



**Virginia
College
Alcohol
Abuse
Prevention
Standards**

Summary of Final Document

July 2003

Background

Professionals from throughout the state gathered to identify what can be done statewide to help maintain, and ideally increase, the attention given to alcohol abuse prevention on campuses and in their surrounding communities. A wide range of ideas was generated during a professional development session in May 2001. Professionals dedicated to substance abuse prevention gathered from throughout the Commonwealth and discussed specific ways that prevention and other relevant efforts can be enhanced on college campuses. Emerging from this group of approximately 25 professionals was the belief that a “set of standards” or guidelines for all institutions of higher learning in Virginia would be very helpful. The rationale was that if clear standards and criteria for implementing sound, thoughtful approaches could be generated, individual college campuses would benefit.

The professional assessment of this group was that progress on alcohol abuse was slowing because of limited resources, low institutional priority, and unrealistic expectations for immediate outcomes. The proposed “standards” or “criteria” would be helpful, and perhaps essential, for raising the priority of alcohol abuse prevention and related services. With the range of standards and recommendations that already exist for alcohol abuse prevention, the Virginia professionals emphasized two points:

1. The range of approaches could be confusing to some campus, community, and state leaders because these standards or criteria come from different sources and offer somewhat different perspectives
2. The range of existing standards, criteria, and recommendations can serve as the foundation for a thoughtful synthesis for Virginia.

Thus, the approach used by Virginia professionals was to identify existing resources addressing college student drinking and alcohol abuse, with attention to standards, recommendations, frameworks, and approaches cited for implementation. At a subsequent professional development in June 2001, 23 documents, prepared within the last 5 years, were identified and reviewed with college-based professionals who in their faculty or staff role address substance abuse issues on a regular basis.

For the preparation of this document, the wide range of existing frameworks and recommendations has been coupled with the professional experience, expertise, and perspectives of college professionals dealing with substance abuse on their campuses throughout the Commonwealth. The organization identified for this document is based on the philosophy of having **successful and meaningful** prevention efforts to address alcohol abuse and related problems. Specifically, the professionals working on the Virginia Alcohol Prevention Standards were interested more in **results** and what it takes to make a difference than in simply identifying specific efforts to be implemented. Thus this document represents the best and current thinking of dedicated professionals regarding what it takes to be successful with addressing alcohol abuse among college students throughout the Commonwealth. It builds upon the prior good work of many state and national organizations and agencies, and the professional perspective of Virginia’s personnel. Its organization is such that the readers can readily use this resource.

Overview of the Standards

The Virginia Alcohol Abuse Prevention Standards document is designed to provide clear guidance for campus leaders as they address alcohol abuse and alcohol-related problems on their campuses and in the surrounding communities. While a range of other approaches exist, these Virginia Standards are organized in a way of what will help a campus-based initiative be “successful.” Rather than simply focus on a comprehensive approach or one that is deemed appropriate for the needs of a campus and its surrounding community, the focus of this resource is upon the wide range of elements and components

deemed necessary for success. Thus, the emphasis is upon results or outcomes representing the “bottom line” of campus efforts.

The specific standards are clustered within 14 distinct focus areas. These, in turn, are organized for ease of illustration into four core issues: Foundations, Who Should Be Involved, Focus of Efforts, and Context.

Core Issue 1: Foundations

The first core issue of Virginia College Alcohol Prevention Standards centers on foundations. Foundations reflect the basis or structure upon which the entire campus-based effort is based. Just as it is appropriate to build a house with solid foundations, it is appropriate to build a campus-based effort to deal with alcohol problems with substantive foundations. Foundations include three major components. First, campus efforts must be *needs based*. What is appropriate for a particular campus at a given point in time may not be appropriate at a different point in time. Thus, current needs serve as a foundation for the campus efforts. Second, campus strategy should be *locally appropriate*. What is appropriate for one campus may not be appropriate for another campus. This is also based on what is appropriate given the campus history as well as the unique factors associated with the community surrounding the campus. The third foundation is the need to engage *collaboration*. This includes working closely with other professionals inside and outside the university as well as those in the local community.

Focus Area 1: Needs Based

1. Engage in needs assessment processes on a continuous basis.
2. Gather information in as objective a way as possible.
3. Incorporate a range of qualitative and quantitative approaches for gathering needs.
4. Review the individuals from prevention and enabling perspectives.
5. Gather information from the range of groups and audiences served on the campus.
6. Examine campus policies and procedures, local laws and ordinances, and their enforcement.
7. Examine a wide range of campus cultures and environments, as well as the surrounding community.
8. Review contributory and restraining factors for current and past efforts.
9. Assess intermediary groups such as faculty, staff, and alumni.
10. Link the needs assessment processes to the mission of the institution.
11. Use information from all data collection processes to prepare a thoughtful plan for implementation on the campus.
12. Blend theoretical foundations and experience into program hypothesis generation.
13. Maintain complete and honest reporting of findings generated through the processes.

Focus Area 2: Locally Appropriate

1. Consider the institutions’ and organizations’ history, traditions, and current needs.
2. Design strategies appropriate for the institution and the range of constituencies within the institution.
3. Recognize the diversity on the campus and in the target audiences.
4. Clearly link strategies to college or university goals, particularly those of an academic nature.

5. Link programmatic strategies and objectives to student development goals that are important to the institution and/or individual departments and organizations.
6. Review critically the organization's premises and guiding principles to assess whether these contribute to or constrain the successful implementation of efforts.
7. Formally develop the underlying philosophy and guiding principles.
8. Consider only strategies that can reasonably be supported and sustained.
9. Base campus strategies on a philosophy of self-monitoring and self-regulation.
10. Provide services in a timely and accessible manner.
11. Make clear decisions about the sponsorship of campus events and services by organizations affiliated with alcohol beverage companies.

Focus Area 3: Collaboration

1. Use both formal and informal approaches to achieve collaboration.
2. Collaborate with a range of other professionals to share insights, ideas, concerns, successes, results, and vision.
3. Collaborate with professionals with varying responsibilities on the campus.
4. Collaborate with professionals in various academic disciplines.

Core Issue 2: Who Should Be Involved

The second core issue of the Virginia College Alcohol Abuse Prevention Standards is determining who should be involved in alcohol abuse prevention efforts. Within this context, campus and community initiatives would benefit by the involvement of a wide range of individuals representing multiple constituencies. This core issue includes three major focus areas. The first focus is that of *demonstrated leadership* whereby campus and community leaders engage actively in their efforts to address alcohol issues on their campuses. The second focus is that of an *inclusive planning process* whereby approaches to address alcohol issues engage multiple constituencies, and are done in a planful manner. Emphasis on *shared responsibility* is the third thrust; it is not a single individuals or groups responsibility to "solve" the alcohol abuse issues of a campus. Rather, a range of individuals or groups each have a wide variety of tasks they can accomplish to contribute meaningfully in the reduction of alcohol abuse.

Focus Area 4: Demonstrated Leadership

1. Exhibit Leadership at all levels of the university or college, and by a variety of campus leaders including administrators, faculty, staff, and students.
2. Harness the energy of the variety of individuals and groups involved in alcohol abuse prevention.
3. Attend to the interrelationships and interdependencies among multiple groups.
4. College presidents and governing boards have a significant role to play in shaping the climate for a successful program.
5. Leadership can be exhibited by a range of actions.
6. Provide vision for the future.
7. Demonstrate the priority placed on alcohol abuse prevention as a core issue by seeking opportunities to cite its importance.
8. Demonstrate the linkage between the campus efforts and societal issues.

9. Demonstrate an understanding of the complex nature of alcohol-related issues.
10. Demonstrate positive energy about and support for accomplishments realized in addressing alcohol abuse.
11. Establish reward systems and support mechanisms to honor quality work.
12. Be both proactive and responsive to immediate and impending issues.
13. Be systematic in the planning and organizing of the campus effort.
14. Be creative with new approaches and cutting edge strategies relevant to the current needs of the campus population.
15. Be assertive and honest about the nature of alcohol related concerns and ways that the campus is addressing these.
16. Serve as a role model to others in similar positions as well as constituency groups.
17. Seek policy changes on the campus, in the community, and at the state and national levels.
18. Remain committed to the campus and organizational effort for the long-term.

Focus Area 5: Inclusive Planning Process

1. Include the wide range of offices, agencies, and other constituencies on the campus.
2. Organizations and agencies external to the campus should be considered for membership on the campus advisory group.
3. Consider involvement by those with a direct linkage to the institution.
4. Students should have a critical role in the planning processes.
5. Clearly define the breadth of and oversight for the campus efforts.
6. Clearly define the specific role of the group.
7. Identify realistic outcomes and milestones relevant for student alcohol issues.
8. Formalize the planning and oversight activities in an organized way.
9. Maintain a perspective of planning as an ongoing and evolving process.

Focus Area 6: Shared Responsibility

1. Broadly define responsibility for implementation across the institution and surrounding community.
2. Identify as many partners as possible.
3. Key constituencies and individuals should identify responsibilities for their efforts.
4. Clearly define the scope of effort for each identified individual or group.
5. Promote ownership of both problems and solutions among a range of constituencies.
6. Actively promote collaborations that are helpful in generating consistent, clear messages.
7. Identify and promote proactive and positive ways to collaborate on the development of services and approaches.
8. Promote inquisitive exploration about students needs, knowledge of prevention efforts, and use of support services.
9. Create and organize systems of communication throughout the campus system.
10. Maintain a centralized record keeping system for behavioral violations.

Core Issue 3: Focus of Efforts

The third core issue of the Virginia College Alcohol Abuse Prevention Standards is the focus of efforts. Building upon the prior two core issues of Foundation and Who Should be Involved, the current section addresses the Focus of Efforts that will be implemented. This core issue incorporates two areas of attention. First, efforts in planning for their implementation should focus on a *long-term perspective*. Alcohol problems are not such that they can be “solved,” much less “solved easily.” Alcohol abuse issues may be more appropriately categorized as those that can be managed, and done so over a long period of time. Second, the focus of efforts should clearly have a *student emphasis*. With students as the primary audience of concern within the college and university context, clearly the emphasis must acknowledge that students change, both developmentally with those currently enrolled, as well as the continual turnover of students.

Focus Area 7: Thinking Long Term

1. Consider long-term outcomes that are desired from the implementation of the campus efforts.
2. Organize and arrange shorter term, intermediate outcomes within a one- to five-year perspective.
3. Provide an organized plan for implementation complete with milestones or checkpoints.
4. Attend to the underlying issues facing students in the development of both long-term and intermediate perspectives.
5. Emphasize consistent implementation over a long period.
6. Focus on the institutionalization of the campus-based efforts and its various components.
7. Maintain flexibility within the overall perspective of long-term plans and the strategies that support them.
8. Build in opportunities to reinforce the need for patience in seeing the desired outcomes materialize.
9. Clearly organize the resources, structures, policies, protocols, services, and strategies that support the implementation of the long-term aims.
10. Incorporate a review processes.

Focus Area 8: Student Emphasis

1. Emphasize the development of the whole person.
2. Acknowledge diversity in the students being reached.
3. Acknowledge that students change over time.
4. Actively incorporate attention to underlying issues facing students.
5. Promote proactive and positive efforts that serve as protective factors with students.
6. Provide students with skills, resources, and tools that can be directly applied by them.
7. Promote responsibility and accountability for individuals in regards to their own behaviors and outcomes.
8. Promote responsibility to and for others.
9. Promote challenging situations and opportunities for students.

Core Issue 4: Context of Efforts

The fourth core issue of the Virginia College Alcohol Abuse Prevention Standards is the context of alcohol abuse prevention efforts. This core issue has six focus areas. First, it is important to think *comprehensive*. With this, campus efforts should incorporate a range of approaches inclusive of policies, programs, services, resources, and more. Second, the variety of efforts needed and individuals involved in these efforts makes *communication* an essential element of campus efforts. Communication is important to implement in a carefully orchestrated manner to maximize this successful implementation. Third is the need for adequate *staffing, training and resources* for personnel who will be addressing alcohol-related issues. Whether professional or paraprofessional, whether volunteer or paid, alcohol abuse prevention does not simply happen. Rather, it requires thoughtful and skilled preparation of personnel resources to obtain the desired outcome. Fourth, efforts must be *results focused*, whereby attention is placed on specific outcomes for campus efforts. Keeping the attention towards desired outcomes, including specific results desired—whether these are behavioral, attitudinal, knowledge or other—helps to clarify and direct efforts in a meaningful way. Fifth, a contextual perspective of *accountability* is important for successful campus-based efforts. Coupled with the results perspective, accountability emphasizes that as stewards of the public trust, both for individuals, as well as institutions of higher education as societal leaders, diligent efforts are essential. Finally, *monitoring* incorporates the on-going review of the extent to which campuses are addressing, in a meaningful way, those issues and results that it sets out to address.

Focus Area 9: Think Comprehensive

Conceptual Framework

1. Target the characteristics and behaviors individuals, groups, organizations, and the entire campus, as well as the campus and community environment.
2. Generate initiatives that are based on clear foundations, including research, science, and reasoned hypotheses.
3. Use a wide variety of approaches.
4. Include three major areas of focus: 1) policies and enforcement; 2) prevention education; and 3) intervention, referral and support.

Policy and Enforcement:

1. Create policies that are comprehensive and consistent with the campus mission, its history, and its vision for the future.
2. Organize policies in a way that includes rules and regulations as well as the overall programmatic thrust for the institution.
3. Be consistent with federal, state and local laws.
4. Enforce policies consistently.
5. Include statements concerning behavior, standards for the use of alcohol, sales, training, advertising, and related issues.
6. Where feasible, include specific consequences.
7. Communicate and disseminate policies widely and publicly.
8. Clearly address behavior and standards relevant for individuals as well as groups and organizations.
9. Clearly identify prescribed and prohibited behavior, both on campus, as well as off campus.
10. Address when and where alcohol beverages may be sold, served, or otherwise available.

11. Clearly stipulate policies and guidelines regarding the service of alcohol at events.
12. Establish clear policies and standards for the marketing of alcoholic beverages.
13. Establish clear policies regarding how student behavior off campus is handled when there is a violation of a local law or ordinance.
14. Clearly address the standard of behavior with respect to highly visible public laws.
15. Establish policies concerning how alcohol's involvement with a behavioral violation is handled from both a rule violation perspective as well as a health perspective.

Prevention and Education:

1. Ensure that prevention education approaches are culturally relevant and culturally sensitive.
2. Recruit faculty, staff, and community leaders to assist with educational programs.
3. Target individuals, groups, organizations, the campus as a whole, the college and the surrounding community.
4. Include diverse strategies and approaches, including large-scale and small-scale efforts.
5. Include a range of prevention education approaches to attend to multiple styles of learning as well as reinforcement.
6. Provide leadership development programs for officers of student organizations.
7. Give student organizations a critical role to play in promoting appropriate healthy messages.
8. Encourage faculty to incorporate alcohol awareness messages and topics in their courses and assignments as appropriate.
9. Incorporate skills-building opportunities that strengthen personal and social skills.
10. Consider peer based approaches for effecting change.
11. Include innovative and attractive alcohol-free programming, particularly during late night and weekend hours.
12. Include information on alcohol, such as policies, programs, and services, during orientation programs.
13. Make students aware of risks associated with alcohol abuse, including illegal and high-risk behaviors.
14. Consider the role of social norms strategies in prevention education efforts.

Intervention, Referral and Support:

1. Provide a clear and organized system of support and intervention services for students.
2. Identify clear standards and procedures for intervention and referral.
3. Provide a welcoming environment for students who seek or are considering assistance for themselves or others.
4. Promote early identification and intervention with at-risk individuals and groups.
5. Encompass a range of strategies when providing support services, including assessment, education, skills building, referral, diagnosis, treatment, and on-going support.
6. Widely promote self-help groups such as Alcoholics Anonymous.
7. Provide for a monitoring and follow-up system of students who have been engaged in the intervention and support services.

Focus Area 10: Communications

1. Communicate clearly the on-going commitment and priority held with alcohol abuse prevention.
2. Develop clearly defined methods and outcomes for communications.

3. Use a variety of mass media and communications vehicles.
4. Reach students with the campus and community communication channels they commonly use.
5. Develop targeted communications messages for specific groups and audiences.
6. Integrate communications strategies with other approaches.
7. Look for opportunities to communicate messages widely.
8. Use campus leaders with high public visibility to communicate key messages.
9. Widely distribute campus policies, regulations, services, resources, and activities to students, faculty, staff and parents.
10. Seek out public recognition for the good works that are being accomplished.

Focus Area 11: Adequate Staffing, Training and Resources

1. Designate a coordinator of alcohol abuse prevention efforts.
2. Place the coordinator within the organization in a visible and politically important location.
3. The professional(s) involved in alcohol-abuse prevention must be knowledgeable and skilled in the specified areas of responsibility.
4. Incorporate a range of qualified individuals at multiple levels of service.
5. Staffing should be diverse and reflect the institution's student population.
6. Appropriate space should be allocated for the program services.
7. Adequate time must be allocated for the designated coordinator to accomplish the specified responsibilities.
8. Necessary and sufficient resources should be allocated for implementation.
9. Campus should institutionalize adequate funding to help the campus program to achieve its goals and objectives.
10. Support staff should be provided to assist with the implementation of the campus program.
11. Indirect resources should be allocated for program implementation.
12. Paraprofessional staff and volunteers should be supervised and monitored on a regular basis.
13. Professionals and paraprofessional staff members should be knowledgeable about the range of services, policies, procedures, programs and resources on the campus and in the community.

Focus Area 12: Results Oriented

1. Have a clear delineation of both intermediate and long-term outcomes.
2. Clearly delineate results to facilitate with monitoring and ongoing assessment of effectiveness..
3. Clarify the desired results by engaging in a collaborative partnership, among practitioners, researchers, scholars, and students.
4. Clearly define the results desired regarding several aspects of student drinking.
5. Be focused and clear.
6. Include processes and collaboration issues.
7. Include on-going evaluation of and improvement in implementation.
8. Use innovation and modification.
9. Monitor results using a range of standard designs and instruments.
10. As results are achieved, reward those involved.

Focus Area 13: Accountability

1. Formally establish a system of program accountability to monitor achievement.

2. Include individual professionals, offices and departments in accountability protocols.
3. Include both outcome and process results.
4. Organize accountability with a clear plan.
5. Accountability results should be publicly communicated on a regular basis.
6. Positive accolades and praise should be forthcoming as appropriate.

Focus Area 14: Monitoring

1. Establish monitoring standards and processes early in the program implementation.
2. Base monitoring and evaluation strategies on clear foundations.
3. Have both a long-term and short-term perspective.
4. Incorporate measures of effectiveness in the monitoring plan.
5. Conduct campus-monitoring efforts on a regular periodic basis.
6. Include current and established approaches.
7. Use a range of qualitative and quantitative measurement processes.
8. Use a wide range of elements in monitoring and evaluation efforts.
9. Gather information from a range of sources including students, intermediaries, and others.
10. Monitor elements in the environment and other contributory factors that contribute to or detract from the success of efforts.
11. Promote monitoring as a means to improve quality and overall effectiveness.
12. Address defined program elements and student behavior, as well as their precursors.
13. Ensure that evaluation strategies are viewed as valid and reliable by program staff, campus personnel and students.
14. Use monitoring to identify commonalities among groups.
15. Use monitoring to review trends over time.
16. Use results for program and strategy review and redesign.
17. Use monitoring results to develop informational campaigns and messages.

List of Resources

The following resources were used in the development of this draft document. Additional resources will be added as they are reviewed as part of the process of finalizing the standards.

State Resources:

1. *Report of the Attorney Generals Task Force on Drinking by College Students.* (1998). The Virginia Attorney General's Office. Available at: <http://www.alcohol.vt.edu/standards>
2. *Science-Based Prevention Practices.* The Virginia Effective Practices Project. Information available at: <http://www.jmu.edu/cisat/vepp/index.html>.
3. *Virginia's College Students: Reversing Alcohol and Other Drug Abuse Problems.* (Spring, 2001). David Anderson. *Virginia Issues & Answers*, 7(3), 2 -5.

4. **Committee on Educational Policy Report on Alcohol (preliminary).** (2001). Committee on Educational Policy, Board of Trustees of the California State University. Item 3 of the May 15 – 16, 2001 meeting. Available at: <http://www.calstate.edu/infocenter/AlcoholReport.pdf>
5. **Alcohol Policies and Prevention Programs Committee Final Report.** (2001). Committee on Educational Policy, Board of Trustees of the California State University. Agenda Item 3 of the July 10 – 11, 2001 meeting Available at: <http://www.calstate.edu/infocenter/AlcoholReportFinal.pdf>

Federal Resources:

6. **Science-Based Substance Abuse Prevention: A Guide.** (2001). Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Prevention, Division of Knowledge Development and Evaluation. DHHS Publication No. (SMA) 01-3505. Available from the National Clearinghouse for Drug and Alcohol Information, 1-800-729-6686. Available at http://modelprograms.samhsa.gov/pubs_science.cfm
7. **Promising and Proven Substance Abuse Prevention Program.** (2001). Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Prevention, Division of Knowledge Development and Evaluation. DHHS Publication No. (SMA) 01-3506. Available from the National Clearinghouse for Drug and Alcohol Information, 1-800-729-6686. Available at http://modelprograms.samhsa.gov/pubs_science.cfm
8. **Principles of Substance Abuse Prevention.** (2001). Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Prevention, Division of Knowledge Development and Evaluation. DHHS Publication No. (SMA) 01-3507. Available from the National Clearinghouse for Drug and Alcohol Information, 1-800-729-6686. Available at http://modelprograms.samhsa.gov/pubs_science.cfm
9. **Higher Education Amendments.** (June, 1999). Joel Epstein. Prevention Updates. Higher Education Center for Alcohol and Drug Prevention. Education Development Center, Inc. 55 Chapel Street, Newton, MA. Available at <http://www.edc/hec.org>
10. **Prevention Challenges at Community Colleges.** (1998). Higher Education Center for Alcohol and Drug Prevention. Education Development Center, Inc., 55 Chapel Street, Newton, MA. Available at <http://www.edc/hec.org>
11. **Checking Out Colleges: Questions to Ask School Officials about Substance Abuse Prevention.** (1998). William DeJong and Karen Zweig. Higher Education Center for Alcohol and Drug Prevention. Education Development Center, Inc., 55 Chapel Street, Newton, MA. Available at <http://www.edc/hec.org>
12. **Be Vocal, Be Visible, be Visionary: Recommendations for College and University Presidents on Alcohol and Other Drug Prevention.** (1997). Presidents Leadership Group. Higher Education Center for Alcohol and Drug Prevention. Education Development Center, Inc., 55 Chapel Street, Newton, MA. Available at <http://www.edc/hec.org>
13. **Understanding Substance Abuse Prevention: A Premier on Effective Programs.** Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Prevention, Division of Knowledge Development and Evaluation. DHHS Publication No. (SMA) 99-3301. Available from the National Clearinghouse for Drug and Alcohol Information, 1-800-729-6686. Can be ordered on-line at <http://www.samhsa.gov/centers/csap/csap.html>
14. **Institutionalizing an Alcohol and Other Drug Prevention Program.** William DeJong and Barbara A. Moeykens. Bulletin Series: Alcohol and Other Drug Prevention. Higher Education Center for Alcohol and Drug Prevention. Education Development Center, Inc., 55 Chapel Street, Newton, MA. Available at <http://www.edc/hec.org>

15. *A Call to Action: Changing the Culture of Drinking at U.S. Colleges*. (2002). National Institute on Alcohol Abuse and Alcoholism. National Institutes of Health. Bethesda, MD. Available at <http://www.collegedrinking.org>.

Professional Organization Resources:

16. *The Network Standards*. Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse. Available at <http://www.edc.org/hec/network/standards.htm>
17. *Alcohol and Other Drug Programs*. (1997). Council for the Advancement of Standards in Higher Education. *The Book of Professional Standards for Higher Education, 2001*. One Dupont Circle, NW, Suite 300, Washington, DC 20036-1188, (202) 862-1400, Fax: (202) 296-3286. Can be ordered at <http://www.cas.edu/howto.cfm>
18. *Recommended Standards: Alcohol and Other Drug Use, Misuse, and Dependency*. American College Health Association, PO Box 28937, Baltimore, MD, (410) 859-1500. Can be obtained by emailing them from their website: <http://www.acha.org>
19. *Healthy Campus 2010: Making it Happen – Draft*. (2000). Taskforce on National Health Objectives in Higher Education, American College Health Association, PO Box 28937, Baltimore, MD, (410) 859-1500. Available at <http://www.acha.org>

Research-Based Resources:

20. *Promising Practices: Campus Alcohol Strategies*. (2001). Center for the Advancement of Public Health, George Mason University. Available at <http://www.promprac.gmu.edu/>
21. *Binge Drinking on America's College Conferences*. (2000). Henry Wechsler. College Alcohol Study, Department of Health & Social Behavior, Harvard School of Public Health, 677 Huntington Avenue, Boston, MA 02115. Available at http://www.hsph.harvard.edu/cas/Documents/monograph_2000/
22. *Towards a Framework for Prevention: Principles, Approaches, or Programs*. Karol Kumpfer. Center for Substance Abuse Prevention. Available at: <http://www.alcohol.vt.edu/standards>

Non-Profit Resources:

23. *College Commission to Address Alcohol's Impact on America's College Campuses*. (2000). Mothers Against Drunk Driving. Report to the National Board of Directors. Available at: http://www.madd.org/docs/college_commission_report.pdf