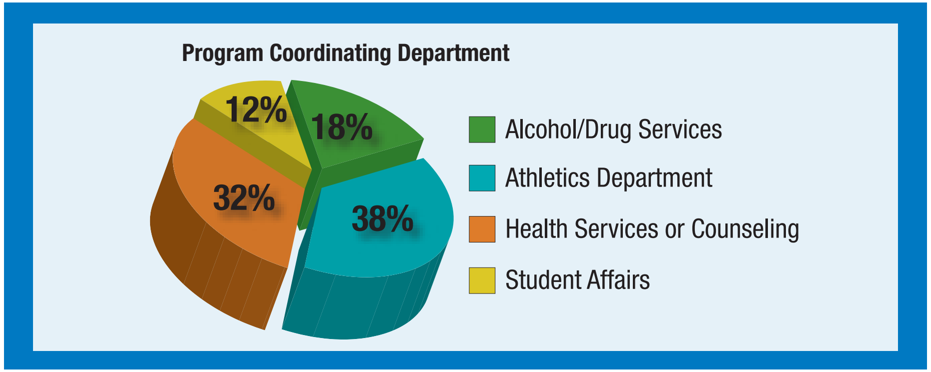
NCAA Athletics Division

Membership in a particular NCAA athletics division varies greatly among CHOICES grantees. As the NCAA athletics division chart indicates, the largest group of awardees is Division I schools, representing roughly 42 percent of all CHOICES awards. Division II and Division III schools are also substantially represented with corresponding figures of 25 percent and 33 percent.



Program Coordinating Department

NCAA CHOICES grants are housed and coordinated by various campus departments. The majority of CHOICES grant originated in campus athletics departments, representing 38 percent of grantees. Health services or counseling departments represent 32 percent of the schools. As the program coordinating department graph illustrates, the remaining programs are coordinated through alcohol/drug services (18 percent) and student affairs (12 percent).



Although the CHOICES grants are awarded based on the merit and the comprehensiveness of their application, the diversity exhibited by the CHOICES grantees is both a positive and powerful feature of this overall program. Diversity across multiple dimensions, including enrollment, school type, division and coordinating department, provides for a comprehensive representation of the strengths and challenges that institutions encounter throughout the implementation of their CHOICES grant. With such a broad spectrum of colleges and universities, program coordinators have access to a wealth of resources and opportunities for program improvement and collaboration.

LOCK HAVEN
581

CASE STUDIES

California State University, Bakersfield:
Get ROWDY: Know Your Choices

> "The goal of the program is to reduce the number of CSUB college students, including student-athletes, who misuse alcohol by initiating and developing educational programs and activities with the CSUB athletics department that promote healthy decision-making."

Cohort: 2006-2009

Program Coordinator:
Student Health Services

NCAA Division II Public

Student Enrollment:: 5,594

Intercollegiate Teams: 18

Get ROWDY: Know Your Choices educated coaches, student-athletes, sports fans, students and local high schools sports personnel about alcohol misuse, campus policies and resources, and the role of alcohol in sports performance. The program opened an alcohol education office as a central location for alcohol information and trained coaches and student-athletes to prepare incoming staff and students on alcohol issues. Peer educators also completed an academic course and provided educational opportunities, including participating in an annual athletics directors and coaches conference. Displays, alcohol-free social events and a designated driver program were additional program components.

Campaigns

Get ROWDY: Know Your Choices used a media awareness campaign to increase awareness of the program and messages about healthy choices.

Key campaign components included a seasonal series of press releases and local radio and TV public service announcements (PSAs).

> *"The media awareness campaign garnered the [program] committee statewide media recognition, which has resulted in more visibility and exposure of the alcohol education program and has led to requests for alcohol education presentations from community agencies and groups."*

Collaboration

The Get ROWDY: Know Your Choices program was overseen by the CSUB Alcohol and Drug Education Committee. This committee included the project coordinator from student health services and the counseling center director.

The athletics director served as a guest speaker for an annual conference offered to athletics staff, in addition to area athletics directors and coaches. The director also facilitated access to athletics staff and student-athletes throughout the funding period.

Other collaborators assisted in increasing event attendance and coordinating peer educators and included the director of student activities, the activities coordinator, the intramurals coordinator and the lead peer educator.

As part of community involvement, Get ROWDY: Know Your Choices collaborated with local high school coaches in the annual athletics conference and in recreational sports tournaments that included community participants.

Educational Programming

Building on the existing peer education program, peer educators took an academic course and then provided many presentations with hundreds of student participants. Peer educators collaborated to provide orientation programming as well, presenting to freshman orientation seminar classes.

Get ROWDY: Know Your Choices conducted annual, one-day "National Get ROWDY: Know Your CHOICES Alcohol Education Conference for Athletics Directors and Coaches" conferences with both college and high school athletics staff and students. The annual conferences consisted of a keynote speaker and breakout sessions for coaches, athletics directors, trainers and student-athletes.

Get ROWDY: Know Your Choices also used community alcohol educational displays. Peer educators and the program director used outreach booths at campus athletics events and at local minor league hockey team games, handing out promotional materials (megaphones and water bottles) and providing educational flyers for event attendees.

Evaluation

For each of the peer educator presentations, Get ROWDY: Know Your Choices used pre-/post-knowledge assessments on the presentation topics, finding increased knowledge of responsible choices and intentions to use responsible behaviors.

Get ROWDY: Know Your Choices also used an external outcome survey as part of the programming, in order to assess the current campus trends.

In order to assess changes in alcohol-related violations, project personnel also reviewed violation records for students during the funding years. Noteworthy is the number of violations decreased during the program.

"Events were successful with participation in the hundreds as well as local media coverage. As a result of the tournament, local high schools and CSUB basketball coaches indicated a desire to expand the tournament next year and assist in its planning and conducting."

Events

Alcohol-free social activities were targeted towards both campus and community groups, with various recreational sports tournaments held over the course of the funding.

Get ROWDY: Know Your Choices also used games as part of campus events, with fraternity and sorority students participating in alcohol-related Jeopardy.

Training

Get ROWDY: Know Your Choices trained program collaborators, including staff and faculty, and student housing, on how to identify alcohol issues, ways of conducting student interventions, and campus policies and referrals.

Get ROWDY: Know Your Choices also created a coaches training manual and presentation for athletics department training. Current coaches and athletics staff members were exposed to train-the-trainer preparation with these materials. Once trained, they prepared incoming staff on alcohol and athletic performance, team functioning, campus policies and coaches' and student-athletes' responsibilities.

Denison University:
U DU Have Choices

DENISON

The overall goal of U DU Have Choices was to change campus norms by using a public health, environmental and leisure focused prevention model. The program developed and expanded a peer education network including students and student-athletes who provided education to reduce mythical beliefs and provided alternatives to unsafe leisure lifestyles. They focused on individual responsibility in all-round healthy leisure behaviors and included attention to precursors and consequences of student alcohol use such as sexually transmitted infections, stress, nutrition and sleep.

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Cohort: 2003-2006
Program Coordinator: Office of Alcohol, Drug and Health Education
NCAA Division III Private
Student Enrollment:: 2,242
Intercollegiate Teams: 23

Campaigns

U DU Have Choices used a social norms campaign to reduce myths about alcohol and its role in leisure activities.

The main message for the norms campaign was that "Most DU Students are Making Healthy Choices":

76 percent of DU students use alcohol responsibly or not at all and seven out of 10 leisure activities at DU do not involve alcohol.

A wide variety of supporting materials were developed to spread the campaign message. Posters, articles in the student newspaper, advertisements on the campus radio station and giveaways such as megaphones, mini basketballs, footballs, soccer balls and volleyballs, stadium cups, and candy bars displayed the message of healthy leisure choices and were used as prizes for halftime quizzes.

Collaboration

U DU Have Choices collaborated with a variety of campus stakeholders and personnel. Central to the programming were advisors and program collaborators on the campus alcohol coalition: director of athletics, associate dean of students, chair of the department of physical education, counseling services and the health center.

Since the focus was on creating a healthy campus environment, program leaders educated and involved the campus bookstore, campus vendors, residence hall staff, athletics staff, orientation leaders and student organizations to serve as resources for healthy choices. A campus alcohol coalition also assisted in program advising.

Educational Programming

Both student and student-athlete peer educator groups were enhanced and expanded during the funding period for DU. Every fall, peer educators provided new student orientation skits for incoming students on alcohol abuse, its consequences and other health-related issues. Annual alcohol awareness weeks included a poster contest on the second-hand effects of alcohol.

Peer educators facilitated educational presentations to residence hall staff, fraternity and sorority students and athletics teams. These sessions focused on one of the top-five health issues facing college students, as identified by the American College Health Association: alcohol, STDs, stress, nutrition and sleep, noting that alcohol use and misuse often ties into the four non-alcohol issues.

U DU Have Choices also used online

DENISON
SWIMMING

educational tools for incoming freshmen, their parents and groups identified as high risk: student-athletes, fraternity and sorority members, and women. In the third year of funding, all first-year students were required to complete an online educational program (AlcoholEdu) before matriculation.

Events

Alcohol-free social activities were targeted toward incoming freshmen and orientation leaders each fall. U DU Have Choices put on a BYOB (banana) ice cream social that presented information from the social norms campaign through the use of T-shirts and invited speakers.

Training

Peer educators were initially trained using BACCHUS and GAMMA peer education training materials. Following this, peer educators participated in monthly training with U DU Have Choices staff.

In addition, many peer educators were trained on two external programs. The student-athlete council requested that two members of each athletics team be trained with TIPS (Training for Intervention ProcedureS); resident assistants and fraternity officers were also trained in the program. Peer educators were trained and certified in SHARE (Sexuality, Sexual Health and Relationships Education).

Linfield College: Informed CHOICES

"The Linfield College 'Informed CHOICES' is a peer- focused project to enhance the existing comprehensive approach to reduce high risk and underage drinking."

Cohort: 2006-2009

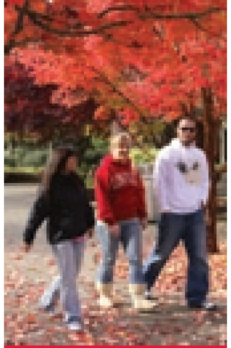
Program Coordinator: Department of Health, Human Performance and Athletics

NCAA Division III Private

Student Enrollment:: 2,595

Intercollegiate Teams: 20

Informed CHOICES used peer-planned alcohol-free social events, peer education and campaigns to enhance existing campus alcohol prevention and education efforts. Peer educators participated in a newly created academic course, peer health education methods: informed CHOICES, that included representatives from a variety of targeted audiences that included student-athletes, student government, Greek students and the general student body. Student involvement and program collaboration were increased and a wide variety of late-night alcohol-free activities were provided.



"Students consistently inform us that the best way to learn about events on our campus is by word of mouth. To accommodate this challenge, throughout the year we tried to gain student co-sponsorship of events."

Campaigns

As part of the enhancement to the campus' social norms campaign, Informed CHOICES created a campaign logo by combining their athletics mascot and the NCAA CHOICES logos. This logo was used consistently in all campaign materials and provided continuity and enhanced visibility.

Promotional materials spread the social norms messages. For example, in the second year of NCAA CHOICES funding, a magnet with responsible drinking and alcohol poisoning information was sent to all resident students and campus housing facilities. Flyers were posted about avoiding hangovers, safe party hosting, the relationship between alcohol and sexual assault and non-alcohol things to do. Novelty items such as pens, key chains and sports bags were used at a variety of program events. Program expansion included a poster campaign to complement existing approaches.

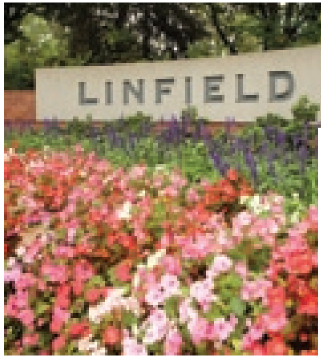
Collaboration

The Informed CHOICES program office collaborated with the Alcohol and Drug Abuse Prevention Team (ADAPT). ADAPT includes faculty and staff from health, human performance and athletics, student services, multicultural programs, social work, campus security, and community representatives from Oregon Mental Health and Addiction.

Informed CHOICES also collaborated with the campus NCAA compliance officer, athletics director, coaching staff, alumni, local police, student organizations and Greek life. Through collaborative work, alcohol-free social activities and educational programming were provided.

Educational Programming

Building on an existing peer education program,



> *"The aim of this part of the grant is not to attract hundreds of students to each event, but to offer consistent options for students on every Friday night."*

peer educators participated in a newly created academic course, "Peer Health Education Methods: Informed CHOICES," which included representatives from a variety of targeted audiences: student-athletes, student government, fraternity and sorority members, and the overall student body.

The courses focused on a basic understanding of alcohol issues and presentation skills. Peer educators were also asked to revise and implement a game as a tool to educate on reducing alcohol-related risks.

Evaluation

Project personnel created a pre-/post-class assessment for the peer educator courses on knowledge and skills, personal attitudes and perceptions, and typical alcohol consumption. Students reported increased confidence in presentation skills along with a sense of responsibility for the presentation topics. Fewer students reported high-risk drinking in post-class assessments.

An internally created outcome survey, the "Linfield Health Behavior Survey," was used to evaluate changes in program awareness and alcohol-related attitudes and behaviors. Results were that students were more aware of programming, particularly the Friday Night Live events.

Each of the Friday Night Live events included an event evaluation developed by the wellness coordinator. Students responded positively to event times and locations and gave opinions on future activities.

Events

Friday Night Live sessions were held over the course of the funding years and complemented other campus Thursday and Saturday night programming. A "Wellness Wagon" with snacks and prizes was part of these events. Activities included comedy nights, casino nights, bowling and belly dancing since students who drank twice a week or more reported this type of programming to be the most attractive.

Lock Haven University of Pennsylvania: Healthy Choices for Life

Lock Haven University of Pennsylvania's goals in the Healthy Choices for Life program involved education, behavior change and resource building. Students, student-athletes and local children were provided with consistent messages on alcohol-related risks. Program leaders also worked to reduce campus and community underage drinking, to decrease alcohol consumption misperceptions, to provide alternative programming and to provide community outreach and relationship building.

Cohort: 2004-2007

Program Coordinator:
Department of Athletics

NCAA Division II Public

Student Enrollment:: 5,283

Intercollegiate Teams: 23

Campaigns

Healthy Choices for Life used both a community outreach campaign and a social norms campaign.

Collaborating with "Communities that Care," the Lock Haven University men's basketball program and local elementary and middle schools participated in a positive peer pressure "Stand Tall" program. Local school children who participated in the Stand Tall program were given free tickets to university athletics events and were able to win halftime prizes during the "Stand Tall Day" at a home doubleheader event.

The social norms campaign targeted high-risk drinking norms and used survey results from the women's soccer program as the basis for actual norms.

Collaboration

Healthy Choices for Life collaborated with a community program, "Stand Tall," by providing peer education to local school children. Led by student-athletes, the program focus was on alcohol-related decision making.

Other collaborators included the student-athlete advisory committee, student government and other student organizations. The wellness center worked on social norms campaign programming and promotional materials. All members were instrumental in programming continuation.

LOCK HAVEN
UNIVERSITY
LOCK HAVEN
UNIVERSITY

> *"I believe that most of the students no longer believe that going to college is associated with binge drinking on the LHU campus."*

Educational Programming

Each semester, the project coordinator provided student-athlete orientation presentations to new students on alcohol issues, local law, NCAA policy, LHU policy and department of athletics policy.

Healthy Choices for Life also used health fair displays and drunk driving simulators during programming as part of the educational component.

Student-athlete peer educators collaborated with the student-athlete advisory committee and were trained on alcohol issues. These peer educators then provided educational presentations to teammates and presented to

> *"Over the past three years of the grant, a strong relationship has formed between the department of athletics and the university wellness center. This relationship has led to a concerted effort to conduct student surveys, provide alternative programming activities and alcohol abuse education programs ."*

local school children on alcohol-related decision making.

Evaluation

Healthy Choices for Life reviewed alcohol violation records for student-athletes as part of the evaluation strategy. Noteworthy is that violations dropped over the course of the programming.

Alcohol use and abuse external outcome surveys were used to develop the social norms campaign, to assess any behavioral changes during the funding period and to adapt the campaign and program messages and focus.

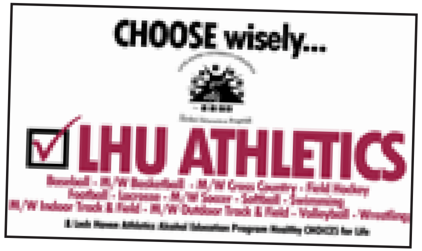
Events

As part of the alcohol-free social activities, Healthy Choices for Life co-sponsored "A Taste of Lock Haven," which brought local restaurants on campus to provide food in an alcohol-free environment. Student-athletes, campus personnel and community members attended the event, which was held twice during the funding period.

LHU student-athletes also attended motivational speaker presentations throughout the school year and had the opportunity to participate in a casino night and a trivia contest.

Policy

As part of the goal of providing students with a consistent message regarding alcohol use across the Lock Haven University campus, team policies were established and reviewed on a yearly basis to make sure they were consistent with athletics department and university policies.


CHOOSE wisely...
☑ LHU ATHLETICS
Baseball · M/W Basketball · M/W Cross Country · Field Hockey
Football · Lacrosse · M/W Soccer · Softball · Swimming
M/W Indoor Track & Field · M/W Outdoor Track & Field · Volleyball · Wrestling

Training

Student-athlete peer educators were trained by a graduate assistant and a health science faculty member. The training focused on alcohol awareness and presentation skills and stressed their status as role models on campus and in the community.

As the group expanded, new peer educators were trained by previously trained students and the graduate assistant. Student-athlete advisory committee members were targeted as trainers for their teammates.

Louisiana Tech University:
CHOICES Generation

LOUISIANA TECH
UNIVERSITY®

Louisiana Tech University's CHOICES Generation program focused on community awareness of alcohol issues, decreasing alcohol consumption and negative consequences, and increasing student involvement in alcohol education and prevention. Program leaders developed task forces to address misperceived norms and to promote responsible alcohol decisions for students and the broader community to set a standard of responsibility.

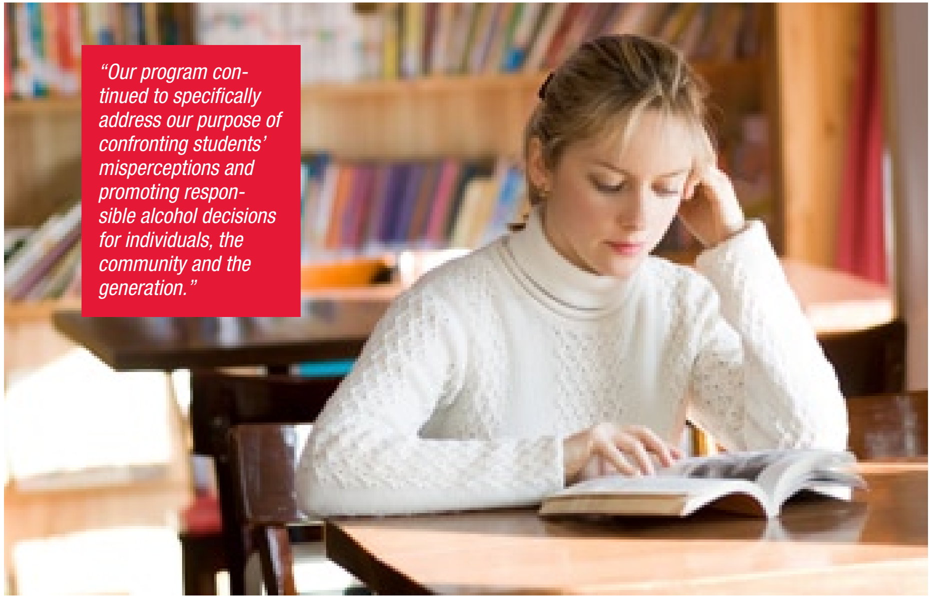
Cohort: 2004-2007

Program Coordinator:
Alcohol and Drug Education

NCAA Division I Public

Student Enrollment:: 11,611

Intercollegiate Teams: 19



> *"Our program continued to specifically address our purpose of confronting students' misperceptions and promoting responsible alcohol decisions for individuals, the community and the generation."*

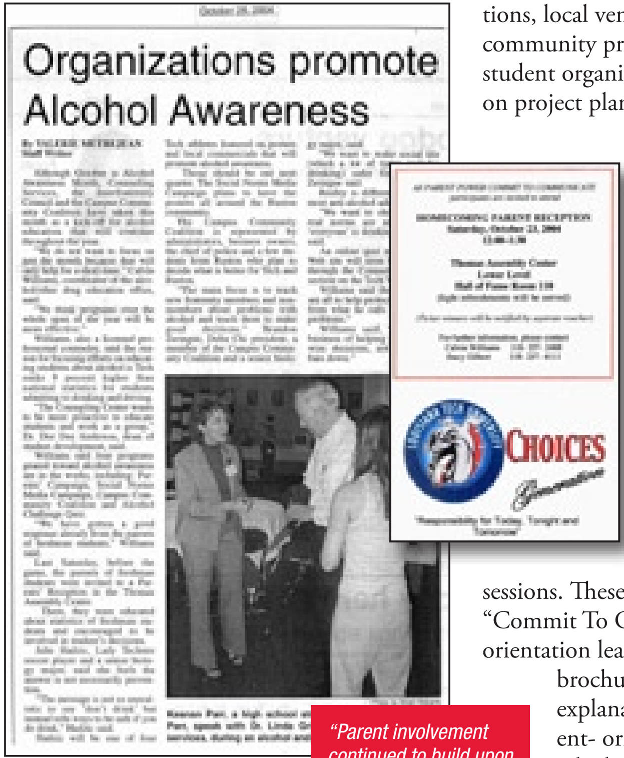
Campaigns

The CHOICES Generation program used two types of campaigns. The program awareness campaign primarily involved public service announcements on a weekly basis at local movie theaters.

The social norms campaign focused on drinking and driving issues. Counselors spoke to freshman seminar classes on social norms materials in order to gain student attention to alcohol issues and CHOICES Generation programming. A four-poster series displaying four student-athletes was placed at a variety of campus locations and provided to local alcohol vendors and businesses in the community. These posters provided visible role models for the community on making choices about drinking and subsequent risk behavior.

Collaboration

The main source of collaboration for CHOICES Generation was in the form of a campus and community coalition. The



Organizations promote Alcohol Awareness

"Parent involvement continued to build upon itself as the academic year progressed."

coalition was made up of university faculty, multicultural affairs, tech counseling center, local teachers and administrators, local police, athletics staff, student development, residential life, faith-based organizations, local vendors of alcoholic beverages, community prevention personnel, and student organizations. The coalition worked on project planning, community engagement and program awareness.

Project personnel also collaborated to provide educational programming. An online alcohol quiz was developed in part by students and staff from the campus technical services department.

Educational Programming

As part of educational programming, parents of incoming students were given information packets during summer orientation sessions. These included a brochure and a "Commit To Communicate" card. Student orientation leaders and staff passed out the brochures and cards, giving a brief explanation of the campaign at parent- orientation sessions. Parents were asked to return the pre-stamped cards if they were committed to continuing discussions about alcohol and health with their new college students. They were entered into a drawing for sets of tickets to homecoming football games and were given a reception where they were updated on CHOICES Generation programming.

Having the information provided on site saved the cost of postage associated with mailing the materials. In order to keep in touch with parents, e-mail addresses were collected on the cards during the project's second year.

Collaborating with on-campus technical services, CHOICES Generation produced an alcohol challenge online quiz with weekly prizes to the campus bookstore, with questions changing every week.

Evaluation

CHOICES Generation used external outcome surveys to develop the social norms campaign, to assess any behavioral changes during the funding period and to adapt the campaign and program messages and focus. A marked decrease in reports of drinking and driving was found, a helpful result since this topic was the focus of the social norms campaign. In order to increase student participation in the surveys, incentives of drawings for bookstore prizes were offered.

Events

CHOICES Generation, along with the campus and community coalition, conducted two candlelight vigils. These demonstrated the effects of drinking and driving by showing the silhouettes of the bodies of those who had lost their lives to alcohol.

University of Nebraska-Lincoln:
Husker Choices

Husker Choices used student-athletes and student leaders to educate students on alcohol and to reduce student-athlete drinking and related problems. Built on the University Health Center's peer alcohol education group (Project CARE), and based in their Alcohol and Drug Program, Husker Choices targeted campus administrators and staff, Athletics, student-athletes, Greek students and the general student body. Central to their program efforts were their four campaigns and varying evaluation strategies to address their three project components: information campaigns, education programs and brief interventions.

Cohort: 2001-2004

Program Coordinator:
Alcohol and Drug Program

NCAA Division I Public

Student Enrollment: 21,675

Intercollegiate Teams: 20

Campaigns

Campaigns were built on norms and student satisfaction data collected with external and campus-specific surveys. Their campaigns were supported with innovative and specialized program materials and contests.

For example, their "Save Me, Win Big Money" posters provided to first-year female sorority pledges addressed all of their campaign topics. Weekly winning poster numbers were published in the on-campus newspaper, and students who still had their poster and the winning number won cash prizes.

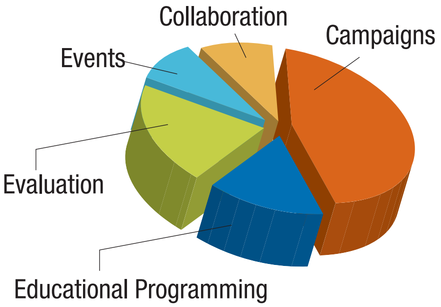
Educational Programming

New Husker Choices members (student-athletes and student leaders) took a Health and Human Performance Class designed for Peer Alcohol Educators. In that class, they developed three educational presentations:

1. Acute alcohol poisoning: using youth-oriented TV show segments, how to identify and repsond to symptoms of acute alcohol poisoning

2. Ladies' Night: using a personalized Blood Alcohol Content chart by gender and weight and segments from a televised alcohol experiment, how and why alcohol impacts women more strongly than men

Husker Choices information campaigns covered four topics:
1. Social Norms
2. Drinking and Driving
3. Alcohol Poisoning
4. Gender Differences


Husker Choices Program Components

3. Serious, Scatterbrained or Somewhere-In-Between: Using a competitive game show, inform students of campus alcohol policy, and local and state laws, with bonus rounds of performing DUI sobriety tests with beer goggles.

Educational programming also included annual health fair displays to promote alcohol and Husker Choices program awareness.

Husker Choices Peer Education network was awarded the National Outstanding Network Affiliate Award from BACCHUS and GAMMA, selected from over 800 affiliates in 2002.

Evaluation

In their first year of funding, Husker Choices used an external alcohol survey to

Husker CHOICES
PRIZE PATROL

Other collaborators included

- Greek Affairs
- Housing
- Coaches
- Campus Recreation
- Campus Police
- New Student Enrollment
- Freshmen Course Faculty

determine baseline drinking data and student norms. They used this data to create their social norms campaign with the following message:

Year 1: 71% of NU students have 4 or fewer drinks when they party

In their second year and third year of funding, the 'Student Omnibus' telephone survey was conducted by the campus Bureau of Sociological Research and assessed norms and programming satisfaction. They revised their social norms message to the following:

Year 2: 73% of NU students drink 0-4- Not What You'd Expect

Year 3: Most of Us (83%) Don't Drink and Drive…Why Not All of Us?

For each year, they assessed social norms campaign effectiveness using a pre- and post- survey, finding increases in correct responses to the targeted norm.

Husker Choices also added campus-specific questions to an additional external alcohol survey to address student exposure to program key concepts and opinions of their campaigns.

Survey efforts informed their educational programming and campaigns by providing campus-specific feedback and norms information

Events

Alcohol-free social activities were very popular in Husker Choices programming, with three events being among the regular and continuing approaches.

1. **Friday Night at the Rec:** First weekend of fall semester including Beer Goggle Basketball, a pep rally, street luge, live music and comedy, a dance and a pancake breakfast

2. **Fiesta on the Green:** Co-sponsored by the University Culture Center, an annual event for Mexican Independence Day including mocktails, bands, vendors, dance with discussions on alcohol-related laws and smart drinking strategies

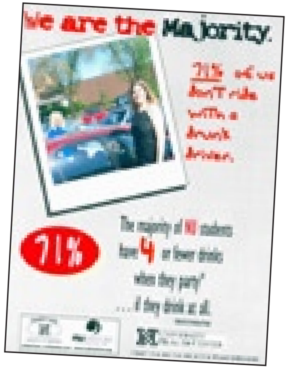
3. **Blue Crush:** Co-sponsored by Student Involvement, annual late night programming options included bowling, movies, game shows, food, mocktails and beer goggle challenges.

Collaboration

Husker Choices collaborated with a wide variety of groups in order to:

1. Develop their campaigns
2. Facilitate educational programming
3. Find assistance with evaluating their efforts

Many of these groups were used for more than one project component, providing collaboration consistency and depth. Student Involvement and Student Affairs were consistent collaborators, and worked in all three areas.


e are the Majority.
71% of us don't ride with a drunk driver.
71%
The majority of NU students have 4 or fewer drinks when they party*
…if they drink at all.

Integration of athletes and athletics into their alcohol education and prevention programming was especially noteworthy with their program being housed outside of their large athletics department

University of West Florida:
You Have Choices!

"The purpose of You Have Choices! is to address the use and misuse of alcohol among Athletes, Greeks and university students, as well as provide education and prevention services over a three year period."

Cohort: 2005-2008

Program Coordinator:
Counseling and Wellness Services

NCAA Division II Public

Student Enrollment:: 9,655

Intercollegiate Teams: 15

This program included four main thrusts: a Campus Alcohol Coalition, a social norms campaign, peer educators and an online alcohol resource center. The foundational Alcohol Task Force, which later became the Campus Alcohol Coalition, provided advisory services for all grant programming and recommended policy changes. The social norms campaign used comprehensive student feedback to adapt messages and processes, and found great results in decreasing misperceptions and increasing awareness of alcohol resources and policies across the campus. Peer educators developed awareness events, campaign components and facilitated alcohol education presentations. A second educational component included the creation of an online alcohol resource center.

Campaigns

You Have Choices! developed a social norms marketing campaign initially focused on the following survey result:

- 70 percent of UWF students age 18-24 drink 0-4 drinks when they party

Posters, computer desktop backgrounds, table tents, and mailbox stuffers were created with the message to promote correct norms. Project personnel also used personalized normative feedback with 'clickers' (audience response systems).

> *"An awesome social norms marketing campaign consisting of one message delivered in multiple formats was developed in year one, implemented and researched in year two, and proved to change the campus and its students in positive ways."*

A review of data collected from surveys, focus groups and interviews revealed that, while students were more aware of campus alcohol resources and policies, they incorrectly remembered the message as '70% of students drink.' The campaign focus was modified with different areas of emphasis: disapproval of consuming 5 or more drinks, students consuming 0-3 drinks per week, students consuming no drinks each week, and those refusing offers of alcohol. Further investigation of the campaign's effectiveness examined the length of impact of the messages as well as the role of timed message release.

Collaboration

The greatest demonstration of collaboration by You Have Choices! occurred with the creation of an Alcohol Task Force, named the Campus Alcohol Coalition. Members of the coalition included instructional faculty, deans, student affairs, residence life, health and wellness personnel, counseling personnel, campus law enforcement and community leaders. This coalition served as an advisory board for the project, recommended updated policy and violations procedures, and sought ways to institutionalize the program.

Other collaborators developed campaign materials, assisted with the online resource, co-sponsored events, provided budget assistance, and trained peer educators.

Educational Programming

Choices Peer Educators and an online alcohol resource center are the basis of educational programming for You Have Choices!

Choices Peer Educators assisted in campaign and awareness events, as well as providing educational presentations on alcohol. The presentations included those that were developed along with graduate assistants and presented with the Academic Foundation Seminars. Peer educators also sponsored a popular annual awareness event. A new freshman level academic course for peer education was also created.

An online alcohol resource center was created to support student self-assessment and screening, and to provide information on alcohol basics, alcohol poisoning, harm reduction strategies and other resources. The center also offered educational presentations, presented social norms campaign information and addressed frequently asked questions.

"Choices peer educators received a letter of recognition from the associate VP of student affairs and were verbally praised at the board of trustees meeting and student affairs retreat for their good work and dedication."

"Where we had nothing before, we now have a dynamic, comprehensive Web site that promotes important information related to alcohol responsibility."

"The campus alcohol coalition reviewed and recommended upgraded campus policies related to alcohol [and] determined standard disciplinary action for alcohol-related judicial referrals."

Evaluation

Twice each year, You Have Choices! used two alcohol surveys to determine baseline norms and alcohol use. Decreased reports of heavy and high risk alcohol consumption were found as well as some positive changes in alcohol-related harm reduction techniques.

Interviews were used in order to assess campaign effectiveness by asking students about program awareness and perceptions of the campaign messaging. Project staff used a program evaluation survey for participants of educational programs. Focus groups were also used to adapt the campaign by engaging students in determining the norm messages.

Events

Alcohol-free social activities were popular in You Have Choices! programming, and included a dodge ball tournament, movie, comedian, "Drunkless Fun," "Oksoberfest," and "Festival on the Green."

Policy

Despite consistent efforts at revising alcohol policies and processes, the university has not yet approved the recommendations. It appeared that general codes of conduct were changed more rapidly than alcohol policies.

Training

Collaborating with the campus sexual assault prevention peer education team and the sexual health awareness team, peer educators were trained on the basics of peer education, public speaking, communication techniques and project topics (program goals, alcohol policies, local statistics, and general alcohol awareness). As a result of this project, mandatory training for all new Resident Advisors and Greeks on alcohol-related issues was instituted.

"The campus alcohol coalition has an enormous impact on collaboration for alcohol programming … We truly have created an invested group of allies for alcohol education and awareness initiatives."

University of Wisconsin, Whitewater: Warhawks Educated for Alcohol Choices

The University of Wisconsin, Whitewater's Warhawks Educated for Alcohol Choices' goal was to reduce alcohol consumption in student-athletes and the general student body. A social norms campaign, alcohol-free social events, peer mentoring and infusion of alcohol and drug information into academic courses addressed this goal.

Cohort: 1998-2001

Program Coordinator: University Health and Counseling Services

NCAA Division III Public

Student Enrollment:: 10,750

Intercollegiate Teams: 30

Campaigns

Using student-athletes as models, factual norms on alcohol use were used for the social norms campaign. Student input was successfully engaged at all levels of the campaign, from designing promotional materials to serving as educators to providing valuable campaign feedback.

As part of the social norms campaign, student-athletes appeared on posters and assisted in creating public service announcements aired at athletics events. Upon hearing that too many PSAs were used, the frequency of PSAs was reduced and the announcer read the messages in a more serious manner, resulting in more positive feedback.

Collaboration

As part of the educational programming, faculty from the education department co-taught the peer mentor course taken by future peer educators.

Collaboration with athletics was one of the main goals of the programming, thus allowing them greater program ability with student-athletes.

Program staff also collaborated on evaluation efforts. Faculty from the University of Arizona assisted in creating a survey and an on-campus student organization conducted and analyzed focus groups.

> *"The greater the coaches' levels of involvement with the peer mentor program … the greater impact on lowering the teams' overall alcohol usage."*

Educational Programming

Student-athletes were educated as peer mentors with the newly created peer mentor program course. As part of the course, peer mentors interviewed coaches to determine the needs of the teams; collectively, they came up with action plans to be used in future educational programming. Many of these action plans involved hosting educational events to increase the bonds between teammates without the use of alcohol.

Evaluation

Warhawks Educated for Alcohol Choices used a comprehensive evaluation strategy that included both qualitative and quantitative assessments.

Quantitatively, they used an external outcome survey to establish baseline rates of alcohol consumption. In order to look at any changes in consumption over the course of programming, program leaders collaborated with the University of Arizona to create an internal outcome survey using key questions from the external survey. Some student-athletes reported lower rates of heavy drinking and fewer were involved in alcohol-related negative consequences compared to consumption and consequences reported at the beginning of the funding period.

Grant personnel also used a survey to review the inclusion of alcohol in academic courses. This review showed a paucity of courses that cover alcohol information, thus providing a reference point for future educational programming.

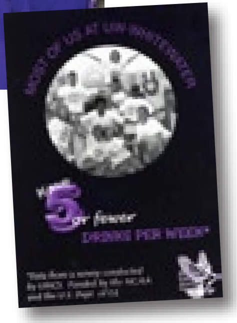
Qualitatively, focus groups were used to assess the effectiveness and visibility of the peer mentor program. A student-run group was engaged to conduct groups and analyze the information gathered. Peer mentors were positively rated by those who were aware of them, but they were rated negatively by those who had not heard of the program.

> *"The social norms approach was not widely accepted by all coaches … The athletics director was instrumental in presenting the philosophy and methods to the coaches at athletics department meetings."*

Additional qualitative evaluation involved key informant interviews with athletics department staff, conducted by an education department faculty member. This was also used to evaluate the peer mentor program. Coaches noted that the mentor program provided honest conversations with the teams on alcohol-related issues and that teams' peer mentors had taken on more of a leadership role.

Events

Every Thursday during the funding period, Warhawks Educated for Alcohol Choices hosted an alcohol-free dance club that incorporated aspects of the social norms campaign. Athletics social gatherings were also part of event programming and included a family tailgate party and a "Midnight Madness" event to kick off the basketball season and provide games and prizes to attendees.



> *"Involvement of the peer mentors gave the alcohol and drug policy legitimacy with the athletes."*

Policy

Athletics team alcohol policies existed before funding, but the enforcement and consequences for violations varied. Peer mentors assisted in reviewing athletics department and team policies. The athletics director also reviewed other schools' policies. After both reviews, coaches provided input to an updated policy that was then put into effect.

Western Connecticut State University: Winning Choices

WESTERN CONNECTICUT STATE UNIVERSITY

Winning Choices works toward educating students about healthy lifestyle alternatives and working with students toward the creation of enjoyable alternatives to substance abuse. The overall goal is to reduce underage and binge drinking and work with students to create positive campus changes using a social norms campaign, alternative programming and peer education.

Cohort: 2005-2008

Program Coordinator: Alcohol and Substance Abuse Prevention Program

NCAA Division III Public

Student Enrollment: 5,519

Intercollegiate Teams: 14

Campaigns

Winning Choices' social norms campaign used a "viral marketing technique" and a campaign "Who is Norm" Web site to correct misperceptions about alcohol based on the following campus norm: 65 percent of students have five or fewer drinks each week. Student-athletes publicized the campaign with T-shirts and giveaways at highly attended events. The norms campaign also targeted the community by presenting norms information to local high school students and their parents.

Collaboration

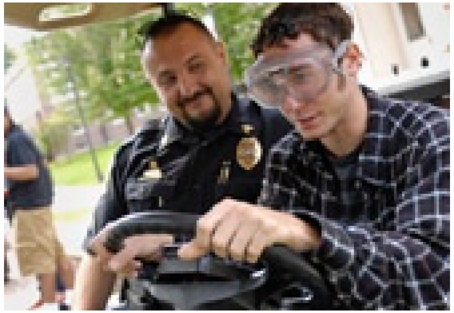
To support the social norms campaign, student-athletes collaborated with university publications, the club (an on-campus coffee shop), the alcohol prevention program and the campus wellness initiative for assistance in design and implementation.

The alcohol-free social activities were also collaborative and involved co-sponsors such as the student-athlete advisory council, a wellness task force, student life, residence hall staff, athletics and the drama and theater departments.

Educational Programming

Winning Choices' Peer Education Program involved training student-athletes as educators to deliver alcohol information to the overall student body. Peer educators worked with orientation staff to inform incoming students on alcohol-related decision-making. Peer educators also provided a workshop to on-campus students on the dangers of high-risk drinking. Peer educators hosted educational displays pro-

> *"Adopting a more comprehensive approach that includes alternate programming activities helps to create positive changes in the social fabric and supports health-promoting norms."*



vided for alcohol awareness week and as part of an alcohol and health carnival, and also provided educational theater performances on alcohol and sexual responsibility.

Evaluation

Winning Choices used an external outcome survey to assess the normative culture of the campus to inform their social norms campaign. Data presented on the social norms Web site substantiated the campaign messaging with charts and short descriptions.

Winning Choices also used focus groups to modify the social norms campaign as programming continued. The social norms Web site was expanded as a result, as was the role of peer educators in the social norms campaign.

Events

Winning Choices hosted a variety of alcohol-free social activities during the project. Athletics social gatherings included Monday Night Football nights and similar programming during March Madness and the World Series. They also hosted an ice cream social and an alcohol-free New Year's Eve party.

Training

Peer Educator Training was provided to initiate recruits into the program; refresher trainings were conducted in ongoing meetings in order for educators to sharpen presentation skills and to practice workshops.

Worcester Polytechnic Institute:
Engineering Choices

Worcester Polytechnic Institute's Engineering Choices targeted all campus populations and facilitated education and thought in student-athletes, working to promote positive, long-term change in alcohol issues.

Cohort: 2004-2007

Program Coordinator:
Office of Health Alternatives

NCAA Division III Private

Student Enrollment:: 3,016

Intercollegiate Teams: 19

Campaigns

Engineering Choices launched a social norms campaign entitled the "Green Bean Campaign." This progressive poster campaign used cans of green beans as an illustration for alcohol. The initial posters showed a can of green beans to gain interest, later asking students how many cans of green beans it takes to have a good time and then whether or not they would talk to someone who they knew had a "green bean problem." Green beans became an emblem of the program and were used in future communications and campaign materials.

Collaboration

Engineering Choices collaborated with various student groups, including the student-athlete advisory committee, BACCHUS and GAMMA, in order to strengthen alternative programming and tie program efforts to campus and national athletics events.

> *"Collaborative prevention programs with any population are built upon symbiotic and respectful relationships."*

Additional program collaborators included staff and faculty from student activities, residential services, Greek life, student development and counseling, campus police, the health center, and the first-year student experience program.

Educational Programming

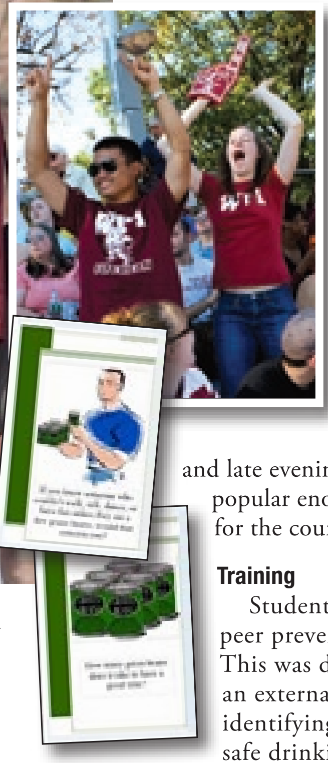
Engineering Choices used online educational tools and academic courses for educational programming. AlcoholEdu was used with all incoming students as part of the alcohol awareness education and introduction to the campus culture. Campus wellness classes also incorporated alcohol prevention and education materials into the curriculum.

Counseling staff also offered coaches workshops on alcohol use and abuse, alcohol's impact on athletic performance, how to recognize signs associated with alcohol abuse and how to connect and use campus-based resources. These workshops were also used to foster collaboration with campus resources.

As part of the Leadership Development Institute, coaches identified student-athletes as future team leaders and as those who have the knowledge and ability to influence teammates, whether at practice, competition, or at a party/social event. These leaders then take part in year-long leadership development that incorporates skills training on numerous alcohol components.

Evaluation

Engineering Choices used a wide variety of external outcome surveys to track student alcohol consumption across the funding period. They also reviewed records of hospital transports, residence hall incident reports and campus police incident reports to identify situations that had been associated



with alcohol. While consumption remained consistent, more alcohol-related incident reports and transports were recorded during the funding period.

Events

Engineering Choices hosted a variety of athletics social gatherings before, during and after athletics events. Co-sponsored by student organizations, these included parties for national athletics events, barbeques, tailgates before campus athletics events, postgame meals and concerts.

In order to provide continuing alternative options to students, campus program leaders lengthened the daily operating hours of athletic facilities, and scheduled staffing during key holiday periods. A 25-percent increase in usage of all athletics and recreational facilities by students and employee wellness programs was experienced. Due to this increased need, the campus plans to build a new recreation center.

During periods of time that typically involve heavy drinking, intramurals were offered from 7 to 11 p.m. and new physical education classes were taught at nontraditional times (early mornings and late evenings). The new classes were popular enough to have waiting lists for the courses.

Training

Student-athletes were trained on peer prevention and intervention. This was done through the use of an external training program on identifying and intervening in unsafe drinking situations. Certified peer educators (some of whom were student-athletes) provided this annual training workshop.

KEY ELEMENTS

TENNESSEE
3

CAMPAIGNS
COLLABORATION
EDUCATIONAL PROGRAMMING
EVALUATION
EVENTS
POLICY
TRAINING

BEST OF CHOICES:
KEY PROGRAMMING ELEMENTS

Seven key elements were identified as components of NCAA CHOICES projects and describe the wide array of programming used by grantees over the 10 years of NCAA CHOICES funding. These elements were designed to supplement the overall campus program, wherever it was housed. With the funding made available from the NCAA CHOICES grant, institutional leaders were able to increase the breadth and depth of prevention initiatives. These key elements do not constitute the overall campus program; however, the elements were most commonly found throughout the implementation of the NCAA CHOICES funding initiative.

7 KEY ELEMENTS:

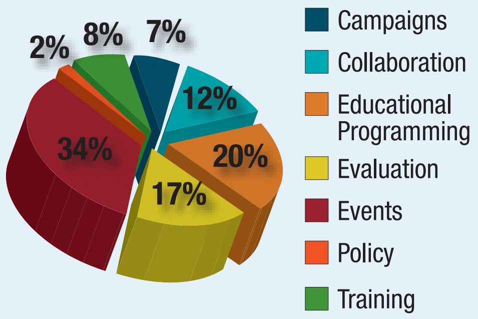
- Campaigns
- Collaboration
- Educational Programming
- Evaluation
- Events
- Policy
- Training

The NCAA CHOICES campus projects were generally incorporated into pre-existing programs on the campus and housed primarily in a single campus office. The new grant funding helped to promote the specific strategies incorporated within the planned grant-funded program and the ultimate institutionalization of the strategies beyond the grant-funded period.

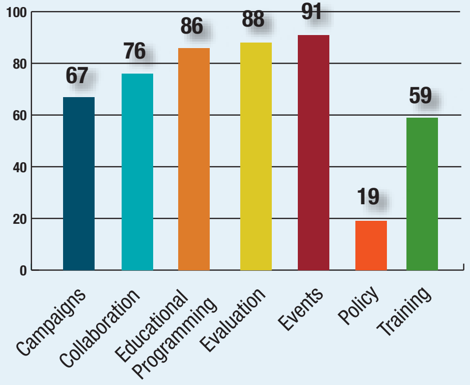
In terms of the number of efforts each key element was involved in, events and educational programming were most common.

In terms of the number of campuses that used each key element, events, educational programming and evaluation were most common.

Occurrence of Elements Among All Projects



Number of Campuses Using Elements



DIVISION
2008
ONE

KEY ELEMENTS

CAMPAIGNS

CAMPAIGNS

Campaigns focus prevention efforts on a targeted goal and have been a popular and well-used component of alcohol education and prevention efforts for many years. NCAA CHOICES grantees used a variety of campaigns to address college student drinking. Campaigns provide purpose and organization to prevention efforts and are primarily directed toward campus cultural shifts that are more supportive of healthy choices and decision-making.

Over half of NCAA CHOICES grantees used campaigns as a component of their overall programming, with 80 campaigns found at 67 schools.

Nearly 75 percent of campaigns were social norms campaigns. Since social norms campaigns were so prevalent among NCAA CHOICES grantees, the categories are best described as social norms campaigns and general campaigns. The non-social norms campaigns category will be detailed later.

SOCIAL NORMS CAMPAIGNS

What? Used at 59 campuses, social norms campaigns assessed perceived alcohol-related behavior on their campus and compared the results to actual alcohol behavior patterns. Many grantees chose to target the largest discrepancies between perception and reality and focused their campaigns with messages attempting to decrease these misperceptions.

Components of social norms campaigns included specific messages presented in a variety of media formats. These included posters, brochures, novelty items (Frisbees, water bottles), public service announcements, health fair displays, newspaper ads, videos and more. Presenters and instructors also used specific chosen social norms in educational presentations, trainings and courses.

Messages chosen as the focus for social norms campaigns included quantity and frequency of alcohol consumption and heavy drinking (e.g., “four out of five students do not drink during the week”), alcohol-related

> **“The success of our campaign hinged on the collaboration we had with athletics. They took our information and made it really big on campus, it became very visible.”**
>
> **– Jenny Haubenreiser, Montana State University**

University of Nebraska, Lincoln (2001-2004): Using data from evaluation efforts, each funded year targeted a different social norm. The first two years targeted drinks per drinking occasion, while the last year targeted drinking and driving. The messages were delivered on billboards, backpack buttons, posters and student newspaper ads, and many of them were used as contests. For example, a golf cart patrolled the campus and rewarded those wearing social norms buttons each week for eight weeks.

Ferris State University (2006-2009): Each month a "Norm" poster came out making fun of how "Norm thinks most students think … " completed with misperceptions on alcohol and health issues determined by evaluation efforts. The statements were followed by a contradictory message: "Don't be Like Norm." At the end of the academic year, a double poster was posted showing Norm to be a slobbering dog and "Brutus" (the school mascot) sleeping because "he's been up studying all night."

negative consequences (e.g., "most of us don't drink and drive"), and healthy alcohol-related decisions (e.g., "75 percent of students who drink choose a designated driver").

Why? Social norms campaigns are included as part of evidence-based practices for alcohol education and prevention with college students. For a variety of campuses, research and anecdotal evidence demonstrate decreased alcohol consumption and alcohol-related consequences as misperceptions are corrected.

Who? Social norms campaigns target the general student body, freshmen, student-athletes, on-campus students, fraternity and sorority members, and parents.

GENERAL CAMPAIGNS

What? Campaigns that did not focus on social norms included community outreach, health awareness, program awareness and safe spring break campaigns. Used by 12 schools, safe spring break campaigns were the most common of the general campaigns.

Why? General campaigns help to increase visibility of CHOICES programs, awareness of overall health, and work with and educate the community. These campaigns support safe spring break decisions and support many alcohol education and prevention goals.

For example, the University of Nevada, Reno (2004-2007), noted that its program awareness campaign "increased the visibility of 'common' students who voice their personal choices to make legal, healthy, appropriate and safe decisions, especially when it comes to alcohol."

Who? These various campaigns targeted community members, the general student body and student-athletes.

> "One of the things we learned from our students is that they would like messages not just about alcohol, but messages about other wellness issues or other things that students are doing on campus."
>
> **– Karen Contardo, Gonzaga University**

CAMPAIGNS

LESSONS LEARNED FROM CAMPAIGNS:

- In order to create more accurate awareness of campus alcohol use, it helps to send out interesting, creative and educational materials to new students and parents before their arrival on campus
- Start campaigns in the fall to allow campuses to change perceptions earlier in the school year
- Personnel changes can further creativity with your program, as they bring in new eyes to campus efforts
- Local alcohol industry representatives can be contacted for programming ideas
- As the target audience responds to programming efforts, objectives may need to be adapted
- Broaden your focus to include other wellness topics that allow you to stay current and relevant with students
- Because underage and high-risk drinking start earlier than college, it is helpful to keep this in mind when addressing college student drinking

Winona State University (2003-2006): Safe spring break kits were developed as part of its safe spring break campaign targeting sexual decision-making and the role of alcohol. Kits included information on sex under the influence of alcohol, a water bottle with a sticker on safe drinking guidelines and a condom.

University of Nevada, Reno (2004-2007): The “Choice Driven” campaign addressed overall health and decision-making with students, and used a bracelet as a reminder of their pledge to live a choice-driven life. Posters for the campaign included student-athletes and their messages about healthy choices.

SUMMARY

Involving athletics in campaigns extends the reach of these campaigns and provides new avenues to interest target audiences. NCAA CHOICES grantees used social norms, program awareness, health awareness, community outreach and safe spring break campaigns in order to adapt their campus cultures to those more accommodating of healthy decision-making. By far, the most common campaign targeted misperceptions of alcohol-related social norms. These campaigns were used in all cohorts of grantees and developed a wide variety of materials to get their messages out to their audiences. The other types of campaigns can add to prevention programming and present an opportunity for program expansion or for future planning.

> “The posters really have made an impact on campus. People see them, they know them, they like them.”
>
> – Mica Harrell, University of West Florida

KEY ELEMENTS

COLLABORATION

COLLABORATION

Collaboration between the athletics department and other campus organizations involved in alcohol education is a vital element of NCAA CHOICES programming. Grantees reported the extent of collaboration between the athletics department and other campus departments in both their planning and implementation of their programs.

Two-thirds of NCAA CHOICES grantees noted their collaboration efforts in their reports, with 145 reports of collaboration for 76 schools.

Under collaboration, four types of collaborating groups or individuals in three roles emerged. The four types of collaboration include campus organizations, community, faculty or staff, and students and student organizations. These four types of collaborators served in three types of roles: evaluation, program planning and program implementation. Collaborating with faculty or staff was most common (42 percent of schools), and collaborators were most likely to serve in program planning or program implementation roles for grantees (both collaborator roles were reported by 45 schools).

Most reported collaboration activities involved athletics either as the lead office for the collaboration effort or as one of the collaborators with a non-athletics lead office. The lead office of the collaboration was almost entirely the same office where the NCAA CHOICES grant was housed.

CAMPUS ORGANIZATION COLLABORATION

What? Grantees collaborated with a variety of campus organizations that served in all three types of collaborating roles. Campus organizations included any non-student, non-academic department group on campus. This type of organization served as a collaborator for 35 campuses.

The most common role in campus organization collaboration was program planning, followed by program implementation. Evaluation was least common in this type of collaboration.

Why? Because campus organizations often work together, collaborating on alcohol education and prevention efforts is a natural extension for NCAA CHOICES grantees and can foster new and stronger relationships with collaborating groups. Athletics events attract a broad range of students, faculty and

Duquesne University (2005-2008): In order to publicize the social norms campaign, a "No Bluff" poster series was designed by Duquesne University public relations and highlighted social norms messages as part of the program implementation.

University of Nebraska, Lincoln (2001-2004): "Husker Choices" collaborated with student affairs on their campus-wide health survey as part of their evaluation efforts. Program personnel also worked with campus police to create a DUI curriculum for program implementation. New student enrollment, housing, coaches and campus recreation collaborated on the social norms campaign components.

staff. These events can bring campus organizations together to work on campaigns and to be targets of campaigns.

Who? Along with collaborating with athletics, campus organization collaboration included: residence halls, counseling, campus police, student housing, judicial programs, residence life, health services, student development, public relations, student affairs, campus life, campus recreation, multicultural centers, alcohol and drug education and prevention task forces, and coalitions.

COMMUNITY COLLABORATION

What? Community organization collaboration included athletics and its partners working with a wide variety of community members and organizations for 15 campuses.

Program planning was the most common role for community partners, followed by program implementation.

Why? Since alcohol-related issues are not contained to campus grounds, the entire community can be affected. Athletics programs are of great community interest and provide avenues for partnering with community groups. Engaging the community in programming efforts increases program visibility and the likelihood that the community will support alcohol education and prevention programming efforts into the future.

Who? NCAA CHOICES grantees col-

Oxford College of Emory University (1999-2002): Student development and project personnel collaborated with the local YMCA in order for student-athletes to present to children on sports-related skills and making healthy choices.

Sweet Briar College (1998-2001): NCAA CHOICES personnel from the athletics department worked with local law enforcement and community health agencies to create a student, faculty, staff and community member panel that answered anonymously submitted alcohol-related questions from students.

> "It goes back to building a relationship with athletics. They now understand the prevention goals. They now see these types of events as strategic intervention."
>
> – Jenny Haubenreiser, Montana State University

COLLABORATION

laborated with local drug-free coalitions, neighborhood resource centers, local law enforcement agencies and leaders, alcohol beverage control, county prevention services, county departments of public health, YMCAs, and other community leaders (e.g., mayors, religious leaders).

FACULTY OR STAFF COLLABORATION

What? Similar to campus organization collaboration, project personnel from 42 campuses worked with a wide variety of individual faculty and staff members and academic departments.

These types of collaborators most often served in program planning roles, with program implementation the second-most common type of collaborating role. Evaluation was the least common role for faculty or staff collaboration.

Why? Individual faculty or staff members and academic departments provide local expertise that can benefit alcohol education and prevention programming. Collaboration with faculty who teach or work in health-related roles can result in lasting relationships.

Who? NCAA CHOICES grantees collaborated with alcohol-related services (alcohol educators and alcohol prevention coordinators), athletics (senior woman administrators, CHAMPS/Life skills, trainers, and athletics academic services), academic departments (education, communication, health, and psychology), and with deans or other leaders of campus organizations.

Humboldt State University (2003-2006): "Every 32 Minutes," part of a drunk driving and crime prevention campaign, was created and acted out by the student-athlete advisory committee, student health and campus police.

Purdue University (2000-2003): After running into roadblocks with their NCAA CHOICES peer educator group in presenting alcohol-related theater, an interactive peer theater group took over the presentations with funding from the NCAA CHOICES project in order to continue alcohol-related theater programs.

> "If we don't have room in the room, we'll get a bigger room."
>
> – Mike Harrity, University of Kansas

Calvin College (2003-2006): Project personnel worked with psychology faculty who used the creation of a social norms survey as a teaching tool, allowing psychology students to create the survey and analyze the results.

University of Wisconsin, Whitewater (1998-2001): The NCAA CHOICES coordinator co-taught a semester-long peer-mentor course for student-athletes with a faculty member from the education department.

STUDENT AND STUDENT ORGANIZATION COLLABORATION

What? NCAA CHOICES grantees worked with individual students and student organizations in their alcohol education and prevention programming.

Student and student organization collaborators most often collaborated on program planning, followed by program implementation. One campus worked with students on evaluation through collaborating with a faculty member.

Why? Alcohol education and prevention programming is for students. Using students throughout the process provides ownership, pride and motivation for developing and sharing the message to the campus at large.

> “Before the program started, we noticed that other members of the campus didn’t feel like they had anything to do with the problem or that they could have an impact. Because of the grant, we formed an alcohol-abuse task force coalition on campus.”
>
> – Judy Tonry,
> Illinois College

COLLABORATION (CONT.)

Who? Student groups such as events committees, government, student-athlete advisory committees, clubs, peer educators, Greek organizations and orientation groups along with individual art, psychology, journalism, theater and design students worked with NCAA CHOICES programs.

LESSONS LEARNED FROM COLLABORATION:

- Work with a campus department rather than an outside video production company to avoid logistical obstacles and to further the educational reach
- Balance collaboration with central programming coordination to create a well-rounded alcohol-education program
- Meet with university administrators to discuss your program plans to help further collaboration and buy-in.
- Meet as a planning team and with collaboration partners on a regular basis to help the project stick to estimated timelines
- Grant personnel who become members of community group boards of directors or work in other service roles have greater chances of community collaboration
- Weekend experiences for program personnel can improve communication and collaboration between parties
- Obtain departmental and administrative support in writing early on to prevent retraction of support after personnel changes
- Involve collaborators early on and have them be a part of the grant application process with up-front letters of support to promote program buy-in and continued collaboration across the funding period
- In order to gain visibility, create a comprehensive program and use all campus resources; it is beneficial to find all areas on campus working on alcohol education and bring them together early on
- Student affairs often targets high-risk students, which often include student-athletes and makes a logical collaborator

SUMMARY

Collaboration with athletics and with other resources is a main focus of NCAA CHOICES grants, and grantees showed a variety of new and strengthened relationships during their funding periods. In addition to working from or with athletics, grantees focused mainly on collaborating with faculty or staff to assist with program planning and program implementation. Other types of collaboration were used to a lesser extent to offer opportunities for future programs.

KEY ELEMENTS

EDUCATIONAL PROGRAMMING

KEY ELEMENT

EDUCATIONAL PROGRAMMING

Since educational programming is a strong foundation of numerous collegiate initiatives, alcohol-related educational programming fits well within institutional visions. It provides a strong knowledge base for target audiences and ties in with promoting positive behavioral intentions and healthy and safe student behaviors. Because education permeates so much of what colleges do, other key elements also incorporated educational methods. The detail provided in this key element specifically focuses on those methods that are primarily educational in nature.

Nearly two-thirds of NCAA CHOICES grantees used educational programs as a component of their overall programming, with 233 educational programs at 86 schools.

The methods include nine overall types of educational programming: communication materials, courses, displays, online educational tools, orientation programming, presentations, screening, seminars/workshops and theater.

Presentations, displays and online educational tools were the approaches most used (24 percent, 14 percent and 13 percent, respectively), with screening and theater least used.

An array of the 223 educational programs is illustrated in the following graphic. Clearly, presentations are the most common approach, including events such as lectures and discussions. The least-used approaches are screening, whether as a simulation or for personal assessment, and theater, a tool providing skits of alcohol-related scenarios as teaching options.

DeSales University (2006-2009): “Bulldog Emergency Cards,” wallet-sized cards with information on how to identify and deal with alcohol overdose and ways of helping students in need, were distributed to campus mailboxes.

St. Bonaventure University (2003-2006): “Potty Art” informational flyers posted on bathroom doors of on-campus housing provided a captive audience for promoting thought-provoking alcohol-related messages.

COMMUNICATION MATERIALS

What? Communication materials, used by 22 campuses, promote alcohol education messages through online and print newsletters, brochures, program DVDs, emergency cards and welcome packets.

Why? Communication materials allow program planners to convey tailored alcohol-related educational messages (e.g., how to make responsible alcohol-related decisions) to a specifically planned audience. They also provide avenues of updating campus groups on the range of programming conducted with their NCAA CHOICES projects.

For example, Alfred University (2000-2003) used educational communication materials with freshmen and upperclassmen: “Each incoming freshman room had alcohol education materials, promotional items and posters waiting on the desks. All the upperclass halls had alcohol education posters and brochures displayed on each floor’s bulletin board.”

> “We have a group of peer educators that we have trained, and they talk about alcohol issues.”
>
> – Terry Koons, Ohio University

Who? Communication materials are targeted toward the general student body, resident students, student-athletes, freshmen, parents and community members.

COURSES

What? New academic courses or additions to existing course curricula increase educational opportunities for students on alcohol education and prevention topics. Used by 11 campuses, these offer students the opportunity for academic credit.

Why? Providing course credit allows NCAA CHOICES grantees to educate students on peer mentoring and alcohol awareness without adding additional activities to their already busy schedules. Further, this process fosters collaboration with academic faculty and student leaders.

Luther College (2004-2007): notes that their “greatest success came with our personal fitness and wellness course. Whenever a program such as making good choices can be infused into the academic curriculum, the opportunities to be successful are increased.”

Who? New courses generally target students and student-athlete leaders to enhance peer-education programming. Curriculum additions on alcohol-related topics target required freshman courses and existing peer-mentor courses.

California State University, Bakersfield (2006-2009): Peer educators and the NCAA CHOICES program director provided a community alcohol education booth promoting responsible choices at 10 athletics events per school quarter.

Georgia Institute of Technology (1999-2002): As part of alcohol awareness week, student-athlete mentors used an educational display to provide program information, distribute surveys and allow students to test “fatal vision glasses.”

DISPLAYS

What? Educational displays on alcohol-prevention topics were created at 26 schools. At health fairs, in student unions, surrounding athletics events and as part of themed programming (e.g., alcohol awareness week), displays spread educational messages.

Why? Having a presence with educational displays fosters campus collaboration, increases the visibility of NCAA CHOICES educational messages and aligns program efforts with other healthy choices for students, faculty and staff.

DeSales University (2006-2009) reports: “Our education aspect centered on table tents in our university dining center, library, etc. These educational facts and monthly home sports schedules became a part of DSU culture.”

Who? Displays target general audiences, such as the student body, on-campus students and specific audiences, such as student-athletes and fans at athletics events.

ONLINE EDUCATIONAL TOOLS

What? Online educational tools, used by 24 schools, include educational games, interactive educational sessions through alcoholedu, alcohol 101 plus, mystudentbody, eCHUG, and online alcohol-education resource centers.

Why? Online educational technology

> “One of the key reasons why this program has been so successful is from the buy-in and the energy from our student-athletes.”
>
> – Betsi Burns, Northwestern University

Linfield College (2006-2009): Students and student-athletes were offered an official program-related course, “Peer Health Education Methods: Informed CHOICES” on high-risk and underage drinking prevention.

University of North Dakota (2003-2006): Student-athlete scholarship recipients were required to take a university life course that added a CHOICES component to the curriculum, thus increasing exposure to CHOICES messages.

KEY ELEMENT

EDUCATIONAL PROGRAMMING

provides a high-tech avenue of reaching students and student-athletes with prevention messages. This approach can also be a required component of orientation programs, a response to alcohol-related violations or event-specific (e.g., birthdays).

Louisiana Tech University (2004-2007): created an online quiz and notes, "The alcohol challenge launched this quarter successfully. More than 800 students took the quiz online and weekly prizes to the Tech bookstore were awarded. New quiz questions were added weekly and drawings also were held weekly. This became a hit among students across campus."

Who? Online educational tools target incoming students and student-athletes, students turning 21, and other groups or times designated as "high-risk" for alcohol-related concerns.

ORIENTATION PROGRAMMING

What? Collaborating with orientation programming, 22 NCAA CHOICES schools created new orientation components and added alcohol-prevention messages to existing programming.

Why? As Bowling Green State University notes, the purpose of NCAA CHOICES involvement in orientation is "to present the expectations and norms of the campus community about legal, healthy and safe use of alcohol and acquaint the students with the many service programs on campus."

Who? NCAA CHOICES educational programs target orientation sessions for freshmen, incoming student-athletes and parents.

PRESENTATIONS

What? Presentations are educationally focused and included lectures, discussions and invited talks. The most popular category of the educational programming key element, presentations focus on a variety of topics, including alcohol misuse, drunk driving, alcohol's effects on athletics performance and relationships and resource awareness. Used by 46 campuses, this category of educational programming does not include outside speakers, as that approach is highlighted by the events key element.

Why? Presentations are one of the most traditional methods of providing education in the academic environment. Thus, this approach also works for alcohol-related educational messages when communicated directly or blended with other approaches.

Who? NCAA CHOICES educational presentations target freshmen, student-athletes, fraternity or sorority members, on-campus students, faculty and staff, community members, leaders, and youth.

Louisiana Tech University (2004-2007): Peer educators conducted "Commit to Communicate" parent orientation before each fall semester to persuade parents to "pledge to communicate" with students about alcohol.

Oxford College of Emory University (1999-2002): NCAA CHOICES grant coordinators provided "Catch a Buzz, Don't Get Stung" orientation programs for freshmen on the consequences of alcohol consumption.

California University of Pennsylvania (2004-2007): Collaborating with their multi-media center, CUP created an online, athletics-themed game used in first-year classes, at health fairs and alcohol-free social events to educate students on alcohol.

Franklin and Marshall College (1999-2002): Working with the health and wellness center, all incoming student-athletes were required to complete Alcohol 101 in the fall to educate them on alcohol and healthy decision-making.

SCREENINGS

What? Screening tools engage participants in two ways. First, they simulate situations, such as allowing participants to test their alcohol-impaired vision (with beer goggles). Second, screening can assess personal issues regarding alcohol, such as alcohol misuse, alcohol-related negative consequences and a variety of other physical and mental health indexes. Used by eight campuses, screenings were often created by individual campuses.

Why? Screening tools provide individualized education to participants and allow for tailored messages to follow.

Who? NCAA CHOICES programs provide alcohol and health screening for the general student body and "at-risk students."

SEMINARS/ WORKSHOPS

What? Compared to presentations, seminars and workshops are educational presentations with more interaction and skill building. These typically covered topics such as student-athlete leadership development, date-rape prevention, alcohol myths and facts, and coalition building. Twenty NCAA CHOICES grantees used seminars and workshops as part of their educational programming.

Why? Seminars and workshops provide the opportunity to engage individuals with focused discussions and dialog, so in-depth review of issues can occur.

Davis and Elkins College (2003-2006): NCAA CHOICES project staff provided presentations for all student-athletes to educate them on campus and athletics drug and alcohol policies.

New Mexico State University (1998-2001): Peer educators' interactive presentations educated students and student-athletes on how to make informed choices about alcohol and about the impact of alcohol on personal control and judgment.

Troy University (2001-2004): As part of national alcohol screening day, peer educators screened students on alcohol misuse and mental health in collaboration with the counseling and psychology department.

East Tennessee State University (2005-2008): NCAA CHOICES project staff screened students who attended "Wellapalooza," a spring semester campus health fair on alcohol misuse and awareness.

Pennsylvania State University (1998-2001): Peer educators provided a skills-building seminar for coaches on identifying alcohol misuse and hazing practices by more senior student-athletes with junior student-athletes.

St. John's University (2005-2008): NCAA CHOICES project staff provided workshops on "Alcohol and the Athlete" to educate incoming student-athletes on alcohol and alcohol-related decision-making related to athletics involvement.

West Virginia State University (2002-2005): Peer educators presented "The Broken Promises," a re-enactment of an alcohol-related car crash, to local high school students as part of alcohol awareness week.

University of Maine, Farmington (2004-2007): Peer educators provided an interactive theater program, "One Night," to students and student-athletes to educate students about the relationship between rape and alcohol on college campuses.

> "It opened up a dialogue. The conversations were really lively, they were engaged, they started talking about behaviors and practices."
>
> – Sally Linowski, University of Massachusetts, Amherst

EDUCATIONAL PROGRAMMING

Who? NCAA CHOICES programs provided seminars and workshops to athletics staff, freshmen, student-athletes and peer educators.

THEATER

What? Theater performances use alcohol-related scenarios to educate audiences on alcohol-related messages. Seven NCAA CHOICES grantees used theater performances as part of their educational programming.

Why? Acting out realistic situations fosters experiential learning and personalized applications. With an alcohol focus, discussion on the consequences numerous alcohol-related decisions by students can result. Theater approaches can be improvisational and acted-out situations.

Who? NCAA CHOICES programs provide theater performances for freshmen, the general student body, faculty and staff, and local high school students.

LESSONS LEARNED FROM EDUCATIONAL PROGRAMMING

- Student-athletes find that informal discussion is more effective than formal lectures
- Send out interesting, creative, educational materials to new students before they arrive on campus to create more accurate perceptions of alcohol use by students
- Offer educational program participants free admission to home athletics events to increase attendance and message visibility
- Popular topics with student-athletes include alcohol's impact on dehydration, the brain, academic performance and decision-making
- Post student information in areas with a captive audience (restroom doors and laundry rooms)
- Use local radio stations to spread program messages to increase attendance at events where live broadcasting occurs
- Train peer educators on the origin of campaign statistics to allow them to respond to critics or skeptics directly
- Since students tend to group with similar students, it is helpful for peer mentors to represent and tailor their message for a variety of groups (e.g., fraternity and sorority members, student-athletes, freshmen, etc.)
- Assuming that peer mentors filling staffing gaps for prevention-education programming is faulty, focus on informal, peer-led small group discussions to allow upperclassmen to be role models for newer student-athletes
- Conduct a background check of chosen leaders to ensure they do not have campus or legal violations
- It is helpful to modify peer education programs after seeking student opinions on program components
- Since resident assistants may be less overloaded than student-athletes, they can be more available for serving as peer educators
- In order to ensure a core group of committed students, it helps to keep the number of peer educators used by your program small
- Use pre-existing, trusted, student-athlete mentors to avoid duplicating efforts with additional groups of peer educators

SUMMARY

Over 10 years of NCAA CHOICES grants, grantees used a wide variety of educational programs in the 10 years of funding to educate a range of target audiences. The most common types of educational programs used by NCAA CHOICES grantees are presentations and displays. Creativity and student-based planning can serve as foundations for these successful campus initiatives. Testimonials from campus leaders document the relative importance placed on these approaches. Since theater, screenings and courses are used at fewer institutions, these aspects of educational programming present opportunities for future programmatic initiatives and for expanding existing programs.

KEY ELEMENTS

EVALUATION

EVALUATION

NCAA CHOICES grantees are asked to conduct detailed evaluation of their programs, with measurable objectives, approaches and procedures, and to involve students in their evaluation processes. Evaluation serves multiple purposes: determining programming successes; discovering which events, messages or presentation styles are most effective; and informing program adaptations in order to better address individual campus needs.

Over three-quarters of NCAA CHOICES grantees used evaluation as a component of their overall programming, with 192 evaluation efforts at 88 schools.

Seven types of evaluation efforts were identified: course evaluation, event evaluation, external outcome surveys, internal outcome surveys, program evaluation, qualitative evaluation and records review. External or internal outcome surveys were most common across schools (34 percent and 17 percent, respectively). These two categories were also conducted and most often compared to the other five types.

COURSE EVALUATION

What? Course evaluations consist of campus standardized surveys or course-specific pre-test/post-test approaches that assess an academic course. Used by three grantees, evaluations included in this category are those that were created to assess NCAA CHOICES-related courses such as peer-educator classes and courses that added an alcohol education component to their curriculum.

Why? Course evaluations help instructors improve their teaching by allowing them to make changes to their course content, their teaching style and when and how the course is offered. They also provide student input that can inform larger program adaptations.

Who? Course evaluations are geared toward students, student leaders and student-athletes who took the courses.

EVENT EVALUATION

What? Event evaluations were used by 23 campuses to assess changes in knowledge, skills, abilities and overall event satisfaction.

Why? Conducting event evaluations provides campuses with feedback on the utility and success of their events. This process also helps with determining if and how specific program strategies should be included in future programming.

Who? Event evaluations are completed by event attendees and include the general student body, freshmen and program personnel.

EXTERNAL OUTCOME SURVEYS

What? National surveys such as the Core Alcohol and Drug Survey, the national college health assessment, the alcohol use disorders identification test, the college alcohol problem scale and Harvard's College Alcohol Study were used to assess campus alcohol consumption and alcohol-related issues on 57 campuses.

Why? Many campuses used these standardized external surveys to assess baseline alcohol information at their schools in order to later compare changes during NCAA CHOICES-funded years. Others used the data to select messages for social norms campaigns based on campus participants' data. Since these types of surveys are conducted at a national level, they also provide comparison data for similar campuses, helpful for pinpointing campus issues to address with programming.

Who? The general student body, student-athletes, Greek students, faculty and freshmen participated in external outcome surveys.

INTERNAL OUTCOME SURVEYS

What? Used by 28 campuses, internal outcome surveys are similar to external surveys, but are created by individual campuses to address specific questions and needs directly. Approaches include surveys on alcohol consumption, general health, community

Saginaw Valley State University (1998-2001): Course evaluations were used to assess the peer educators that instructed their "Freshmen Success" courses and showed areas where educators could increase their consistency.

Linfield College (2006-2009): To evaluate changes in attitudes, perception, knowledge and alcohol consumption, pre-test and post-test surveys were conducted with two courses. Positive changes were demonstrated in all categories.

University of North Florida (1999-2002): In order to measure the effectiveness of program personnel training for peer educators, a pre- and post-assessment was used; results found greater awareness of alcohol and health issues after the training.

St. Michael's College (2001-2004): Students were surveyed after each alcohol-free social event with an educational component. Students reported increased awareness of binge drinking, drinking and driving, alcohol and aggression, alcohol and risky behaviors, and underage drinking.

Worcester Polytechnic University (2004-2007): Using five external outcome surveys over the grant funding period to create a social norms campaign, program planners also assessed baseline alcohol use and monitored and assessed changes in alcohol use.

New Mexico State University (1998-2002): Using the Core Alcohol and Drug Survey to collect data on their students' alcohol consumption, campus leaders established perceived norms and selected campaign messages to address misperceptions.

> "We wanted to hook up with faculty and start evaluating the program we were doing. We got together a psychologist, an anthropologist and a health educator and we said we have some real opportunities here."
>
> – Rebecca Magerkorth,
> University of West Florida

EVALUATION

needs, perceived norms and alcohol-related consequences.

Why? Creating new survey instruments or adapting existing surveys provide freedom in measuring items specific to program goals and objectives. This approach also allows more flexibility with analysis, as external surveys often publish their own analysis of national-level data.

Who? The general student body, student-athletes, fraternity and sorority members, faculty, freshmen and community members participated in internal outcome surveys.

PROGRAM EVALUATION

What? Program evaluation addressed the effectiveness of program components for 19 grantees. Topics addressed included campaign awareness, campaign effectiveness, peer-education effectiveness and overall ratings of program components.

Why? Measuring the target audience on a variety of constructs is necessary in order to determine the satisfaction with and effectiveness of program components.

Who? Program evaluation participants are those who had or will be involved with NCAA CHOICES programming and included the general student body, student-athletes, resident assistants and student residents.

Salisbury University (2001-2004): Conducting a community needs assessment on quality of life issues with off-campus students and community residents in a nearby neighborhood, survey coordinators used tickets to athletics events as incentives. Results informed the planners about program events and provided information to neighborhood associations and residents.

University of Wisconsin, Whitewater (1998-2001): A “health enhancement survey” was created to measure changes in alcohol-related issues and campaign and peer-mentor awareness and effectiveness. Program planners found that teams with strong coaches were more likely to report peer-mentor impact and that student-athletes reported decreased heavy drinking rates.

Kent State University (2000-2003): Program planners assessed alcohol use and perceived norms to measure the effectiveness of a social norms campaign. They found that accurate perceptions of student drinking increased while the rate of high-risk drinking remained stable.

St. Bonaventure University (2003-2006): In order to determine the effectiveness of the educational communication materials, resident assistants were asked to rate each type of communication and how well it was working. Project leaders used the results to justify the continuation of the forms of communication rated most highly.

> “These evaluations have really been very beneficial to our program, to look to see what works, what doesn’t work, what learning has occurred, what outcomes we are actually achieving and how to always look at how to better our program.”
>
> – Betsi Burns, Northwestern University

QUALITATIVE EVALUATION

What? Qualitative evaluation provides a more detailed description of issues, instead of summarizing rates and changes in prevalence typically found with quantitative methods (e.g., surveys). A total of 22 NCAA CHOICES grantees used focus groups, parent interviews, key informant interviews and observational reports as their qualitative evaluation.

Why? Qualitative methods allow more freedom in data collection and provide more in-depth understanding of the attitudes and beliefs that are behind behaviors. These approaches can be used to assess the believability of campaign messages, opinions on program materials and graphical design, and to understand the broad role of alcohol in college student life.

Who? Parents, staff, faculty, student-athlete leaders, resident assistants, coaches, freshmen and community members participated in qualitative evaluation efforts.

RECORDS REVIEW

What? Records reviews included assessing changes in alcohol-related violations, judicial referrals, calls for service to local police, attendance and results of drug testing and rates of recreational facility use. This type of evaluation was used by 14 NCAA CHOICES grantees.

Why? Reviewing records is a rela-

Texas Christian University (1998-2001): Student-athletes and students from the general student body participated in a focus group to select font styles, phrasing and color schemes and approve a public service announcement script for use in their social norms campaign.

College of William and Mary (2006-2009): Intercept interviews were conducted with parents during orientation, finding that parents were impressed with the college's proactive approach to alcohol-abuse prevention and provision of parent materials.

Worcester Polytechnic Institute (2004-2007): By assessing recreational facility usage, program planners found a 25 percent increase in use since hours of operation were expanded to include late night and holiday staffing.

DeSales University (2006-2009): Fewer student-athlete and student alcohol violations were reported during their first year of NCAA CHOICES programming, which may represent program effectiveness.

> "We'd like to see those surveys used more often. That way, we can compile a better evaluation tool and a better needs assessment of what the college actually needs."
>
> – Mark Colston, Wabash College

EVALUATION

tively easy way to assess baseline campus information and changes across time, as it has already been collected. This type of evaluation works well as a supplement to additional evaluation efforts.

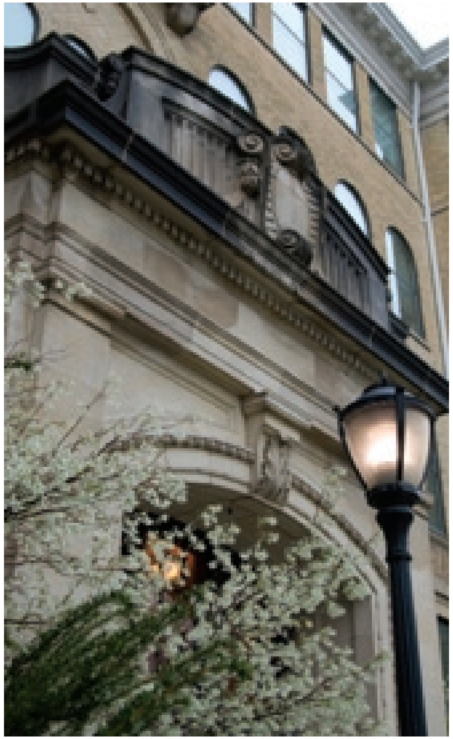
Who? Records were reviewed for student-athletes, community members, on-campus students and the general student body.

LESSONS LEARNED FROM EVALUATION:

- Be consistent in using evaluation instruments in order to measure changes
- Greater visibility increases Web survey response rates: speaking to classes, running ads and offering appealing prizes help with visibility
- Consider multiple survey administrations to accommodate for the schedules of traveling student-athletes
- Since survey results and response rates can be unpredictable, it may be beneficial to not have all programming be dependent on survey results
- Use independent evaluation to provide focus for initiatives and continue programming momentum
- Use tickets to athletics events as incentives for survey participation to engage the community in athletics and improve relationships between the community and students
- Survey response rates are very low during high-risk health incidents (e.g., anthrax scare)
- Attach a survey to paper and electronic program materials to allow programs to collect additional data
- Survey response rates can increase by having resident assistants administer surveys at mandatory floor meetings or by getting approval to administer surveys during existing courses
- Use focus groups to allow program planners to understand the current campus culture
- Create your own survey tools to allow programs to measure exactly what is of interest

SUMMARY

Grantees used seven types of evaluation across the 10 years of funding to estimate their program effectiveness and changes in targeted outcomes. The most common type of evaluation was external outcome surveys. These surveys are generally completed annually and provide longitudinal and national data as baseline and comparison information. However, creating goal-specific surveys can be more informative and allow more innovation in what is measured. Qualitative methods also allow more creativity and can give a glimpse into the current campus culture, which is invaluable in program planning, adaptation and relevancy. Course evaluations were less common, as were records reviews. These types of evaluation present opportunities to future programs and help to round out a comprehensive evaluation strategy.



KEY ELEMENTS

EVENTS

EVENTS

Alcohol-free social events have long been a part of campus efforts to entertain and engage students. NCAA CHOICES grantees used a variety of events to provide programming, student involvement and collaboration among co-sponsoring groups. Events also increase program visibility and tie in easily with athletics. While there may be overlap with other key elements, events include activities that do not occur under campaigns, educational programming or other key elements.

Over three-quarters of NCAA CHOICES grantees used events as a component of their overall programming, with 393 events at 91 schools.

Methods used in events include nine general categories of strategies: athletics social gatherings, dances, food, games, parties, performances, recreational sports, motivational speakers and other. These categories were determined based on the primary goal or activity in the event, as there is some overlap between categories. For instance, a dance may serve food and have games, but was classified as a dance because it was promoted and named as a dance.

While the percentage of schools using different categories of events is fairly even, slightly more schools had motivational speakers. Similarly, while the distribution of events is evenly spread across categories, recreational sports and motivational speakers tend to be the most common.

ATHLETICS SOCIAL GATHERINGS

What? Social gatherings before, during and after athletics events were used to engage students in alcohol-free programming. Used by 28 campuses, athletics social gatherings include pep rallies, athletics event theme nights, bonfires, tailgates, meet and greet with athletics teams, and outside athletics event viewings, such as the Super Bowl, World Series and Final Four.

Why? Since many athletics events have tended to be heavy drinking occasions for students, NCAA CHOICES grantees focused on providing fun, alcohol-free activities for students surrounding athletics events. Athletics events are also used as an educational opportunity for fans. According to California University of Pennsylvania (2004-2007), “Athletics events are a place where students and community members gather for school spirit, socializing, entertainment and to support their team. The activities gave students an option to attend the activity rather than to go out drinking.”

Who? Athletics social gatherings are targeted toward the general student body, student and non-student sports fans, parents, alumni, and student-athletes.

DANCES

What? Dances where alcohol is not served can be held on weekend nights, often traditionally heavy drinking nights; these were used as an alcohol-free social activity at 20 campuses.

Why? Dances provide a fun social venue for student entertainment without alcohol.

Who? Dances are put on for the general student body as well as student-athletes.

FOOD

What? Free food and drinks are popular among college students and provide an additional alcohol-free social activity to engage students. Food and drinks were provided for students by 26 grantees either at a social gathering, as a reward or at banquets for students and student-athletes.

Why? Providing a valued necessity for students such as free meals and non-alcoholic beverages increases program visibility and makes it highly likely that students will attend. Banquets and reward dinners are also a great way to recognize program contributions and successes of students and student-athletes.

Who? Events with food target the general student body, student leaders and student-athletes, NCAA CHOICES program participants and those receiving educational programming.

GAMES

What? Games and contests, used by 24 NCAA CHOICES grantees, provide interactive social opportunities for students and student-athletes and can include educational components as well. Games included trivia games, bingo, video and board game nights. Contests included singing, program materials design, game nights and other games and competitions.

Why? Interactive activities for students are an additional form of alcohol-free events and can provide educational opportunities for participants. According to Eastern Washington University (2005-2008), "games provide an evening of fun and camaraderie in an alcohol-free environment."

Who? Games were used with Greek students, the general student body, faculty and staff, project staff, and student-athletes.

PARTIES

What? Parties as non-alcohol social events were held at 29 NCAA CHOICES schools and included holiday "up-all-night" and orientation parties.

University of Maine, Farmington (2004-2007): During Major League Baseball playoffs, an alcohol-free Red Sox playoff gathering was held where 100 students enjoyed pizza and Gatorade and watched them win the final game.

Upper Iowa University (2005-2008): During a home basketball game, NCAA CHOICES alcohol awareness public address announcements were read during breaks in game play; these included alcohol-related trivia and prizes.

Calvin College (2003-2006): Co-sponsored by the student senate, a masquerade party was held with a dance, including a costume contest and a live DJ.

New Mexico State University (1999-2002): Co-sponsored by the union program, the NCAA CHOICES program put on a Latin dance night and provided "mocktails" for students as a part of their student outreach goal.

Davis and Elkins University (2003-2006): As a prize for presentation attendance, resident assistants with at least 75 percent of their floor attending educational presentations were rewarded with a pizza party.

Humboldt State University (2003-2006): A happy hour was offered with free non-alcoholic mixed drinks ("mocktails") served to student residents while local EMTs described symptoms of alcohol poisoning and how it is treated.

> "Once we can get a good running start with these late-night events, it's easier to follow through because you have relationships with people on campus, and particularly the relationship with the athletics department."
>
> – Jenny Haubenreiser, Montana State University

EVENTS

Why? As Bowling Green State University notes, the purpose of NCAA CHOICES involvement in orientation is "to present the expectations and norms of the campus community about legal, healthy and safe use of alcohol, as well as acquaint the students with the many service programs on campus."

Who? NCAA CHOICES parties are geared toward freshmen, the general student body and on-campus students.

PERFORMANCES

What? Performances are passive entertainment and include trips to outside theater and dance venues, comedy shows, poetry readings, movie nights and talent shows. This approach was used by 22 schools as part of their programming.

Why? Quite popular with students, performances entertain both on- and off-campus and provide an alternative to alcohol consumption. Franklin and Marshall College's student activities group voted their movie series as one of the school's "Best New Series Award" because of consistent attendance and rave reviews.

Who? Students and student-athletes attended a variety of performances.

RECREATIONAL SPORTS

What? Using non-varsity sports as an alcohol-free social activity was very popular with NCAA CHOICES grantees, as this strategy was used by 28 schools. Recreational sports events included sports tournaments, increased fitness center hours during traditionally heavier drinking times, trips to off-campus sporting facilities and increased for-credit fitness courses.

Why? Recreational sports are a natural link between student-athletes and the general student body. Using an active form of a free event decreased drinking, while also increasing activity levels and student physical fitness.

Bates College (1999-2002): Peer educators developed a "Campus Feud Contest" on drinking, drugs and sex for teams of first-year students. The game was so popular that a podium with buzzers and lights was built for ongoing use.

Montana State University (2004-2007): "Bobcat Survivor," a five-on-five coed multi-challenge event held during spring semester, had teams compete to win prizes in a variety of events (e.g., tricycle races, guitar hero, dodge ball, swimming).

Georgia College and State University (2006-2009): On Halloween, health services and peer educators co-hosted an alcohol-free Halloween party with music, food, a costume contest, and giveaway items with responsible alcohol use messages.

Luther College (2004-2007): "After Hours" parties were held on Friday nights throughout the school year with program signs and literature, non-alcoholic drinks, food and music. An average of 50 students attended each week.

University of California, Riverside (2000-2003): A "dive-in theater" featured a movie chosen by students, and viewers were provided inner tubes to float and watch while in the campus swimming pool.

California University of Pennsylvania (2004-2007): Men's and women's basketball players attended an off-campus theater performance of the "Nutcracker" as an alcohol-free social activity.

Worcester Polytechnic Institute (2004-2007): Increased gymnasium, recreational facility and bowling alley hours, and additional for-credit physical fitness classes were provided during untraditional hours (e.g., late night, Saturdays) that were traditionally high-alcohol use periods.

California State University, Bakersfield (2006-2009): Held a "Dodge that Drink and Have a Ball" dodge ball tournament every semester, thus integrating recreation with alcohol-awareness facts.

Coker College (2006-2009): One NCAA speaker discussed substance abuse in a "Tylenol, Twinkies and the Beer Puzzle" presentation about substance abuse that was presented with added humor.

Benedictine University (Illinois) (1999-2002): A local radio personality and former NFL player presented on the good habits used to become an All-American athlete.

Colgate University (1999-2002): Colgate University's CHOICES "Winterfest Carnival" was planned and run by two sports teams and included carnival games, food, prizes and alcohol-related trivia as additional incentives for extra games and more prizes.

Louisiana Tech University (2004-2007): The NCAA CHOICES program partnered with a community program to develop a display of alcohol-related deaths for the prior 10 years. The display was used as part of a candlelight vigil.

Who? Recreational sports involved the general student body, student-athletes, coaches and fraternity and sorority members.

MOTIVATIONAL SPEAKERS

What? Motivational speakers came to campuses as entertainment, often with educational components for 40 NCAA CHOICES schools. Speakers include outside speakers from travelling speaker series, those that are part of speaker's bureaus and local, regional and national topic experts.

Why? Speaker events can bring a personal touch to alcohol issues and provide

> "We have students who plan our late-night programs for us. Now we have gotten SAAC, the athletics group of students to help plan that with them. We have seen a lot more student participation in our event. It's more acceptable for our students to attend when they see some of our high-profile athletes going to the event as well."
>
> – Karen Contardo, Gonzaga University

EVENTS

program visibility by providing access to recognized public figures while entertaining large audiences.

Who? Speakers were attended by students, student-athletes, first-year students, Greek students and peer educators.

OTHER

What? Events classified as "Other" were less prominent than the other eight categories and represent a variety of approaches. These included festivals, theme weekends, candlelight vigils, safe ride programs, community service, carnivals and fund raisers.

Why? Although these individual events were used by fewer schools as part of their programming, creativity in event programming is well-represented.

Who? These "Other" events targeted the general student body, off-campus students and first-year students.

LESSONS LEARNED FROM EVENTS

- Advertising plays a key role in the success and attendance of events.
- Activities with food offered before, during, and after athletics events allow messages of safety and prevention to get across and increased event attendance
- Increase the hours of gym, recreational facility, and bowling and provide classes on health during traditional high-alcohol usage days as a popular form of alcohol-free activity
- Leadership nights recognize students for their commitment to creating a healthy campus and for promoting wellness
- Using "alcohol-free" as a promotion message was not successful; it helps to instead make it more student friendly by describing fun aspects of the event
- It is beneficial to assign each event to a specific athletics team that will plan, market and implement it. This involves all athletics teams without overtaxing specific teams or student-athletes.
- Hold alcohol-free events on a variety of days of the week, especially with commuter campuses, to allow programming to continue despite holidays and planned university events
- Involve high-risk area youth in athletics events and program activities

SUMMARY

Grantees used a wide variety of events in the 10 years of funding to educate a range of target audiences. Although the nine categories of events were used at roughly similar levels, the most common events were recreational sports and motivational speakers. Alcohol-free social activities provide students with healthy alternatives to drinking and increase visibility of NCAA CHOICES programs. Events are often co-sponsored by other campus groups or individuals and can increase overall collaboration and strengthen relationships between athletics and non-athletics programs and participants. The events in the "Other" category are used at fewer institutions and provide additional aspects of events that can be used for future programmatic initiatives and expanding existing programs.

> "We did alternative planning for times and events that usually coincide with drinking alcohol. All of the students who came from all over campus, they all wanted to be a part of this."
>
> **– Mike Harrity, University of Kansas**

KEY ELEMENTS

POLICY

KEY ELEMENT

POLICY

Alcohol-related policies for the entire campus, the athletics department and for individual athletics teams were addressed in policy efforts by NCAA CHOICES grantees. Effective policies allow direct and open communication about alcohol and make expectations clear about how alcohol use will be dealt with by underage students, student-athletes and the general student body. Goals in policy efforts were to address any gaps or outdated procedures in existing policy, to focus on enforcement of existing policy, or to create newer, more comprehensive alcohol-related policies for their campuses.

CHOICES grantees obtained policy development assistance through required attendance at NCAA sponsored APPLE conferences. APPLE conferences assist athletics departments with identifying gaps in alcohol-related policy and education programming and provide learning opportunities for alcohol-abuse strategies.

Of NCAA CHOICES grantees, 17 percent used policy as part of their overall program, with 21 policy changes or new policy creation at 19 schools.

Three areas in policy efforts emerged: existing policy enforcement, existing policy review, and new policy creation. Thirteen schools reviewed their existing policies. While policy review is inherent in both policy enforcement and creation and thus overlaps with policy review, the existing

DeSales University (2006-2009): Policy enforcement focused on the requirement that all athletics teams have their own alcohol policy. With increased attention to this policy, nearly all teams complied and most adopted a policy either for in-season abstinence or for the "48- hour rule" (alcohol prohibited 48 hours before athletics events).

University of Maine, Farmington (2004-2007): During each fall orientation, all student-athletes and athletics department staff review student-athlete codes of conduct. Led by the student-athlete advisory committee, this provides ownership of alcohol policies for incoming students and current staff.

Troy University (2001-2004): Project personnel and the campus drug abuse and alcohol committee met with local law enforcement to examine local laws. Personnel also reviewed similar institutions' policies in order to reformat their campus-wide alcohol policy. The reformatted policy was submitted, reviewed and approved during the NCAA CHOICES grant funding period.

> "With the recruitment policy, more than anything, it's putting it into place and spending the time with administration and coaches and compliance to make sure that it is implemented in the right way."
>
> – Candice Chick, California State University, Long Beach

policy review category comprises schools that noted specifically that current policies were reviewed and possibly adapted to fit current campus needs.

EXISTING POLICY ENFORCEMENT

What? One campus noted that, while their policies on alcohol appear to be well-developed, the way they were being enforced needed improvement.

Why? Even if an alcohol policy is current, relevant and well-written, if it is inconsistent or not enforced, the policy will not be able to provide an effective legal framework.

Who? Increased existing policy enforcement targeted student-athletes.

EXISTING POLICY REVIEW

What? This policy effort was used by 13 NCAA CHOICES grantees. Reviews were conducted of current campus policies on alcohol in residence halls, student-athlete codes of conduct and general student alcohol policies.

Why? Policy reviews educate program personnel on existing policies and procedures for their campus. Reviews also foster student involvement if students and student-athletes are integral to the review process.

Who? Existing policy reviews were conducted by advisory committees, coalitions, task forces, project personnel, coaches and student-athletes.

Coker College (2006-2009): As a result of attending the APPLE conference, an alcohol policy for the athletics department was created. Project personnel met with local law enforcement and reviewed other campus athletics department policies in order to determine the new policy.

University of Wisconsin, Whitewater (1998-2001): Noting that procedures were not well-defined for student-athlete alcohol and drug violations, the athletics director worked with peer mentors to create new procedures for future alcohol violations.

> "It's really important to bring all the players together, so that would be everybody from Greek life, from student affairs, from athletics, and sit down at the table to look at what the policies are and how you want to reframe the policies."
>
> – Debra Vinci,
> University of West Florida

POLICY

NEW POLICY CREATION

What? After reviewing existing policy, schools may find gaps in current procedures that can be addressed with new policy creation. A total of seven campuses set new policies on alcohol for their students and student-athletes.

Why? After gaps have been identified in alcohol policies, creating additional policies allows for a more comprehensive campus alcohol-prevention effort and provides visibility to previously unaddressed areas.

Who? New policies were created for athletics departments, athletics teams, project personnel, coalitions and task forces.

LESSONS LEARNED FROM POLICY:

- If new or updated policy is being held up in the review process, it may be beneficial to meet with administrators to provide an explanation for any delays
- When creating new policy or updating existing policy, other similar schools and local laws can inform the campus needs for alcohol-related policies

> “The challenge in addressing policy on campus is that it does take time. Many times, these policies have been in place for 10 - 15 years, and really haven’t been looked at in relation to an environmental approach to alcohol prevention.”
>
> – Debra Vinci, University of West Florida

SUMMARY

Grantees used three types of policy efforts to update and enhance their campus alcohol violation procedures and to define expectations of alcohol use in student-athletes and the general student body. The most common category of policy addressed was existing policy review, followed by new policy creation. Relatively few schools address their campus alcohol policies and procedures; this key element of alcohol education and prevention program needs more attention in future efforts. However, because of recently mandated attendance to the APPLE conferences, policy efforts are being addressed more often in more recent grantees.

KEY ELEMENTS

TRAINING

TRAINING

Compared to educational programming, training is more short-term, narrow in focus and skills-based. NCAA CHOICES grantees used training to prepare their project staff, collaborators, athletics departments and students to be presenters, leaders and knowledgeable campus resources on alcohol issues. Trainings can also serve as interventional options and can be used with those who violate campus alcohol policies and for those who are referred for alcohol-related problems.

Over one-half of NCAA CHOICES grantees used training as a component of their overall programming, with 89 trainings provided at 59 schools.

Training is categorized into five areas: athletics department training, collaborator training, project personnel training, student training, and training on external programs. Just under one-half of NCAA CHOICES grantees used student training (45 percent), with training on external programs and collaborator training falling into second and third place (18 percent and 17 percent, respectively). These types of training were also the top three among all of the training efforts.

California State University, Bakersfield (2006-2009): A train-the-trainer manual for coaches and student-athletes was created and served as the basis for quarterly training to new coaching staff and student-athletes. The training and manual emphasized coach and student-athlete responsibility, alcohol and athletic performance, and alcohol policies.

Illinois College (2006-2009): Training for coaching staff was provided, with attention to the signs of a student with an alcohol problem, how to address a problem and where to refer students.

University of North Florida (1999-2002): In order to measure the effectiveness of program personnel training for peer educators, a pre- and post-assessment was used, finding greater awareness of alcohol and health issues.

Troy University (2001-2004): Project personnel produced and distributed the "Smart Choices Alcohol Awareness Training Module." This was a train-the-trainer guide for resident assistants on providing alcohol-related programming with students.

ATHLETICS DEPARTMENT TRAINING

What? Athletics department training, conducted by nine schools, trained staff and students on campus and department alcohol policies, referral processes, the role of alcohol in athletics performance and how to identify those who are misusing alcohol.

Why? Because athletics departments often have not been trained in alcohol education and prevention programming, training on current policies and alcohol issues is often necessary in order to better prepare athletics personnel to understand and address alcohol issues. Student-athletes were trained in order to provide peer mentoring to teammates and to join existing peer-education groups for

> **"Our main focus really involved working on self-esteem, developing support systems and role modeling."**
>
> **– Shulamith Mellman, Lewis University**

campus-wide programming.

Who? Coaches, trainers and student-athletes were the focus of athletics department training.

COLLABORATOR TRAINING

What? This type of training, used by 13 schools, was used with collaborating staff and organizations. Training topics included alcohol misuse, policies, athletic and school performance, referrals, general health, and safety tips.

Why? Collaborator training allows program personnel and collaborators to be confident and competent on target topics.

Who? Trained collaborators included faculty, housing, resident assistants, resident hall directors, orientation leaders and student advisors.

PROJECT PERSONNEL TRAINING

What? Project personnel, ranging from faculty and staff to students and student-athletes, were trained on program components and on general alcohol awareness at seven schools. This type of training includes training of project task forces and coalitions.

Why? Since grant personnel represent the project, their robust knowledge about the topics shows project professionalism and expertise. Training those who work for the project allows them to better market the project as well by being able to represent well what they know.

Who? Project coordinators, campus leaders and training consultants trained faculty and staff, students, and student-athletes.

STUDENT TRAINING

What? Students were trained to be peer educators, team leaders on alcohol-related issues and effective hosts for prospective student-athletes at 39 schools.

Why? Student training allows student leaders and peer educators to provide consistent messages, be comfortable with their educational materials and know the details of

Washington University in St. Louis (2002-2005): At the beginning of its NCAA CHOICES grant, a consultant trained project personnel. The project coordinator provided subsequent booster and new personnel trainings in the following semesters.

University of North Florida (1999-2002): Each fall, the project coordinator, university police and counseling provided an eight-hour training session for new project personnel on team building, alcohol issues, social marketing, policies and laws, communication, leadership and presentation skills, role modeling, and ethics.

Washington College (Maryland) (2007-2010): Program personnel trained student-athlete mentors in order to enhance their skills as peer leaders. They created a training curriculum that combined a variety of existing peer-educator training packages that was administered over the course of six weeks.

Duquesne University (2005-2008): Grant coordinators for DU Cares trained student-athletes on basic alcohol awareness and peer mentorship over a two-day period. Their training curriculum was based on a standard external training package.

Coker College (2006-2009): All residential staff and a counselor were successfully trained in "TIPS for the University" in order for them to more effectively address alcohol use and abuse, particularly in underage students.

Calvin College (2003-2006): Athletics team captains were trained to educate their teammates on the legal, social and health effects of alcohol misuse and the effects of alcohol on sports performance and injury rate.

> "By the end of the programming, after working with health and counseling services and the peer educator training, they became more comfortable and they became more confident with what they wanted to express to their circles of influence."
>
> – Dan Schumacher, Lewis University

how alcohol is dealt with on their campus.

Who? Project coordinators, campus leaders and training consultants trained students and student-athletes.

TRAINING ON EXTERNAL PROGRAMS

What? Participants were trained on programs from outside the campus. These were used as peer-educator training certifications and as skill and knowledge building programs at 14 schools.

Why? Many outside programs provide standardized training that has already been created for specific audiences. Using these types of training packages can be an easier way to train staff and student leaders.

Who? Students, student-athletes, resident assistants, freshman mentors, faculty and staff, coaches, and Greek students were trained and certified using outside training packages.

LESSONS LEARNED FROM TRAINING:

- Use shorter, athletics-specific training content to train student-athletes and athletics department staff
- Training may be more inviting with detailed information sent to faculty, who are given the option to call and schedule presentations for their own classes
- Plan ahead and schedule training times for student-athletes since they have very little free time, and efforts to find common training times are very difficult.
- Train peer educators on the origin of campaign statistics in order for them to be able to respond to critics or negative press directly

SUMMARY

Grantees used five types of training in order to better prepare their project personnel and those who lead the events, educational programming and campaigns. The most common type of training was student training, which prepared students outside of the central project staff to educate and promote the program. Once these leaders were trained, a consistent message could be given to target audiences and the campus at large. Since training is less involved and may have less administrative hassle than changing existing course curriculums or creating and implementing new courses, training can be a cost- and time-effective way of promoting other aspects of programming in a consistent manner and another means to engage collaborators on the project.

> “The one challenge we are having is time. They want more time to help them become better leaders. It’s really rewarding because they are asking for more.”
>
> – Candice Chick,
> California State University, Long Beach

RECOMMENDATIONS

HONORING YOUR CHOICES: RECOMMENDATIONS

The review of 114 CHOICES projects provides a tremendous opportunity to synthesize the range of insights from a wide range of campuses. The leadership personnel from athletics departments, student life divisions, academic departments and other settings on campus have initiated numerous strategies on their campuses, all within the overall context of addressing alcohol-related problems through collaborative efforts. Over the course of their three-year projects, leadership personnel prepared annual reports and a final report. Further, more than 30 of these individuals were interviewed to gain further perspectives about what constitutes "success" for achieving their overall aims. The findings gleaned from these reports and interviews offered numerous insights and "lessons learned" from the field. These findings, many of which are highlighted throughout this **Best of CHOICES** document, are translated into recommendations for practitioners.

Two important considerations for these recommendations are highlighted. First, these recommendations do emerge from those colleges and universities that have chosen to undertake initiatives emphasizing collaborative efforts involving athletics to address alcohol education. The campuses organized for, applied for and were funded for a three-year period to accomplish the project's goals and objectives. Funding was equal for all campuses, regardless of institutional size, and overall aims were similar. Second, while these recommendations emerge specifically from CHOICES projects, they are designed to be applicable to any college or university seeking to address alcohol issues, with particular emphasis upon collaboration and involving athletics. These recommendations are not specifically designed for CHOICES projects or those seeking CHOICES funding. They are prepared in an overall generic format so that any campus leader may adapt these for their local circumstances.

Emerging from this process of gathering, codifying, synthesizing and interpreting the information from these CHOICES projects, a total of nine recommendations emerge. These recommendations are organized into three major clusters: collaboration, advanced planning and implementation strategies. Three recommendations are found within each of these clusters, including some foundational information and suggested strategies. Campus leaders are encouraged to review these recommendations and identify ways in which they can be helpful for enhancing the campus program.

COLLABORATION

1. Engage the variety of resources that exist on campus and in the surrounding community, seeking out those involved with past efforts, those with desired areas of expertise, and individuals and groups with complementary goals. In developing and implementing the campus-based efforts to address alcohol issues, collaboration with a wide range of campus and community resources is important. The rationale for this is based on the fact that a range of diverse perspectives can be helpful in organizing the campus strategies. Expertise exists in numerous places on campus, thus making it cost-effective to engage these resources. Further,

> "Get other people involved; collaborate with other people on campus; get them involved with planning; get them involved in the implementation of your program and ask for help."
>
> – Judy Tonry, Illinois College

identifying helpful partners or allies can help spread awareness about the project and its messages.

Consider partnering with natural collaborators, such as those within the student affairs profession; these include student activities, health education, drug/alcohol awareness education, fraternity/sorority life, the CHAMPS/Life Skills program, orientation programs and residence life. Involve student government, the student-athlete advisory committee, student guides and a range of student organizations for which this may be an appropriate partnership. Faculty members can be particularly helpful, whether for specific expertise or student projects (think about strategic planning, marketing, needs assessment or evaluation efforts). Community leaders, whether local organizations or government, or individual or group volunteers, can be viable partners also.

What can be particularly helpful when thinking about collaboration is to “think outside the box.” It is easy to think of the “naturals” on campus and even in the community. However, think also about those for whom the project activities can be a good alliance. There may be a club or organization (campus or community) seeking a marketing project.

FERRIS WHEEL BLAST ROLL-O-PLANE MUSICAL SWINGS
FREE
CARNIVAL
SATURDAY, SEPTEMBER 27
8:00PM TO MIDNIGHT
FOOD! GAMES! PRIZES!
SUA
Pennsylvania Liquor Control Board
Penn State
Alcohol-Free Poster
Lead By Example
SUPPORT
BONNIES MAKING WINNING ALCOHOL CHOICES

There may be those for whom an education-based sanction for a judicial infraction would be a “win-win” for all involved. In this regard, consider what individuals and organizations are already doing and how your project’s activities can be incorporated into their existing agenda.

The important fact with collaboration is that no single office or individual can accomplish the aims of reducing alcohol-related problems alone. Incorporating a range of personnel and groups can be helpful in getting things organized. Having multiple individuals or groups “own” the project is helpful in communicating about the project through the various networks. Further, having multiple people or groups involved can be helpful in sustaining the project, particularly helpful in the context of multi-pronged ownership of the project, with issues such as staff turnover and fluctuating budgets.

Finally, think about collaboration from a funding perspective. The range of project activities and strategies, when involving collaborative efforts, can be accomplished within the context of limited funding. For example, small internal funding may be appropriate for a start-up process or a special event. Natural funders, such as food services or the income from specific cost centers (i.e., vending machines, parking, printing, food vendors) may have funding allocated for some of your project’s activities. Assistantships or independent studies may be appropriate for training, advising, marketing, research or various support activities. What is helpful is to think about how multiple individuals and groups can benefit from involvement in and support of the project’s aims, all within the context of collaboration.

2. Identify ways of planning and implementing your project in a genuinely collaborative manner, including athletics and a variety of departments devoted to student life. True collaboration is essential to the ultimate institutionalization of the programmatic initiative. Ownership by various organizations and individuals on campus can be most helpful in promoting a quality program on campus; further, this multi-pronged ownership can be helpful in efforts to sustain the program over time.

Typically on college campuses, departments and organizations work together on efforts or initiatives that achieve the overall mission of the institution. These groups come together to achieve common goals. However, all too often departments, offices

> **“The wellness side and athletics, we’re working on the same things; we both have the same objectives and goals, and there is so much we can do together than separate.”**
>
> **– Faith Yingling, Bowling Green State University**

and agencies operate independently, sometimes referred to as having various “silos” on campus. Since different groups have specific programs and services, they may not seek out others involvement with their activities and strategies. This is not to suggest that they are at cross-purposes. What may be happening is that they don’t think about how others could be more collaborative, or they may think that another organization may not want to be involved.

This independence reduces the opportunity for more cost-effective and sustained efforts. What will be helpful is to think broadly about ways of engaging numerous offices on campus. The focus with this recommendation is upon engaging athletics and various departments with primary emphasis upon student life. From the athletics perspective, this may be the overall athletics department, or it may be specific units within the department such as the athletics director, coaches, trainers, the student-athlete advisory committee (SAAC), the CHAMPS/Life Skills personnel, academic support services, student-athletes, boosters or other units. From the perspective of student life services, these typically include units such as student activities, fraternity/sorority life, student organizations, residential life, health education, counseling services and orientation. However, student life services do not need to be limited to traditional student affairs professionals. This may also include groups such as nurses, police and security, academic support services, study or writing skills centers, academic programs, and alumni. It is important to think “outside the box,” similar to what is cited in the first recommendation. Further, it is helpful to know that many of these groups or organizations have budgets for sponsorship of events or speakers. They may also have access or relationships with other organizations that have funding.

In terms of specific recommendations, if your organization is based within the athletics arena, it will be helpful to reach out to other campus offices and agencies. It may be most appropriate to initiate conversations and relationships with other individuals and departments to identify ways of becoming move involved with one another. If the organization is outside of athletics and you wish to involve them, take the initiative to have some dialog and collaborative effort with them. This may be most appropriate when in the conceptual development or planning stage of a project, as it helps to bring together the individuals or groups that could best collaborate. A good place to start is with the CHAMPS/Life Skills program as they work with the speakers grants from the NCAA. Another strategy is to engage the SAAC and the SAAC advisor. Think also about coaches, particularly coaches who teach. Consider getting involved with the freshman experience class that is often offered specifically to first-year student-athletes. Overall, the theme is to think “win-win” about a variety of ways of getting athletics and a range of student life groups involved with program design and implementation. Having the key partners involved is very helpful for increasing the likelihood of successful strategies.

3. Engage students and student-athletes in every stage of your programming, from planning and funding to implementation and evaluation.

Central to the success of any campus initiative dealing with college students is the active and meaningful involvement of students. Students’ perspectives are essential to understanding the needs of students throughout the campus and among various sub-groups of students involved with campus efforts. The role of students is important for gathering information and insights about students’ needs, as they can provide information and perspectives that are not included in standardized needs- assessment processes. Further, students can provide information about what is helpful in addressing specific needs and issues. They can reflect upon what may be most appropriate for successful strategies with their peers.

Within the overall cadre of students are sub-populations of students. Specifically, student-athletes are most helpful in gaining insights about the needs and interests of their fellow student-athletes and about what might be most effective as implementation strategies. Leaders of student-athlete teams and organizations, including members of the campus' SAAC, can be very helpful for providing information and insights over the course of the year. Because it meets on a regular basis, the SAAC can be an ongoing source of information for planning and implementation.

Some student organizations, including specific athletics teams and other groups, may be interested in being involved in sponsoring some or all of an event. Should the campus effort to address alcohol issues include a health or wellness event, or a team competition, or a programmatic series, a team or organization may want to sponsor a specific booth or activity. Similarly, some campus organizations or teams may be involved as participants (e.g., in a "challenge-type event").

Student involvement extends beyond the athletics-related groups and organizations, and may include the student government, student media groups, fraternities and sororities, residence hall groups, and other clubs or student organizations. These may include honorary, leadership or service organizations and other ad hoc groups (such as an advisory committee or sponsoring organization). Finally, it may include students who serve in volunteer or paid work situations in various settings on campus.

Students can be particularly helpful as planners, as advisors, as mentors and as educators. Having students reach out to other students is very helpful in the design and implementation of the campus activities, as the "recipient" or student being reached often listens to the perspectives of fellow students. Students can also be helpful as ambassadors to others on the campus, whether within the athletics department or throughout campus. They can serve in this role throughout campus and in the community.

A final perspective about the role of students in planning and leadership roles is that many students, including student-athletes and students in general, are in multiple roles across the campus. It is not surprising to find students serving in multiple leadership positions. Thus, engaging a student because of his/her involvement in one type of organization can also be of assistance in reaching students in another type of organization (e.g., a student member of SAAC may also be in a leadership position in a fraternity or sorority). This type of cross-fertilization can help to infuse the program planners' messages in a variety of settings throughout the campus.

> **"Any way you can involve your students in your process of making your plan happen is key. Give your students the credibility to come to the table and say whatever they want. Sometimes we underestimate what they are going to come up with."**
>
> **– Terry Koons, Ohio University**

ADVANCED PLANNING

4. Maintain balance in your program design through incorporating evidence-based practices, adapting others' promising approaches, developing new, innovative strategies. Programmatic initiatives designed to address alcohol issues are best served within the context of a balanced, comprehensive strategy. Another perspective within this framework is that campus-efforts to reduce alcohol problems are not particularly well-served by individual "magic bullets" or "quick fixes." Most professionals addressing alcohol (and other) problems on campus believe that a comprehensive, broad-based approach is essential to making a difference

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with alcohol.

Recent years within the realm of campus alcohol education and problem prevention strategies have focused on evidence-based practices. This reflects a movement toward incorporation of strategies that have greater likelihood of success with achieving the desired outcomes of reduced alcohol-related problems. Colleges and universities have increasingly incorporated greater needs assessment and evaluation processes, and more information is now available regarding strategies and their effectiveness. More attention is provided to implementing strategies targeted to the needs of specific audiences (i.e., greater acknowledgement that one approach is not best for all individuals). National, state and local efforts increasingly ask for implementation of proven strategies, with attention to documentation of effectiveness before adopting a program.

Attention to evidence-based approaches is an important milestone for collegiate alcohol-abuse reduction strategies. This marks greater attention to meaningful approaches, rather than approaches that are often called "feel-good" approaches or general awareness strategies. With limited resources in terms of personnel and funding, it is important that efforts be well-grounded and implemented with the best scientific foundations possible.

Several challenges exist with this orientation. One is that it is important that campus strategies remain balanced from an overall perspective and incorporate attention to a range of approaches and a variety of methods. Thus, policy, educational programming and event implementation are all important for a successful program. An example is found with this resource, which incorporates seven "key elements." Second, it is important that the balance be appropriate for the campus. Strategies selected for implementation should be locally appropriate and based upon the current needs of the specific locality. What works for one campus may not be appropriate for another, and what worked for a campus several years ago may not be appropriate today. The content of this resource is such that campuses can adopt or adapt strategies and can learn from one another to design what is genuinely believed to be grounded and appropriate for the campus. Third, many individuals in leadership positions are not attentive to the current grounding of the research and science surrounding alcohol-abuse prevention efforts. It will be helpful to educate these individuals about the nature of a balanced, locally appropriate, comprehensive programmatic effort.

Another challenge is essential within the context of a balanced, evidence-based program. This is the perspective that it is also important to try new strategies that are innovative and for which no formal evidence already exists. In designing strategies that are appropriate for the campus, it is helpful to have a strong scientific grounding for its inclusion. This may be a strong theory, and it may also include a sound foundation

> **"Creating a balanced program allows all of the individuals involved in the implementation of the program to be on the same page and also clearly know what their goals and objectives are. This reduces conflict within student groups and also duplication of some of the strategies"**
>
> **– Jon Driggers, Coker College**

based in the needs assessments prepared for the campus. The rationale for discussing this challenge is to not get locked into the perspective that only those strategies with “proven results” and “cited in the professional literature” are the only ones to be considered. While this is important, what is also important is to branch out and design innovative programs, yet ground them in a sound foundation.

This recommendation is designed to encourage thoughtful implementation of the campus strategy so that it is grounded, but also seeks to design in the best way possible campus-appropriate strategies for your students in your setting today. Central to this recommendation is that campus efforts are grounded in research, theory, local needs and others’ evidence – and then to build locally appropriate efforts that have the greatest chance of making a difference.

5. Campus-based efforts should be targeted, focused and achievable, with both short-term and long-term outcomes specified. For developing campus-based efforts within the framework of alcohol-problem prevention, it is vitally important that both short-term and long-term perspectives are held. Campus leaders benefit from having an overall understanding of their aims, designed to help guide the nature and scope of the more specific day-to-day activities. In preparing for what individuals, groups and organizations actually do, the longer-range framework is very helpful. However, to focus only on the larger perspective, and to look for “evidence” or “proof” that the campus effort is making a difference can be quite limiting and often is discouraging. It is more appropriate to develop short-term outcomes that fit within the longer-term outcomes and to monitor progress of these from the more immediate perspective. In other words, campus planners are typically focused on the more immediate activities and events. This may be viewed as always having some “low-hanging fruit” that can be obtained. It will be most helpful to maintain information-gathering activities, data collection and evaluation activities to monitor the progress and results associated with these short-term outcomes. Note that Recommendation No. 8 highlights this further.

Strategies also benefit from being targeted. Programmatically, initiatives to address alcohol (and other issues) can be very broad-based, or they can be more specific. While there is not a problem with having some initiatives that are available for all individuals in the campus community, it is important to not rely on this approach. The concept of blending a range of strategies is central to this. The blending of strategies suggests also that efforts are targeted, based on local needs and desired outcomes. For example, a target approach for first-year student-athletes may be what is needed. It may also be noted that some differentiation is appropriate based on gender. Similarly, certain teams may have a need based on a behavioral infraction, missed opportunity, lower performance or other challenges. Further, some groups may find that off-season needs are larger than those for other groups. The specific targeted focus can also extend beyond students to include coaches, trainers or other support individuals. The targeted efforts may include parents of first-year student athletes, parents of student-athletes, boosters, the SAAC, patrons or frequent event attendees, or other identified audiences.

It is within this context of a specific audience that short-term outcomes are specified. Typically, these are based on clearly identified needs, and program planners have a general understanding of what they want to see different among this target population.

> **“We need to hold onto the pulse of the student and what the student says is going to thrive, it’s going to thrive and we’ve only had win-win situations; so concentrate your efforts and make sure they are just successful ones and don’t spread yourself too thin.”**
>
> **– Candice Chick,**
> **California State University,**
> **Long Beach**

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One way of thinking about this is to specify what it is that you want the audience "to know," "to feel," or "to do" as a result of the programmatic efforts. Framing the planning in this perspective can be helpful in determining the specific strategies that would be helpful in achieving these outcomes.

The final thought within this recommendation is that the specification of initiatives should be within the context of what is achievable. While you may wish for all individuals within a specified audience to know some concrete fact or be aware of the availability of a resource, this may not be achievable (at the 100 percent level of accomplishment). While you may desire that attitudes are all within a high level of acceptance, this may not be reasonable. Your determination of desired outcomes must be consistent with the resources and capabilities on your campus. Your strategies may be reasonable, yet your current resources or capabilities may not be sufficient to achieve these. Further, you may have a range of desired outcomes based on the extent of need you find. However, you may also know that it is not feasible to achieve all of these outcomes at once. It may be more appropriate to prioritize these desired outcomes.

Overall, the parallelism between your desired outcomes and what is reasonable to accomplish must match. It is important to have clearly identified short-term outcomes that you want to achieve and to make these as specific as possible for sub-groups or audiences. Your current resources and capabilities then are sufficient to implement strategies that address these needs. Further, as identified within the first three recommendations, you may expand your resources and capabilities by further collaboration, engaging athletics and student life departments to a greater degree, and ensuring student engagement in implementation.

6. Promote a comprehensive campus program, with particular attention to often overlooked and challenging approaches.

In the development of alcohol-abuse prevention strategies, it is critical that emphasis be given to a range of strategies. As noted within Recommendation No. 4, attention to a balanced program is essential. This balance is within the context of a comprehensive program. A comprehensive campus-based initiative incorporates numerous strategies and is done so for numerous reasons. One reason is that individuals behave (and modify behavior) because of different factors. Individuals also behave (or change behavior) because of the collective influence of multiple factors. A campus-wide campaign may set the stage for increased awareness about an issue and may also enhance an individual's confidence for engaging in new behavior programs. Another reason for comprehensive programs is that individuals are at different places with their understanding or use of alcohol. Some benefit from general information-based strategies, while others need more intense intervention-focused efforts. Beyond this, as cited in Recommendation No. 5, efforts should be targeted and focused. This is based on unique needs or issues faced by distinct groups, and single programs within the "one approach fits all needs" are not appropriate.

The idea of a comprehensive program is illustrated with the framework of "Key Elements" incorporated in this publication. These seven aspects were identified as essential ingredients for those campus-based efforts that were more effective. While no campus among the CHOICES grantees did each of these seven key elements to an exemplary level, that would not be expected for this limited grant funding. These key elements are important to keep in mind within the context of an overall campus-wide initiative designed to reduce alcohol problems.

Also important is to attempt to the greatest extent possible to minimize missed opportunities with designing and implementing the campus effort. With the CHOICES projects, policy initiatives were sought out by only a few campuses. Campuses tended to minimize policy review or changes, probably due in part to the challenges faced by this effort. In a similar way, training activities, while addressed, were not accomplished to the level that could have been achieved. All too often, campuses engaged in campaigns and generalized awareness efforts. These campaigns are important and also provide a high profile for the project and its strategies.

The important consideration within this recommendation is to attempt to have a comprehensive campus effort to reduce alcohol problems and to seek balance with the types of efforts that are being implemented. Challenges will occur, and campus leaders will benefit from viewing these as opportunities to address needs and issues in a constructive way. As noted in the introduction to this document, challenges exist throughout the campus regarding alcohol problems. Maintaining a healthy perspective about the long-range aims and shorter-range outcomes can be helpful in persevering with these undertakings. The lessons learned (see “Key Elements” section) and the range of recommendations in this section are helpful in strategizing ways of moving forward to achieve the desired outcomes.

IMPLEMENTATION STRATEGIES

7. Be flexible and resilient in the design and implementation of programming and staffing. In preparing the variety of programmatic initiatives for the campus effort, it is important to be both organized and flexible. As noted with Recommendation No. 5, having clearly defined outcomes from both the short-term and longer-term perspective is important. However, this does not mean that these need to be rigid or “set in stone.” It is important to have an overall sense of the desired direction for the project and for individual aspects of the project. The project components may proceed precisely as planned; more often, however, is the situation where aspects of the project have challenges or aspects that are not proceeding in as complete or timely a way as expected. Maintaining the perspective of flexibility is essential in project planning.

Program planners, in particular, are all too familiar with reasons for the need for flexibility. One common factor is the turnover of students and changes in students’ needs. Students are not the same from one year to the next. Further, based upon the implementation of specific strategies (policies, programs, campaigns, events, etc.), it is anticipated that students’ needs will change because the strategies have had some impact on them. Related to this is the change in the campus’ student leadership. This may be from the perspective of the SAAC or the student government, and it is also found with individual student organizations. New leadership often results in different perspectives and varying priorities. There may also be a factor whereby student-athletes involved with the program may be highly involved during a certain time period (e.g., when not in season), yet have time limitations during another time period. Further, student-athletes, or students in general, may be

> **“The web of our collaboration across campus was also increased because of this staff turnover. We were really forced to look at other offices that might be able to help us implement our grant.”**
>
> **– Betsi Burns, Northwestern University**

highly involved for six months and then find that their time is limited because they over-extended themselves.

Another factor is that professional staffing may change. Individuals in various positions on campus may change roles, with new responsibilities or different assignments. This may affect whether they are able to spend as much time on the alcohol-problem prevention initiatives as had been spent previously. Professional staff members also transition to other institutions. Flexibility is important for the program, as staffing and student leadership involvement is often based upon relationships and a shared understanding of the mission of the project and its various components.

Related to these changes is the modification that often occurs with budgeting and funding priorities. Budgets go through cycles, and funding may become more or less available because of external constraints. There may be funding that becomes available because of the desired involvement of an external source. Funding needs may be reduced because of the collaboration of a campus resource, thereby resulting in less funding needed for a specific aspect of the project

Through all of these factors, it is important that project leadership remain resilient. The overall perspective is that the campus effort is organized to address alcohol-related problems through whatever objectives and strategies are identified as meaningful and appropriate for the campus. While it may emerge that specific strategies are not feasible or appropriate, the important thing is to maintain the broader perspective. Take the challenges that are presented, and turn these into opportunities. Engage in problem-solving strategies with the leadership group (the project's advisory body or task force), and identify the most appropriate ways of now addressing the short-term and longer-term outcomes. Through linking with the evaluation processes (see Recommendation No. 8) and innovation (see Recommendation No. 4), consider approaches that are different from what was initially planned. Further, the collaboration encouraged throughout the campus (found in Recommendation No. 1) can turn out to be fortuitous for the program's strategies and ultimate sustainability. The results may be stronger and the processes easier to implement than was the case with the originally planned effort.

8. Evaluate early and often, using a range of appropriate methods. The focus on evaluation is an important consideration for any project. While this can be as large or small as desired, what is important is that this be an important program component throughout the project. That is, evaluation should be one of the foundations for the project's activities, as evaluation information is provided to substantiate the need for specific approaches. As one of the key elements, evaluation is viewed as an important factor for documenting and improving the program's activities.

Evaluation is typically focused on two

> **“That's really what got us through, finding the flexibility, finding the creativity to move beyond the challenges; and recognize that in any of this work we had great plans, those plans didn't work out so then we have a plan B, we have a plan C.”**
>
> **– Jenny Haubenreiser, Montana State University**

primary components: outcome evaluation and process evaluation. The outcome evaluation links specifically to Recommendation No. 5, as it highlights the extent to which various objectives are achieved. The process evaluation provides insights about what went well and what went poorly. The results from each of these types of evaluation should be used in a formative manner, so that modifications can be made to the implementation of the project's strategies. This flexibility (noted in Recommendation No. 7) is important for the appropriate implementation of the project's activities.

Often overlooked is the issue of when evaluation activities should be incorporated into the project activities. Ideally, this should be initiated as early as possible within the project, rather than only at the end. Engaging evaluation discussions at the beginning is most helpful, as this process helps to clearly identify the objectives that are sought for the program's implementation. From clearly defined objectives come both the strategies to achieve these objectives and the measures that will help document progress.

Evaluation activities, ideally, include both quantitative and qualitative approaches. All too often, campus efforts rely upon the quantitative approaches found with surveys, whether these are online or print versions. Qualitative approaches include open-ended questions, focus groups, interviews, observations and more. The evaluation is best when each approach – quantitative and qualitative – complement the other.

Also central to campus-based efforts is the use of locally appropriate evaluation strategies. Found all too often are standardized surveys. While these approaches can provide helpful information, they are typically designed for purposes of understanding more global impact. Typically, these are not localized and do not monitor the achievement of locally appropriate objectives within the campus focus. It is important that evaluation activities focus on more immediate milestones or markers, so that campus leadership personnel can assess the more immediate impact of the campus strategies.

The important role of evaluation cannot be emphasized enough. However, this activity is often outside of the content expertise of most personnel involved with alcohol-abuse prevention activities. Thus, this is an excellent place for emphasizing collaboration with other campus resources, engaging faculty members, staff personnel or students with evaluation design and implementation. Another helpful building block for implementing appropriate evaluation activities is the IMPACT Evaluation Resource. This includes a six-step planning model, complete with rationale, tips, milestone charts and sample instrumentation. In short, evaluation is important for program review, refinement, justification and ultimately institutionalization of key aspects of the project's strategies.

9. Market your program and messages using a variety of high quality, creative approaches. Campus program personnel are typically highly dedicated to the range of strategic initiatives undertaken to address alcohol problems. Whether they are involved with a task force, implementing a training program, leading group discussions, orchestrating an event, working with student leaders and student-athletes, or talking with potential collaborators, they incorporate a high level of commitment. They have high energy for their activities and incorporate numerous strategies designed to make a difference with the various audiences served by them.

To support these strategies, program personnel often engage in campaigns or other advertising. These efforts are designed to

> **"Do evaluation as often as possible, it doesn't have to be an in-depth survey. That can help you in determining what programs worked for you and what programs don't."**
>
> **– Karrie Clay, Marietta College**

"In order to effectively market and promote, we need a lot of collaboration. Health promotion is just one small part of a large system. How do we get the message out? That is the ultimate question. We have the information; how do we market that information in a way that will be consumed?"

– Jenny Haubenreiser, Montana State University

make the audiences more aware of specific information or messages. Sometimes the marketing is designed to advertise an event, and sometimes the marketing is designed for informational purposes only (such as with a social norms marketing campaign).

Regardless of the nature or purpose of the marketing, what will be beneficial is to have clearly defined outcomes specified for the marketing efforts. That is, program planners benefit from being very clear about what they want the audience "to know", "to feel" or "to do" as a result of seeing the advertising. This includes results such as the viewer having better knowledge about alcohol facts, knowing the actual percentage of students who engage in healthy behavior, becoming aware of skills for confronting another individual or ways of caring for a person in need. It is important that the marketing be done with this clearly defined objective.

It is also important that the marketing meet a variety of criteria for successful messages, including being visually attractive, inviting, attention-getting, culturally appropriate, consistent with other messages, credible and relevant. Marketing efforts include posters, brochures, fliers, banners and more. As found with the CHOICES projects, these are the types of approaches that are more plentiful among colleges and universities. However, marketing goes beyond having a poster campaign, having a T-shirt and having a brochure. Program planners should consider a range of approaches, including clear messages, slogans, logos, themes and the overall image and reputation of the program.

Program planners will benefit from reviewing strategies and approaches used by professional marketers as they sell products and services to learn strategies that can be adapted for campus purposes. Further, this is a great opportunity for further collaboration with campus personnel encouraging appropriate faculty members, academic classes, programs of study, professional organizations and talented individuals to become engaged with the project to help design and implement the marketing initiatives.

In preparing the marketing plan, start by developing clear and concise messages you want to communicate to your target audience. The information grounding the marketing should be locally appropriate and incorporate current data from the campus. The focus may be on program visibility, project visibility, and message visibility. Evaluation information should inform the messages, so that specific messages can be developed and later adapted as necessary.

Quality marketing is an opportunity to promote awareness of the event or message, provide visibility to the organization and collaboration that is occurring, and show that the program is grounded with its initiatives. Marketing, when done well, can promote both the message and the sponsors and their objectives.

CONCLUSION

Best of CHOICES Alcohol Education: 1998-2008 was developed with two purposes in mind: to celebrate the quality work done by professionals and students at 114 campuses nationwide as they sought to address alcohol problems; and to assist college and university personnel as they seek to reduce alcohol-related problems on campus. The challenges and strategies included in this resource promote collaborative strategies involving athletics, This print and DVD resource is designed to provide insights, suggestions and a sense of realistic optimism about making a difference on campus.

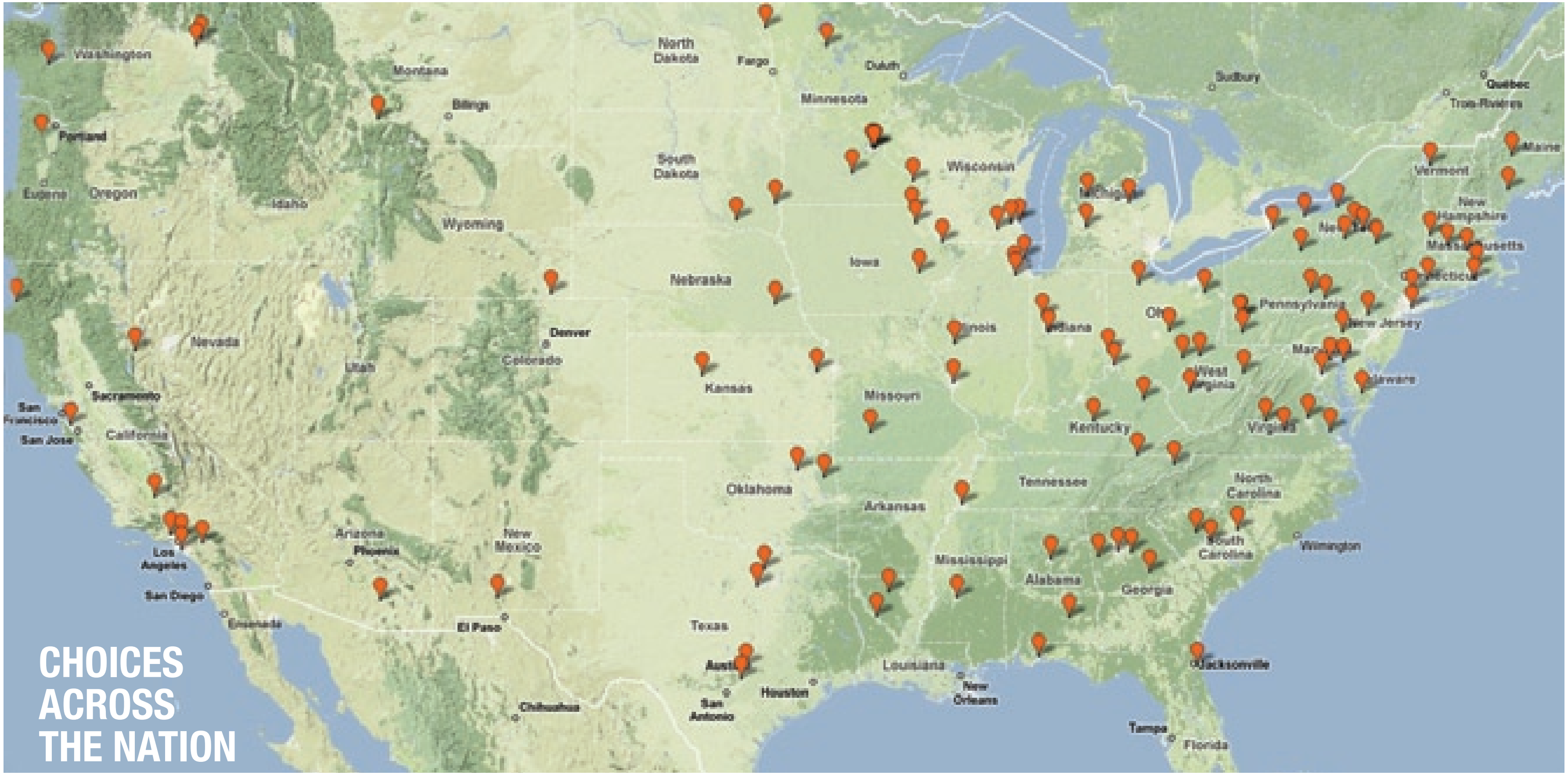
NCAA CHOICES was identified nearly 20 years ago as the NCAA's primary strategy to contribute to the prevention of alcohol-use problems on college campuses. The award of grants to colleges and universities has resulted in tremendous success. The grant program has evolved, and continues to evolve, based on the learning gathered over these decades. Progress in the science underlying alcohol-abuse prevention activities, from a national perspective, has further enhanced the nature of strategies used on campus. The progress over the last two decades with the CHOICES grants, when coupled with the larger national effort, can be helpful to create further progress in future decades.

Best of CHOICES is designed as a motivational and inspirational guide to campuses large and small, public and private, urban and rural. This provides numerous tools to stimulate and encourage continued dedication to reducing alcohol problems on campus. The framework, resources, collaborative approaches and insights will, hopefully, assist with making a greater difference with the health and safety of our campuses and our students.

The Best of CHOICES can serve multiple purposes, and its contents can be used in various ways:

- To guide colleges and universities in their efforts to orchestrate sound and innovative strategies to reduce alcohol problems.
- To identify specific strategies and ideas about how other campuses have addressed various issues and how different challenges have been addressed.
- To provide a searchable database to review and build upon materials developed by campus projects.
- To describe seven "Key Elements" to remind campus planners about the importance of a broad perspective, and of addressing the alcohol issue within the context of a comprehensive approach.
- To promote strategies for working collaboratively, emphasizing the importance of engaging athletics.
- To recommend methods for improving campus-based approaches.
- To present the lessons from the field – "CHOICES Voices" – which provide practical, grounded perspectives and insights helpful for continuing the quest for reduced alcohol problems.

CHOICES ACROSS THE NATION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