

IMPACT

EVALUATION RESOURCE

NCAA CHOICES Alcohol Education

Prepared for



NCAA
CHOICES
GRANTEES

Prepared by



Center for the Advancement of Public Health

This **IMPACT** *Evaluation Resource* was developed by George Mason University's Center for the Advancement of Public Health for the NCAA's Education Services Division and its CHOICES alcohol education program. This resource was prepared to assist campus professionals with the design and implementation of the evaluation of their alcohol education efforts. Specific guidance and resource assistance is offered for preparing meaningful and appropriate outcome and process evaluations. This resource helps project leaders as they document progress and successes, so that lessons and insights can be shared to enhance the breadth and quality of campus-based programs and initiatives. The desire for this resource emerges from recommendations from the 2006-2009 cohort of CHOICES grantees, and is based on the experience of GMU's CAPH with needs assessment, evaluation, and strategic planning efforts. This first edition was developed as part of the technical assistance on evaluation being provided to CHOICES grantees by GMU's CAPH; future editions will be based upon comments and suggestions.



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Preface

This **IMPACT** *Evaluation Resource* is prepared to assist professionals in the college and university setting with their efforts to monitor and evaluate their programs and services. Specifically, it is prepared for NCAA **CHOICES** grantees who are working with alcohol education initiatives on their campus.

This resource provides an overview of many of the details and strategies appropriate to a sound evaluation design.

Since no one evaluation approach is appropriate for each project, this **IMPACT** *Evaluation Resource* organizes evaluation into six overall clusters for implementation. Evaluation itself can be extremely complex and time-consuming. Many evaluation designs incorporate numerous professionals with wide-ranging experience. The purpose of this resource is to aid professionals whose expertise is in areas other than evaluation plan and implement the project's evaluation; thus enabling campus programs to learn from their own efforts with an aim for improvement. Further, campuses can learn from one another based on sound evaluation designs and processes.

The idea for this resource came from grantees with the **CHOICES** Alcohol Education program funded by the National Collegiate Athletic Association Education Services division. NCAA has funded **CHOICES** for over a decade and many campuses have benefited from this funding as well as from the insights gathered as a result of implementing these initiatives. Improvements to the evaluation framework and strategies for these grants will improve the quality of services for student-athletes and students being served. Insights gained will be helpful for the collective learning within the community of **CHOICES** grantees as well as others working with student-athletes and alcohol education and awareness issues. Those who use this resource are sincerely encouraged to raise questions and offer suggestions for incorporation in future editions.

The accomplishment of such an undertaking was strongly benefited by the kind assistance of numerous staff members at George Mason University's Center for the Advancement of Public Health. These individuals, collectively and individually contributed by designing and preparing this resource to be as user-friendly and clear as possible.

A heart-felt *thank you* is offered to the following Mason staff members:

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IMPACT

Evaluation Resource

“Making a difference” is what our work, individually and collectively, is all about. We genuinely want to promote positive behaviors among those with whom we work and interact. We strive to promote the greatest potential and performance with our student-athletes, and with others.

Within the scope of your projects, you seek to have individuals make responsible choices about alcohol, you strive to help the campus culture promote healthy decisions, and you want those with whom we work to be skilled and feel empowered as they implement their initiatives. The difference that each campus program seeks to achieve varies – based on its role, its campus and its history, and the needs identified for the projects.

The context of this “making a difference” theme is that the helpful starting place for the projects is the ending place. That is, it helps to “begin with the end in mind”. Then, you build programs and policies and related initiatives to achieve your desired ends. *Helpful along the way is a framework for evaluation – to document the progress that we make, as well as to identify what contributed to this as well as what could be improved.*

PURPOSE OF THIS RESOURCE

This **IMPACT** *Evaluation Resource* is specifically designed for those running NCAA-based projects to design and implement appropriate evaluation strategies that are helpful to their individual campus efforts. However, this resource can be applied to others as well. The insights gathered through use of the processes identified in this resource can also be helpful for planning of future campus efforts; in addition, what is learned from the evaluation processes can increase the collective understanding among colleagues on campuses throughout the nation. The **IMPACT** model and resource are designed to help you and others to ‘work smarter, not harder.’ These materials are prepared to guide your processes on campus, whether they are unique to your campus or are adapted from general approaches used elsewhere.

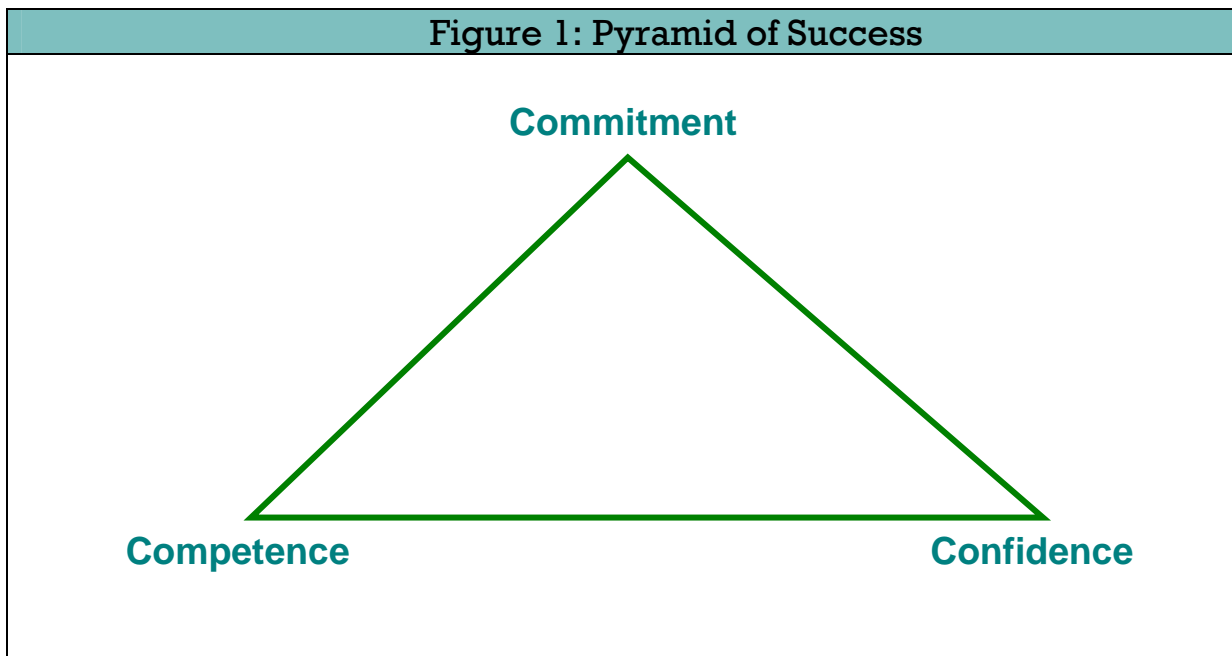
The overall aim of this resource is to provide a foundation for a quality evaluation process for you and for your campus program. While a lot of hard work is indeed, involved with evaluation activities, this doesn’t have to be laborious or time-



consuming. Some time invested in reading and reviewing this document, and using some of the worksheets and planning tools, can be helpful in reducing time spent later. Further, the results gained from this process will be helpful achieving your goals.

THE PYRAMID OF SUCCESS

In a basic sense, the purpose of this resource is to enhance your competence and your confidence around the evaluation of your project. The “**Pyramid of Success**” (see **Figure 1**) can be helpful in your understanding of the context of this resource. In fact, the “**Pyramid of Success**” can be relevant to all types of initiatives with which you are involved – from training staff for various responsibilities to promoting the greater involvement of community leaders in various activities. The “**Pyramid of Success**” suggests that three “C’s” are critical to success, and that each of these is important. **Competence** refers to the skills and competencies that you have or have received in training. **Confidence** references your belief in yourself, and your sense of self-efficacy. **Commitment** addresses the fact that it is important to be engaged in the process for the long run; most of our successes, particularly with the growth and development of college students, require a longer-term perspective, and require a sense of belief that, with persistence, our efforts will ultimately pay off. Again, all three of these are essential, and missing any one of these can lead to unfortunate consequences.





Within the context of this evaluation resource, the “**Pyramid of Success**” focuses primarily on two of these – competence and confidence. The basic assumption is that you are already committed to the project, and this commitment has shown through in the documents that underlie your funding (e.g., a grant application). However, the other two elements are important for your success.

Competence is an obvious issue for this evaluation resource – in preparing this, it is clear that the primary audience includes professionals in a variety of positions, who are dedicated to improving the quality of life for student-athletes and all students, and to engage student-athletes and the campus athletic program in campus wide strategies, all with a focus of reducing alcohol abuse and alcohol-related problems. While some of these professionals will have some evaluation background, and some projects will engage professional faculty or staff with substantive expertise in evaluation, the assumption is that evaluation is typically viewed as an ‘add-on’ or ‘tolerable activity’ for many project personnel. The focus on competence, within the context of this resource, is that a broader perspective is, indeed, attainable. While it is not expected that project staff will become professional evaluators, the overall aim is to increase the ability of project staff to have evaluation activities that provide helpful and meaningful results, in a manner that meets with some scientific scrutiny. Competence is one major aim of this resource.

At the same time, confidence is another aim. Through use of this resource, all project staff can increase their confidence with their project evaluation. With some guidance and some background, different types of queries and questions can be made with the campus-based initiative, so that, ultimately, improvements can be made and lessons can be learned. On a personal note, each of us already has experience with evaluation, whether or not we have professional training. When you make a purchase (particularly a significant purchase, such as a car, an airline trip, a house), you are doing evaluation. When you shop for other purchases, you are doing evaluation. When you drive your car or ride your bicycle, you are doing evaluation. In each of these situations, you weigh various alternatives and strategies with the assets, conditions, resources, and concerns that face you. For example, if your car has a powerful, reliable turbo engine, you will probably maneuver a traffic situation much differently than if you have an old, unreliable, easily-stalled car. The point with this is that each of us completes a type of evaluation many times a day; for the projects with which you work, you may be doing different kinds of evaluation, and it just takes some introduction and overview to gain some new perspectives.

THE CONTEXT OF EVALUATION

Evaluation is one of those aspects of programs that is highly valued by many, and feared by many others. It’s typically a requirement of most funded programs, and for many campus, community, and state initiatives. Evaluation can be extremely complex, confusing, overwhelming, and much more. At the same time, evaluation



can be very insightful in promoting greater quality with our programs and services. Evaluation results can be helpful in guiding our efforts into new directions, and they can help us modify our program in different ways.

Here are a few examples from recent personal experience regarding evaluation:

- One project implemented an evaluation, and found that participants had less knowledge on certain issues after the training when compared with prior to the training. This suggests that participants may have been confused with the messages from the training. The resolution was to review the training protocol and materials so that the information would be presented much more clearly.
- Another project found that students were more likely to want to use drugs following the anti-drug communications campaign when compared with their desires before the campaign. This suggests that participants may have been tantalized regarding drug use, perhaps based on the campaign. The resolution was to review the campaign and its delivery approaches.
- A training project found that participants did not improve their knowledge on several key factors, following intensive training on those issues. This suggests that the training was not effective, perhaps because of the content or because of the delivery approaches. The resolution was to review the training, and also to talk with participants about other insights about the training they might offer.
- One data collection approach found that youths did not feel safe. This suggests an area of concern, without much more detail about what this meant. The resolution was to use this data point as a foundation for follow-on exploration during focus groups with youth.

The point is that evaluation can be helpful in improving a program. It can also be helpful in documenting the value of the program and services, so that funding can be justified. Evaluation information can provide new perspectives about issues associated with the project, and can help make improvements so that the emerging needs are met. Further, evaluation can be helpful with keeping up-to-date with new needs and issues found among those served. Also, evaluation results can be shared with others so that they can learn from your experiences, your successes, your challenges, and your insights.

Finally, and very importantly, is that evaluation can be used to help projects and initiatives remain accountable. It is desirable that funding be allocated to projects that are good 'fiscal stewards' with the funding. It is helpful to gather good information so that the investment by the funder (whether your institution itself or an outside agency or group) is documented. Your results, and the ways you achieved these results, can then be shared with others so they can build upon your work. With limited resources in addressing alcohol abuse issues, it is important that these be allocated wisely. Evaluation can help in doing that.



OVERVIEW OF THIS MANUAL

The **IMPACT** *Evaluation Resource* contains six major sections, and is complemented by two additional tabs. **IMPACT** as a title was chosen because of the desire held by the leaders of many campus-based programs to have an impact with these efforts. More specifically, the ultimate aim of those leading the projects – you! – is to have an impact upon those served by the projects (e.g., coaches, student-athletes, students). The aim is also to have more global effects, with an impact on those in a range of professional roles on campus (such as faculty, campus police/security, housing/residence life staff, judicial officers, counselors, the campus president and the chief student affairs officer).

This resource is based on the most frequently asked questions regarding evaluation: “How do I know that my program is working?” and “What information can I gain that will help improve my program and that I can share with others about my program?” These questions serve as the foundation for this resource document. The aim is to provide some background information and foundation for preparing a meaningful evaluation plan. It’s not as simple as selecting an instrument or other tool to use with evaluation; it’s important to have an overall evaluation plan that is meaningful as well as manageable.

Within the context of **IMPACT**, it is helpful to think of six key words:

- “**I**” is for IDENTIFY, which focuses on what you want to know, and what you want to know about.
- “**M**” is for MEASURE, the variety of quantitative and qualitative approaches that you can use to gather your information.
- “**P**” is for PLAN, involving the numerous things to be done to make the appropriate preparations for actually doing the evaluation activities.
- “**A**” is for ACT, the actual implementation of what was planned.
- “**C**” is for COLLABORATE, the welcome theme of involving and engaging others to help with your evaluation activities.
- “**T**” is for TRANSITION, with a focus on sharing your results with others.

Throughout these six sections of the **IMPACT** *Evaluation Resource*, a series of “Milestone Charts” are prepared. These provide opportunities to apply the comments and concepts offered throughout the chapter, and to organize your thinking. Further, for each of these, some examples are provided to suggest the type of content that is intended with these.

In addition to these six sections, the manual has two additional sections:

- “**Instrumentation**” – this section has a variety of instruments, tools, and protocols that can be adopted or adapted for use with the project. This includes samples based on approach (survey, focus group, and interview) as



well as issue (such as peer education, media campaign, skills training, and impaired driving).

- “**Resources**” – this section incorporates additional helpful information on evaluation, and can serve as the basis for additional resources that you find helpful.

Further, a CD-ROM is prepared for electronic versions of the resources found in this entire document. Included on the CD are:

1. The instruments found under that tab, in both Word and PDF versions.
2. The **IMPACT Milestone Charts** found throughout the six sections.
3. Print resources on evaluation developed by George Mason University's Center for the Advancement of Public Health or from publicly available sources.

SUMMARY

In summary, this resource provides project leaders with a helpful foundation for planning and implementing their evaluation activities. Evaluation is much more than an add-on at the end of the project, and it's much more than a single, simple instrument. Good evaluation is a deliberate process that takes planning, and good evaluation is prepared in a way that is helpful to the project staff, funders (current and potential), and others.

This **IMPACT Evaluation Resource** is designed to promote greater confidence and increased competence among project staff when orchestrating the evaluation activities. It is designed to be as user-friendly as possible. Does this resource have all the answers? It does not; no single resource can do that. However, it is meant to help you gain a greater understanding of evaluation to help strengthen your program.

Based on the experience of those who use this resource, modifications and clarifications will be made for future editions. Evaluation will be applied in a formative way to enhance this for you and for those who follow you!



Identify

The initial step with preparing an evaluation for your project is to become clear with numerous aspects of your planned effort. Simply put, this “Identify” phase has to do with the “who, what, when, where and how” of your initiative. This phase is designed to help you focus your planning – for the project and for the evaluation itself.

Sections In This Chapter

- The Who, What, When, Where and How
- Desired Results
- Strategic Planning
- Results for Different Audiences
- Planning for Gathering Information
- Addressing Stakeholder and Future Needs
- Conclusion

Milestone Charts

- The 5 W's
- Desired Results
- Desired Results for Various Audiences
- Specific Areas of Focus
- Synthesizing Outcomes by Audience
- Gathering Information from Various Audiences
- Stakeholder Assessment
- Preparing for the Future

NOTES



Step 1: *Identify*

The initial step with preparing an evaluation for your project is to become clear with numerous aspects of your planned effort. Simply put, this “Identify” phase has to do with the “who, what, when, where and how” of your initiative. This phase is designed to help you focus your planning – for the project and for the evaluation itself.

THE WHO, WHAT, WHEN, WHERE AND HOW

In your project design, you have specified the audience(s) that you seek to address or involve – this is the ‘who.’ These include audiences and groups such as student-athletes, coaches, health educators, residence hall staff, faculty members, and others. The ‘what’ for your project incorporates the types of initiatives that you have – discussions, trainings, fliers, web-based seminars, peer education, policy changes, and more. For ‘when’, that has to do with the timing and frequency; some of your components may be one-time (such as a guest speaker), while others may be ongoing (such as weekly e-mail reminders); still others may be more passive in nature, such as a bulletin board or brochure, and others may be accessed upon demand (such as a web site or CD-ROM or DVD). The ‘where’ is clearly related to the ‘what’ and ‘when,’ and depends upon the approach used; the location may be physical (such as a meeting room or an athletic or training facility), or it may be virtual (such as the Internet). The ‘what way’ is actually the ‘how’ of your project design, and addresses the specifics about ways in which the various activities and strategies are accomplished; this incorporates your planning groups, volunteers, approvals, timing, and many, many more details for making your initiative successful. **Milestone Chart 1** provides an outline for your initial planning, commonly called “The 5 W’s.”

IMPACT Milestone Chart 1: The 5 W’s

Briefly describe each of the following for your project.

	Brief Description
Who	
What	
When	
Where	
What Way	



IMPACT Milestone Chart 1: The 5 W's

SAMPLE

	Brief Description
Who	First-year student-athletes
What	Awareness of standards, regulations, consequences
When	Training pre-season / monthly discussions thereafter
Where	Team room
What Way	Have coaches and AD lead discussions

DESIRED RESULTS

As you prepare your project, you have some desires in mind. That is, you have prepared an overall project description based on some changes that you would like to see on your campus. These changes may be large or small, and they may vary for different groups or audiences. The point is that you have some idea of what you would like to see changed, based on previous experiences on the campus and/or with various groups or audiences. You or others may know from a type of needs assessment process that some gaps or concerns exist – these then serve as the foundation for your ‘desired results.’

These can be organized in any of a variety of ways – typically, these are based on issues or topic areas such as:

- Knowledge
- Skills
- Attitudes
- Behavior
- Perceptions
- Skills-based knowledge
- Awareness of resources
- Other factors.



The two **IMPACT** Milestone Charts that follow can be helpful for you in organizing your thinking. The first one ([Milestone Chart 2](#)) looks at overall resources that you would like to see.

IMPACT Milestone Chart 2: Desired Results

What general results, if any, do you want to see within each of these categories?

	What You Would Like to See Change
Knowledge	<ul style="list-style-type: none"> • • • •
Skills	<ul style="list-style-type: none"> • • • •
Behavior	<ul style="list-style-type: none"> • • • •
Attitudes	<ul style="list-style-type: none"> • • • •
Perceptions	<ul style="list-style-type: none"> • • • •
Other	<ul style="list-style-type: none"> • • • •



IMPACT Milestone Chart 2: Desired Results

SAMPLE

	What You Would Like to See Change
Knowledge	<ul style="list-style-type: none"> • Awareness of how alcohol affects performance • Campus consequences for alcohol policy violation
Skills	<ul style="list-style-type: none"> • Specific ways of turning down a drink • How to encourage others to make healthy decisions
Behavior	<ul style="list-style-type: none"> • Choosing an alcohol-free lifestyle • Not riding with an impaired driver
Attitudes	<ul style="list-style-type: none"> • Respect for campus regulations • A belief that misuse of alcohol can be harmful
Perceptions	<ul style="list-style-type: none"> • Accurate knowledge of others' alcohol use • Accurate assessment of consequences for violation
Other	<ul style="list-style-type: none"> • Where to turn for advice on helping someone else • Information resources on athletic performance

As you move to refine your thinking about desired outcomes, it is helpful to think about the various audiences that you will be working with. You may have one set of outcomes that you would like to see with one group, and another set of outcomes with another group. As you consider your various audiences for different aspects of your project, you may think of the following as potential groups that you will be serving (and potentially evaluating). **Figure 2** lists some potential audiences.

Figure 2: Potential Audiences for Programming and Evaluation
<ul style="list-style-type: none"> ■ Student-athletes ■ Coaches ■ Athletic Trainers ■ Athletic Director/Administrators ■ Athletic Booster Club ■ Students (generally) ■ Campus student leaders ■ Campus Alcohol and Other Drugs Coordinator ■ Campus administrators ■ Student affairs personnel ■ Campus police / security ■ Faculty / staff ■ Alumni ■ Community members (e.g., neighbors) ■ Community law enforcement ■ Community leaders (e.g., mayor, town council, service organizations) ■ Community social efforts (e.g., entertainment, restaurants, bars/taverns)



Putting together these two considerations, **Milestone Chart 3** is helpful for further planning. The focus of this chart is upon specific target audiences because you may want different results for different audiences, although the overall issue is the same. For example, while you may seek general awareness about policies, you may want something different with the student-athletes than you want with the coaches. Overall, this chart helps you organize and think through the issues that would benefit from being addressed with your program or strategy.

IMPACT Milestone Chart 3: Desired Results for Various Audiences

For each of these audiences, generally what changes do you want to see within different issue areas? (Note: an issue area includes topics such as knowledge, attitudes, perceptions, etc.).

	Audience	Desired Results
Issue 1		• • • • •
		• • • • •
Issue 2		• • • • •
		• • • • •
Issue 3		• • • • •
		• • • • •



IMPACT Milestone Chart 3: Desired Results for Various Audiences

SAMPLE

	Audience	Desired Results
Issue 1: Knowledge	Student-athletes	<ul style="list-style-type: none"> • Awareness of how alcohol affects performance • Campus consequences for alcohol policy violation
	Coaches	<ul style="list-style-type: none"> • Detailed knowledge about alcohol and athletic performance, specific to the team sport • Specific consequences for policy violation
Issue 2: Skills	Students	<ul style="list-style-type: none"> • Specific ways of turning down a drink • How to encourage others to make healthy decisions
	Student-athletes	<ul style="list-style-type: none"> • Able to model and role play skilled behavior of refusing a drink • Ability to lead quality conversations with students

STRATEGIC PLANNING

This brief background sounds like strategic planning, and that, in fact, is what the **IMPACT** approach is all about. This **IMPACT Evaluation Resource** is designed to assist you as you organize your program overall. It is also designed to be helpful for gathering documentation about the outcomes achieved as a result of your programs, strategies, and initiatives. As you already know from experience, organizing and implementing a successful project or initiative require a tremendous amount of effort. The type of planning with which you have already engaged (in programming, training, policy development and more) incorporates important attitudes and skills.

For evaluation, the same framework applies. The **IMPACT Evaluation Resource** is designed to help you prepare and implement an evaluation for your project in much of the same orderly way as you already prepare and implement the project as a whole, as well as with its individual parts. The evaluation efforts should, ideally, be developed at the same time as the programmatic efforts – incorporate your evaluation throughout your planning efforts, starting at the beginning. To be most effective with the program efforts themselves, it is helpful to think about the evaluation at the same time. That is, when you are preparing the design of the program, it is helpful to think clearly about what it is that you want your audience to ‘know, feel, or do’ as a result of engaging with



or participating in the program. Once you have done this initial thinking, the program planning and evaluation planning go hand-in-hand.

Just as with the program design, the evaluation design is also one of ‘getting clear’ – this is the “**Identify**” within the **IMPACT** framework. Start with a specific audience (or more) who have some general identified needs or issues that you want to address through your programmatic effort. The first step is to identify, for this audience, specifically what it is that you want them to know, feel or, do. In your planning, you are becoming clearer with what you want to see different with them (ideally, as a result of your programmatic effort). You may be looking at any of a variety of factors; they may include any of the following identified in the checklist below in **Milestone Chart 4**.

IMPACT Milestone Chart 4: Specific Areas of Focus

For each of the following, identify the extent to which each of the areas of focus is of concern for your programming effort. Note that these are primarily with a student focus, yet could be adapted for other audiences.

	Very Much	Moderate	Somewhat	Not at All
• Background Information (demographics)				
• Patterns of Alcohol Use				
• Reasons for Alcohol Use and Non-Use				
• Knowledge				
• Attitudes				
• Awareness of Rules and Regulations				
• Assessment of Effectiveness of Various Strategies				
• Views of Campus Resources (awareness, helpfulness)				
• Perceptions of the Campus Culture				
• Personal History (family background, first use)				
• Perceptions of Consequences and Risks				
• Ease of Access				
• Perceptions of Others’ Knowledge, Attitudes, Behaviors				
• Assessment of Personal Skills				
• Assessment of Skills-based Knowledge				
• Desired Training and Skills				
• Self-efficacy				
• Behavioral Intent				
• Other				
• Other				



IMPACT Milestone Chart 4: Specific Areas of Focus

SAMPLE

	Very Much	Moderate	Somewhat	Not at All
• Background Information (demographics)	✓			
• Patterns of Alcohol Use	✓			
• Reasons for Alcohol Use and Non-Use			✓	
• Knowledge			✓	
• Attitudes		✓		
• Awareness of Rules and Regulations		✓		
• Assessment of Effectiveness of Various Strategies				✓
• Views of Campus Resources (awareness, helpfulness)				✓
• Perceptions of the Campus Culture	✓			
• Personal History (family background, first use)				✓
• Perceptions of Consequences and Risks				✓
• Ease of Access				✓
• Perceptions of Others' Knowledge, Attitudes, Behaviors		✓		
• Assessment of Personal Skills	✓			
• Assessment of Skills-based Knowledge				✓
• Desired Training and Skills				✓
• Self-efficacy	✓			
• Behavioral Intent	✓			
• Other (feeling of connection to others on campus)	✓			
• Other				✓

Regardless of what process you use to learn about the needs or issues of your proposed audience, it is important in this first phase to identify clearly what you want to address, and what you believe you can reasonably accomplish within the nature and scope of your proposed effort. That is, while you may want to address the skills-based knowledge of the student-athletes who are team leaders, you may have the time or resources to only address a few specific areas. You may have to prioritize what you can reasonably address – these may be awareness of alcohol poisoning, and how to do a referral. You may not be able to or want to do anything with other topics. Thus, your program design and evaluation plan will be parallel in nature, and only cover what you want to and are able to cover. This linkage between the identified needs, the specific audience, the program itself, and the evaluation is a critical component. Parallelism will be developed further as you focus on the project’s goals, objectives and activities.



RESULTS FOR DIFFERENT AUDIENCES

As you conduct your strategic planning, your focus will now turn to the specific desired outcomes for various audiences. These desired outcomes will complement one another, so that they work together to obtain the ultimate desired results.

With your programming, there will be the ultimate audience that you hope will attain the desired outcome, and there may be intermediaries with whom you work along the way. For example, student-athlete leaders are the intermediaries, and the ultimate audience is student-athletes overall. Your programming may reach, first-hand, only your direct audience (the intermediaries), yet you ultimately want it to reach the ultimate audience. Thus, your evaluation will attempt to monitor both audiences. For example, you may work with your Student-Athlete Mentors (SAMs) so they can better deal with their peers; your evaluation can address learnings with the SAMs, and another evaluation can assess the reactions from those reached by them.

For planning purposes, use [Milestone Chart 5](#), so that you can get clearer with what results you want for each audience. You might consider having multiple charts, for various aspects of your program. For example, if one aspect of the program has to do with alcohol poisoning, that would be one consideration. And another part of the program may have to do with athletic performance; that would be relevant for another chart. And a third part of the program may address the engagement of student-athletes to promote healthy living among other students on campus. Each of these would warrant a separate Chart 5 for these different thrusts of the program.

IMPACT Milestone Chart 5: Synthesizing Outcomes by Audience

As you think about working with various audiences, identify what you want the groups to know, what you want them to feel, and what you want them to do.

Audience	What do you want this audience to.....		
	Know	Feel	Do

The following represents a potential way of addressing this, with the issue of alcohol and athletic performance. As you prepare charts for your audiences, you will find that difference audiences have complementary (but not identical) desired outcomes; the sample below illustrates this. Also, you may find that some audiences have desired



outcomes for some but not all of the categories (i.e., you may want them to only ‘know’ something, but not ‘feel’ or ‘do’ anything with that).

IMPACT Milestone Chart 5: Synthesizing Outcomes by Audience

SAMPLE

Audience	What do you want this audience to.....		
	Know	Feel	Do
Student-athletes	Alcohol’s effects on athletic performance	That this is an important issue	Not use alcohol
Coaches	Details of the consequences of alcohol use on their sport	Confident in discussing this with student-athletes	Discuss the team’s standards and consequences
Campus student leaders	That coaches and student-athletes seek maximum athletic performance	Respect for student-athletes and their decisions about healthy living and peak performance	Reduce peer pressure upon student-athletes to use alcohol; encourage positive peer pressure

PLANNING FOR GATHERING INFORMATION

Once you have clarity about your specified audiences and about your desired outcomes with each of these audiences, you can start the initial planning of the evaluation. While some of this will be covered later under the “**Plan**” section, it is helpful to think about the audiences that have been identified and how you might be able to get the information you need for evaluation purposes. For example, if you want to gather information about the SAMs, this is a clearly identified group that is quite finite and accessible. If, however, you think about gathering information from the student body as a whole, you might be satisfied by gathering data from a random sample of students; you might also consider including some questions that address your issues, by using another already-existing survey implemented with students.

As you start to identify your approaches for the program and for the evaluation, one helpful consideration is how to gain access to the audience you are trying to reach. For the evaluation, consider whether you need to or should do random selection, and/or whether you will need some invitation or incentive or requirement to get the information that you need from them. There may be others on campus or in the community to whom you can reach out and build a collaborative relationship; they may be helpful to you in learning what you seek to know, or in accomplishing some of these efforts, thereby relieving your burden as well as fostering collaboration. More is said about this in the “**Collaborate**” section of this resource. **Milestone Chart 6** is helpful in reviewing the various audiences from whom you may wish to gather information.



**IMPACT Milestone Chart 6:
Gathering Information from Various Audiences**

When planning to gather information, a helpful starting place includes what processes already exist, any constraints, and the desired ways of approaching this.

Audience	Considerations for Gathering Information		
	Existing Approaches	Constraints	Desired Approach
	• • •	• • •	• • •
	• • •	• • •	• • •
	• • •	• • •	• • •

**IMPACT Milestone Chart 6:
Gathering Information from Various Audiences**

SAMPLE

Audience	Considerations for Gathering Information		
	Existing Approaches	Constraints	Desired Approach
Student-athletes	Campus survey	<ul style="list-style-type: none"> Limited number of student-athletes in campus sample No standard question asks their status as a student-athlete or which team 	<ul style="list-style-type: none"> Over-sampling of student-athletes Separate sampling of student-athletes Focus group with randomly selected team members
SAAC members	Discussions	<ul style="list-style-type: none"> Hard to get honest answers Confidentiality is not maintained 	<ul style="list-style-type: none"> Facilitated discussion Private one-on-one interviews
Coaches	None	<ul style="list-style-type: none"> Hard to get them together Difficult to achieve neutral responses 	<ul style="list-style-type: none"> Key informant interviews Focus group with trained facilitator



ADDRESSING STAKEHOLDER AND FUTURE NEEDS

The last consideration within this phase is a clear delineation of what others want to know about your program or your efforts. While you, as the individual helping to guide the programmatic and evaluation efforts, may have some good ideas about what you want to know, others on campus or in the community may have desires and needs also. It is important to consider what the Athletic Director or Alumni Board or President might want to know; it is helpful to invite their perspectives about what they want to learn about your program, and for you to get these addressed to the extent possible. It is also helpful to think about information needs that might appear in the future, such as the requirements of a potential funding or grant source. This type of planning helps to promote collaboration, and is also helpful with the overall aim of preparing a program that sustains and extends beyond the scope of initial grant or start-up funding.

These stakeholders may be those who are already involved with your program, or may be those with whom you would like to see greater involvement. What is important for the long-term implementation of your project is that these stakeholders are involved and invested. When seeking their support or endorsement, it is helpful to have information about which they are interested. That is, the information you gather will be beneficial if it also address their needs and issues. For example, if a stakeholder wants to know whether student-athletes benefit from having a specific speaker come to campus and work with them, then it will be helpful to have clearly defined objectives for that speaker's involvement and approaches that document ways in which that speaker's involvement was helpful. These approaches may include an outcome evaluation (e.g., pre-test and post-test with content matching the speaker's focus) as well as some testimonials provided by the student-athletes.

For **Milestone Chart 7**, you can identify various stakeholders that may be involved with your program already. You may also consider including those that you would like to involve, as they could become stakeholders in the future.



**IMPACT Milestone Chart 7:
Stakeholder Assessment**

Consider the variety of stakeholders for your program. For each individual or group that may be a stakeholder, identify what needs they might have, what they want to know, and what might address their needs or questions.

Stakeholder Evaluation Template			
Stakeholder	Specific Needs	What They Want to Know	What Might Address This
	• • •	• • •	• • •
	• • •	• • •	• • •
	• • •	• • •	• • •
	• • •	• • •	• • •
	• • •	• • •	• • •

**IMPACT Milestone Chart 7:
Stakeholder Assessment**

SAMPLE

Stakeholder Evaluation Template			
Stakeholder	Specific Needs	What They Want to Know	What Might Address This
Coaches	<ul style="list-style-type: none"> • Having no policy violations • Attaining quality athletic performance 	<ul style="list-style-type: none"> • Whether bringing up policy issues affects athletic performance • How helpful various campus resources are 	<ul style="list-style-type: none"> • Externally-run discussions with student-athletes • Review of performance records (team and individual) • Student-athlete assessment of individual campus resources



As you identify what you want to know, another consideration is what might be helpful for the future. Since you are already planning an evaluation, you may comfortably do some ‘add-on’ questions in a strategic way. These can be informational or insightful items that can be helpful. That is, the old phrase of “beginning with the end in mind” is most appropriate for the evaluation planning done at the beginning of the program. *As you think about the future of your program, perhaps considering the ending of resources provided by the initial grant or start-up funding, you will benefit from thinking about the ways in which your evaluation information can be helpful.* Just as you think about the variety of stakeholders that can benefit from knowing various aspects about the program, you might also consider reviewing what will benefit your program as it evolves. **Milestone Chart 8** is a helpful starting point for this planning.

IMPACT Milestone Chart 8: Preparing for the Future

Think about the following questions, as these can affect the type of information you seek and the evidence you gather.

Question	Considerations for Evaluation
1. What do you need to know that will help justify the program’s continuation or expansion?	* *
2. What do you need to know that will provide documentation for a new or related initiative in the future?	* * *
3. What do you need to know that will be helpful for other purposes?	* *
4. What would you like to learn or explore, to provide insights that you otherwise might not be able to have?	* *



IMPACT Milestone Chart 8: Preparing for the Future

SAMPLE

Question	Considerations for Evaluation
1. What do you need to know that will help justify the program’s continuation or expansion?	* Are the stated objectives obtained? * What is known, qualitatively, about how the audience feels about the project?
2. What do you need to know that will provide documentation for a new or related initiative in the future?	* What are the important points from the perspective of the university president that would make it beneficial? * What testimonials or stories of impact can be gathered to provide evidence?
3. What do you need to know that will be helpful for other purposes?	* Doing some controlled analysis so that attribution to the program itself can be made (e.g., cause-effect) * Can costs and savings be attributed to the program itself?
4. What would you like to learn or explore, to provide insights that you otherwise might not be able to have?	* Whether the project has ‘lasting value’ * Whether implementing it using more technology is helpful

CONCLUSION

This “**Identify**” phase is an important part of the evaluation design, as it is central to preparing a sound foundation for the programmatic and evaluative efforts. Without a good foundation, the evaluation (and the program) is likely to be less focused and thus less successful. While a good plan is no guarantee of success, it certainly adds to the likelihood that success will be forthcoming.



NOTES



M Measure

Within the IMPACT framework, “M” stands for “Measure.” Inside the context of your project, a range of considerations are important within the issue of measure. Within the overall purpose of your project, you have designed an overall initiative based on your campus’ needs and history, your concerns, and your vision and desires. These were outlined with the “Identify” section of this resource book.

Sections In This Chapter

- Overview
- Linkages Between Needs, Program and Evaluation
- Needs Assessment
- Monitoring Changes Over Time
- Goals and Objectives: Some Definitions
- Goals and Objectives: Applied
- Activities and Measures: Applied
- Measures
- Conclusion

Milestone Charts

- Goals and Objectives Worksheet
- Measures Planning Worksheet

NOTES



Step 2: *M*easure

Within the IMPACT framework, “M” stands for “Measure.” Inside the context of your project, a range of considerations are important within the issue of measure. Within the overall purpose of your project, you have designed an overall initiative based on your campus’ needs and history, your concerns, and your vision and desires. These were outlined with the “Identify” section of this resource book.

OVERVIEW

What is the change you want to accomplish with your project? With the various considerations cited in the “**Identify**” section of this **IMPACT Evaluation Resource**, you certainly have numerous issues that may be appropriate for your campus-based efforts. Some examples of things you want to change include:

- Offering more attractive, enjoyable, and popular alcohol-free activities during athletic events and prime social time
- Increasing the awareness of students and student-athletes about “the college experience”
- Enhancing coaches’ knowledge and skills regarding alcohol issues, interventions, policies, and referrals
- Developing a high level of student knowledge about alcohol’s effects and responsible decision-making

Essentially, the issue of measure is designed to help in addressing several distinct, yet potentially overlapping, needs:

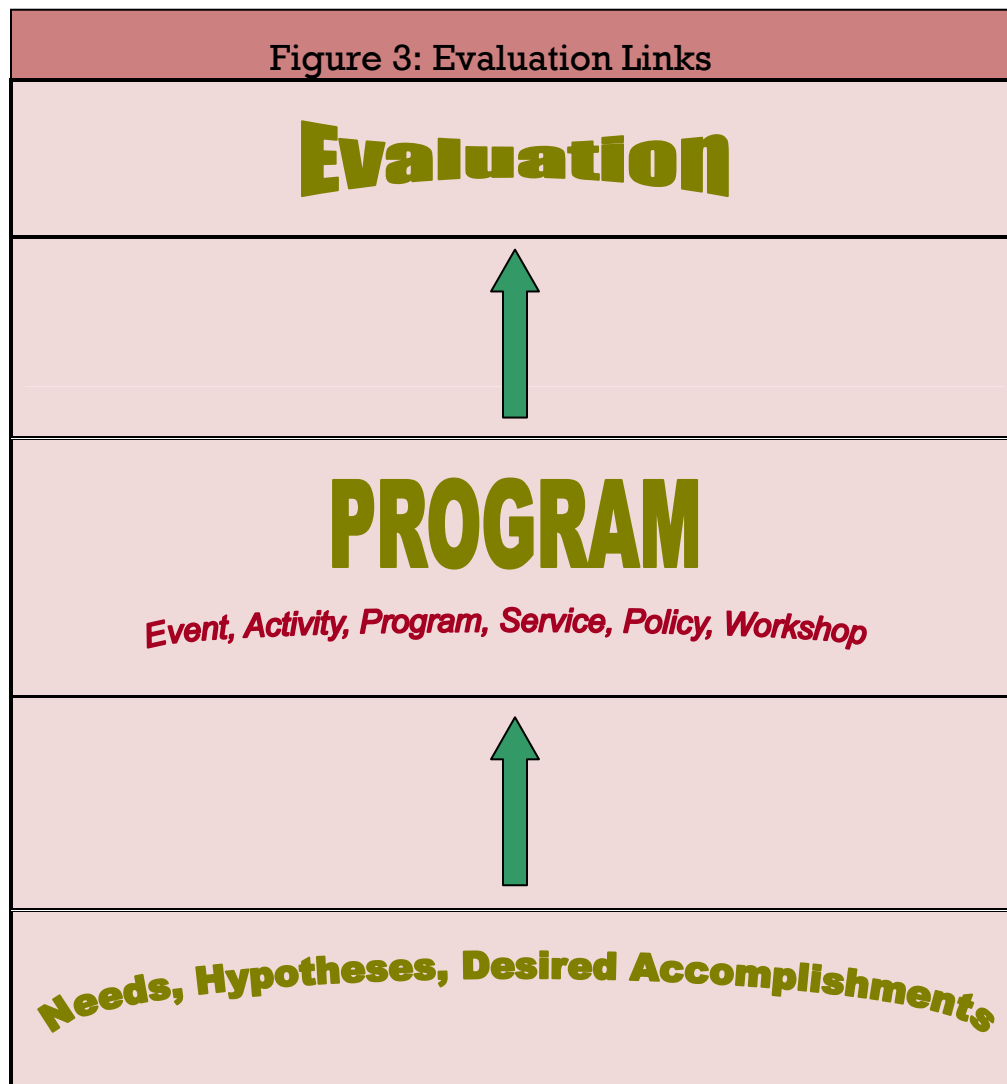
1. What is the current state of affairs among a selected group or audience?
2. What changes occur over time on the identified issue(s)?
3. Can these changes be attributed to the program or intervention?
4. Can the lack of change be explained?
5. What went well, and what could be improved, so that the ultimate aims or vision is better achieved?

Measures are designed with a specific purpose in mind. Thus, the five questions above can be helpful in tailoring the specific questions and strategies used. Further, the considerations addressed within the “**Identify**” segment are important as foundations for this “**Measure**” segment.



LINKAGES BETWEEN NEEDS, PROGRAM AND EVALUATION

This background serves as an excellent foundation for reviewing the context of what is meant by “measure” and specific ways of accomplishing this. The central point within this segment is that it is important that you have consistency between what you seek to achieve or accomplish, what you do, and what you measure. Said another way, you want **parallelism** between your *desired outcomes* and *what you do* to achieve those outcomes; then, your measures should seek to monitor whether and how to achieve those outcomes. As illustrated below in **Figure 3**, it is important that whatever evaluation you prepare is linked closely to the programmatic initiatives with which you are involved. Further, your program will, ideally, be based on the needs and issues that you have identified as needing attention on your campus.





What **Figure 3** says is that your program (your event, activity, policy, service, resource, publication, campaign, or whatever it is that you do) should be based upon what you know about your audience's needs. You start with what it is that you want to see different (i.e., change) with this audience; that becomes your "desired accomplishments." You also incorporate into your planning the hypotheses about how this change might occur; you may believe that weekly training sessions are the type of effort that is needed to achieve that change; thus, you plan your "program" accordingly. Your evaluation is based on what can reasonably be expected from your "program", and builds evidence regarding the achievement of your "needs, hypotheses, and desired accomplishments."

As you start to think about your program and its evaluation, it is also important to think about your foundations as a way of shaping your strategies. When you begin your planning efforts, your needs may have already been identified through any of a variety of sources. Alternatively, you may believe that you have needs, but will wait until the implementation of your needs assessment process to clarify these more formally and systematically. Simply put, your strategies will be based upon the needs assessment information that you gather.

NEEDS ASSESSMENT

As you make preparations for your program or intervention, it is helpful to have a type of needs assessment process. What you learn from this process will be helpful in the design of your program or initiative.

For example, with the need of identifying the current state of affairs among a selected group or audience, the measures can be helpful in preparing the specific approaches or messages to be used. If you learn from a campus-wide survey that students are not aware of the consequences for driving under the influence of alcohol, then this may be something that you choose to address. Similarly, if you learn that they are aware, but that they believe that the consequences are not that big of a deal, then you will probably have a different strategy. The information gathered from this needs assessment process can also be used as data in training or educational programs (e.g., querying the audience about what they believe exists for the audience, and then sharing what was learned through the needs assessment process). In addition, data gathered through this foundational process is central to quality social norms marketing initiatives, as these campaigns incorporate statistics gathered in a sound manner to correct misperceptions among the target audience.



MONITORING CHANGES OVER TIME

“Measure” also addresses changes over time. If you gather data only at the conclusion of a project or program and have no point of comparison, then you do not know where the audience was prior to the program. That is, if the audience shows a certain level of knowledge or proficiency at the conclusion of a training or educational program, you might assume that the program was helpful. While that may be true, it may also be true that the audience was already knowledgeable prior to the program, and/or received their information from another source. What is helpful is to have a “Pre-test/Post-test” design whereby the same individuals are queried on select issues, and these results are compared over time. Of course, it is important to account for the potential interfering variables (called “threats to internal validity”), but some planning can be helpful in achieving this. For example, within the time period of a two-hour training program, few if any intervening variables may be found. However, over the course of an academic term, other factors may reasonably be involved.

From a point of view of efficiency, your needs assessment and pre-test may be the same. Should the needs assessment identify some issues that you then plan to omit from your program or strategy, you may choose to exclude them from the post-test. Overall, the needs assessment can be used for precisely that purpose and no more, or it can be used as a pre-test with which comparisons are later made. The important point is that, when preparing a needs assessment process, consider how it will be used and whether there is a possibility of making comparisons over time. Doing this has implications on how the questions are asked, so that comparisons could be made at a later time.

GOALS AND OBJECTIVES: SOME DEFINITIONS

When thinking about the measures, it is also important to put this into the context of goals, objectives, activities and measures. These are the words that typically accompany the initial framework of the evaluation. It can appear to be overwhelming, and many people get stymied with them. Thus, a brief overview of these concepts and terms is most appropriate – with some examples.

- A **goal** is the overall aim of the project or initiative. It is general and broad, with some room for flexibility. While it is rarely changed, it does provide an overall statement about the results desired.



EXAMPLE:

The goal of the project is to promote responsible decisions about alcohol among student-athletes.

- An **objective** is a desired outcome or aim, and it has a relatively short-term timeline. Typically, multiple objectives support the goal, and objectives can change over time. An objective is specific and measurable. The objectives represent the desired outcomes that you want to achieve. Clearly defined objectives are helpful in establishing appropriate measures. Typically, an objective has four parts:
 - The result, terminal behavior, or condition to be achieved
 - Criteria that constitute achievement
 - Time frame within which the objective is to be achieved
 - Target audience(s)

EXAMPLE:

One objective is to increase the awareness of first-year student-athletes about the consequences associated with violating the team's alcohol policy, so that all (100%) of new student-athletes have at least a 95% comprehension rate by the end of training.

Another objective is to promote sustained understanding among student-athletes regarding the effects of alcohol upon their athletic performance, so that 90% of student-athletes score at a level of 85% one month following the workshops.

- **Activities** are the events, strategies, policies, or initiatives that you do. This is what you spend your time and resources doing.

EXAMPLE:

One activity for promoting policy awareness among new student-athletes is a joint discussion with the director of the student judicial system and the coach. This will be complemented by a brochure and other handouts that describe the policies and consequences associated with violating the policies.

An activity for learning more about alcohol and its effects on athletic performance is a workshop series with an outside facilitator, video illustrations, and clear handouts.



Measures are used to monitor progress and relate to both the objectives and the activities. In brief, the measures can be outcome measures or process measures.

- Outcome measures address what was achieved, specifically, as a result of the program or strategy. These include areas that were targeted with the program, such as knowledge, attitudes, skills, skill-based knowledge, perceptions, awareness of resources, behaviors, and other issues.

EXAMPLE:

The outcome measure for policy awareness is a knowledge instrument conducted prior to and following the training. Answers are factual and correct or incorrect.

The outcome measure for alcohol and its effects on athletic performance is a knowledge instrument, administered one month following the workshop.

- Process measures address what was done in the program and how the participants believe that it went. These include participant reactions, what went well, and what didn't go well. These also include what factors might have influenced the quality of the activity or approach, including its structure, advertising, logistics, room arrangements, and other aspects that helped or hindered the quality of the event or process.

EXAMPLE:

The process measure for both of the approaches (the policy workshop and the athletic performance training) will include a written instrument regarding the facilitator/trainer's knowledge, interaction style, and materials.

GOALS AND OBJECTIVES: APPLIED

Let's turn to some specific examples, prior to developing your own goals and objectives. For each of the two goals identified in the example, two supporting objectives are offered. In each of these situations, the goal is quite general and somewhat lofty; it is clear that these goals are such that they are not likely to be changed from year to year. However, the specific objectives provide more detail about the desired outcomes in support of the goals. These objectives are written in a way that provides some direction for how the goals will be reached. Further, the objectives have a desired standard for the end-result desired.



EXAMPLE:

Goal #1: To increase the functioning and well-being of student-athletes

Objective #1: To increase the academic achievement of first-year student-athletes to a level of 10% above the campus' academic performance, within a 3-year time period.

Objective #2: To obtain a level of student-athletes' satisfaction with the campus and team approaches that 90% of student-athletes report 'satisfaction' on the campus' annual "Quality of Life Assessment."

Goal #2: To improve the reputation of student-athletes among students, faculty and staff

Objective #1: To increase the skills that student-athletes have as they prepare to represent their teams during media interactions, so that media comfort and a skills assessment by all student-athletes is at least 'average', with 30% of student-athletes showing 'exemplary' skills at the completion of the training.

Objective #2: To increase the number and quality of media placements regarding student-athletes to a level of 50% higher than the previous academic year.

In preparation of these end-results, it is appropriate to write what you believe is *attainable*, as well as what is *desirable*. For example, in Goal #1, objective #2, the aim is to have 90% of student-athletes report a certain standard ('satisfaction') on the campus survey; this is deemed appropriate as well as achievable. Based on your campus' history, you may want a lower or higher percentage with this report, and/or you may want a different standard reported (e.g., 'high satisfaction'). All of these are variable, depending upon your specific circumstances. What is important in the preparation of the objectives is that they are measurable, so that various individuals reviewing the results can agree upon whether or not the results were achieved.

As identified, objectives have an emphasis upon the desired outcome, linking to what you want as a result of your strategies. All-too-often, program planners tend to use the activities to be implemented as the emphasis of their objectives; in fact, these activities support the achievement of the objectives. The objectives themselves should focus on the desired outcomes. What follows are some examples of well-intended objectives, and then some reframing of these objectives in a manner to illustrate how to focus on the actual desired outcome.



COMPARATIVE OBJECTIVE 1:

Poor: To host a variety of popular alcohol-free activities

Better: To increase the number of alcohol-free activities during athletic events and prime social time

Best: To increase students' awareness, acceptance, and/or use of alcohol-free activities during athletic events and prime social time, so that 85% of students find these activities helpful, and that 75% use them at least once each semester.

COMPARATIVE OBJECTIVE 2:

Poor: To prepare a social marketing plan to counteract myths on alcohol and college.

Better: To create a social norm marketing campaign to disseminate facts and myths about "the college experience"

Best: To increase students' accurate perceptions and facts regarding "the college experience" so misperceptions and poor knowledge are reduced by one-half during the academic year.

COMPARATIVE OBJECTIVE 3:

Poor: To organize training for coaches about how to identify and intervene with alcohol problems

Better: To develop and conduct quarterly training of all coaches on identification of alcohol issues, interventions, policies and referrals

Best: To increase coaches' knowledge, attitudes and skills for identifying alcohol issues and for making interventions, policies and referrals so that all coaches have at least a 90% score with the specified standards.

COMPARATIVE OBJECTIVE 4:

Poor: To offer workshops on alcohol's effects and responsible decision-making

Better: To educate students about the effects of alcohol, responsible decision-making, and indirect adverse effects of alcohol

Best: To increase students' knowledge about the direct and indirect effects of alcohol so that 85% of students have at least a 90% knowledge score.



As you start to prepare your own goals and objectives, a helpful starting point includes the various worksheets offered in the “**Identify**” section of this **IMPACT Evaluation Resource**. These focus on the various audiences, their needs, and your desired outcomes (what you want them to “know, feel and do”). This background preparation provides a good foundation for your evaluation preparation; thus, the time and effort spent with developing these will be time well-invested, as it makes the rest of the evaluation preparation much easier. **Milestone Chart 9** provides an opportunity for you to bring together your desired outcomes within the context of your overall project goal.

IMPACT Milestone Chart 9: Goals and Objectives Worksheet

The overall framework for organizing your project is to start recording your goals and objectives. Using the definitions and examples above, prepare some goals and supporting objectives using the worksheet below.

Goals and Objectives
GOAL:
Objective #1:
Objective #2:
Objective #3:
Objective #4:



IMPACT Milestone Chart 9: Goals and Objectives Worksheet

SAMPLE

Goals and Objectives
GOAL: To promote healthy choices among student-athletes.
Objective #1: To increase student-athletes’ awareness and use of alcohol-free activities and events during the sport season and training period, so that 90% of them are aware of these and 75% use them at least twice each month.
Objective #2: To increase student-athletes’ knowledge about alcohol and its effects on athletic performance, so that 80% have a knowledge level of at least 90%, and 95% have a level of at least 80%.
Objective #3: To address key challenges and issues facing student-athletes (such as stress, sleep, and time management) so that 50% of the student-athletes believe that these issues have reduced their negative impact to a least a “moderate” level.
Objective #4: To increase student-athletes’ accurate perceptions and facts regarding alcohol, student-athletics and college life so that misperceptions are reduced by one-half during the academic year.

ACTIVITIES AND MEASURES: APPLIED

Now that the goals and objectives are identified, it is appropriate to develop this to the next level. Specifically, activities and measures can now be added to expand upon the objectives. Here’s a specific example of one of the objectives above, showing both how the objective can be worded so that it can be measured, and showing how the activities and measures are related to the objective itself.

EXAMPLE:
Goal #1: To increase the functioning and well-being of student-athletes
Objective #1: To increase the academic achievement of first-year student-athletes to a level of 10% above the campus’ academic performance, within 3 years.
Activities in support of this objective are:
1. Tutoring sessions for students in need
2. Academic coaching sessions for teams
3. Challenge programs among teams
Measures of this objective are:
1. Monthly review of team grades
2. Monthly review of individual grades



What this shows is the context of the measures that are being used - - - the measures identified by you, as a project planner, will link to the objectives. This also starts to suggest that the planning of the measures can be a very large job. While that is the case, the primary message goes back to the first element of **IMPACT**: “**Identify**” what you are addressing and for whom. Said differently, this all has to do with your focus – what its, specifically, that you want to do (and for whom) within the context of your project which has limited funding and limited time. The measures, then, link to this identified focus.

The emphasis with these objectives is one major part of evaluation known as “**outcome evaluation**.” Many people view outcome evaluation as difficult to do because it requires deeper and harder thinking in preparation for the evaluation. However, if the desired results (from the “**Identify**” section of this Evaluation Resource) are clearly defined, the outcome evaluation is much easier. It is emphasized in this **IMPACT Evaluation Resource** because it provides the documentation about what results were obtained.

Outcome evaluation differs from the commonly-used, yet important, “process evaluation.” The outcome evaluation addresses the results that you want to see as a result of your programmatic strategy or effort. Outcome evaluation is designed in accordance with the objectives that you have specified – and measures are created to monitor these. The process evaluation, on the other hand, focuses on what was done, how it was done, and what could be improved. These two approaches do work hand-in-hand, as it is important that both are addressed.

It is important to know if results were achieved (outcome evaluation) as well as what the processes used were (**process evaluation**). This helps when thinking about repeating, refining, or replicating an initiative. For example, if the process evaluation shows that individuals really enjoyed an activity or event, and that many people were present, this is good to know. However, if they enjoyed it, but didn’t learn anything (the outcome), that also is important. Similarly, if those who attended a training program learned a lot, but only learned about it by chance, this is something that is helpful to know so that modifications can be made for the future to increase attendance (process evaluation). Ideally, program planners want to have both good results (outcome) and good feedback (process), as initiatives that have results but are not well received will probably not fare well in the future. The concern is that, all-too-often, the focus is on the process evaluation (i.e., how was the presentation, what went well, what could be improved, how did you learn about this?) rather than what results were achieved as a result of the session. Again, both are important, and we want to have good results from each perspective.

As you think of the overall plan for your project, the following **Milestone Chart 10** can be helpful in your thinking. This illustrates several key points:



1. Objectives support the achievement of the goal. More than one objective is appropriate to support each goal.
2. Activities are organized to result in the objective being attained. These are the events, services, and other direct efforts.
3. Outcome measures are arranged to monitor the achievement of the objectives. When worded well, the objectives provide the clear standard of the desired outcomes (what you want others to know, feel or do).
4. The process measures address the activities and how well they are implemented. These also include other factors surrounding the activity, such as advertising and the overall environment.

In this chart, you will notice that the activities fall below the objectives; this is designed to illustrate that these activities are what you do, in order to achieve the objective. Further, you will notice that the outcome measures and process measures are stacked vertically. While these could be placed in a different manner, this illustrates that outcome measures typically support the achievement of the objective, and the process measures typically monitor the implementation of the activities. Further, several measures may work for multiple objectives or activities.

The specific details about how to select what approach for your measures will be highlighted to a greater degree in the “**Plan**” section of this resource; this segment focuses on the details of the planning process. What is important here is that you think about the types of information that you will need for your documentation, knowing that you will add to this in the development of the following section.



IMPACT Milestone Chart 10: Measures Planning Worksheet

As you organize your project, consider the following as a framework for preparing your goals and objectives. Add additional sections as needed, with additional objectives. For each goal, replicate this framework.

Goals, Objectives, and Activities	Measures
GOAL:	
<u>Objective #1:</u>	Outcome Measures: • •
Activities: 1) 2) 3) 4)	Process Measures: 1) 2) 3) 4)
<u>Objective #2:</u>	Outcome Measures: • •
Activities: 1) 2) 3) 4)	Process Measures: 1) 2) 3) 4)



IMPACT Milestone Chart 10: Measures Planning Worksheet

SAMPLE

Goals, Objectives, and Activities	Measures
GOAL: To increase the functioning and well-being of first-year student-athletes.	
Objective #1: To increase the academic achievement of first-year student-athletes to a level of 10% above the campus' academic performance, within 3 years.	Outcome Measures: <ul style="list-style-type: none"> • Academic performance • Retention
Activities: <ol style="list-style-type: none"> 1) Tutoring sessions for students in need 2) Academic coaching sessions for teams 3) Challenge programs among teams 	Process Measures: <ol style="list-style-type: none"> 1) students use and satisfaction 2) coaches' assessment 3) students' enjoyment of sessions
Objective #2: To enhance the first-year student-athletes mental health and quality of life so that it is at the same level as other students on campus, during the team's season and off-season.	Outcome Measures: <ul style="list-style-type: none"> • Self-assessment of mental health using psychological scales recommended by the counseling center • Assessment of the quality of life based on self-reporting scales
Activities: <ol style="list-style-type: none"> 1) Monthly workshops on mental health 2) Self-directed journaling 3) Recognition ceremony/banquet twice/year 	Process Measures: <ol style="list-style-type: none"> 1) satisfaction scale 2) self-assessment of activity's value 3) reactions by student-athletes

MEASURES

Now that the goals and objectives are identified, it is helpful to begin thinking about the specific measures that will be used. Again, the outcome measures address the achievement of the objectives (the outcomes), and the process measures address the nature of the activities and efforts that were implemented (the processes). The



outcomes are what you see different as a result of what was done, and the *processes* focus upon what you actually *did*.

With your measures, it is important to emphasize the specific topics or issues that are being addressed. As noted earlier with **Milestone Chart 4**, a whole universe of topics and issues exists for potential measurement. Also, as noted, the number of issues can be larger during the time of your needs assessment, and you may determine that some of the potential topics and issues will not be included in your scope of activities. You may determine that you won't be able to get all of them covered (nor would you want to). *What you do want to do with the evaluation data is to focus, and to gather information about those topics and issues that related to what you are attempting to accomplish.*

Potential considerations for your areas of measure include, but are not limited, to the following:

- Demographics
- Personal Behaviors
- Social Norms
- Attitudes
- Perceptions of Others' Behavior/Attitudes
- Intended Behavior
- Awareness of Programs and Efforts
- Personal Assessment of Approaches

As you move forward with your evaluation design, the template in **Milestone Chart 10** above will be helpful in organizing your thinking. You will see this expanded slightly so that it is helpful in your overall planning.

CONCLUSION

This section highlights the foundation for your evaluation design. Clearly defined and well-written goals and objectives are some of the hardest parts of preparing the evaluation. However, once these are well developed, the rest of the evaluation comes into good form. Then it is a matter of planning for what measures, what tools, and what information-gathering approaches are the most appropriate and helpful for your project.



NOTES



Plan

The third component of the IMPACT model is “Plan.” This addresses HOW you are going to gather information and insights for your program or initiative. It highlights the approaches that you will use to learn what you seek to know, and to gather information that can be helpful in reviewing, revising, documenting, and promoting your program or effort. It builds directly upon the “Measure” section where goals and objectives were highlighted.

Sections In This Chapter

- Overview
- Quantitative and Qualitative Approaches
- Triangulation
- Planning Your Evaluation
- Quantitative Approaches: Some Specifics
- Selecting the Approach and Instrumentation
- A Matter of Balance
- Putting it Together: Some Applications

Milestone Charts

- Quantitative and Qualitative Approaches
- Selecting an Appropriate Approach
- Outcome and Process Measures Assessment

NOTES



Step 3: *Plan*

The third component of the IMPACT model is “Plan.” This addresses HOW you are going to gather information and insights for your program or initiative. It highlights the approaches that you will use to learn what you seek to know, and to gather information that can be helpful in reviewing, revising, documenting, and promoting your program or effort. It builds directly upon the “Measure” section where goals and objectives were highlighted.

OVERVIEW

As you plan, it is important to remember that evaluation strategies can be of a variety of forms, such as written, on-line, dialog, and observational. One specific evaluation approach is not used for every program; your choice of strategy will vary based on what you want to know, what approach will be of interest to others, who will review your results, your timeline, your budget, and other factors. What is important is to conduct your planning in an organized manner based on many of these factors.

This section provides a foundation for the instrumentation that you will be using, as well as other considerations in preparing the evaluation design. Included is an overview of quantitative and qualitative approaches, as well as ‘triangulation’ (the blending of multiple approaches to obtain a more complete assessment of what is happening). The section provides a brief review of the various types of information gathering approaches, with various advantages and disadvantages of each.

QUANTITATIVE AND QUALITATIVE APPROACHES

One consideration as you plan your efforts is to think in terms of a blend of **quantitative and qualitative** evaluative approaches. Generally, quantitative approaches are those that will result in numbers and data; these approaches are often codified with percentages, statistics, and statistical significance. Typical quantitative approaches include paper-and-pencil surveys, on-line questionnaires, archival data (such as grades or suspensions), environmental scans (regarding the presence or absence of specific policies and services), participation levels, and usage rates. Quantitative approaches are good ways of getting a lot of information from a lot of people, in a fairly easily administered fashion. The quantitative approaches are helpful in providing numbers and concrete measures. This may be found with findings such as “83% of first-year student-athletes believe that.....” or “9 of 20 (45%) athletic teams have successfully completed the training on.....”



On the other hand, qualitative approaches are less amenable to numbers and statistics (although this could be done under some circumstances). Qualitative approaches include individual interviews, focus groups, key informant interviews, group discussions, and observation. They are much more labor-intensive (and thus costly), but they provide the richness of information and perspective that is often not otherwise available. Qualitative approaches are typically based upon open-ended questions, such as “what was the best part of the training?” or “what reactions did you have to the program?” In reports, qualitative approaches may reveal statements such as “typical reactions of coaches about their interactions with trainers are . . .” or that “student-athletes interviewed report feeling . . . about their academic coursework.” Each of these approaches has its own value, and can provide appropriate insights about the strategies and programs being implemented. However, the formal distinctions between ‘quantitative’ and ‘qualitative’ are increasingly becoming blurred; for example, a report may cite results gathered from a qualitative approach using data (such as “over 75% of those interviewed reported satisfaction with the project”).

TRIANGULATION

In addition to thinking about how to gather your data, it is helpful to **think about implementing more than one approach**, and then blending the results. This is typically called ‘**triangulation**’ whereby several evaluation methods are used to provide details about what is happening with the topic or issue you are addressing. You may be aware of ‘triangulation’ as a nautical term for learning what direction you may be heading; for this purpose, it is important to have more than a single point of reference so that you can know the specific direction. In evaluation, for example, you might learn (from an on-line survey) that students don’t feel particularly safe on campus. To further understand what this means or why it may be happening, you might conduct some telephone interviews or a series of focus groups so that you can learn more about this. You might learn that the perception of lack of safety is limited to specific locations on campus, or to certain times of the day or to specific days, or that it is tied into some campus event or other factor. Your insights from this *blend of approaches* provide you with information that is much richer than a single conclusion about safety.

Milestone Chart 11 below helps you think more broadly about using multiple evaluation approaches. First, think about the type of information that you would like to gather about some issue. For example, you may want to know how well your student-athletes understand the campus’ alcohol policy and the consequences for violating it. You could do a written or on-line survey, and see if they have the knowledge; however, this may not be sufficient to answer the question you have about their real, in-depth understanding. Thus, you may need to ‘dig’ a little deeper to gain their assessment of how severe they think the consequences are, what the likelihood of getting caught might be, whether the consequences would actually apply to them individually, and related factors. This ‘digging’ may be done through focus groups, individual interviews, or discussions. The result may be that student-athletes understand (cognitively) the rules and regulations, yet do not grasp (emotionally) the practical implications of violation.



IMPACT Milestone Chart 11: Quantitative and Qualitative Approaches

Focusing on the type of information you need to proceed in a sound manner with you strategies, identify some of the quantitative and qualitative approaches that you might consider for evaluation.

Information Needed	Source	Type	
		Quantitative	Qualitative

IMPACT Milestone Chart 11: Quantitative and Qualitative Approaches

SAMPLE

Information Needed	Source	Type	
		Quantitative	Qualitative
Student’s knowledge about alcohol and athletic performance	On-line survey	✓	
	Intercept interview	✓	
How students feel about a campus campaign on responsible choices	Telephone interviews		✓
	Focus group sessions		✓
Students’ awareness and understanding of the new campus alcohol policy	Discussions with SAMs and Resident Advisors		✓
	On-line survey	✓	

PLANNING YOUR EVALUATION

As you plan your efforts, it is also helpful to think about **how you plan to use** the information. One consideration cited above is that the needs assessment can be used as the pre-test. This can help in your efforts to be efficient with your information gathering, and not burdening those who would be participating in the evaluation activities. You may also want to be gathering baseline information that can be used in the future for planning other initiatives. Another major consideration is how you intend



to use the information gathered, and who will be involved in reviewing and/or using it. As you think about this, consider what types of information they need – do they need reports with statistics and quantitative information? Would they benefit from illustrative examples gathered from interviews? Again, most evaluation reports benefit from a blend of quantitative and qualitative approaches – only providing information from interviews may not be convincing, yet only having numerical responses may not connect with the reader who would benefit from some illustrative examples of the impact of your program.

QUANTITATIVE APPROACHES: SOME SPECIFICS

Focusing on the quantitative approaches, some considerations will be helpful.

- **How many people need to be included?**
 - This depends on numerous factors regarding how the information will be used. Do the users need a large number of respondents to be ‘convinced’ about the quality of the data? If they don’t need this, you can calculate the number of people that you will need to survey based on the types of analysis you will be doing (this is where technical assistance or guidance from experts on campus can be helpful). One consideration with this is whether you are interested in looking at responses based on some demographics. If it is only one (such as gender), you may need fewer participants; however, if you are interested in multiple items (such as gender, year in college, and team affiliation), you will need more participants. In short, the more complex your analysis, the larger size of the group to be examined you will need. This is a place where it will be helpful to seek the advice of a faculty member or other professional who works with research and evaluation design.

- **Do you need to have a pre-test and a post-test?**
 - If you would like to see whether change has occurred between the time of the pre-test and the post-test, then you will need both of these. Otherwise, you are testing only the state of affairs at the end of the program (and that state may have been the same at the time of the pre-test, but you wouldn’t know that unless you did a query).

- **If you do both a pre-test and a post-test, will they need to include the same people?**
 - Data is more powerful and precise if your analysis includes a process where an individual’s pre-test responses are compared with his/her post-test responses (this is called a “matched pairs” analysis). This is more precise and requires less change to be statistically significant. However, sometimes this is just not convenient or easy to do. Doing a matched pairs analysis requires some coding system so that you can link together the two sets of data for a person, yet still keep the data confidential.



- **Do you need a control group, with both a pre-test and a post-test?**
 - A control group, where no program or services are offered, is ideal so that attribution to the program or service can be made when assessing the cause of changes between the pre-test and the post-test. This is often difficult with programs, as it is hard to ‘withhold’ services from a group. It can also be unnecessary when the pre-test and post-test are offered fairly close together in time (such as at the beginning and end of a workshop that lasts only 2 hours).

- **What is meant by ‘statistical significance’ and is that important for your work?**
 - Statistical significance refers to the level of confidence that you have that any results obtained are due to the program itself and not due to chance. For example, when you see a statement that “the results are statistically significant $p < .05$ ”, this means that there is a 5% chance that the changes that appear noteworthy actually occurred due to chance fluctuations in the data collection and human approaches. You might have a skills development program that shows increases in knowledge for a variety of topics; while these increases may be good, it is helpful to know if they really seem to be a result of your program, or just due to chance. Funders and sponsors increasingly understand and want this type of documentation, and your efforts will be well-served to include this to the extent possible. Again, this is a place to incorporate a professional researcher or evaluator.

- **Is there a difference between ‘statistical significance’ and ‘practical significance’?**
 - Statistical significance is a scientific term. You may have some results that are statistically significant, but really don’t mean much because you included so many people in the sample. That is, you might find a knowledge score go up slightly after an information campaign; this may be statistically significant, but not mean much. On the other hand, you may have a large change with a small group of people who are trained (such as your SAAC), but the statistics don’t show any statistical significance; this data might show that there is great improvement in their awareness or attitudes, but because of a small group, statistics don’t show how this is helpful or noteworthy. Both of these (statistical and practical significance) are important to keep in mind as you organize and implement the evaluation and report the results.

- **Do you need to know ‘statistics’ to do this?**
 - It is not so much the statistics that you need to know (although it cannot hurt); what is important is to have an understanding of good approaches that will answer your questions, and address questions in a way that others can appreciate. Gain the expertise of research and evaluation experts.



- **What instrument should you use?**
 - Again, this depends on what you want to do with the data. If those who use your data really need to have your results compared with those of other institutions in the state or nation, then you would benefit from using instrumentation and processes that match theirs. Standardized instruments can help for comparison purposes, and they can help because the instrument is already done and is likely to have already been proven to measure what it sets out to measure (called ‘validity’). However, it is important that the standardized instrument address the questions that you (and those to whom you report) want to have answered. If they cannot do this, or if you can’t add enough of your own questions, it may be more helpful to create your own instrument (even though this is a lot of work). More on this is offered under “Selecting the Approach and Instrumentation” in the next section.

- **Aren’t there disadvantages to various instruments?**
 - Yes, and it is more than that. Each approach (not just each instrument) has its advantages and disadvantages. For example, a written survey is easy to code and analyze, but it may be difficult to get people to respond. Further, telephone interviews provide rich insights that may not be available with a written form, but these are labor-intensive to conduct and to analyze. See more in **Figure 4** on some of the pluses and minuses of various approaches.

- **How long should the instrument or protocol be?**
 - This depends upon how long you have with the individuals from whom you are gathering information. If you are doing a 90-minute workshop, you might do a pre-test and post-test that last two minutes or less; this could be 15 questions that are coded on a 5-point “Strongly Disagree” to “Strongly Agree” scale, or 5 multiple choice knowledge questions. If you are doing a six-week seminar, you might handle a five-minute instrument. These are reasonable within the time period, and include an audience that is typically already present. If you are doing an on-line instrument, you want it to be brief enough that individuals will be willing to report – perhaps up to five minutes. If you are doing telephone interviews, these may last 5 minutes or 30 minutes, depending on your needs and the receptivity of those contacted.

- **Will you need to provide incentives to get people to participate?**
 - Incentives can be helpful for individuals completing instruments when the instrument is done as a total volunteer (e.g., an on-line survey). For intact groups (such as training programs), you may not need to have incentives. See more about this under the “**Act**” tab in this **IMPACT Evaluation Resource**.



- **What do you need to ask on the instrument?**
 - In developing or modifying a data collection instrument, it is important to ask only questions that have a specific purpose. Some questions may be of a ‘warm-up’ nature, and others may be to compare with other questions to be sure that the respondent is being honest. The general rule is to ask only those questions that you will be using, and are willing to report. If you ask a demographic question, you should be prepared to use that result for some purpose, such as making sure that your respondent population is similar to the overall population, or to compare results from two groups.

- **How does the concept of having a ‘logic chain’ relate to your information gathering?**
 - While formal planning about building a logic chain can be accomplished, the important thing here is that there is some linkage between *your needs* and *what you seek to implement*. That is, you may have some rationale behind what you plan to implement (beyond ‘because I think it is a good idea’ or ‘because we have done it that way for years’). The logic chain means you have some logical reason that what you believe is the sequence of events which will actually lead to the desired outcome. For a negative example, it would not be reasonable to think that, if you provide an individual with a brochure, then they will be fully aware of the desired information you seek for them to know, and then to act on that information in the desired manner. For a positive example, if you want a reduction of alcohol-related violence, it will be helpful to actively consider what you believe might contribute to this reduction. You might believe that alcohol-related violence will be reduced when individuals feel more accountable, are more responsible for their own decisions, are aware of potential consequences, and have a healthy community attitude. In this situation, it will be important to ask questions about the frequency of alcohol-related violence. But it will also be important to ask questions about some of the anticipated intermediary factors, such as attitudes, perceptions, and awareness of consequences if these are part of your logic chain. The important thing with the logic chain is that there are linkages between the needs and the activities, and that there is an understanding that the processes you design have a reasonable chance of having the desired results. Then, as indicated in the “**Measure**” section of this *Evaluation Resource*, the measures are consistent with the objectives and activities.

As noted here, the issue of PLANNING is a large one. Numerous considerations abound, and these are helpful to think about ahead of time, so that as few problems as possible arise. When thinking about the evaluation and making the plans, a few final thoughts are appropriate. First, it is important to think about what would be convincing and/or appropriate for those who will review the data. This helps inform the questions that you ask, who you ask, and what methods are used. Related to this thinking about how and why others – whether or not they are “naysayers” - might critique the results.



They may challenge the process used, the questions asked, and other factors. Your evaluation design will be stronger if you can think about the critiques that might be offered, and plan evaluation strategies that would reasonably counteract these. Finally, as with any good process, it is important to have a “Plan B” with your evaluation effort. Think about backup plans to help organize your efforts so that they run smoothly.

SELECTING THE APPROACH AND INSTRUMENTATION

Selecting the approaches that you will use to gather information and insights for your evaluation is an important decision. It is also a decision that can be reviewed and revised as you proceed within your project. These decisions are a matter of balance, and of being clear with what you want to know. Also, the approaches will be based on the level of resources that you have committed to the project, as well as the collaboration that you have to assist you (see the next section called “**Collaborate**”). The bottom line is that you want to be as clear as possible about the types of things you want to know, and have reasonable assurance that the approaches that you use will provide you with this information.

Included in this **IMPACT** Evaluation Resource are samples of instrumentation. These are provided to provide some overall guidance about several factors:

- The types of approaches (quantitative vs. qualitative)
- Various formats (Likert scale with multiple points on a continuum, choice response)
- Interview questions
- Content areas (e.g., attitudes, knowledge, skills, behavior, perceptions)
- Audience (e.g., student-athlete, student, coach)

As you select the approaches to be used to evaluate the activities and efforts incorporated within your project, you may have distinct evaluation methods for various parts of the project. For example, if your project involves training of coaches, you might include a knowledge assessment as well as some opportunity for them to share their feelings. Your project may also include the preparation of student-athletes as peer mentors or advisors; that may incorporate some assessment of their confidence (which could be done with a written self-assessment and/or by an individual interview), and you may also observe them as they interact with their peers.

Each approach has its own advantages and disadvantages; there are pluses and minuses for each approach. What you need to do is to weigh these so that you are learning what you need to learn, and that you gain insight or knowledge on your desired issues. **Figure 4** provides a brief summary.



Figure 4: Summary of Advantages and Disadvantages of Selected Evaluation Approaches	
Evaluation Approach	Advantages and Disadvantages
Survey	<p><u>Advantages:</u></p> <ul style="list-style-type: none"> Easy to complete Can be completed quickly by respondent Simple to score Provide quantitative results Easy to keep anonymous Can compare with other data sources (e.g., national profiles) Can be scored by hand, by optical scoring, or on-line Low-cost approach <p><u>Disadvantages:</u></p> <ul style="list-style-type: none"> May not capture respondents' feelings Some responses may not reflect accurately Questions may be interpreted in different ways For sub-analyses, requires professional skills May be avoided by respondent as intrusive or not useful Qualitative data requires work (entry, coding, analysis)
On-Line Survey	<p><u>Advantages:</u></p> <ul style="list-style-type: none"> Easily included as part of existing national survey (add-on questions) Easy to incorporate questions into locally-developed survey Questions can be brief and limited in number Random list of individuals can be generated easily Data review is quick and easy to accomplish Easy to keep anonymous Low-cost approach <p><u>Disadvantages:</u></p> <ul style="list-style-type: none"> Respondents are less likely to complete if viewed as long or intrusive May need incentive to encourage participation May not capture respondents' feelings May be avoided by respondent as intrusive or not useful Qualitative data requires work (entry, coding, analysis)
Interview	<p><u>Advantages:</u></p> <ul style="list-style-type: none"> Provide rich insight Respondent can provide interpretation of results gathered elsewhere Person may speak honestly Respondent may feel honored to be interviewed Provides an opportunity to probe thoughts and perspectives <p><u>Disadvantages:</u></p> <ul style="list-style-type: none"> Requires skilled interviewer Respondent may not speak honestly, depending on trust Approach can take time Respondent may have limited time Challenges with coding and analyzing responses
Discussion	<p><u>Advantages:</u></p> <ul style="list-style-type: none"> Provides conversation on topics and issues Good insight and perspectives can be offered Can have give-and-take among participants Can be arranged fairly easily Can occur with intact groups (e.g., a team) Can be focused and brief Provides an opportunity to probe thoughts and perspectives



	<p><u>Disadvantages:</u></p> <ul style="list-style-type: none"> May provide less detailed and focused insight Respondents may refrain from speaking, and report only 'safe' responses
Focus Group	<p><u>Advantages:</u></p> <ul style="list-style-type: none"> Provides opportunity for excellent input Gain different perspectives Respondents can interpret findings from other sources Small group can provide detailed attention to issue or topic Provides an opportunity to probe thoughts and perspectives <p><u>Disadvantages:</u></p> <ul style="list-style-type: none"> Requires skilled interviewer to manage process Respondents may limit comments because others are present Need deliberative approach to select participants Requires an appropriate setting Approach can take time Limited to specific questions and issues May have difficulty recruiting participants Challenges with coding and analyzing responses
Observation	<p><u>Advantages:</u></p> <ul style="list-style-type: none"> Provides opportunity to observe activities and impact Can code behavior Provides rich data that is not commonly gathered <p><u>Disadvantages:</u></p> <ul style="list-style-type: none"> Requires skilled observer Needs clear coding sheet Data needs to be entered accurately Requires skilled analysis Approach can take time Challenges with coding and analyzing responses

As you reflect upon these various evaluation approaches, you find that each one has several advantages and disadvantages. The challenge is to weight these based on your needs as well as resources and expertise available for your project. **Milestone Chart 12** can help in this regard, as you specify your own considerations for each of various evaluation approaches.



IMPACT Milestone Chart 12: Selecting an Appropriate Approach

For each of the identified evaluation strategies, identify what you believe are potential advantages and disadvantages for your campus within the context of your project.

Evaluation Approach	Advantages	Disadvantages
Survey		
On-Line Survey		
Interview		
Discussion		
Focus Group		
Observation		
Other		
Other		

IMPACT Milestone Chart 12: Selecting an Appropriate Approach

SAMPLE

Evaluation Approach	Advantages	Disadvantages
Survey	Simple to use	Not tailored to specific program effort
On-Line Survey	Anonymous and low-cost	Needs computer programming help
Interview	Good information from multiple sources Confidential insights	Labor intensive Which office can provide leadership?
Discussion	Gets student leaders involved	Need for a quiet room location
Focus Group	Rich information and data; can build upon other approaches	Need trained interviewer Need incentive for student participation
Observation	Good project for students in a class	Hard to develop specific scales



A MATTER OF BALANCE

What you will need to do in your planning is to **balance** (a) what you want and need to know, with (b) what you can reasonably acquire (based on time needed, budget, access, and other factors). There is no single, ‘right’ evaluation approach; it requires sorting through various approaches and deciding what works best for your campus and your project based on your needs and the desires of those around you. Go back to your original goals and objectives, and determine how you can document your progress with these. The evaluation could include many strategies and could be overwhelming, but it will need to be focused and limited within your own constraints.

These considerations in this “**Plan**” segment help with your evaluation design. Again, the involvement of professionals who work with evaluation and research can be most helpful in creating a sound evaluation design. Some of the other resources in this **IMPACT Evaluation Resource** are helpful for you, and personalized assistance can be very valuable and worth the effort. **Milestone Chart 13** provides a framework for your planning for the process and outcome measures.

IMPACT Milestone Chart 13: Outcome and Process Measures Assessment

Considering your various outcome and process measures, identify what advantages and disadvantages you see for your project evaluation.

Measures	Advantages and Disadvantages
Outcome Measures:	
1)	
2)	
3)	
4)	
Process Measures:	
1)	
2)	
3)	
4)	



IMPACT Milestone Chart 13: Outcome and Process Measures Assessment

SAMPLE

Table with 2 columns: Measures, Advantages and Disadvantages. Rows include Outcome Measures (Pre-test/post-test, Academic records, Disciplinary records) and Process Measures (Satisfaction survey, Number of brochures, Attendance at event).

PUTTING IT TOGETHER: SOME APPLICATIONS

At this point, it is appropriate to take all of this background and learning, and identify what you are going to do, specifically, with your evaluation. You have been exposed to clearly defining your audience, and what you want them to know, feel or do. You know about the importance of objectives that are clearly identified. You also know the difference between process and outcome measures. Now you want to know the answer to the original questions, posed in the opening pages of this IMPACT Evaluation Resource:



1. “How do I know that my program is working?”
2. “What information can I gain that will help improve my program and share with others about my program?”

You have gone through the process of organizing your thinking and now have some activities, strategies, events, policies, programs, trainings and more that you want to access. The following six examples provide some typical evaluation approaches.

EXAMPLE 1:		
Program/Strategy	Evaluation	Comments
Training of student-athlete mentors	Pre-test / post-test / follow-up test.	<ul style="list-style-type: none"> • Build the instrument based on specific knowledge, skills, self-efficacy emphasized • Do a pre-test prior to training, and the post-test immediately upon completion of training • Conduct a follow-up test several months after completion of training to assess retention of concepts and skills • See sample instrument as a starting point

EXAMPLE 2:		
Program/Strategy	Evaluation	Comments
Effectiveness of workshops conducted by student-athlete mentors	Pre-test / post-test	<ul style="list-style-type: none"> • Build the instrument based on the specific desired outcomes for the workshop • Make the instrument very brief • Could have two versions, with some overlapping questions • See sample instrument as a starting point
	Assessment by workshop attendees	<ul style="list-style-type: none"> • Conduct workshop evaluation at conclusion of session • See sample instrument
	Sample of students on campus	<ul style="list-style-type: none"> • Use add-on questions for standardized instrument • See sample instrument



EXAMPLE 3:		
Program/Strategy	Evaluation	Comments
Social norms campaign	Sample of student on campus	<ul style="list-style-type: none">• Use standard or add-on questions with campus survey• Conduct random telephone calls to check students' awareness• Compare actual behavior with perceptions of behavior• Monitor changes over time• See sample instrument as a starting point

EXAMPLE 4:		
Program/Strategy	Evaluation	Comments
Training of coaches	Pre-test / post-test / follow-up test	<ul style="list-style-type: none">• Have a knowledge, attitude, and skills assessment of coaches prior to and following the training• For multiple session training, do this before the first one and at the end of the last one• For smaller groups, consider a personalized, anonymous code so that one person's responses can be tracked over time
	Interviews	<ul style="list-style-type: none">• Conduct brief interviews with participants• Ask for candid comments about what they learned from the training and what they have applied• Ask for suggestions for improvement



EXAMPLE 5:		
Program/Strategy	Evaluation	Comments
Public awareness campaign for students	Telephone interview	<ul style="list-style-type: none">• Call a random selection of students• Ask whether they saw the campaign, what they heard or interpreted from the message, how they reacted to it, and whether the campaign caused them to think about changing their behavior• See sample instrument as a starting point
	Email survey	<ul style="list-style-type: none">• Contact a random sample of students• Ask similar questions as with the telephone interview above

EXAMPLE 6:		
Program/Strategy	Evaluation	Comments
Helpfulness of a policy or procedure	Data of incidents	<ul style="list-style-type: none">• Develop tracking forms so that data can be reviewed over time• Monitor information that could be causally linked to the policy or procedure• Review data to see if changes occurred, and whether these can reasonably be linked to the timing of the policy/procedure• See sample instrument as a starting point



These situations are only a sampling of the types of situations you will encounter. There are no 'magic answers' to determine the precise evaluation that would be appropriate. It really depends on the various factors identified in the pages of this **IMPACT** *Evaluation Resource*. The intent of these examples is to provide you with a basic starting point for consideration with your specific campus-based initiatives. The ultimate aim is to gather information that is appropriate for your local purposes. Again, it is important to gain technical assistance or the advice of experts on campus to help you with the most appropriate and efficient way to evaluate your program or individual strategy.



NOTES



Act

A black double-headed arrow is positioned below the word "Act", pointing both left and right.

Action is really what it is all about. This is the part of the evaluation when all the planning and preparation pays off. It is where thinking about the range of issues surrounding your project's evaluation comes together. The action phase focuses on the actual implementation of the final steps associated with your project's evaluation.

Sections In This Chapter

- Overview
- Considerations
- Timelines
- Human Subjects Review
- Costs and Incentives
- Administration and Monitoring
- Evaluation Synthesis Planning

Milestone Charts

- Scheduling Strategies
- Evaluation Planning Tool

NOTES



Step 4: **A**ct

Action is really what it is all about. This is the part of the evaluation when all the planning and preparation pays off. It is where thinking about the range of issues surrounding your project's evaluation comes together. The action phase focuses on the actual implementation of the final steps associated with your project's evaluation.

OVERVIEW

While many of the activities could link with the “**Plan**” segment just highlighted, they are relevant for this segment as they represent the actual implementation of the evaluation activities. This segment addresses timelines, approvals, monitoring, discussions, record-keeping, and modifications. Central to this “**Act**” segment is the theme of networking and partnering with others, further described in the “**Collaborate**” segment of this resource.

One of the first considerations with the “**Act**” phase is the timeline. It is important to identify what the best times are to gather the information you need. This should be considered based on multiple schedules, including the initiative/event being evaluated, the target audiences, and the personnel administering the data. This will also be based on what you want to know and the processes to be used in getting this information.

CONSIDERATIONS

In the planning and execution of your evaluation activities, a question typically asked by someone who reviews the results is “how do you know that this is true?” That is, others want to know how representative the results or comments are; they want to know whether the specific results are real, or whether they actually represent what is going on with your program. For example, if your aim is to draw conclusions about the campus' undergraduate student body, you'll want to prepare an approach (e.g., a sampling design) that is as random and representative as possible. As you do this, you'll look at the demographics of interest (e.g., gender, class rank) of those who responded to be sure that they are similar to the demographics of the student body as a whole.

As you prepare this design, several issues are of interest. These issues interact with one another, as tradeoffs occur when you prepare your overall evaluation approach. You will want to discuss these as you select your specific methodology. The specific



issues will vary based on your approaches as well as what information you need. Here are some considerations and thoughts.

- If you have a choice about when to gather the information, arrange it for a time when you are most likely to get responses that best capture what you want to know. You'll want to avoid responses that suggest something that really is not true.
 - *An example involves asking about students' alcohol use within the previous 30 days. If this is the case, it is important to schedule your data collection at least 30 days after any major event or holiday (e.g., Homecoming, New Year's Eve, and Spring Break). As an alternative, you may ask about alcohol use over the past two weeks.*
- Time your data collection for a period when you'll receive the greatest response rate and cooperation from participants and collaborators.
 - *One consideration is that the beginning and end of the semester are typically not good times to gather general information.*
 - *In a similar way, scheduling your data collection close in time to major campus events would not be desirable.*
- If the data is collect online, consider having the survey available for 7-10 days. You will want to send reminder notices to participants on one or two occasions, such as half-way through and 2-3 days prior to the closing time.
 - *Online data collection often has several notices (an initial notice, one or two reminder notices, and a final deadline notice). Responses tend to increase following each notice.*
- If you are relying upon one methodology to provide the basis for another methodology, make sure that you allow for enough time to process and interpret the initial data.
 - *For example, if you plan to offer focus groups to provide qualitative insights about the campus-based survey, then make sure you have enough time to review and interpret the information gathered from the survey.*
 - *If your Human Subjects Review Board requires a review of the final version of specific questions, you'll need to allow additional time for this.*
- Another consideration is whether you plan on repeating the process from one year to the next. If so, you'll want to have similar methodologies and timelines each year so that comparisons can be made.
 - *It is very helpful to have identical questions and the same methods of gathering data from one time period to the next (e.g., annually). You will want to be sure that conditions are basically the same, such as a February data collection should be followed by a February data collection the next year. If you gather data at a different time, you may see more seasonal fluctuations (e.g., from Fall to Spring) and have a harder time demonstrating any due to your programmatic efforts.*



TIMELINES

One barrier that often occurs with needs assessment and evaluation protocols is that the effort needed to complete these are often viewed as too time-consuming and complicated. Some program personnel may believe that it will “take too much time” to have the evaluation completed. Constraints such as these can be accommodated through easily-administered protocols and focusing of the evaluation process.

- Any instrumentation should be clearly formatted so that it takes as little time as possible to complete it. This may include an identical format for each question (e.g., a 5-point Likert scale), clearly identified question numbers, or boxes for open-ended question responses.
- It is helpful to have easily-administered evaluations that are not – and do not appear to be - cumbersome to the user.
- It is also helpful to have the content and flow clearly defined for the user. For written materials, fewer pages are better, in an attractive format (with white space). This may include having a legal sheet of paper (8 ½” by 14”, rather than 8 1/2” by 11”). For on-line surveys, it is helpful to have a progress indicator on the data entry screen, to show how much has been completed and how much remains to be done.

HUMAN SUBJECTS REVIEW

It is often necessary for your campus’ Human Subjects Review Board to review the protocol and instrumentation for your evaluation. The specific requirements will vary based on the campus procedures and policies, and specifically about how you plan to use the information gathered. Regardless of your campus’ requirements, the important message is that your evaluation process should incorporate great respect for your participants’ time and willingness to participate. As you consider your human subjects processes, what typically takes more time for their review are vulnerable populations and/or sensitive topics. Since these projects address alcohol issues, and since alcohol use by those under the age of 21 (many of the students on our campuses), this becomes an illegal behavior and, as such, may result in greater scrutiny by the human subjects review boards. Again, the intent of this process is to guarantee that those from whom information is collected are protected, and that confidentiality is maintained. One other lesson from the process surrounding the human subjects review process is that it is important to build in time delays; this is typically not a quick, administrative review. Also make sure to find out whether you are required to complete a training program on human subjects, which is often the case at colleges and universities.



COSTS AND INCENTIVES

Think about the costs for your project evaluation. To be highlighted in the “**Collaborate**” section are ways of engaging others on campus and in the community to provide resource assistance to you with the evaluation efforts. However, there are some direct costs. For example, if you are choosing to use a survey (such as what is provided by the Core Institute or the American College Health Association), there are costs associated with these. Further, these costs will vary based on what you need. One way of saving some funding (and generating greater connectedness with campus personnel) is to pay for the use of the instrument (e.g., Core or ACHA) but not have detailed analyses conducted by those groups; rather, you may have your own campus personnel analyze the data.

In the budget for evaluation, there may be other expenses that are important to fund, such as the printing of data collection instruments (i.e., paper) or envelopes for mailing or collecting responses. Some of these costs may be absorbed by other campus units, who may be willing to format, print, and prepare your evaluation materials.

Further, you may consider modest incentives for participation in the evaluation process. With the increasing popularity of on-line data collection, it is desirable to have some incentive for students’ participation. While the desire to be of assistance to helping plan campus efforts (by providing information to decision-makers) may help to motivate some respondents, this may not be sufficient for others.

Also, as you consider incentives for participation, it is important to check out your campus as well as your funder’s policies and procedures. Also, for the student-athlete audience in particular, it is critical that your plans be reviewed and approved by your campus’ compliance officer. For example, some funders or campuses may not allow benefits to some groups (e.g., student-athletes) that are not available to other students. Some funders or campuses do not allow for the purchase of food or beverage, and some allow only for items that are clearly educational in nature. Some groups have restrictions on the purchase of food or beverages.

What is important with the idea of incentives is to think about what would be meaningful and appropriate for the target audience in gaining their participation. The idea of incentives can also be less-than-tangible, yet nonetheless important, such as earlier access to an event or service. Clearly, your incentives must be within the legal and ethical standards of the institution as well as of the funding source.

Overall, consider having several ‘motivators’ that underlie your incentive structure:

- A reward for completion
- Honoring the timeliness of the response with opportunities to earn something worthwhile
- An opportunity to earn a substantive incentive from entry into a drawing or raffle



What this means is that individuals may have several ‘hooks’ to encourage their participation. Here are three considerations:

1. Everyone who responds may receive something, like a gift certificate or coupon (e.g., bookstore certificate or a coupon or gift card for a product).
2. There may be drawings that provide an opportunity to earn a larger gift certificate (such as a gift card for the bookstore), and this may be based on a drawing every day to reward responsiveness; thus, the earlier the response, the greater the number of opportunities to win.
3. There may be one single opportunity to win something bigger (such as a large gift card, or a desirable product such as a DVD player).

The decisions for motivators will be based on funding availability and what you think would be appropriate to generate the response you want. You may also find that certain expenditures for this may be sponsored by different offices, or may have restrictions based on the funding source or how you select the recipients. Again, what is important is to check out your campus policies and procedures, as well as what is permissible with your funder, to be sure that this is permissible; some policies exclude these activities. Overall, however, this concept provides a foundation for assessing how to think through the process of fitting together the various aspects of what you need to know and do to accomplish your data collection needs.

ADMINISTRATION AND MONITORING

As you move through the action process of preparing your evaluation design and its implementation, several other considerations are important. **Milestone Chart 14** can be helpful in organizing your thoughts and preparing for a smooth administration of your evaluation activities.

1. Prepare good monitoring and oversight systems. This involves setting up a schedule, and identifying ‘who will do what’ for the implementation of the evaluation. This also includes knowing what materials to order, what arrangements need to be made, what approvals are needed, and how much time is needed for each of these.
2. Set up meetings to review progress. This builds upon the first step, whereby individual tasks and responsibilities are reviewed, and challenges that have been encountered are discussed.
3. Maintain good records. It is important to record as much information as you can about the process that you encounter. This recordkeeping will help in reviewing what was decided, and will also help in planning future evaluation processes. You’ll benefit from recording more than you think you might need. Further, this recordkeeping will be helpful when preparing reports about the project.
4. Engage in the process of having numerous ‘checks and balances.’ It is always helpful to think about what might go wrong, as well as how someone else might



- criticize your processes. Stay focused on the overall goal of what you want to know, and how you're going to gather the information to learn this.
5. Manage your time, and build in ample 'flex' time for unexpected problems and issues that might arise. As you do the planning, know how much time various things will take to accomplish. For example, you may want to use a commercially available data collection instrument; questions include who on your campus needs to approve its use, what costs are associated for your designed use, and what processes are needed to 'get it through' your approval system. Similarly, consider how much time the review process for human subjects considerations takes, and allow time for modifications in your timeline.
 6. Be prepared to be flexible and to adjust timelines as appropriate. However, make sure that the integrity of your end result is not compromised. If you find that your on-line survey has a lower-than-desired response rate, consider extending the deadline (as long as that doesn't affect the conclusions that you can draw from the results).

IMPACT Milestone Chart 14: Scheduling Strategies

Use the following to help organize your evaluation design. The sample illustrates how various aspects of your evaluation can be organized over a 12-month time period.

EVALUATION STRATEGIES	June	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May



IMPACT Milestone Chart 14: Scheduling Strategies

SAMPLE

EVALUATION STRATEGIES	June	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<i>Archival Data</i>	Gather					Review						
<i>Student Assessment</i>	Plan				Sample							
<i>Faculty/Staff Assessment</i>					Plan				Sample			
<i>Focus Groups</i>					Conduct		Review results			Draft report		
<i>Evaluation of Training</i>			Design Instrumentation		Pilot test tool		Evaluate training					
<i>Process Evaluation</i>	Ongoing											
<i>Compilation</i>												Identify gaps in services

EVALUATION SYNTHESIS PLANNING

Pulling all of this together, it is helpful to think about the goals, objectives, measures, resources and timelines for your evaluation preparation. While this complements the assistance that you will get from campus resources (to be found in the “Collaborate” section), it is helpful in this “Act” section of this IMPACT Evaluation Resource. This synthesizes the various measures that you will be using, incorporated within the context of the objectives, activities, and your timeline. Milestone Chart 15 will help in organizing your activities and responsibilities. The sample provided for this chart incorporates the goals, objectives and activities from the Milestone Chart 10 in the “Measure” section of this resource.



IMPACT Milestone Chart 15: Evaluation Planning Tool

Finish your evaluation planning with an expanded version of the Goals, Objectives and Measures chart; add the columns regarding ‘resources and assistance’ and ‘timeline.’ Add additional worksheets as necessary for other goals and objectives.

Goals, Objectives, and Activities	Measures	Resources and Assistance	Timeline
GOAL:			
<u>Objective #1:</u>	Outcome Measures: • •		
Activities: 1) 2) 3)	Process Measures: 1) 2) 3)		
<u>Objective #2:</u>	Outcome Measures: • •		
Activities: 1) 2) 3)	Process Measures: 1) 2) 3)		



IMPACT Milestone Chart 15: Evaluation Planning Tool

SAMPLE

Goals, Objectives, and Activities	Measures	Resources and Assistance	Timeline
GOAL: To increase the functioning and well-being of first-year student-athletes.			
<p>Objective #1: To increase the academic achievement of first-year student-athletes to a level to a level of 10% above the campus' academic performance, within 3 years.</p>	<p>Outcome Measures:</p> <ul style="list-style-type: none"> • Academic performance • Retention 	<p>Registrar's office Support of chief academic officer (Provost)</p>	<p>January and July (for each previous semester)</p>
<p>Activities:</p> <ol style="list-style-type: none"> 1) Tutoring sessions for students in need 2) Academic coaching sessions for teams 3) Challenge programs among teams 	<p>Process Measures:</p> <ol style="list-style-type: none"> 1) Students use and satisfaction 2) Coaches' assessment 3) Students enjoyment of sessions 	<p>Academic support services administer survey</p> <p>AD has coaches complete forms</p> <p>Coaches involved in focus groups</p> <p>Student written self-report</p>	<p>Complete on a monthly basis</p> <p>Semi-annual</p> <p>Semi-annual</p> <p>After each event</p>



NOTES



Collaborate

In the theme of “Collaboration”, the emphasis is upon working “with” others on campus and in the community. Rather than having the project as a “one-person show”, the focus is upon having more people and groups invest in the planning and implementation of the project. The age-old mantra of “you own what you help to create” is valid here, as having others present in the planning and delivery of a program will help with its ultimate success (and, later, institutionalization).

Sections In This Chapter

- Overview
- Types of Collaboration
- Collaboration Strategies

Milestone Charts

- Collaboration Planning
- Collaboration Assessment

NOTES



Step 5: **C**ollaborate

In the theme of “Collaboration”, the emphasis is upon working “with” others on campus and in the community. Rather than having the project as a “one-person show”, the focus is upon having more people and groups invest in the planning and implementation of the project.

The age-old mantra of “you own what you help to create” is valid here, as having others present in the planning and delivery of a program will help with its ultimate success (and, later, institutionalization).

OVERVIEW

The issue of collaboration regarding the evaluation activities is a critical one. First, collaboration is important because project personnel are typically doing what they do best – the project! Project directors and program personnel are skilled with this aspect of the project, with coordinating activities and engaging student-athletes, coaches, trainers, and others on campus. Second, collaborating with others is linked directly with the final component of the **IMPACT** approach – “**Transition**.” The collaboration throughout the project can help build new relationships or enhance old relationships with others on campus. Often, the presence of a new initiative and/or a grant provides an opportunity for individuals and groups to work together, whereas they have not previously done so. The foundation can thus be laid to continue this in the future. Ultimately, the aim is to institutionalize the good activities and quality efforts that have been implemented during the project period so they continue when the external funding is no longer present.

TYPES OF COLLABORATION

Collaboration can take multiple forms. One way of collaborating is to have a task force or steering committee to help provide oversight and guidance for the project. Another approach is to have partnerships that involve others on and around the campus. A third type of collaboration is with sub-contracts and agreements for services. While some contracts are not real collaboration (e.g., hiring a speaker), they could turn into that if you envision a role for the speaker to work with you or your advisory group on some larger issue that is important for your campus. You might have them review a resource that you intend to distribute, provide an interview for the campus newspaper or local press, or author something that you wish to distribute. Many people are honored to be asked to do more than the traditional scope of services, particularly when it is about trying to make a real difference with your audience. **Figure 5** illustrates some



of the individuals or groups of individuals that may collaborate with you on your evaluation.

Figure 5 : Potential Collaborators

- Student-athletes
- Student-Athlete Advisory Council (SAAC)
- Coaches
- Athletic Trainers
- Athletic Director/Administrators
- Athletic Booster Club
- Students (generally)
- Campus student leaders
- Campus health educator
- Campus Alcohol and Other Drugs Coordinator
- Campus administrators
- CHAMPS/Life Skills Coordinators
- Student affairs personnel
- Campus police / security
- Faculty / staff
- Academic departments
- Alumni
- Community members (e.g., neighbors)
- Community law enforcement
- Community leaders (e.g., mayor, town council, service organizations)
- Community social efforts (e.g., entertainment, restaurants, bars/taverns)

Some strategic approaches can be considered as you think about collaboration.

- First, think about what would benefit your initiative or project. You may think you would benefit from the involvement of an alumnus who has done particularly well, or you might think that it would benefit the program to have some remarks or input from an aspiring high school student. You might think that it is helpful to ground your program in some good research, or to get a health sciences course instructor involved with the evaluation activities. Think about ways you can approach that individual or group, or obtain the resource assistance of the desired participants.
- Second, think about what resources are already available and how you might incorporate them. Similar to the first approach, think about certain individuals or groups on campus or in the community that you would know about. You may know that there's an athletic booster club that you could involve. There may also be a researcher on athletic performance or a class on individual motivation. These individuals or groups may be approached directly to see whether and how they might want to be involved. This approach could be very open-ended and brainstormed with them directly. Alternatively, you and/or your advisory group may discuss what might be most appropriate for involvement. What is important



is to remain flexible so you can gain the greatest result and impact for your project, and ultimately for your campus.

- Third, it is helpful to think in terms of a ‘win-win’ approach. Or, said a little differently, think about ‘what’s in it for them?’ as you prepare to seek an individual’s or group’s collaboration. For faculty members, typically, there is an important emphasis upon the quality of teaching as well as their research; you might think about how your project needs might fit into either or both of these agendas. Students may be seeking a quality internship experience and they may also be eager to add some specific activity or service opportunity onto their resume.

As you think about collaborators, consider two points of view. First, your perspective might suggest that their involvement can be useful in obtaining necessary information or may provide access to specific tools. Second, it is important to identify any concerns or drawbacks you might find with collaboration, or when working with a specific collaborator.

Collaboration is very important. Collaboration is helpful in bringing others to the table to design and plan your programmatic effort. A great degree of richness can be brought forward with the involvement of others, particularly those with a background in areas that would benefit your program. While collaboration in this context is focused on the evaluation activities, you might consider this same approach (and many of these same planning tools) for other aspects of your programmatic effort. Collaboration can be most helpful as you prepare for the institutionalization of your programmatic effort – that is, life beyond the funded program.

The concern about collaboration is that this could delay the implementation of the evaluation or other aspects of the project. It could also be seen as a burden to have to coordinate to a greater degree. To some extent, you become reliant on the schedules, timelines, and professional demands of others. Another concern is whether a collaborator starts to take more authority for the project (or his/her part of the project) than you would like. These concerns can be managed with foresight and planning.

Milestone Chart 16 provides an opportunity to identify some of the potential assets and concerns associated with various groups and organizations and their involvement. The example provided for this chart offers a starting point for consideration; this can be adapted based on your campus’ unique needs and issues. **Milestone Chart 17** provides a framework for reviewing various collaborators from two points of view – theirs and yours. This chart takes a few of the items from the first chart and shows how different perspectives can be found; this can be expanded for other potential collaborators. Again, the example provides a starting point to illustrate how this might be used. Together, these two charts can be helpful in identifying and thinking through who can be helpful and ways in which they can be helpful. With this in mind, specific contact can be made so that the act of collaborating can begin.



IMPACT Milestone Chart 16: Collaboration Planning

For each of the potential individuals or groups identified below, specify benefits and concerns about their involvement.

Potential Collaborator	Benefits for Involvement	Concerns about Involvement
Student-Athletes		
Student-Athlete Advisory Council (SAAC)		
Coaches		
Athletic Director		
Athletic Trainers		
Athletic Booster Club		
Student Affairs Professional		
Health Educator		
Substance Abuse Coordinator		
Faculty Member		
Academic Department		
Student Organizations		
Student Government		
Alumni		
Community Member		
Community Organization		
Other:		
Other:		
Other:		
Other:		



IMPACT Milestone Chart 16: Collaboration Planning

SAMPLE

Potential Collaborator	Benefits for Involvement	Concerns about Involvement
Student-Athletes	First-hand knowledge of life as a student-athlete Range of perspectives from different teams	Limited time Focused perspective based on personal experience
Student-Athlete Advisory Council (SAAC)	Have broad view of multiple teams Respected by others Can influence policy Access to Athletic Director	Very limited time, with involvement on the team(s) and other campus activities
Coaches	Respected by team members Collaborate with other coaches	May be more interested in team performance than evaluation
Athletic Director	Campus leader Experience Access to administration	Many responsibilities Lack of time
Athletic Trainers	Day-to-day involvement with student-athletes	Lack of time
Athletic Booster Club	Financial support Linkages with community	Focused on team's performance
Student Affairs Professional	Support of student-athletes from a developmental perspective	Limited experience with evaluation Lack of time
Health Educator	Knows health information Linked to student affairs	Limited experience with evaluation More skilled with health issues
Substance Abuse Coordinator	Knows alcohol information and resources Can provide counseling and referral Linked to student affairs	Focused on individual counseling and program design Lack of time
Faculty Member	Grounded in theory and experience Can provide class experiences for students	No linkage to academic field of study Limited time
Academic Department	Broader support for academic involvement Helps gain faculty support	Not a priority for department
Student Organizations	External support for activities Could be a funding source	Focused on their own issues
Student Government	Campus leadership support Potential funding source	Campus priorities are different
Alumni	Programmatic support Potential funding	Distant from campus
Community Member	Volunteer Seeking service opportunities	Do not care about having campus involvement
Community Organization	Fund raising support Want a service project	Not a priority



IMPACT Milestone Chart 17: Collaboration Assessment

For groups being considered for involvement, provide an assessment about benefits and concerns about involvement. The weighting for each of these will provide guidance about who to involve, and what considerations might be associated with their involvement.

Potential Collaborator	Benefits for Involvement		Concerns about Involvement	
	From your perspective	From their perspective	From your perspective	From their perspective

IMPACT Milestone Chart 17: Collaboration Assessment

SAMPLE

Potential Collaborator	Benefits for Involvement		Concerns about Involvement	
	From your perspective	From their perspective	From your perspective	From their perspective
Student-athletes	First-hand knowledge of life as a student-athlete Range of perspectives from different teams	Opportunity to work with campus leaders and shape decisions Chance to work with members from other teams	Limited time Focused perspective based on personal experience	Schedule conflicts Limited time
Health Educator	Knows health information Linked to student affairs	Working closely with student-athletes	Limited experience with evaluation More skilled with health issues	Limited time Sees activity as managed by personnel without health knowledge Not a priority
Faculty member	Grounded in theory and experience Can provide class experiences for students	Opportunity to conduct field research Applied activities for students	No linkage to academic field of study Limited time	Limited time Not a priority for academic department



COLLABORATION STRATEGIES

Once you have done your preliminary assessment of collaboration and potential collaborators it is now time to engage others. Important to the collective effort is to identify ways of selling yourself, your project, and the overall context of the project for the institution and/or for specific parts of it (e.g., the athletic department, the student life program). Thinking about how to 'frame' the project or your request to get the individual, group or organization involved will be helpful. As a sub-point here, it may be advantageous to think about involvement for a short period of time; you don't have to ask for a long-term commitment, but rather for a shorter term that would be acceptable to them. Once they get involved, they may find that they want to be invested in the project for a longer period of time or for other aspects of involvement.

A final thought in this regard is to keep others aware of your project and your overall initiative on an ongoing basis. In that way, continuous updates can be helpful for them knowing what you are planning and what you are doing. They may then see some opportunity for their involvement that they previously had not seen. They may then know that you and your initiative may be a desirable collaboration opportunity for their initiatives. Further, if you make it a habit of acknowledging the good works and collaboration of other individuals and groups on campus, they may want to step up and seek involvement for themselves. A simple strategy for accomplishing this is with the preparation of a brief newsletter; this can be done relatively easily and in an attractive manner, providing short articles and updates of current and planned initiatives. With email distribution and a growing list of interested recipients, this can be a comparatively easy way of collaborating and preparing the foundation for future collaborations. In a sense, the process of keeping others abreast of what is going on can also be translated into a perspective of getting others to say "thanks for thinking of me." It can be a 'win-win' situation.



NOTES



T ransition

Within the IMPACT framework, “T” stands for “Transition.” The emphasis of this is upon the end of the funded portion of the project, as the project moves to a phase of institutionalization on campus. Most external funding is for a ‘start-up’ or new initiative, and is designed so that you can try new things and then carry them forward with your new insights. In addition, it is helpful to think about the various insights you have gained, so others throughout the region and nation can learn from your efforts. This section provides an overview of these considerations.

Sections In This Chapter

- Reporting
- Future Funding
- Review and Revisions
- Institutionalization on Campus
- Some Perspectives Beyond the Campus
- In Conclusion

Milestone Charts

- Synthesis and Review

NOTES



Step 6: *T*ransition

Within the IMPACT framework, “T” stands for “Transition.” The emphasis of this is upon the end of the funded portion of the project, as the project moves to a phase of institutionalization on campus. Most external funding is for a ‘start-up’ or new initiative, and is designed so that you can try new things and then carry them forward with your new insights. In addition, it is helpful to think about the various insights you have gained, so others throughout the region and nation can learn from your efforts. This section provides an overview of these considerations.

REPORTING

As you work through the process of conducting the evaluation, the overall theme is that you have prepared a thoughtful plan for implementation of the project, and for documenting the successes and concerns that have emerged from it. Ideally, you have some good information that will help you refine the initiative in the future. Further, your information should be helpful for other institutions as they prepare similar approaches.

You have undoubtedly prepared reports for various projects or for your own annual performance. Some of these are open-ended and others have specified criteria requested. Some of these are annual or semi-annual in nature and others have been more sporadic or ad hoc for a specific purpose. Projects funded by an external source typically have standards and format requirements. For these various reports that you have already done, you have probably included information such as that which is specified in this evaluation resource.

Reporting can be more than the required reports. In fact, reporting your results and your accomplishments and challenges is something that benefits from continuous attention. Reporting is something where you are putting together information in formats that meet the needs of the report’s audience. You might prepare information for your campus administration in one format but in another format for students. It is important to know your specific audience and how to prepare the same information in different ways.

Another consideration with report preparation is to include both quantitative and qualitative information. This further reinforces the importance of having both of these types of evaluation as they are both needed for your reporting. It is helpful to show some formal measures and then to illustrate them with some anecdotes or quotes; each helps to reinforce the other.



It is important to ‘tell the story’ about your project or initiative. If you do not tell it, or if you do not organize the information so that the ‘story’ can be told, then how will others know about your impact, your successes, your achievements, your challenges, your needs, and your desires?

Similarly, in the reporting, it is helpful to illustrate your points with some graphics such as pie charts or bar charts. This provides a visual representation of your data.

As you begin the project, as well as throughout the project, it is helpful to think about when you will need to report, and where it may be beneficial to report to others. This continuous flow of information can be helpful in sustaining the project.

FUTURE FUNDING

The future of your project can often hinge upon the availability of funding. Having good evaluation information, and reporting this information, is vitally important for preparing your project for continuation, expansion, extension, or revision. The availability of good data is very important, and helps potential funders (whether inside the institution or external to the institution) think favorably about your project. It is important that you have good evaluation data for them to consider. It will help them appreciate the importance of the project.

Numerous resources exist for future funding. The issue of ongoing funding is something that should be considered from the beginning of the project. Quality evaluation is important so that others know what is helpful and how funding is necessary. Some funding needed for the project’s startup may no longer be needed, but other funding to sustain the program may be most appropriate.

REVIEW AND REVISIONS

It is important for any evaluation process to review the project and the evaluation itself. You need to assess what worked well and what could be improved. This would, ideally, be an ongoing process and one that would occur close to the implementation of major events and initiatives. There may be different perspectives that others offer about the project and these are helpful, particularly from the viewpoint of different stakeholders. It’s helpful to review any lessons learned:

- What you would do different?
- What assumptions did you make that were faulty (and what was confirmed)?
- Do you have any recommendations for others?
- As you think about ‘growing’ the program, what would you do different? What would you do the same? Why?



Milestone Chart 18 may be helpful in this regard.

IMPACT Milestone Chart 18: Synthesis and Review

As you work toward the conclusion of your project, what insights or recommendations do you have? Consider each of the following issues, and have individuals prepare this and share their results.

Issue	What went well	What could be improved	Other Suggestions
Staffing			
Collaboration			
Student Involvement			
Impact			
Evaluation			
Budget			
Other			



IMPACT Milestone Chart 18: Synthesis and Review

SAMPLE

Issue	What went well	What could be improved	Other Suggestions
Staffing	Quality personnel	Training On-site supervision	Increased salary
Collaboration	Multiple campus offices involved	More involvement from admissions office	Recognition for time spent by offices with monthly oversight mtgs.
Student Involvement	Good involvement by student-athletes Student-Athlete Advisory Council well involved	Engagement by student govt.	Recognition and service awards for student leaders and student organizations (athletics and overall)
Impact	Good process in place for results and institutionalization	More vocal support by Athletic Director and by Chief Student Affairs Officer	Need high level support; perhaps by well-known alumni?
Evaluation	Good evaluation design	More academic depts. involved with evaluation	Identify ways to institutionalize evaluation by academics and other Student Affairs units, to be accomplished at no cost
Budget	Helpful to have NCAA CHOICES grant for 3 years	Matching funding by Athletic Director and by Student Affairs	Additional professional staff involved
Other		Need location for project – with access to student-athletes and to students overall	

INSTITUTIONALIZATION ON CAMPUS

Preparing for transitions on campus is manageable. The challenge often faced by project personnel is that those with funding often seek initiatives that are demonstrated to work or hold promise to work. Further, many funders seek to implement their own initiative, such as something new with which they can be affiliated. This is true for funders inside the institution (such as student affairs, academic, or athletics officials) as well as outside the institution (such as donors, merchants, and alumni).



With worthwhile projects, it is helpful that your reports and your discussions continue to ‘tell the story’ in a professional manner. The reporting cited earlier can be repackaged or formatted in ways that are helpful to reaching multiple audiences in effective ways. Several suggestions can assist in this regard:

- All reports and report summaries should be professional in appearance.
- Prepare the reports in a variety of formats:
 - Have an in-depth evaluation report with charts and tables as well as clearly defined conclusions and recommendations.
 - Include an executive summary.
 - Prepare a summary document that is more action-oriented than the executive summary, and which includes photographs and testimonials.
 - Make materials readily available, such as on a web site.
- Share the reports with your collaborators as well as with possible future collaborators.
- Compile project results in a binder with various programmatic sections.
- Prepare a press release with key findings or important events; consider having a media event with spokespersons and recommended action steps.
- Distribute materials widely, with links to web sites for information.
- Engage campus media personnel to write articles about the project and its findings for on-campus, research-based, community-oriented, and alumni publications.
- Make a conscious effort to mention the positive attributes of the project when networking on campus and in the community.
- Monitor changes with campus leadership and identify ways in which your program fits within the leadership’s priorities and perspectives.

These suggestions serve as a starting point for getting your project accepted and, ideally, institutionalized on your campus. What helps is having multiple people, in a range of settings, serve as your spokesperson or advocate. Giving them the inspiration and motivation, as well as the resources, to tell your story can serve as a strong basis for greater grounding of your project.

SOME PERSPECTIVES BEYOND THE CAMPUS

While an important aim for your program is institutionalization on your campus, it is also helpful to think beyond the campus itself. If you have developed a quality initiative that is making a difference on your campus, this can be something that can be shared with others who face situations similar to yours. You have an opportunity to share the results with others so they can address their situations in a more meaningful and appropriate way. The lessons you have learned, and the suggestions you make, are worthy of sharing with others.



Why is this important? One reason is based on a sense of community and service. Since you have been the recipient of funding to address a specific need on your campus, it would be helpful to others (who may not have received such funding) to share your insights and your learnings. Your funding has helped you achieve some initiatives that you wouldn't have achieved without the funding; with some modest additional effort, you can assist others to address similar situations. Another reason is that public awareness of your efforts that extends beyond your campus boundaries can often reinforce the work on your own campus. The greater the public awareness about your program, the more likely it is that the program will be supported by the campus itself. If you receive a state or national award for quality efforts it becomes less likely that this program will be eliminated. While this is no guarantee, external support can help, and typically cannot hurt, your program.

Numerous ideas serve as a starting point for this broader perspective:

- Publish program activities and results in professional journals.
- Make presentations about the project, its processes, and its accomplishments at state, regional, and national conferences.
- Submit your program for awards or recognition from various sources.
- Monitor new emphases in the professional literature and with campus strategies to address key issues, and identify ways in which your program can be incorporated within these new emphases and/or can benefit from including them.
- Watch for changes in priorities among funding sources to determine ways in which your program may be a recipient of funding.
- Make adaptations to your program based on insights and learnings from other fields of study and/or from other audiences served.
- Identify ways in which other fields of study or audiences may benefit from the strategies incorporated in your program and from your lessons learned.
- Examine what aspects of your program link to some new theories, assumptions, paradigms or models. Share these broader-based concepts in a variety of ways, such as presentations and articles.
- Be prepared to share your program, its strategies, and its resources with others who seek to replicate your program; consider ways in which their needs can be met without overwhelming you or your time.

This perspective of your project beyond the campus helps in a contextual understanding of the important work that you are doing. While your effort is focused upon making a difference with students on your campus, it can be much larger than this. With a different mindset, the transition from the initial funding to a more substantive initiative can have an impact on your campus and beyond.



IN CONCLUSION

Evaluation is now, hopefully, a less daunting task. While evaluation at times feels overwhelming, it is hoped that this **IMPACT** *Evaluation Resource* provides a helpful overview and many details about how to handle the assessment for your project. The design was not to make you an expert in evaluation, but to provide a substantive background so that you can have a quality, grounded evaluation program. The purpose was to provide you with the conceptual as well as practical tools for helping to facilitate the evaluation for your campus-based project. While the concepts and skills provided here are applicable to other projects and initiatives, the focus is upon the specific grant funded by the National Collegiate Athletic Association.

With the processes identified here, and with the involvement of others with evaluation experience, you should be in a much better position to answer the key questions identified at beginning of this resource:

1. “How do I know that my program is working?”
2. “What information can I have that will help improve my program and share with others about my program?”

Indeed, no simple answers exist. No simple processes exist. The skill you bring to the project focuses upon your background and your leadership ability. It also emphasizes your commitment to improving the quality of life on your campus and with a significant focus upon your campus’ student-athletes. With this **IMPACT** *Evaluation Resource*, you can help connect your assumptions, dreams, needs, and foundations with a program that makes a difference, and is documented to do so. Continuing this process of improvement, growth, reflection, and sharing can be helpful in our ultimate aim of making a difference for our campuses and our student-athletes.



NOTES



I nstrumentation

*In this section, numerous sample instruments are included. As identified throughout the text of the **IMPACT Evaluation Resource**, what is important for a meaningful evaluation design is to have instrumentation that is appropriate for the project.*

The sample instruments included here are designed to serve as a starting place, and are not meant to be all-inclusive. These instruments illustrate a variety of topics and a variety of approaches. These are provided as samples, and can be adapted based on the issues to be addressed, resources, audiences, and timelines. The CD-ROM includes each instrument so adaptations can be made.

Several considerations are helpful:

- An instrument's content can be adapted for different audiences (e.g., students, student-athletes, coaches, administrators, parents).
- The content of an instrument can be adapted for a different implementation approach. For example, some of the questions may be included in a classroom survey or with an on-line survey, while other similar questions may be incorporated within a key informant interview or an intercept interview.
- Insights gathered from one approach (e.g., on-line survey) may provide the foundation for another approach (e.g., focus group).
- Your instrumentation and approach may include elements from several of these.

Contents of this Section

1. Demographic Information (two versions)
2. Knowledge Assessment
3. Alcohol Use and Consequences (two versions)
4. Alcohol Behavior Patterns
5. Attitudes About Alcohol and Drinking
6. Skills Assessment
7. Alcohol and Socializing
8. Campus Belonging
9. Impaired Driving
10. Peer Leader Training (two versions)
11. Campaign Awareness Assessment
12. Workshop Evaluation Form (three versions)
13. Focus Group (two versions)
14. Observation (two versions)
15. Key Informant Interview
16. Campus Incidents
17. Reflections
18. Community Assessment (two versions)
19. Peer Educator Assessment (two versions)
20. Police and Security Staff Underage Drinking Assessment
21. Intercept Interview Questions (two versions)
22. Organizational Self-Assessment
23. PSA and Pledge Card Follow-up

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Several considerations are helpful:

- An instrument's content can be adapted for different audiences (e.g., students, student-athletes, coaches, administrators, parents).
- The content of an instrument can be adapted for a different implementation approach. For example, some of the questions may be included in a classroom survey or with an on-line survey, while other similar questions may be incorporated within a key informant interview or an intercept interview.
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1 (A). Demographic Information

1.	What is your sex?	Male Female		
2.	What is your current year in school?	Freshman Sophomore Junior Senior Graduate Student		
3.	Which of the following best describes your current enrollment status?	Full-time student Part-time student		
4.	Which of the following best describes your living situation?	On campus residence hall On campus Fraternity or Sorority house/floor Off campus Fraternity or Sorority house Off campus rented apartment/house Off campus, with parent or guardian Off campus, personally owned home/condo		
5.	What is your race/ethnicity?	African American/Black American Indian/Alaskan Native Arab American Asian American/Pacific Islander Chicano/Hispanic/Latino(a) White/Caucasian Other (please describe) _____		
6.	During this school year how involved have you been in the following activities? <i>(Please mark all that apply)</i>	None / Not Involved	Member	Leader or Captain
	Fraternity or Sorority			
	Intercollegiate Athletic Team (not including Intramural sports)			
	Corps of Cadets / ROTC			
	Student Government			
	Student Clubs / Organizations / Intramural Sports			
	Performing Arts (band, theater, etc.)			
	Peer Educator on Health and Safety Issues			

1 (B). Demographic Information

How old are you?

What is your sex?

What is your current relationship status?

Single

Married/domestic partner

Engaged or committed dating relationship

Separated

Divorced

Widowed

Are you a full-time student?

Yes

No

How do you usually describe yourself? *(Mark all that apply)*

White

Black - not Hispanic

Hispanic or Latino

Asian or Pacific Islander

American Indian or Alaskan Native

Other

Are you an international student?

Yes

No

Which of the following best describe you?

Heterosexual

Gay/Lesbian

Bisexual

Transgendered

Unsure

Where do you currently live?

Campus residence

Fraternity or sorority

Other university

Off-campus

Parent/guardian's home

Other

Are you a member of a social fraternity or sorority?

Yes

No

How many hours a week do you work for pay?

0 hours

1-9 hours

10-19 hours

20-29 hours

30-39 hours

40 hours

More than 40 hours

How many hours a week do you volunteer?

0 hours

1-9 hours

10-19 hours

20-29 hours

30-39 hours

40 hours

More than 40 hours

Do you have any kind of health insurance?

Yes

No

Unsure

Which of the following best describes when you started at (insert University name here)?

I started at _____ as a Freshman

I started at _____ as a graduate student

I started at another institution and transferred to _____

Not applicable

Are you a student athlete?

Yes, I am an NCAA student-athlete

Yes, I am a member of a club sport

Yes, I am a member of an intramural team

No, I am not a student-athlete

2. Knowledge Assessment

If a person develops a high tolerance, they must consume more alcohol in order for their Blood Alcohol Concentration (BAC) to rise. True False Don't Know

The safest thing to do if a person passes out is (*circle one*):

- A. Let them sleep it off but keep an eye on them.
- B. Wake them up every hour until they seem alert.
- C. Try to keep them awake by feeding them or giving them water.
- D. Turn them on their side and put a wastebasket next to the bed.
- E. Contact someone who can provide medical attention.
- F. Don't know.

Food in the stomach and slow sipping of drinks help to prevent drunkenness because (*circle one*):

- A. They slow alcohol's rate of entry into the bloodstream.
- B. They mask alcohol's effect on behavior.
- C. They help the liver keep pace with drinking and thus prevent a build-up of alcohol in the bloodstream.
- D. A and B only.
- E. A and C only.
- F. Don't know.

Alcohol must be digested before entering into the bloodstream. True False Don't Know

If a person develops a high tolerance, they must consume more alcohol in order for their Blood Alcohol Concentration (BAC) to rise. True False Don't Know

Chugging contests and competitive drinking are often signs of impaired judgment. True False Don't Know

The more a person weighs, the more s/he can drink before becoming intoxicated.
Almost Never True Sometimes True Not Sure Often True Almost Always True

Pound for pound and drink for drink, women can drink more than men.
Almost Never True Sometimes True Not Sure Often True Almost Always True

Driving skills are lost very quickly after drinking.
Almost Never True Sometimes True Not Sure Often True Almost Always True

The consequences of a driving under the influence (DUI) conviction are annoying, but not really severe.
Almost Never True Sometimes True Not Sure Often True Almost Always True

The percentage of college students, nationally, who drink 5 or more drinks at a setting during a typical two-week period is around

1%
5%
20%
40%
65%
80%

What is the legal level of intoxication in this state?

.02%
.05%
.08%
.10%
.40%
1.0%
8.0%
Don't Know

3 (A). Alcohol Use

1.	On a typical night during the WEEK (Sunday through Thursday), how much <i>alcohol</i> (beer, wine, or hard liquor) do you drink when you go out?	I do not drink Less than one drink 1 or 2 drinks 3 or 4 drinks 5 or 6 drinks 7 or 8 drinks More than 8 drinks	
2.	On a typical night during the WEEKEND (Friday and Saturday), how much <i>alcohol</i> (beer, wine, or hard liquor) do you drink when you go out?	I do not drink Less than one drink 1 or 2 drinks 3 or 4 drinks 5 or 6 drinks 7 or 8 drinks More than 8 drinks	
		<i>In the last 2 weeks, on how many days did you use...</i>	<i>In the last 2 weeks, on how many days did you drive after using...</i>
3.	Alcohol (beer, wine or liquor) any amount		
4.	Alcohol (beer, wine or liquor) until you felt drunk		
5.	In the last two weeks, how many times have you had 5 or more drinks at a sitting?		
6.	During the past 2 weeks, on how many days did you have five or more drinks in one setting?		
7.	During the past 30 days, on how many days did you use alcohol?		

3 (B). Alcohol Use and Consequences

1. Did you use alcohol in the last four weeks?
 - a. Yes
 - b. No

IF NO: SKIP TO QUESTION #8
2. On how many days *in the last four weeks* did you use alcohol? _____
3. During *the last four weeks*, on average, how many drinks did you have per occasion?

4. How many times did you consume five or more drinks in a row on at least one occasion in the *last two weeks*? _____
5. Think about the *last seven days*. Specify the number of alcoholic drinks you consumed on each of these days. Enter a number for EACH day below. If you did not drink on a day, enter zero.
 - Monday _____
 - Tuesday _____
 - Wednesday _____
 - Thursday _____
 - Friday _____
 - Saturday _____
 - Sunday _____

6. Compared to your typical use over the *last four weeks*, was the number of drinks you consumed in the *past seven days* (your response to Question #5):
 - a. Much higher
 - b. Somewhat higher
 - c. About the same
 - d. Somewhat lower
 - e. Much lower

7. In the last four weeks, how many times have you experienced each of the following *due to your drinking*?

	None	1-2 times	3-5 times	6-9 times	10 or more times
Performed poorly on a test					
Damaged property					
Missed a class					
Been hurt or injured					
Been unconscious or passed out					
Consumed more than I intended to					

8. Currently, how would you characterize your drinking behavior?
 - a. Non-drinker
 - b. Light drinker
 - c. Moderate drinker
 - d. Heavy drinker

IF YOU ANSWERED B to Question #8, SKIP Question #9

9. The primary reason I do not drink alcohol is:
 - a. Religion
 - b. Medical
 - c. I don't like the taste
 - d. I don't like the way it makes me feel
 - e. I am under 21.
 - f. Family expectations
 - g. Other _____

10. What percentage of our campus' undergraduate students do you estimate used alcohol in the *last four weeks*? _____

11. What percentage of our campus' students do you estimate consumed five or more drinks in a row on at least one occasion in the *last two weeks*? _____

12. What percentage of our campus' students do you estimate used alcohol in the *last 7 days*? _____

This one (13) is SKIPPED BY THE NON-DRINKERS

13. The majority of times *you* use alcohol, what do you expect to get out of drinking?
 - a. Relax or unwind
 - b. Fit in
 - c. Overcome shyness
 - d. Deal with stress or escape
 - e. Get wasted
 - f. Other _____

14. The majority of times *other students* use alcohol, what do YOU believe they expect to get out of drinking?
 - a. Relax or unwind
 - b. Fit in
 - c. Overcome shyness
 - d. Deal with stress or escape
 - e. Get wasted
 - f. Other _____

15. How often do you think the average student at this university uses alcohol?
 - a. Never
 - b. Once/year
 - c. 6 times/year
 - d. Once/month
 - e. Twice/month
 - f. Once/week
 - g. 3 times/week
 - h. 5 times/week
 - i. Every day

4. Alcohol Behavior Patterns

How many times in the last 3 months have you done each of the following: (Record Not Applicable (NA) if the situation did not present itself)					
	None	1-3	4-7	8+	NA
Intervened with someone who is preparing to drive a car after having had too much to drink.					
Discussed alcohol issues with friends or others.					
Talked with someone about his/her frequent use of alcohol.					
Talked with someone about how much alcohol he/she drinks.					
Talked with someone about the negative consequences resulting from his/her alcohol use.					
Talk with a friend or peer about his/her alcohol use?					
Talk with a friend or peer about your decisions about alcohol?					
Encourage others (individuals or groups) to be responsible with decisions about alcohol?					

Indicate the most appropriate response for each of the following:						
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Does Not Apply
I know how to pace myself to avoid becoming too intoxicated						
I am comfortable handling the pressure from my friends about drinking						
I can recognize when I'm beginning to have too much to drink						
I always count the drinks I have when I go out drinking						

5. Attitudes About Alcohol and Drinking

Please record the response that best reflects your personal assessment of your skills for each of the following:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I believe it is okay for a person to drink as much as he/she wants if it does not hurt someone else.					
I think it is unhealthy for people to drink more than 5 beers/drinks in one evening.					
I think it is okay for a person to get intoxicated.					
It is important for me to demonstrate responsible decision making about alcohol use.					
For me, abstaining from drinking is a viable choice.					
I believe individuals should respect a person's decision to not drink.					
I feel a personal responsibility to provide a safe environment in the fraternity for guests.					
Alcohol is a central part of my social activities.					
It is important for me to demonstrate responsible decision making about alcohol use.					
I believe it is important to check a person's age before allowing them to consume alcohol.					
I believe it is okay for a person to get drunk if it does not result in injury or accident.					
It is my responsibility to intervene with a brother who I believe has had too much to drink.					
I believe people should never drive if they've had anything to drink.					
It is important for me to demonstrate responsible decision making about alcohol use.					
It is important for me to model good behavior on alcohol use.					

6. Skills Assessment

Please record the response that best reflects your personal assessment of your skills for each of the following:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
It is important for me to prevent intoxication of those around me.					
I expect prompt results from my efforts to deal with someone else's drinking.					
I understand the law about alcohol consumption.					
I am very comfortable confronting others about their drinking.					
If I go out to drink, I take responsibility to ensure that a designated driver is clearly identified.					
I have the persistence to keep trying when a person doesn't change their drinking behavior after I talk with them.					
I have the information to do what is needed with situations involving drinking.					
I am confident in not serving alcohol to someone who has had too much to drink.					
I believe I can influence my peers' drinking behavior in a non threatening way.					
I am not sure about how to deal with situations involving heavy drinking.					
I have the skills to do what is needed with drinking situations.					
I am aware of the signs of alcohol intoxication.					
I feel confident in talking with a person about their drinking if I am concerned about them.					
I have a vital role to play in preventing alcohol problems.					
It is important for me to make reasonable efforts to intervene with anyone who becomes intoxicated.					

7. Alcohol and Socializing

Please indicate your agreement/disagreement with the following questions:

1. I feel comfortable at a social event where everyone is getting drunk.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

2. I don't like it when people around me get drunk.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

3. My friends feel comfortable at a social event where everyone is getting drunk.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

4. My friends don't like it when people around them get drunk.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

5. Students at our university feel comfortable at a social event where everyone is getting drunk.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

6. Students at our university don't like it when people around them get drunk.
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

8. Campus Belonging

Which statement best describes your sense of belonging at this university?

- I feel a strong sense of belonging at this university.
- Generally, I feel a part of this university.
- My connections with this university are primarily with my academic unit.
- My connections with this university are primarily with campus activities.
- I feel disconnected from this university.

When I think of my relationships with others, the best description for me is:

- I have good relationships with virtually everyone I interact with.
- I have good relationships with most people.
- I have good relationships with several friends.
- I have good relationships only a couple of people.
- I have good relationships with nobody.

What statement best describes your view of yourself.

- I am on the correct path to a healthy and successful future.
- While I am generally on the correct path, I would benefit from some assistance.
- I think I'm on the correct path, but I'm not sure.
- I flounder quite a bit, and occasionally think I know where I'm going.
- I am not at all sure where I am heading.
- I don't care about where I am heading.

Please rate yourself on each of the following skills:

- | <i>Poor</i> | <i>Marginal</i> | <i>Would Benefit from Improvement</i> | <i>Good</i> | <i>Excellent</i> |
|-------------|-----------------|---------------------------------------|-------------|------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

How helpful is each of the following in assisting you to grow both personally and professionally?

Use Scale from 1 (Not at All Helpful) to 5 (Very Helpful) plus not applicable

- Close friends
- Fellow students
- Faculty members
- Academic advisor
- Other campus staff
- Parents
- Workshops
- Campus social activities
- Other campus activities
- Campus printed materials

Please choose the one statement that best describes your belief as a student at this university:

- Healthy choices regarding the use of alcohol has no relationship to academic success
- Healthy choices regarding the use of alcohol contributes somewhat to academic success
- Healthy choices regarding the use of alcohol contributes a lot to academic success
- Healthy choices regarding the use of alcohol contributes to a very large extent to academic success
- Healthy choices regarding the use of alcohol virtually insures academic success

9. Impaired Driving

Protective Behaviors

1.	Which of the following descriptions would qualify as a designated driver by your definition? <i>(Mark all that apply)</i>	Person who has had nothing to drink Person who only has one or two drinks Person who spaces their drinks out over the night (e.g., one per hour) Person who stops drinking at a particular time (e.g., midnight or one hour before leaving) Person who knows their limit/tolerance and sticks to it Whoever is the most sober at the end of the night
2.	In general, when you and your friends go out drinking, when do you usually identify who is going to drive home?	Before going out During the night At the end of the night

*In the last two weeks, how often have you used each of the following to get home **after going out**?*

		Never	Some of the time	Most of the time	Always
3.	Walked home				
4.	Public transportation or taxi service				
5.	Sober ride service				
6.	Designated driver who has had nothing to drink (yourself or another person)				
7.	Designated driver who drank (yourself or another person)				

Intervention Behavior

8.	Since starting college, have you ever attempted to stop or prevent someone from driving after they had been drinking?	Yes	No
9.	Since starting college, have you ever attempted to stop or prevent someone from riding with someone who was going to drive after drinking	Yes	No

Social Norms

Using your best estimate, please answer the following questions:

10.	What percent of students on campus have intervened to stop someone from driving after they had been drinking?	%
11.	In the last 2 weeks what percentage of students at your school drove after they had been drinking?	%
12.	In the last 2 weeks what percentage of students at your school rode in a car with someone who had been drinking?	%

The following section asks about your opinions regarding alcohol. Please indicate the extent to which you agree with each of the following statements...

		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree				
Alcohol										
13.	It is never OK to drive after drinking.									
14.	The potential legal consequences of getting caught drinking and driving are a deterrent.									
15.	Injuring or killing someone in a crash is a deterrent to drinking and driving.									
16.	It is OK to ride in a car with a driver who has been drinking alcohol, as long as they are not drunk.									
17.	It is important to confront friends if they are going to drink and drive.									
18.	Drinking and driving is NOT a problem on my campus.									
19.	My school is active in trying to discourage students from driving after they drink.									
<i>To what extent are the following laws enforced in your campus community...</i>		Not enforced at all	Somewhat enforced	Strictly enforced	Don't know					
20.	Campus alcohol policies									
21.	Drunk and impaired driving laws									
22.	Underage drinking laws									
23.	Public Intoxication Laws									
24.	Open container laws									
25.	Fake ID laws									
26.	In this state, what is the legal BAC limit while driving for drivers who are 21 and older?	.00	.01	.02	.05	.08	.10	.12	.15	.20
27.	In this state, what is the legal BAC limit while driving for those who are younger than 21?	.00	.01	.02	.05	.08	.10	.12	.15	.20

28.		<i>Which of the following impaired driver prevention campaigns have you seen on campus this year?</i>		<i>If you saw the impaired driver prevention campaign on campus, what impact did it have on you?</i>		
		Saw on campus	Did not see on campus	No impact	Made me think about my behavior	Made me change my behavior
	Posters					
	Television advertisements					
	Newspaper advertisements or articles					
	Information display					
	Presentations or workshops about impaired driving					
	Website or email					
Other: _____ (please specify)						
29.		<i>Which of the following enforcement efforts have you seen in the campus community this year?</i>		<i>If you saw the enforcement effort, what impact did it have on you?</i>		
		Saw	Did not see	No impact	Made me think about my behavior	Made me change my behavior
	DWI checkpoints/saturation patrol					
	Police ID checks in bars					
	Police breaking up parties					
Other: _____ (please specify)						
30.	What programs or strategies do you think would be effective at discouraging students from driving after drinking?					

Background Exposure to Impaired Driving

31.	Do you know anyone personally who has been injured or killed in a car crash involving an impaired (drunk) driver?	Yes	No
32.	Have you ever been pulled over when you had been drinking?	Yes	No
33.	If you have been pulled over when you had been drinking what was the outcome? <i>(Please mark all that apply)</i>	Let go with a warning Received ticket Fined Put on Probation Required to complete class or counseling Received Community service Lost License Arrested Put in Jail/Prison	
34.	Are you a member of an organization or coalition to address or prevent drunk/impaired driving?	Yes	No

10 (A). Peer Leader Training

A PERSONAL ASSESSMENT

Please record your level of agreement/disagreement for each of the following statements, using the scale below:

ATTITUDES	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
1. I believe that peer education can positively affect other students' views about alcohol.	A	B	C	D	E
2. Doing peer education will be helpful in providing me with valuable insights about myself.	A	B	C	D	E
3. When I hear the phrase "you're doing the workshop", I panic.	A	B	C	D	E
4. I feel comfortable working with others in preparing a workshop outline.	A	B	C	D	E
5. I <i>cannot</i> imagine conducting a workshop alone.	A	B	C	D	E
6. I have a good perspective about the overall ways of managing a group in a workshop setting.	A	B	C	D	E
7. Peer leaders are an <i>inappropriate</i> way for educating college students regarding decision-making on alcohol.	A	B	C	D	E
8. I believe I can learn much more about how to conduct a group workshop.	A	B	C	D	E
9. I feel a sense of responsibility about the trust placed by my peers regarding their education.	A	B	C	D	E

SKILLS	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
10. I have the competence to lead a workshop.	A	B	C	D	E
11. I am clear about what I want to accomplish in my role as a peer leader.	A	B	C	D	E
12. I know how to manage both task <i>and</i> process in a workshop setting.	A	B	C	D	E
13. I feel skilled to address the content of workshops that I will be leading.	A	B	C	D	E
14. I have the skills to organize, implement, and monitor the progress of a group discussion.	A	B	C	D	E
15. I know specific ways to keep the workshop audience involved and engaged.	A	B	C	D	E
16. I can identify specific ways of improving my management of a group discussion.	A	B	C	D	E
17. I know how to facilitate a quality group learning environment.	A	B	C	D	E
18. I am clear about my role in leading group education session.	A	B	C	D	E
19. I am aware of ways to overcome many of the obstacles and attitudes that might hinder a quality workshop.	A	B	C	D	E

3. During your time as a Peer Educator/Student-Athlete Mentor, please provide your best estimate of the total number of students that have been affected directly by you, in each of the following ways. (please record a number in each of the categories below)

- a. Obtained written information on a topic _____
- b. Increased awareness about a topic or issue _____
- c. Became aware of helpful campus resources _____
- d. Changed an attitude _____
- e. Received brief advice _____
- f. Received detailed advice _____
- g. Received a substantial intervention on behavior _____
- h. Thought about topic in a new way _____
- i. Said they would consider looking at their behavior in a new way _____
- j. Said they would change their behavior _____
- k. Decided to change a risk behavior resulting in their life being saved _____
- l. Other (please identify) _____
- m. Other (please identify) _____

4. In what ways does having a Peer Education/Student-Athlete Mentor program for the campus enhance the campus-based efforts on the specific topic?

5. What would help you be more effective as a Peer Educator/Student-Athlete Mentor? In your response, please consider training, supervision, discussions, support services, resources, or anything else.

11. Campaign Awareness Assessment

1.	<i>Which of the following healthy decisions about alcohol campaigns have you seen on campus this year?</i>		<i>If you saw the healthy decisions about alcohol campaign on campus, what impact did it have on you?</i>		
	Saw on campus	Did not see on campus	No impact	Made me think about my behavior	Made me change my behavior
	Posters				
	Television advertisements				
	Newspaper advertisements or articles				
	Information display				
	Presentations/workshops about impaired driving				
	Website or email				
	Other: _____ (please specify)				

12 (A). Workshop / Event Evaluation Form

Please have workshop attendees complete this as immediately following the program.

Gender: _____M _____F Year in School: _____ Date: _____

Program Title: _____

1. Why did you attend this program?
2. What did you learn?
3. What did you like best?
4. Which parts of the program would you change?

What would you suggest instead?

5. In what ways, if any, do you expect that this program will affect your life?
6. How do you believe other participants felt about this program?
7. What skills/attitudes did you learn in this program?
8. Do you expect to apply any of the knowledge or techniques from the workshop?
9. Do you have any other comments about the program?

12 (B). Workshop / Event Evaluation Follow-up Form

Please contact workshop attendees several months following the program.

Gender: _____M _____F Year in School: _____ Date: _____

Program Title: _____

1. Why did you attend this program?
2. What did you learn?
3. What did you like best?
4. Which parts of the program would you change?

What would you suggest instead?

5. In what ways, if any, has this program affected your life?
6. What skills/attitudes did you learn in this program?
7. Have you applied any of these techniques?
If so, please share a story about how you applied them.
8. Since the program / workshop, how has your behavior changed?
Specifically, have you noticed any change with your alcohol use?
9. Do you have any other comments or reflections about the program?

12 (C). Workshop / Event Evaluation

Session Title _____

	<i>Not at All</i>				<i>Very Much</i>
Accomplished specified objectives	1	2	3	4	5
Shared high quality information	1	2	3	4	5
Provided an opportunity to engage in active learning	1	2	3	4	5
Enhanced my skills	1	2	3	4	5

Overall quality:

Most valuable aspects of workshop:

Least valuable aspects of workshop:

Recommendations for enhancement:

Question(s) stimulated by this workshop:

Personal applications as a result of this workshop:

13 (A). Focus Group – Alcohol Culture

1. From your perspective, what is the culture surrounding alcohol on this campus?
 - a. What, specifically, have you observed regarding the alcohol culture?
 - b. How is this different based on affiliation groups (e.g., residence hall, fraternity/sorority, student-athlete team, student organization)
 - c. How is this different based on year in school (e.g., first year, second year)?
2. Prior to arrival on campus, what were your expectations about the culture surrounding alcohol? How does your experience compare with those expectations?
3. What are your feelings about the alcohol culture?
4. What are the influences upon a college student's decisions about alcohol use?
 - a. to drink or not drink alcohol
 - b. how to drink (experimental, moderate, heavy)
 - c. what to drink
 - d. setting and circumstances
 - e. other factors
5. Building upon the previous question, in what ways are the student's decisions influenced by affiliation group (e.g., residence hall, Greek letter organization, athletic team, student group) and other groups (e.g., parents, adults, school personnel, police/security)?
6. What might influence a person's future decisions?
7. What would you like the culture surrounding alcohol to be?
 - a. What specific elements would you like to see?
 - b. How do you think the campus could get there?
 - c. What is in the way of getting there?
8. Any other comments?

13 (B). Focus Group – Impaired Driving

1. As a driver, what are your observations about impaired driving?
2. What are your top two major concerns regarding college student drivers?
3. In the areas you cite as concerns, what might be contributing factors (i.e., aggressive driving, other passengers, tiredness, drinking, etc.)?
4. What changes do you see regarding drivers in recent years?
5. Think about what has been done to address these concerns; consider the campus, the local community, and the state and federal government.
 - a. How helpful have these efforts been?
 - b. What do you believe these groups should be doing?
6. What do you believe would make the difference with young people regarding impaired driving?
 - a. Would this vary based on whether the person is male or female?
 - b. Would this vary based on the person's year in school?
 - c. Would this vary based on whether the person is a student-athlete?
7. What would you like to see done in this area/on this campus regarding impaired driving?
8. Any other comments?

14 (A). Observation

During a week on campus, stay attuned to any messages that might exist regarding alcohol. These may come from any source, whether formal or informal, planned or unplanned. When you observe a message, determine whether it ‘fits’ on the scale from irresponsible to responsible. For example, if you see a flier promoting an event with a keg of beer, the source could be “flier posted at.....”, the message could be “cheap beer” or “quantity drinking”, and the assessment could be a “1” or “2.” At the end of the week, summarize the range of messages and the extent of responsible and irresponsible items. Use additional sheets as needed.

Source	Message	<i>Irresponsible</i>			<i>Responsible</i>	
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5
SUMMARY						

14 (B). Observation

Watch the short clip from the movie. As you are watching, record the occurrence of events that relate to any of the categories in the columns of the first chart by: 1) writing a brief description of the event, and 2) checking the category(ies) that apply to the event. For example, if the film clip shows someone who uses alcohol to be rich and popular, write a short description of the scene under “The Message” and across the row check the columns “Money” and “Popularity.” After completing the observations, record the number of occurrence of each category in the second chart.

The Message		Money	Success	Popularity	Athletics	Normalizing	Sexualizing	Glamorization	Health	Humor	Other	Other

Nature of Message	Count
Money	
Success	
Popularity	
Athletics	
Normalizing	
Sexualizing	
Glamorizing	
Health	
Humor	
Other	
Other	

15. Key Informant Interview

1. What are your observations about alcohol use among college students?
2. What differences do you see with college student alcohol use during recent years?
3. What differences do you find with specific affiliation groups (e.g., first-year students, transfer students, fraternity/sorority members, student-athletes, student government, etc.) regarding alcohol use and consequences?
4. What efforts have been made by various organizations and agencies to address alcohol-related concerns? Which approaches have been most effective, and for whom?
5. What needs to be done to improve the quality of life regarding alcohol issues on college campus? Please be specific with who should be involved in doing what.
6. What is your vision of college campuses and college students, vis a vis alcohol, 10 years from now?
 - a. How about 25 years from now?
 - b. What will help achieve this vision?
 - c. What is in the way of achieving this vision?
7. Who else should be interviewed to help in this process?
8. Any other questions or comments?

16. Campus Incidents

	Total Number	Percent Alcohol- Related	Number Alcohol- Related
CAMPUS GROUNDS Property damage Rowdy behavior Public intoxication Consumption of alcohol Other: _____			
RESIDENCE HALLS Property damage Personal injury Injury to others Behavioral infraction Quality of life Other: _____			
HEALTH Health Center contacts Emergency Room / Hospital admissions Other: _____			
COMMUNITY Property damage Noise complaints Trash Parking Other: _____			
TRAFFIC SAFETY Driving While Intoxicated Traffic Crashes Traffic Injuries Bicycle Incidents Pedestrian Injuries Other: _____			

17. Reflections

When I think of my experiences with alcohol during my time on campus, my description is.....

When I think about talking with my friends or other student-athletes about their drinking, I

When I think about talking with some who I believe has had too much to drink, my feelings are...

When I think of what this college/university has done to promote healthy living, my reaction is...

18 (A). Community Assessment: Community Coalitions Member Survey

Please tell us a little about yourself:

1. Select your gender: Male Female

2. How long have you know about the coalition? (*Circle the point that represents your response.*)

<3 3 6 9 Months	1 2 3 4 5 6 7 8 9 10 >10 Years
------------------------------------	--

3. What is your position in the coalition? (*Check all that apply.*)

<input type="checkbox"/> Leader	<input type="checkbox"/> Student
<input type="checkbox"/> Member	<input type="checkbox"/> None
<input type="checkbox"/> Other (<i>Please specify</i>): _____	

4. How many coalition meetings have you attended?

<input type="checkbox"/> This is the first meeting I have attended.	<input type="checkbox"/> I have attended 10-20 meetings.
<input type="checkbox"/> I have attended 1-5 meetings.	<input type="checkbox"/> I have attended more than 20 meetings.
<input type="checkbox"/> I have attended 6-10 meetings.	<input type="checkbox"/> None

5. What is your role with the coalition? (*Check one.*)

<input type="checkbox"/> I am a volunteer.
<input type="checkbox"/> My participation is a professional responsibility.
<input type="checkbox"/> I do not have a role in the coalition.

6. How long have you lived in this area? (*Circle the point that represents your response.*)

<3 3 6 9 Months	1 2 3 4 5 6 7 8 9 10 >10 Years
------------------------------------	--

Please use the following scale for each of the following issues

D=Disagree N=Neither Agree Nor Disagree A=Agree SA=Strongly Agree

ASSESSMENT	D	N	A	SA
Alcohol abuse issues are our coalition's main priority.	1	2	3	4
There is a definite need for alcohol abuse prevention activities in our community.	1	2	3	4
In my opinion, alcohol abuse problems are among the most important issues facing our community right now.	1	2	3	4
Based on factual information, alcohol abuse problems are among the most important issues facing our community right now.	1	2	3	4
When changes take place in the community that influence our coalition's efforts, our coalition makes the information available to the public.	1	2	3	4
I believe our coalition operates with good intentions yet without solid foundations.	1	2	3	4
It is my sense that alcohol abuse problems are over-emphasized and overstated in our community.	1	2	3	4
The coalition has performed community level assessments.	1	2	3	4

D=Disagree N=Neither Agree Nor Disagree A=Agree SA=Strongly Agree

PLANNING	D	N	A	SA
Our coalition has a clear and focused plan in place.	1	2	3	4
The plan includes a variety of action steps.	1	2	3	4
We prioritize activities before taking action.	1	2	3	4
We have an effective strategy in place for addressing our most significant problems.	1	2	3	4
Our coalition has a clear overall mission/vision.	1	2	3	4
Our overall mission/vision exists in writing (e.g., written document, computer file).	1	2	3	4
Coalition members are aware of the overall mission/vision.	1	2	3	4

D=Disagree N=Neither Agree Nor Disagree A=Agree SA=Strongly Agree

SUSTAINABILITY	D	N	A	SA
Our coalition makes information regarding our efforts available to the public.	1	2	3	4
Our coalition has activities to help build its membership.	1	2	3	4
Our coalition has a PO Box.	1	2	3	4
Our coalition understands 501(c)3 status.	1	2	3	4
Our coalition has filed for 501(c)3 status or plans to do so.	1	2	3	4
Our coalition has a fiscal agent or is looking for one.	1	2	3	4

D=Disagree N=Neither Agree Nor Disagree A=Agree SA=Strongly Agree

CAPACITY	D	N	A	SA
Our coalition operates in an organized manner.	1	2	3	4
My views are taken into consideration by other coalition members.	1	2	3	4
My talents are being utilized in the coalition.	1	2	3	4
Our coalition's membership is diverse in age, gender, role, etc.	1	2	3	4
This coalition welcomes differences of opinion and diverging points of view.	1	2	3	4
It is important to our coalition's efforts to have community leaders (e.g., government, business, faith-based, school, law enforcement, social services, and service organization officials) on our side.	1	2	3	4
Overall, our coalition lacks organization.	1	2	3	4
We maximize use of our local resources.	1	2	3	4
Funding is provided by external sources.	1	2	3	4
There is a plan in place for future fundraising.	1	2	3	4
We know who and where to turn to for technical assistance.	1	2	3	4
There are clearly defined roles for members of the coalition.	1	2	3	4
My role in this coalition is clearly defined.	1	2	3	4
Members clearly understand their roles.	1	2	3	4
The coalition is divided into various subcommittees.	1	2	3	4
Each subcommittee has its own clearly defined role.	1	2	3	4
There are clearly defined roles within subcommittees that contribute to the coalition as a whole.	1	2	3	4
Overall, our coalition lacks direction.	1	2	3	4
As a coalition, we have access to a range of community leaders (e.g., government, business, faith-based, school, law enforcement, social services, and service organization officials).	1	2	3	4
Our coalition has a bank account.	1	2	3	4
Our coalition does fundraisers.	1	2	3	4

D=Disagree N=Neither Agree Nor Disagree A=Agree SA=Strongly Agree

IMPLEMENTATION	D	N	A	SA
In the absence of our coalition's leader, there are other individuals who are capable of taking on this role.	1	2	3	4
Our coalition is fairly set in its ways of operating.	1	2	3	4
New coalition leaders receive orientation/training as they come aboard.	1	2	3	4
New coalition members receive orientation/training as they come aboard.	1	2	3	4
We are open to new ideas.	1	2	3	4
We have an active set of by-laws in place.	1	2	3	4
Keeping the minutes is a customary practice in our meetings.	1	2	3	4
Generally, our meetings are orderly.	1	2	3	4
Our coalition's focus is not only on a specific outcome but on the process as well.	1	2	3	4
Our coalition's activities are fairly well established and routinized, thus avoiding new approaches.	1	2	3	4

D=Disagree N=Neither Agree Nor Disagree A=Agree SA=Strongly Agree

EVALUATION	D	N	A	SA
There is a plan in place for reviewing and monitoring our coalition's progress.	1	2	3	4
Evaluation of the programs, themselves, is an active part of our plan.	1	2	3	4
Our coalition reassesses its methods as changes take place in the community and based on periodic reviews, our coalition makes changes, if necessary.	1	2	3	4
I feel that we are currently on the right track.	1	2	3	4
Our coalition doesn't need to do evaluation, since we know, amongst ourselves, what's working.	1	2	3	4
We collect and analyze data on our progress.	1	2	3	4
Adults in our area are aware of our coalition and its activities.	1	2	3	4
Teenage youth in our area are aware of our coalition and its activities.	1	2	3	4
Our coalition's evaluation focuses on individual programs and events, but not on overall impact on the community.	1	2	3	4

How would you rate the coalition's mastery of these key functions?	Learning	Proficient	Expert in some areas	Master in all areas	Don't Know
Coalition management and development	1	2	3	4	DK
Coordination of prevention/program services	1	2	3	4	DK
Environmental strategies about alcohol (e.g., availability, access, policies, enforcement)	1	2	3	4	DK
Intermediary or community support organization (e.g., building the capacity of other organizations)	1	2	3	4	DK
Community assessments	1	2	3	4	DK
Building the capacity of other community institutions for prevention strategies	1	2	3	4	DK
Development of community wide strategic prevention plans	1	2	3	4	DK
Evaluating coalition efforts	1	2	3	4	DK

Please Return to:

Name
Address
Attn: Community Coalitions Member Survey

18 (B). Community Assessment: Community Opinionnaire on Underage Drinking

How old are you? _____

Are you a parent? _____ If yes, what are their ages? _____

If yes, how many are living with you now? _____

City/County: _____

For how many years have you lived in/around your city/county? _____

LAWS: KNOWLEDGE

<i>Which of the following are state laws about alcohol?</i>	<i>Definitely a State Law</i>	<i>Probably a State Law</i>	<i>Probably NOT a State Law</i>	<i>Definitely NOT a State Law</i>	<i>Don't Know</i>
It is illegal to sell alcohol to anyone under age 21.	1	2	3	4	5
A vendor cannot knowingly allow someone over 21 to purchase alcohol for a minor.	1	2	3	4	5
Those under age 21 with a blood-alcohol concentration of 0.02 or above may have their driver's license suspended.	1	2	3	4	5
It is illegal to be intoxicated in a public setting.	1	2	3	4	5
It is illegal to possess a falsified identification card.	1	2	3	4	5
It is illegal to mix alcohol with other drugs.	1	2	3	4	5
Driving an automobile while under the influence of alcohol is illegal.	1	2	3	4	5
The ID of anyone purchasing alcohol must be checked by the store clerk/agent.	1	2	3	4	5
Alcohol cannot be sold to an individual who is obviously intoxicated.	1	2	3	4	5
It is illegal for parents to host a party and provide alcohol for underage youth in their home	1	2	3	4	5
Alcohol cannot be sold to an individual who is obviously intoxicated.	1	2	3	4	5

LAWS: ENFORCEMENT

<i>To what extent are each of the following laws enforced in your city/county?</i>	<i>Not at all</i>	<i>A Little</i>	<i>Moderate</i>	<i>A Lot</i>	<i>Don't Know</i>
Selling alcohol to anyone under age 21.	1	2	3	4	5
Driving while intoxicated laws for those under 21.	1	2	3	4	5
Driving while intoxicated laws for those age 21 or older.	1	2	3	4	5
Being intoxicated in a public setting.	1	2	3	4	5
Using a falsified ID card.	1	2	3	4	5
Parents hosting parties and providing alcohol to youth under age 21.	1	2	3	4	5

UNDERSTANDING YOUTH ALCOHOL USE

<i>Please indicate your agreement with the following statements about youth in your city/county:</i>	Strongly Agree				Strongly Disagree
Youth drink alcohol because there is nothing else to do.	1	2	3	4	5
Most youth who drink alcohol, really do not want to drink.	1	2	3	4	5
Peer pressure is a large reason why youth drink alcohol.	1	2	3	4	5
Youth obtain their alcohol primarily from older brothers/sisters.	1	2	3	4	5
It is relatively easy for youth to get alcohol.	1	2	3	4	5
Youth obtain alcohol primarily from their parents.	1	2	3	4	5
If enforcement were really high in the region, youth would not drink alcohol.	1	2	3	4	5
Youth receive high quality education about reasons not to drink alcohol.	1	2	3	4	5
Youth know the legal consequences for drinking alcohol.	1	2	3	4	5
Youth know the physical consequences associated with underage alcohol consumption.	1	2	3	4	5
Peers are very helpful in keeping youth <i>from</i> drinking alcohol.	1	2	3	4	5
Parents are very helpful in keeping youth <i>from</i> drinking alcohol.	1	2	3	4	5

VIEWS ABOUT THE CITY/COUNTY

<i>Please indicate your agreement with the following statements about your city/county:</i>	Strongly Agree				Strongly Disagree
Our city/county is known as a “party place.”	1	2	3	4	5
Our city/county works actively to keep alcohol problems from occurring.	1	2	3	4	5
Our city/county and the surrounding area have plenty of social things to do besides drinking.	1	2	3	4	5
Young people who choose not to drink alcohol are well respected.	1	2	3	4	5
Alcohol is a central part of my social activities.	1	2	3	4	5
My friends do not confront a member's drug- or alcohol-affected behavior.	1	2	3	4	5
Our city/county works hard to deal with alcohol issues.	1	2	3	4	5
Our city/county and the surrounding community have a good variety of things to do that do not include alcohol.	1	2	3	4	5
Youth should not have to drink alcohol, because of the high quality of life in this region.	1	2	3	4	5

UNDERSTANDING OF CITY/COUNTY EFFORTS

<i>Please indicate your agreement with the following statements about your city/county efforts to address underage drinking:</i>	Strongly Agree				Strongly Disagree
Our city/county has an organized effort to reduce underage drinking.	1	2	3	4	5
I have seen signs about “Operation Sticker Shock” in local retail establishments.	1	2	3	4	5
I have seen helpful, quality information in our city/county about problems associated with underage drinking.	1	2	3	4	5
I have seen helpful, quality information in our city/county about strategies to address underage drinking.	1	2	3	4	5
I have seen information about an underage drinking initiative.	1	2	3	4	5
I am aware that our city/county has a community coalition to address underage drinking.	1	2	3	4	5
I believe that our city/county’ coalition to address underage drinking is helpful.	1	2	3	4	5

PERSONAL RESPONSIBILITY

<i>How appropriate is it for you to:</i>	Very appropriate				Not appropriate at all
Consume alcohol.	1	2	3	4	5
Drink alcohol in front of your children who are underage.	1	2	3	4	5
Drink alcohol in front of underage youth who are not your children.	1	2	3	4	5
Drink more than 5 drinks/beers in one evening.	1	2	3	4	5
Get intoxicated.	1	2	3	4	5
Model good behavior about alcohol use to others.	1	2	3	4	5
Talk about alcohol and responsible decisions with your children on a regular basis.	1	2	3	4	5
Intervene with a family member who you believe has had too much to drink.	1	2	3	4	5
Ensure that an individual is clearly identified as the designated driver if you go out.	1	2	3	4	5

YOUR PREPARATION

<i>Please indicate your agreement with the following statements about youth in your city/county:</i>	Strongly Agree				Strongly Disagree
I am comfortable talking with youth about the reasons for them not drinking alcohol.	1	2	3	4	5
I am aware of the legal consequences associated with underage drinking.	1	2	3	4	5
I am aware of the physical reasons (human physiology) associated with underage drinking.	1	2	3	4	5
I am comfortable talking with a neighbor's parents about their son/daughter's alcohol use.	1	2	3	4	5
I know what to say to a youth who I believe has had too much to drink.	1	2	3	4	5
I am aware of the signs of alcohol poisoning.	1	2	3	4	5
I know what to do in a medical emergency when I believe someone has had too much to drink.	1	2	3	4	5

PERSONAL ATTITUDES

<i>Please indicate your agreement with the following regarding your attitudes about alcohol and underage drinking:</i>	Strongly Agree				Strongly Disagree
Drinking is a "grownup" thing to do; it is not for youth.	1	2	3	4	5
It is OK for anyone to drink as long as they are not driving a car.	1	2	3	4	5
Penalties for law violations are lenient.	1	2	3	4	5
Youth who violate an alcohol law should be treated differently from adults who violate the same law.	1	2	3	4	5
Alcohol's availability has no influence on whether youth use alcohol.	1	2	3	4	5
It is OK to use a fake ID card.	1	2	3	4	5
Getting drunk occasionally is part of normal adolescent behavior.	1	2	3	4	5
Drinking while driving is a problem.	1	2	3	4	5
Alcohol use is a way to appear more adult.	1	2	3	4	5
Alcohol is not as harmful as illicit drugs.	1	2	3	4	5
It is cool for youths to drink.	1	2	3	4	5
I believe it is important to address the reasons youth drink alcohol, if we are going to make a difference with this.	1	2	3	4	5

PERCEPTIONS ABOUT ALCOHOL USE

Overall, what *percentage* of young people in your city/county aged 15-17 do you think consumed five or more drinks at a sitting on at least one occasion in a typical two-week period? _____%

Overall, what *percentage* of young people in your city/county aged 15-17 do you think consumed *no* alcoholic beverages at all during a typical 30 day period? _____%

Overall, what *percentage* of young people aged 18-20 in your city/county do you think consumed five or more drinks at a sitting on at least one occasion in a typical two-week period? _____%

Overall, what *percentage* of young people aged 18-20 in your city/county do you think consumed *no* alcoholic beverages at all during a typical 30 day period? _____%

19 (A). Peer Educator Assessment: Peer Educator Event Assessment

1. How long have you been a peer educator? ___months ___years
2. Who was your audience? (check all that apply)
 ___Elementary school students ___Middle school students
 ___High school students ___School teachers, counselors, administrators
 ___Community youth ___Community adults
 ___Other _____ ___Other _____
3. Overall, how would you rate the session that you conducted in the community / local school?

1	2	3	4	5	6	7	8	9	10
Very Poor									Excellent

Why?

4. What made it go well?
5. What areas would benefit from improvement?
6. What were the key points that you were attempting to make during the session?
 - a. _____
 - b. _____
 - c. _____
7. In your opinion, what were the key messages that the audience heard?
 - a. _____
 - b. _____
 - c. _____
8. Did anything unexpected happen? ___yes ___no
 - a. If 'yes', please describe what happened, and how it was handled.
 - b. Please also indicate what, if anything, could have better prepared you to address this.
9. What recommendations for follow-up do you have?
10. Do you have any other comments or suggestions?

19 (B). Peer Educator Assessment: Peer Educator Self-Review

This self-assessment is designed to provide peer educators with the opportunity to reflect upon their overall experience as a peer educator. The compiled results will also help staff members provide additional training, leadership, and supportive assistance.

1. Select your gender: Male Female

2. How long have you been a peer educator? months years

3. What is your specialty as a peer educator? (Check all that apply.)

- | | |
|--|---|
| <input type="checkbox"/> Alcohol's effects | <input type="checkbox"/> Personal decision-making |
| <input type="checkbox"/> Impaired driving prevention | <input type="checkbox"/> Intervention |
| <input type="checkbox"/> Party hosting | <input type="checkbox"/> Event planning |
| <input type="checkbox"/> Other _____ | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Other _____ | <input type="checkbox"/> Other _____ |

4. Who is your primary audience when serving as a peer educator? (Check all that apply.)

- | | |
|--|---|
| <input type="checkbox"/> First-year students | <input type="checkbox"/> Student-athletes |
| <input type="checkbox"/> Fraternity/sorority members | <input type="checkbox"/> Student organization members |
| <input type="checkbox"/> Residence hall students | <input type="checkbox"/> Students in an academic course |
| <input type="checkbox"/> Campus leaders | <input type="checkbox"/> Faculty/staff members |
| <input type="checkbox"/> Other _____ | <input type="checkbox"/> Other _____ |

5. In your role as a peer educator, to what extent do you do each of the following?

	Not at All	Somewhat	Quite a Bit	A Lot
Make presentations	1	2	3	4
Facilitate discussions	1	2	3	4
Guide the process in an unstructured way	1	2	3	4
Conduct a workshop with another peer educator	1	2	3	4
Prepare my own workshop outline	1	2	3	4
Advertise / recruit workshop members	1	2	3	4
Provide counseling / advice	1	2	3	4
Offer referral resources	1	2	3	4
Other: _____	1	2	3	4
Other: _____	1	2	3	4
Other: _____	1	2	3	4

6. How well did your preparation to be a peer educator prepare you with the content areas on which you make presentations?

1	2	3	4	5	6	7	8	9	10
Not at All					Extremely Well				

7. What, specifically, would have improved this content area preparation? Please address topic areas as well as method of preparation.

8. How well did your preparation to be a peer educator prepare you with the skills for leading group discussions and making presentations?

1	2	3	4	5	6	7	8	9	10
Not at All					Extremely Well				

9. What, specifically, would have improved this? Please address what skills could be better addressed, as well as method of preparation.

10. To what extent has follow-up services been available to assist you in your role as a peer educator?

1	2	3	4	5	6	7	8	9	10
Not at All					Very Much				

11. What recommendations for follow-up do you have?

12. What has surprised you most about being a peer educator?

13. When you think about your experience as a peer educator, what are the major things that you have learned about yourself?

14. Do you have any other comments or suggestions regarding your role as a peer educator?

20. Police and Security Staff Underage Drinking Assessment

Please provide your assessment of each of the following items.

Legal Perspective

	1= Often					5= Never				
Our police department provides training on underage drinking for officers.	1	2	3	4	5					
Underage drinking is discussed during roll call training.	1	2	3	4	5					
State ABC agents work closely with me.	1	2	3	4	5					
Materials relating to ABC laws have assisted me with enforcement.	1	2	3	4	5					
I have reviewed the ABC laws relating to underage drinking.	1	2	3	4	5					
I have made an underage drinking arrest.	1	2	3	4	5					
I have issued an underage drinking citation.	1	2	3	4	5					
I have made an underage drinking referral.	1	2	3	4	5					

Personal Attitudes

	1= Not at All					5= Very Much				
I think that it is important for a campus to reduce underage drinking.	1	2	3	4	5					
I think that it is important for a community to reduce underage drinking.	1	2	3	4	5					
I think that enforcement of underage drinking laws is important.	1	2	3	4	5					
I believe enforcing underage drinking laws will reduce quality of life crimes.	1	2	3	4	5					
Underage drinking is a problem in my jurisdiction.	1	2	3	4	5					
I am aware of local referral resources that help address underage drinking.	1	2	3	4	5					
I am aware of state/national referral resources that help address underage drinking.	1	2	3	4	5					
It is my responsibility to help deter underage drinking.	1	2	3	4	5					

Police/Security Awareness

	1= Not at All					5= Very Much				
My department encourages me to do underage drinking enforcement	1	2	3	4	5					
I am aware of the campus' strategy for underage drinking.	1	2	3	4	5					
I am aware of the local jurisdiction's strategy for underage drinking.	1	2	3	4	5					
I am aware of what departmental office handles alcohol offenses.	1	2	3	4	5					
I have participated in an underage drinking initiative.	1	2	3	4	5					
I know the laws related to underage drinking.	1	2	3	4	5					
I have seen local marketing materials combating underage drinking.	1	2	3	4	5					
Underage drinking has been a discussion point at local meetings.	1	2	3	4	5					
My supervisors address my concerns regarding underage drinking.	1	2	3	4	5					
Underage drinking is not a priority for this Police Department.	1	2	3	4	5					

21 (A). Intercept Interview Questions

Hi! I hope you had a good time at the Health and Fitness Expo. My name is _____, and I would appreciate it if you could take about 30 seconds with me for three brief questions. Great, thanks.

First, if you were grading the *presentation* of the Health and Fitness Expo, what grade (from A to F) would you give? You can use A+ and A- if you'd like.

Second, what *recommendations* would you make to help improve this event?

Finally, what do you *intend to do*, if anything, as a result of your experience today?

1. Presentation (Grade)	2. Recommendations
3. Behavioral Intention	

21 (B). Intercept Interview Questions

Hi! My name is _____, and I am a peer educator on campus. I'm working with our CHOICES project involving student-athletes, and I wonder if you have about a minute to answer a few brief questions. These will all be anonymous, as we're just trying to 'gather the pulse' of our students on campus. Thanks.

1. When you think about this campus, what one word/phrase best describes it?
2. What are two things that campus leaders (e.g., administration, student leaders, or faculty) could do to make this a better place?
3. How would you describe the social life at our campus?
4. From your experience, what role does alcohol play in the quality of life here?
5. What year are you on campus?

Campus Description	Ways to Improve	Social Life	Alcohol and Quality of Life	Year / Gender
	* *			1 2 3 4 5 M F
	* *			1 2 3 4 5 M F
	* *			1 2 3 4 5 M F
	* *			1 2 3 4 5 M F
	* *			1 2 3 4 5 M F
	* *			1 2 3 4 5 M F
	* *			1 2 3 4 5 M F
	* *			1 2 3 4 5 M F
	* *			1 2 3 4 5 M F
	* *			1 2 3 4 5 M F
	* *			1 2 3 4 5 M F

22. Organizational Self-Assessment

All information gathered will be confidential; individual institutional data will not be cited.

NOTE: Unless otherwise indicated, all questions focus on the campus efforts to address alcohol abuse.

Institution _____ Date _____

Title of Person Completing Form _____

COLLABORATION and CONTACTS

1. Think back over the period from January 1 of this year, to the end of the Spring semester. Using the chart below, please address the following two questions:
 - (a) For each of the following campus leaders and community leaders, approximately *how many times did you have contact with them regarding your campus' alcohol abuse issues?* Use check mark (T) to record your response.
 - (b) What was the *quality of interaction* with these individuals/groups during this time period? Use numerical scores from **1-7**, with **"1" = poor quality** and **"7" = high quality**; record **N/A** if no contact was made.

CAMPUS LEADERS	Number of Times					Quality
	None	1-2	3-5	6-10	Over 10	(1-7) (N/A)
President						
Chief Student Affairs Officer						
Drug / Alcohol Coordinator						
Counseling Center						
Residence Life Department						
Health Services						
Judicial Affairs						
Police / Security						
Faculty Leadership/Council/Senate						
Athletic Department						
Student Government						
Student Organizations						
Other: _____						
COMMUNITY LEADERS	Number of Times					Quality
	None	1-2	3-5	6-10	Over 10	(1-7) (N/A)
Mayor / City Council						
Police / Sheriff						
Judicial Services / Court						
Bar / Tavern Owners						
Chamber of Commerce / Merchants Bureau						
Health Officials / Hospitals						
Drug / Alcohol Services						
Recreation / Tourism						
Other: _____						

2. Please rate the *collaboration between your campus and the surrounding community*: :

	Poor	Fair	Neutral	Good	Excellent
Campus Rules and Policies					
Local Ordinances, Laws and Policies					
Educational Programs					
Identifying Funding & Resources					
Alcohol Free Social Activities					
Recreational Activities					
Treatment and Related Support Services					
Goal-Setting					
Defining Health Messages					
Discussing Attitudes					
Outlining Solutions					
Discussing Knowledge Gaps					
Specifying Underlying Philosophical Stance					
Resolving Problems and Obstacles					
Overall					

3. Is there any *forum that brings together the college, local community, and state leaders* to address drug and alcohol issues? Yes No

If yes, please describe briefly _____

4. How *clearly defined* are the following for your campus' alcohol strategies?

	Not at All				To a Great Extent	Don't Know
General Mission	1	2	3	4	5	DK
Overall Goals	1	2	3	4	5	DK
Measurable Objectives	1	2	3	4	5	DK
Action Steps	1	2	3	4	5	DK
Communication Strategies	1	2	3	4	5	DK
Social Norms Marketing Effort	1	2	3	4	5	DK
Specific Roles for Campus Groups	1	2	3	4	5	DK
Specific Roles for Community Groups	1	2	3	4	5	DK
Agreement on these Roles and Responsibilities	1	2	3	4	5	DK

5. Focusing on the *high schools in the vicinity of your campus*, on how many occasions during the past **four months** has your campus...

...Provided drug / alcohol prevention / support services and resources to college-bound students? _____

...Provided information on campus drug / alcohol policies? _____

...Provided information about the campus drug / alcohol environment? _____

6. Does your campus have an *established point of contact* with local high schools to address drug and alcohol issues? Yes No

If yes, what is the person's title? _____

7. Over the past **four months**, approximately *how many times* have you initiated contact with each of the following groupings of people statewide regarding identification of solutions or problem-solving of campus / community drug / alcohol issues?

(Please record the approximate number of times **in each of the five identified formats**)

	Face to Face	Email	Writing	Telephone	Other (please specify)
Consortium Member					
Colleague at Virginia college which is not in your consortium					
State Agency					

8. If you had a question that you wanted to ask, *how comfortable* do you feel doing so?

	Not at All Comfortable	Slightly Comfortable	Somewhat Comfortable	Fairly Comfortable	Very Comfortable
Consortium Member					
State College Colleague					
State Agency					

9. In the last **four months**, has your campus made an attempt to acquire external funding (e.g., federal, state, local, or private grants) for its alcohol / substance abuse efforts?
 Yes No
10. In the **last three years**, has your campus been successful in acquiring external funding (e.g., federal, state, local, or private grants) for its alcohol / substance abuse efforts?
 Yes No

DATA COLLECTION

11. When did you last conduct a survey of student drug / alcohol behavior? _____
 (month/year)
12. When did you last conduct a survey of student drug / alcohol attitudes? _____
 (month/year)
13. When did you last conduct a survey of student drug / alcohol knowledge? _____
 (month/year)
14. What survey did you use?
 Core Survey (long form)
 Perceptions Survey
 Other (please specify) _____
15. What data collection process did you use? (check all that apply)
 Classroom distribution Mailed survey
 Residence Hall Academic Department
 Web Intercept Interview
 Other (please specify) _____
16. What other data collection approaches were used? (check all that apply)
 Review of archival data Focus Group
 Incorporate new data Observations
 Key informant interviews Meetings / Discussions
 Literature review Other (please specify) _____
17. Have you conducted a faculty/staff survey on drug / alcohol issues?
 Yes No

18. To what extent does the drug / alcohol programming on your campus address the unique needs of each of the following demographic groups?

	Not at All				To a Great Extent	Not Applicable	Don't Know
First year students	1	2	3	4	5	NA	DK
Transfer students	1	2	3	4	5	NA	DK
Fraternity/sorority members	1	2	3	4	5	NA	DK
International students	1	2	3	4	5	NA	DK
Persons of Color	1	2	3	4	5	NA	DK
Residence hall students	1	2	3	4	5	NA	DK
Gay/lesbian/bisexual students	1	2	3	4	5	NA	DK
Student-Athletes	1	2	3	4	5	NA	DK
Student government members	1	2	3	4	5	NA	DK
Club / Organization members	1	2	3	4	5	NA	DK
Men	1	2	3	4	5	NA	DK
Women	1	2	3	4	5	NA	DK
Faculty / Staff	1	2	3	4	5	NA	DK

19. What are three major steps / processes that your campus has used to develop its campus drug / alcohol strategies?

1. _____
2. _____
3. _____

20. To what extent did you use each of the following resources/services to develop your campus' drug / alcohol strategies?

	Not at All				To a Great Extent	Not Applicable	Don't Know
State conference	1	2	3	4	5	NA	DK
Statewide retreat	1	2	3	4	5	NA	DK
National meeting on drug/alcohol issues	1	2	3	4	5	NA	DK
Informal networking with colleagues	1	2	3	4	5	NA	DK
Regional consortium meeting	1	2	3	4	5	NA	DK
Regular campus task force meetings	1	2	3	4	5	NA	DK
Campus task force planning retreat	1	2	3	4	5	NA	DK
Review of professional literature	1	2	3	4	5	NA	DK
Private meetings with key campus leaders	1	2	3	4	5	NA	DK
Private meetings with key community leaders	1	2	3	4	5	NA	DK
Mandate from campus president/chancellor	1	2	3	4	5	NA	DK
Other _____	1	2	3	4	5	NA	DK

21. To what extent does each of the following prevention approaches guide your campus' efforts to reduce alcohol abuse?

	not at all						very much				
Harm Reduction	1	2	3	4	5	Responsible Drinking	1	2	3	4	5
Abstinence	1	2	3	4	5	Responsible Decision-Making	1	2	3	4	5
Problem Reduction	1	2	3	4	5	Lifelong Skills Development	1	2	3	4	5
Promoting Healthy Norms	1	2	3	4	5	Values Development	1	2	3	4	5
Healthy Life Choices	1	2	3	4	5	Enforcement	1	2	3	4	5
Other _____	1	2	3	4	5	Other _____	1	2	3	4	5

23. PSA and Pledge Card Follow-up

Last semester, the campus coalition leadership distributed information packets about the “Campus Life” campaign. These packets contained pledge cards that were to be signed and returned. We are doing a follow-up to these mailings and would appreciate a minute of your time.

1. Where do you live? On-campus Off-campus with parents Off-campus
 Other (_____)

2. Did you sign and return the pledge card? Yes No
 - a. If yes, skip questions 2b – 2c, and go to question 3.
 - b. If no, why not? (*Check all that apply.*)

<input type="checkbox"/> Didn't receive pledge card	<input type="checkbox"/> Misplaced it	<input type="checkbox"/> Stored for later response
<input type="checkbox"/> Didn't feel it was appropriate	<input type="checkbox"/> Wasn't appropriate	<input type="checkbox"/> Didn't understand its importance
<input type="checkbox"/> Other (<i>Please specify</i>): _____		
 - c. If you could receive a new pledge card, would you sign and return it? Yes No

3. a. Recently, Public Service Announcements (PSA's) have been appearing in the local movie theaters. Have you seen one on alcohol?
 Yes No Don't Recall
 - b. If yes, what were your reactions?

4. We're interested in knowing how effective you consider the following approaches for reducing underage drinking. Please circle the number that corresponds with your answer.

	Not Effective	Minimally Effective	Neither Ineffective Nor Effective	Effective	Very Effective
Prevention education for parents	1	2	3	4	5
Prevention education for students	1	2	3	4	5
Print materials and information	1	2	3	4	5
Public awareness campaigns	1	2	3	4	5
Regular newspaper column	1	2	3	4	5
Strict enforcement of policies	1	2	3	4	5
Student organizations focusing on this issue	1	2	3	4	5
Mentoring Programs	1	2	3	4	5
Other (<i>Please Specify</i>):	1	2	3	4	5

5. What other suggestions do you have about reducing underage drinking?



R

esources

A black double-headed arrow is positioned horizontally below the word "Resources", pointing to the left and right.

*This section contains several resources that may be helpful for those planning campus evaluation activities. While the IMPACT Evaluation Resource is helpful overall, some may wish to have additional resources. Three specific resources are contained here; campus planners may also wish to add other materials and resources that they find helpful. The accompanying CD-ROM has these resources, as well as the full document for the **Step-by-Step Guide to Planning and Implementing Evaluation Strategies**, developed by George Mason University's Center for the Advancement of Public Health.*

Contents Of This Section

- Planning Guide for Needs Assessments
- Sample Consent Form
- Summary of Step-by-Step Guide to Planning and Implementing Evaluation Strategies

PLANNING GUIDE FOR NEEDS ASSESSMENT

This is a listing of general topic areas and specific questions within each topic area. This can be viewed as a starting point for a variety of specific questions to be asked through a survey.

In addition to this, within many of the general topic areas are some specific issues; these would be cross-cutting perspectives for the specific questions.

DEMOGRAPHIC INFORMATION

- gender
- age
- race/ethnicity
- marital status
- full-time/part-time status
- living arrangements - off-campus / with parents
- academic performance = GPA
- class rank - hours completed
- participation in activities
- Other _____
- Other _____

PERSONAL USE OF ALCOHOL

- occasions of use
 - lifetime
 - in last year
 - in last month
 - in last week
- quantity of use
 - during average use
 - number of occasions in last 2 weeks with 5+ drinks
 - number of occasions in last 2 weeks with 3-4 drinks
- circumstances of use
 - party
 - with 1 or 2 people
 - with a date
 - alone
- setting for use
 - home, apartment
 - automobile
 - school
 - isolated setting
- made unsuccessful attempts to stop
- age of first use
- Other _____

PERCEPTION OF OTHERS' USE OF ALCOHOL

- occasions of use
 - lifetime
 - in last year
 - in last month
 - in last week
- quantity of use
 - during average use
 - number of occasions in last 2 weeks with 5+ drinks
 - number of occasions in last 2 weeks with 3-4 drinks
- circumstances of use
 - party
 - with 1 or 2 people
 - with a date
 - alone
- setting for use
 - home, apartment
 - automobile
 - school
 - isolated setting
- made unsuccessful attempts to stop
- age of first use
 - Other _____

FAMILY BACKGROUND

- either parent's use of alcohol
- either parent's abuse of alcohol
- concerned about either parent's use of alcohol
- Other _____

AWARENESS OF CAMPUS RULES AND REGULATIONS

- *** Consider**
- awareness of their existence
 - extent to which they are enforced
 - helpfulness in actually addressing the problem

- no use of alcohol by underage individuals
- no use of alcohol on campus grounds
- no use of alcohol at outdoor events
- no use of alcohol in campus buildings
- no attending class while under the influence of alcohol
- events with alcohol must be properly registered
- events with alcohol must have certain standards met
 - food available
 - non-alcoholic beverages present
- party hosts must be trained prior to event
- no sale of alcohol to underage individuals
- no falsifying an ID card
- no use of a falsified ID card

___ Other _____

CAMPUS RESOURCES

***** Consider** ___ awareness of their existence
 ___ helpfulness
 ___ how much it is used

- ___ educational events
- ___ media campaigns
- ___ discussion groups
- ___ films
- ___ brochures
- ___ resource center
- ___ fliers
- ___ theme weeks/awareness weeks
- ___ full-time personnel
- ___ academic courses
- ___ peer educators
- ___ library resources
- ___ Other _____
- ___ Other _____

PERCEPTION OF THE ROLE OF VARIOUS CAMPUS GROUPS

***** Consider** ___ what role they should have
 ___ what role they do have
 ___ how active they are

- ___ Student organizations
- ___ Faculty organizations
- ___ Staff/Administrative organizations
- ___ Support groups
- ___ Health services staff
- ___ Counseling services staff
- ___ Other _____
- ___ Other _____

PERCEPTION OF SELF AND OTHERS

- ___ Do you think you have a drinking problem?
 ___ why?
- ___ Do you know of someone whom you believe has a drinking problem?
 ___ why?
- ___ Other _____

REFERRAL RESOURCES

- *** Consider** ___ awareness of their existence
 ___ how helpful they are
 ___ how much have they been used

___ where would you refer someone, including yourself, who needed assistance?

- ___ counselor on campus
- ___ trained peer educator
- ___ faculty member
- ___ friend
- ___ Other _____
- ___ Other _____

- ___ off-campus facility
- ___ mental health
- ___ social service agency
- ___ public health agency
- ___ alcohol/drug services agency
- ___ treatment center
- ___ physician/doctor
- ___ religious leader
- ___ Other _____

___ factors affecting the choice for their use/non-use

- ___ location ___ hours of availability
- ___ cost ___ prior involvement ineffective
- ___ reputation ___ previously not treated well
- ___ professional expertise
- ___ Other _____

PERSONAL ATTITUDES

- ___ getting drunk
- ___ intervening with another's alcohol use
- ___ driving after any drinking
- ___ driving after intoxication
- ___ falsifying ID card
- ___ purchasing alcohol when underage
- ___ purchasing alcohol for someone underage
- ___ underage drinking
- ___ taking someone's car keys when intoxicated
- ___ giving ID card to someone under age 21
- ___ Other _____

PERCEPTION OF HARMFULNESS OF CONSEQUENCES

***** Consider**

- impact on personal relationships
- impact on academic performance
- impact on personal health
- other impact

- how harmful alcohol use is personally
- how harmful alcohol use could be personally
- how harmful alcohol use is seen by others
- how harmful alcohol use could be seen by others
- Other _____
- Other _____

CAMPUS CULTURE

- norms which encourage drinking
- advertising
- media campaigns
- use of alcohol in uncontrolled settings
- event sponsorship
- campus newspaper ads
- fliers on campus
- campus history, traditions
- not taken seriously by faculty
- not taken seriously by staff
- not taken seriously by students
- activities on other campuses
- activities in the local community
- Other _____
- Other _____

REASONS FOR DRINKING ALCOHOL

- boredom
- taste
- others do
- alleviate stress
- self-awareness
- relaxation
- escape
- celebrate
- drown sorrows
- to get tipsy
- to get drunk
- Other _____
- Other _____
- solve problems
- feel better about self
- deal with depression
- medication
- help sleep
- pressured to
- avoid withdrawal symptoms
- to experiment
- to feel good
- to have a good time with friends

PERCEPTION OF PROBLEMS ON CAMPUS ASSOCIATED WITH ALCOHOL

- ___ academic performance of students
- ___ performance of faculty or staff
- ___ academic reputation
- ___ damage on campus
- ___ physical appearance of campus
- ___ academic atmosphere
- ___ noise level
- ___ physical safety
- ___ personal injury
- ___ level of concern felt among students
- ___ level of concern felt among faculty
- ___ level of concern felt among staff
- ___ overall level of problem on the campus
- ___ Other _____

KNOWLEDGE ABOUT ALCOHOL

- ___ nature of addiction
- ___ causes of addiction
- ___ physical/psychological dependence
- ___ comparing use patterns - college, high school, community
- ___ what helps prevent problems
- ___ content of alcohol
- ___ alcohol equivalence
- ___ blood-alcohol concentration
- ___ drunk/impaired driving
- ___ societal statistics
- ___ physical effects
- ___ psychopharmacology
- ___ alcohol and the body
- ___ effects on nutrition
- ___ fetal-alcohol syndrome
- ___ involvement in problems, such as car crashes
- ___ linkages with health problems
- ___ cross-tolerance
- ___ legal limits
- ___ dram shop laws
- ___ social host
- ___ neurotransmitters
- ___ recovery process
- ___ role of A.A. and self-help groups
- ___ absorption rate
- ___ Other _____

SAMPLE CONSENT FORM

Welcome to the 2007 Healthy Expectations Follow-Up Survey!

Thank you for your interest in the 2007 Healthy Expectations follow-up survey. This is an important program, funded by the U.S. Department of Education. Your participation is essential in helping us develop programs and resources for students at Mason. You may have responded to the survey in February; if so, thank-you; we would very much like your continued involvement by responding again to this survey.

This page describes what will be required of you in this study, how the data you provide will be protected, and your rights as a research participant. Once you have read the form please click the box indicating that you have read the form and agree to participate in this study.

Research Procedures

This research is being conducted to gather data about healthy living choices, including drugs and alcohol, among George Mason University students. We are also collecting information about consequences related to alcohol use, coping strategies, and general well-being believed to reduce students' alcohol and drug use.

The data from this survey will be used to develop programs to help Mason students make healthy decisions about a range of healthy living issues, including the use of alcohol or drugs. If you agree to participate, you will be asked to complete an on-line survey.

The survey should take about 20 minutes to complete. Your participation is voluntary and your responses will be kept confidential. Your responses will be combined with all other data for statistical analyses. Please know that you are under no obligation to complete this survey, and you may quit at any time without penalty.

Risks

There are no direct risks of harm from participating in this survey. Because of the nature of the questions, it is possible that you may be uncomfortable with the questions. Further, you may experience some discomfort as you think about your alcohol use, drug use, and related health behavior in answering the questions. If you do experience any discomfort, we encourage you to contact a qualified professional. Please click here (<http://www.caph2.gmu.edu/HealthyExpectations.htm>) to link to a list of phone numbers for a variety of support services provided by Mason. This link is also provided at the end of the survey.

Benefits

There is no compensation, in the form of payment, for completing this survey. The information gathered through the survey will be used to develop programs to promote healthy living, and to reduce alcohol and drug use among Mason students and to help students with problems stemming from alcohol and drug use.

Confidentiality

The data in this study will be confidential. Each participant has been assigned a unique identifier to track the response status. Your name will never be included on the survey or the data. Your responses will be combined with all other data for statistical analysis, but not reported individually. Through the use of an identification key, the researcher will be able to link your responses to the survey to your identity. Only the researcher will have access to this key. This key is only used to send out follow-up email reminders to people who do not complete the survey. Once the data collection period has ended, the file containing the identification key will be deleted. At that time there will be no way to connect an individual and their responses. Further, the data will not be analyzed or examined until the data collection period has ended.

Participation

Your participation is voluntary, and you may withdraw from the study at any time, for any reason. If you decide not to participate or if you withdraw from the study, there is no penalty, cost, or loss of benefits to you.

After you complete the survey, you will be eligible to receive a \$3.00 Barnes and Noble gift card. After you submit your responses you will be forwarded to a webpage with instruction for getting the gift card. If you completed the survey in February, and do so again this time, you will automatically be entered into a drawing for five gift cards to the GMU bookstore (1 = \$100, 4 = \$25).

Contact

This research is being conducted by Dr. David Anderson, director of the Center for the Advancement of Public Health and Professor of Education and Human Development. The project manager is Candace S. Parham also at the Center for the Advancement of Public Health. Dr. Anderson and Ms. Parham may be reached for questions about the study or to report a research-related problem by phone at (703) 993-3697 or by email at healthyx@gmu.edu. You may contact the GMU Office of Sponsored Programs at (703) 993-2295 if you have questions or comments about your rights as a participant in the research.

Overview of Step-By-Step Model for Evaluation Planning

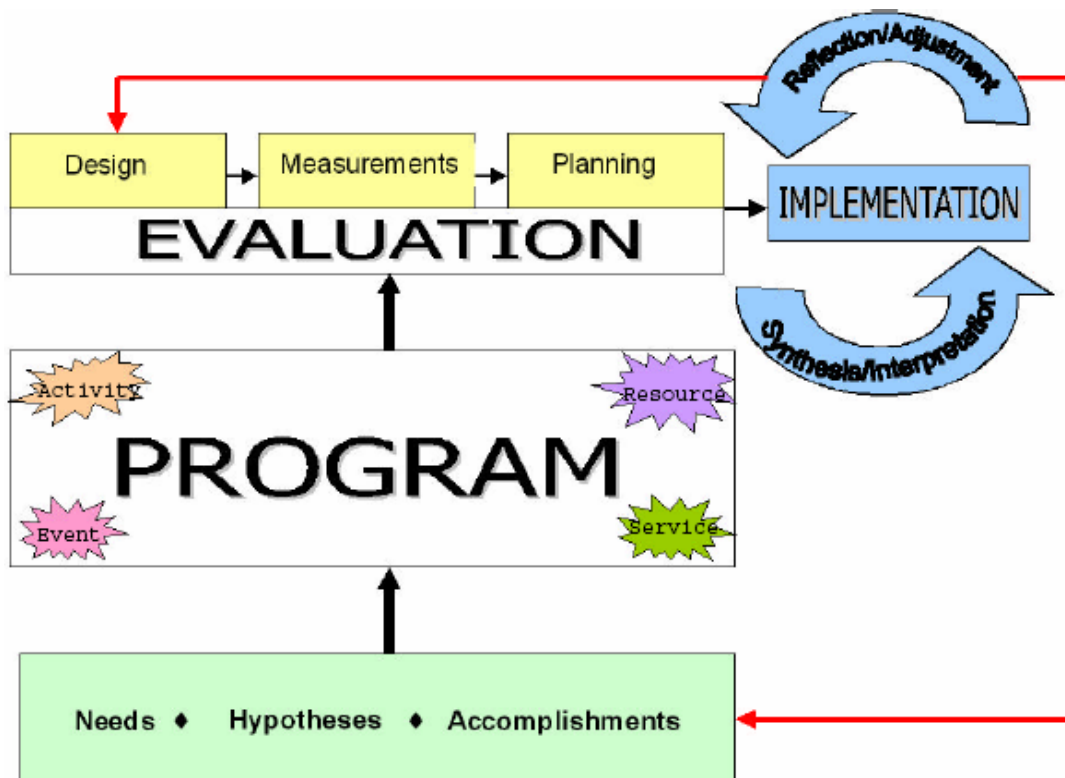
The **Step-By-Step Model for Evaluation Planning** illustrates basic concepts and considerations in preparing evaluation. While the IMPACT Evaluation Resource offers specific and detailed strategies for evaluation, the Step-By-Step Model suggests an overall framework.

The illustration highlights three major components of evaluation. These evaluation components are complemented by the programmatic efforts (including policies, events, services, strategies, resources, or activities). The *programmatic efforts* are **what you do**; they represent your **strategic effort**. The three *evaluation segments* represent your evaluation, and are noted by color: Green, Yellow and Blue. The three components are:

1. The lowest box, shaded in green, illustrates where program planners should start. This **Foundation** represents the needs that exist, the hypotheses to be tested, and the accomplishments to be measured. Many of these are implicit within the program planner's head. They are cited here to help planners make explicit what they want to document and/or measure.
2. The second set of boxes at the top left, shaded in yellow, represent the **Planning** for the evaluation. Note that the programmatic effort, shown in several colors, is in a single box between the foundations (item #1 above) and this set of evaluation planning boxes.
3. The third evaluation component, shown in blue, represents the **Implementation** of the evaluation. This includes the data analysis and review.

In addition to these efforts, two red arrows represent feedback loops used after reviewing the evaluation findings. One feedback loop links back to the Foundation section to help monitor the extent to which needs have been addressed and aims accomplished; planners may determine that certain aspects of the program or strategy need to be modified or improved. The other feedback loop links to the evaluation Planning; the results may suggest changes in the evaluation design, as well as additional evaluation approaches.

Finally, since this is labeled a "step-by-step" model, it is noteworthy that 14 steps (named on the next page) have been prepared to complement these three evaluation components. Steps 1 and 2 (shaded in green) link to the Foundations, Steps 3 through 10 (shaded in yellow) are within the Planning segment, and Steps 11 to 14 (shaded in blue) are with Implementation. Further details about each of these steps, including an explanation, tips, considerations, and other resources, are found in the 35-page booklet available at www.caph.gmu.edu under 'Evaluation.'



PROGRAM EVALUATION STEPS

1. Clarify what you are trying to accomplish
2. Specify what you want to know

3. Design the overall evaluation plan
4. Identify any constraints and limits
5. Acknowledge multiple sources of information
6. Build outcome evaluation measures
7. Build process evaluation measures
8. Incorporate qualitative measures
9. Identify who can provide assistance
10. Plan the evaluation

11. Implement the evaluation
12. Code and synthesize data
13. Report and present findings
14. Reflect on proposed revisions