



**Virginia
College
Alcohol
Abuse
Prevention
Standards**

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Developed by College Alcohol Abuse Prevention Professionals
in the Commonwealth of Virginia

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Virginia College Alcohol Abuse Prevention Standards

Background

Colleges and universities across the nation have attempted to address problems associated with alcohol use by students for decades. While use of alcohol by college students has been reduced in recent years, the heavier drinking—that which is typically viewed as more problematic—has remained virtually unchanged over the past quarter century. Alcohol abuse appears to be a problem that just doesn't seem to go away.

The Commonwealth of Virginia has taken leadership for addressing alcohol-related concerns and issues for over two decades. In fact, Virginia is viewed by many across the nation to be leading the country with respect to the nature, scope, and longevity of its campus-related efforts. For example:

- The Virginia Department of Alcoholic Beverage Control;
- Governor Charles Robb signed a proclamation in 1981 for college campuses to undertake initiatives addressing alcohol abuse with the “Take A.I.M” (Alcohol In Moderation) campaign;
- The Virginia Department of Alcoholic Beverage Control initiated the Alternatives Conference for college leaders in 1986. This annual college conference has continued every Fall since that time;
- The State Council on Higher Education in Virginia (SCHEV) designated a full-time individual to serve as a coordinator of substance abuse and sexual assault services in 1990;
- Governor L. Douglas Wilder constituted a task force on college drinking that resulted in the publication of a series of recommendations in 1991;
- Attorney General Richard Cullen initiated a task force on college drinking in 1997; Attorney General Mark Earley continued this task force that generated a wide range of recommendations in 1998. The recommendations included a call for all colleges and universities to develop a foundational plan to address alcohol-related issues on their campuses;
- The Virginia Department of Alcoholic Beverage Control initiated a series of drive-in workshops for campus and community leaders in 1999;

- Governor James Gilmore initiated the SABRE (Substance Abuse Reduction Effort) Project. This included funding for data collection by colleges on the nature and scope of substance abuse on their campuses, beginning in 1999;
- The Commonwealth of Virginia was awarded a college consortium grant from the U.S. Department of Education in 1999 for the development of comprehensive college-based initiatives throughout the state; this is managed by the Virginia Department of Alcoholic Beverage Control, and includes four regional consortia;
- The Virginia College Alcohol Leadership Council (VCALC) was formed in 2000 to formalize leadership on college conference planning and leadership on other relevant initiatives for colleges and communities; and
- The Virginia Department of Alcoholic Beverage Control initiated spring training conferences in 2001 to assist with professional development for campus and community leaders.

This brief summary of initiatives undertaken by Virginia has demonstrates the long term scope and breadth of efforts to address alcohol abuse and related concerns with college students. The heartfelt commitment to address alcohol abuse in meaningful ways underpins many of these efforts. That same heartfelt commitment serves as the foundation and motivating factor for the development of this document.

As is common on many college campuses nationwide, Virginia has professionals dedicated to addressing alcohol abuse issues on their campuses. While campuses have always had some faculty and staff members interested in, and committed to, addressing alcohol abuse, only in the last two decades that colleges have established a designated substance abuse coordinator. Just as is found at many campuses around the nation, Virginia colleges and universities often have an individual designated as the coordinator of substance abuse services, a role that typically includes drugs as well as alcohol. In some cases, this role is their full-time responsibility, while in other cases they have the added responsibility of coordinating the campus' substance abuse prevention efforts incorporated within their full-time responsibilities.

Reflecting upon the long-term positive history of demonstrated involvement and concern about preventing and reducing alcohol-related problems among college students in the Commonwealth, Virginia coordinators and other concerned professionals have observed a recent lowering of attention to this issue on their campuses. As is the case with many societal issues, attention to a sustained priority goes in phases and experiences ebbs and flows. The Virginia College Alcohol Leadership Council (VCALC), with membership including many campus coordinators, faculty and other state leaders, identified this relative reduction of emphasis on alcohol abuse prevention on their campuses. The "field" or "state of the art" of alcohol abuse prevention, specifically, or substance abuse prevention more generally, is not yet at the point of being fully institutionalized on campuses. Thus, as other priorities increase, attention to substance abuse issues can be reduced more easily at this time. Nonetheless, the problems associated and concerns related to alcohol abuse remain.

It is within this context that these alcohol prevention standards are prepared. Professionals from throughout the state gathered to identify what can be done statewide to help maintain, and ideally increase, the attention given to alcohol abuse prevention on campuses and in their surrounding communities. A wide range of ideas was generated during a professional development session in June 2001. Professionals from throughout the Commonwealth dedicated to substance abuse prevention gathered and discussed specific ways that prevention and other relevant efforts can be enhanced on college campuses. Emerging from this group of

approximately 25 professionals was the belief that a “set of standards” or guidelines for all institutions of higher learning in Virginia would be very helpful. The rationale was that if clear standards and criteria for implementing sound, thoughtful approaches could be generated, individual college campuses would benefit.

The professional assessment of this group was that progress on alcohol abuse was slowing because of limited resources, low institutional priority, and unrealistic expectations for immediate outcomes. The proposed “standards” or “criteria” would be helpful, and perhaps essential, for raising the priority of alcohol abuse prevention and related services. It is important to note that these issues of concern are not unique to Virginia, but are echoed by professionals throughout the nation; what is unique in Virginia is the desire to take proactive leadership to address these concerns.

The concept of developing uniform standards for the Commonwealth is not a new one. In fact, many national and regional organizations have taken similar actions. With the range of standards and recommendations that already exist for alcohol and other substance abuse prevention, the Virginia professionals emphasized two points:

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

Thus, the approach used by Virginia professionals was to identify existing resources addressing college student drinking and alcohol abuse, with attention to standards, recommendations, frameworks, and approaches cited for implementation. At a subsequent professional development in June 2001, 22 documents,¹ prepared within the last 5 years, were identified and reviewed with college-based professionals who in their faculty or staff role address substance abuse issues on a regular basis. Specifically, recommendations cited in any of these resources were gathered and compiled with recommendations of a similar nature. This “raw material” remains visible in this document.

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

In summary, Virginia college leaders seek to maintain the cutting-edge leadership role played by their predecessors over the last two decades. At the same time, the inspiration for this document comes from the desire to have meaningful sustained efforts that truly make a difference in the lives of students enrolled in Virginia’s colleges and universities.

¹ The National Institute on Alcoholism and Alcohol Abuse recommendations released in 2002 were reviewed and included in the summer of 2002.

The rationale for providing this resource at this time is substantiated by the continued alcohol abuse by young people. Youth appear to be using alcohol at earlier and earlier ages; thus colleges inherit these more deeply entrenched patterns of behavior. Attention to these issues is of paramount importance. If not addressed, or if efforts continue to recede, then problems subsequent to college enrollment can reasonably be expected to increase. In addition, Virginia's history of providing leadership with these efforts, and the observation that many other states look to Virginia for our leadership, calls the question for attention to this issue. Modifying a famous quote from Tagore, the following may reasonably be said: "If not now, when? If not Virginia, then whom?"

Overview of the Standards

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

The specific standards include 185 tenets that are clustered within 14 distinct focus areas. These, in turn, are organized for ease of illustration into four core issues: Foundations, Who Should Be Involved, Focus of Efforts, and Context of Efforts.

The first core issue is **Foundations**, which includes three major focus areas. First, campus efforts must be *needs based*. What is appropriate for a particular campus at a given point in time may not be appropriate at a different point in time. Thus, current needs serve as a foundation for the campus efforts. Second, campus strategy should be *locally appropriate*. What is appropriate for one campus may not be appropriate for another campus. This is also based on what is appropriate given the campus history as well as the unique factors associated with the community surrounding the campus. The third foundation is the need for *collaboration*. This includes working closely with other professionals inside and outside the campus, as well as those in the local community.

The second core issue is **Who Should Be Involved**, which includes three major focus areas. The first focus is that of *demonstrated leadership* whereby campus and community leaders engage actively in their efforts to address alcohol issues on their campuses. The second focus is that of an *inclusive planning process* whereby approaches to address alcohol issues engage multiple constituencies, and are done in a planful manner. Emphasis on *shared responsibility* is the third thrust; it is not the responsibility of a single individual or group to “solve” the alcohol abuse issues of a campus. Rather, a range of individuals or groups each have a wide variety of tasks they can accomplish to contribute meaningfully in the reduction of alcohol abuse.

The third core issue is the **Focus of Efforts**, which includes two major focus areas. First, efforts in planning for their implementation should focus on a *long-term perspective*. Alcohol problems are not such that they can be “solved,” much less solved easily. Alcohol abuse issues may be more appropriately categorized as those that can be managed, and done so over a long period. Second, the focus of efforts should clearly have a *student emphasis*. With students as the primary audience of concern within the college and university context, clearly

the emphasis must acknowledge that students change, both developmentally among those currently enrolled, as well as the continual turnover of students.

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

This overview of the standards provides a framework within which the detail of the pages to follow will fall. These four core issues—Foundations, Who Should Be Involved, Focus of Efforts, and Context of Efforts—provide the organization for the specific campus standards. It is the strong belief of the professionals preparing this document that successful alcohol abuse prevention efforts can be attained through careful attention to these standards.

Core Issue 1: Foundations

The first core element of the Virginia College Alcohol Abuse Prevention Standards centers on the foundations of alcohol abuse prevention efforts. Foundations reflect the basis, structure, or tenets upon which the entire campus-based effort is based. Just as it is appropriate to build a house with solid foundations, it is appropriate to build a campus-based effort to deal with alcohol problems with substantive foundations. From a national perspective, many campus substance abuse coordinators cite the fact that greater attention is placed on implementing strategies that are based on solid foundations.

Societally, there is clear documentation about alcohol's involvement in and cause of a wide range of societal problems. This is further documented on college campuses nationwide, with alcohol's involvement in violence, property damage, poor academic performance, emotional difficulty, acquaintance rape, and other issues. While alcohol abuse is the primary focus of these standards, the fact that many college students use alcohol and that many of these students are under the legal drinking age is a cause of concern. As a precursor to building a strong foundation, it is important to note that on college campuses throughout the nation alcohol can and does cause a wide range of problems that vary in both nature and extent. If these problems were not acknowledged, there would be a belief that no efforts are needed. Thus, colleges must first acknowledge that a problem exists.

Philosophical orientation is another important aspect of a strong foundation. Often, campus-based efforts rely on reactive approaches, whereby policies and procedures are implemented to address violations of campus rules and regulations. Other approaches include: modifying the settings in which alcohol is consumed, so that a segment of the problems is minimized; addressing underlying issues that tend to motivate students to use and abuse alcohol, whereby addressing these needs in other ways can offset their use and abuse of alcohol; and to address, in a protective and resiliency way, students' needs, skills and attitudes so that students are less likely to want to use or abuse alcohol. Thus, philosophical foundations can be most helpful in determining which course of action is appropriate for campus efforts.

Within the core issue of Foundations are three focus areas:

- *Needs Based;*
- *Locally Appropriate;* and
- *Collaborative.*

Focus Area 1: Needs Based

The rationale for having needs-based campus efforts is to ensure that campus and community efforts are addressing the unique needs of the particular student population in that particular setting. The tenets identified within this Focus Area provide areas that campuses should implement to best address the needs of their particular student body. Continuous attention to the current and changing needs of students is critical. In addition, attention to the implementation of these strategies may cause other previously unanticipated needs to emerge. The needs-based tenets include:

1. ***Engage in needs assessment processes on a continuous basis.*** This should be formalized and maintained for spontaneous as well as planned input.
2. ***Gather information in as objective a way as possible.*** This helps guide decisions, policy generation, program development, and strategy selection in a sound way based on facts, rather than assumptions and inferences.
3. ***Incorporate a range of qualitative and quantitative approaches for gathering needs.*** Rather than relying on a single source or limited number of needs assessment processes, use a variety of approaches, including quantitative and qualitative, formal and informal, to identify needs where different approaches generate similar findings. When these findings result in different conclusions, additional needs assessment must be undertaken.
4. ***Review the individuals from prevention and enabling perspectives.*** Examine the knowledge, attitudes, behaviors, practices, intentions, and perceptions of individuals to determine ways in which these contribute to or help prevent alcohol-related problems.
5. ***Gather information from the range of groups and audiences served on the campus.*** With different groups having different needs, it is important to identify accurately these differential needs.
6. ***Examine campus policies and procedures, local laws and ordinances, and their enforcement.*** This includes a close review of ways in which they prevent alcohol-related problems as well as how they might contribute to the continuation of alcohol-related problems.
7. ***Examine a wide range of campus cultures and environments, as well as the surrounding community.*** This helps determine ways in which they may be contributing to alcohol use, alcohol abuse, and alcohol-related problems.
8. ***Review contributory and restraining factors for current and past efforts.*** Examine all campus and community-based efforts currently underway or previously implemented to determine what contributed to their success or non-success. These insights can then be incorporated in the campus plan.
9. ***Assess intermediary groups such as faculty, staff, and alumni.*** This assessment should review their needs, interests, capabilities, knowledge, perceptions, behaviors, and skills. This will help determine strategies appropriate for these groups.
10. ***Link the needs assessment processes to the mission of the institution.*** This further grounds the strategy planning efforts into themes of academic excellence, quality student development, and learning.
11. ***Use information from all data collection processes to prepare a thoughtful plan for implementation on the campus.*** This plan of action should be clear and specific, include

timelines, identify responsible individuals and groups and clearly state milestones for on-going assessment of progress and review.

12. ***Blend theoretical foundations and experience into program hypothesis generation.*** Incorporate hypotheses about student behavior and behavior change based on sound theoretical foundations as well as the experience of campus leaders.
13. ***Maintain complete and honest reporting of findings generated through the processes.*** Provide straightforward reporting of insights, information, conclusions, assessments, and recommendations; otherwise, future planning is based on incomplete or incorrect results.

Focus Area 2: Locally Appropriate

Alcohol prevention strategies for colleges and universities, in order to maximize their success, must be locally appropriate. Each college and university must determine its own approaches. Locally appropriate strategies build on the unique features of the college or university and their surrounding community. A locally appropriate approach takes account of historical as well as philosophical elements, and grounds strategies on what is meaningful and valid for a particular institution. While a review of other campuses' efforts to help "short cut" specific campus' strategies may be helpful, it is important that these be reviewed in the context of determining whether the strategies are appropriate for this campus and meet its needs.

1. ***Consider the institutions' and organizations' history, traditions, and current needs.*** Strategies will vary based on different institutional histories, different institutional traditions, and different needs. In addition, as strategies are implemented and student populations' change, needs and strategies will also need to change.
2. ***Design strategies appropriate for the institution and the range of constituencies within the institution.*** This includes the range of subgroups and relevant audiences directly served (such as the range of student groups) as well as those who serve as intermediaries (such as faculty, staff, alumni and community groups). In this way, fraternities and sororities (and subgroups within them), athletic teams, residence hall groups, freshmen, and others may be identified and targeted with distinct or varying programs and strategies.
3. ***Recognize the diversity on the campus and in the target audiences.*** In addition to racial and ethnic diversity, special attention to diversity based on learning styles, backgrounds, interests, and varying perspectives on alcohol issues should be reflected in campus initiatives. It would also be beneficial to acknowledge the diversity within the surrounding community, and then model that perspective with the development and implementation of campus-based strategies.
4. ***Clearly link strategies to college or university goals, particularly those of an academic nature.*** Since colleges and universities are founded primarily on the academic mission, alcohol abuse prevention strategies should be linked to that academic mission. Elements include retention, excellence, critical thinking, and scholarship.
5. ***Link programmatic strategies and objectives to student development goals that are important to the institution and/or individual departments and organizations.*** Complementing the academic mission of the institution are priorities important for the balanced development of students, which are an essential foundation for academic

success. Potential considerations include leadership skills, interpersonal skills, ethical and moral development, and personal coping skills.

6. ***Review critically the organization's premises and guiding principles to assess whether these contribute to or constrain the successful implementation of efforts.*** For those that constrain the implementation of alcohol abuse prevention efforts, identify what needs to change—the premises and principles, or the nature of the efforts. Ideally, these should be consistent with one another to reinforce successful implementation. Overall, help others understand ways in which they can be involved in a meaningful way to assist, and not detract from, successful strategies.
7. ***Formally develop the underlying philosophy and guiding principles.*** This serves as public awareness of the way that strategies are determined and serves as the common, solid foundation upon which campus strategies are developed.
8. ***Consider only strategies that can reasonably be supported and sustained.*** While colleges and universities may desire to incorporate a wide range of strategies, this may not be feasible under current circumstances. Consider institutional priorities, philosophies, resources, and other factors.
9. ***Base campus strategies on a philosophy of self-monitoring and self-regulation.*** Institutions will be well served to identify, implement, and maintain their own strategies. The theme of “you own what you help create” is an illustration of this theme.
10. ***Provide services in a timely and accessible manner.*** Attention should be paid to time and place of efforts, whereby responsiveness to the demographics of the audiences served is maintained. For example, different types of efforts may be needed with a commuting population or students who attend only evening classes.
11. ***Make clear decisions about the sponsorship of campus events and services by organizations affiliated with alcohol beverage companies.*** Carefully review activities such as the sales, funding, sponsorship, and advertisement, associated with alcohol beverages, and determine clear policies. Attention should be paid to local wholesalers, retailers, and restaurants, as well as national beverage companies. Varying policies can be determined based on the different status (local or national) of these organizations and still maintain consistency.

Focus Area 3: Collaboration

The importance of collaboration as a foundation for collegiate alcohol abuse prevention is because addressing these issues is a shared responsibility (to be discussed in a subsequent cluster). Campus-based efforts are well served by engaging a variety of individuals and groups as they implement the campus strategies. To do otherwise, relies on a single individual or a core group for implementing the efforts, thus limiting the scope, reach, and impact. Collaboration with others not only engages others in this process, but also gains their perspectives and insights. Further, having multiple groups involved helps in the ultimate aim of institutionalization of approaches and strategies. Collaboration also helps professionals realize that their experiences are not theirs alone; that is, when collaborating with others, a professional learns that their experience is not unique, as others are addressing similar issues.

Overall, collaboration serves an important role of supporting and nurturing campus professionals. It helps individuals broaden their perspective and gain insights from others,

whether they have similar roles or complementary roles. Collaboration helps to broaden support for campus initiatives as well as provide sustenance for those conducting the campus-based efforts.

1. ***Use both formal and informal approaches to achieve collaboration.*** A campus or community task force can guide and support campus-based initiatives. Similarly, a regional or statewide initiative can help promote collaboration. Collaboration can be found at regional, state or national conferences where professionals from different settings convene to share their insights, experiences, and visions. Collaboration can also occur over time through electronic and through print communication as well as electronic approaches, such as e-mail, listservs, bulletin boards, and teleconferences.
2. ***Collaborate with a range of other professionals to share insights, ideas, concerns, successes, results, and vision.*** Collaboration with other professionals in a similar role is beneficial because they are addressing comparable issues in their own campus settings. Those involved in a coordinator, counseling, judicial, enforcement, or instructional role benefit from collaborating with those with similar responsibilities on other campuses.
3. ***Collaborate with professionals with varying responsibilities on the campus.*** This includes collaboration between academic affairs, student affairs, and other professionals including those in administrative and other support service roles. This includes individuals from the standard student affairs offices, such as judicial affairs, residence halls, counseling, health education, student activities, student unions, and intramurals, as well as those from other support services such as police and security, housekeeping, maintenance, and food service.
4. ***Collaborate with professionals in various academic disciplines.*** This collaboration is beneficial when individuals within different professional roles, including academic disciplines, collaborate or share their expertise. Perspectives brought from many fields of study, such as psychology, sociology, media relations, public policy, statistics, history, medicine, and law, can all complement one another. The points of view, perspectives, and expertise in each of these and other fields of academic study can help determine specific courses of action for the campus.
5. ***Collaborate with community, regional and state leaders to receive valuable assistance.*** Just as a shared responsibility is valid for a campus, it is valid within the community, region and state. Campuses are well served to collaborate with local personnel from roles similar to those found on the campus itself (police, judicial, policymaking and support services). Similarly, by reflecting upon regional, as well as statewide, initiatives, professionals can glean support and benefit from the expertise found among other professionals.

Core Issue 2: Who Should Be Involved

The second core issue of the Virginia College Alcohol Abuse Prevention Standards is determining who should be involved in alcohol abuse prevention efforts. Within this context, campus and community initiatives would benefit by the involvement of a wide range of individuals representing multiple constituencies. A significant part of the rationale for involving multiple constituencies and individuals is the societal and cultural context within which the campus and community efforts occur. Students who enroll at colleges and universities have been influenced for years by their family, friends, and surrounding communities. The complex nature of alcohol use and abuse makes it necessary to involve a wide range of individuals in order to realize significant change.

At the same time, the inter-connectedness of the individuals and organizations is helpful for implementing campus prevention efforts. For example, it is most helpful when the prevention message and efforts are communicated consistently across many campus and community groups. In addition, they will have varying levels of opportunity to assess and reach individual students. Program impact will be limited when the message is communicated by only one source, conflicting messages are communicated by different groups, or opportunities to reach individual students are limited.

Complementary to involving multiple constituencies is the interdependency of departments and agencies. While campus organizations and departments have different areas of expertise and different responsibilities, they often rely upon each other to accomplish goals within their area of specialty. Having this range of expertise is helpful for promoting the campus effort in a meaningful way.

Incorporated within this thematic area of who should be involved are three areas of emphasis. The first is *demonstrated leadership*. Campus leaders, including presidents, administrators, faculty and student leaders, should take a clear and public stand on alcohol-related issues that clearly demonstrates their dedication to these issues. Second, an *inclusive planning process* is critical to successful implementation, and is particularly helpful to engage audiences who will be affected by the plan. A successful effort will have a plan about desired outcomes, a range of milestones for implementing that plan, and include a range of points of view and perspectives. Finally, the campus plan must emphasize *shared responsibility*. This means that many individuals and groups have a role to play and are making meaningful contributions to the implementation of successful campus and community efforts.

In summary, within the core issue of *Who Should be Involved* are three focus areas:

- *Demonstrated Leadership*;
- *Inclusive Planning Process*; and
- *Shared Responsibility*.

Focus Area 4: Demonstrated Leadership

The implementation of a meaningful and successful alcohol abuse prevention effort requires demonstrated leadership to implement, sustain, review, and support the effort. Leadership takes many forms, yet it is important for success that it be demonstrated in a way that is observed and felt by others. Without such leadership, a campus effort will ultimately flounder and undoubtedly not do well.

While many theories and components exist about effective leadership, this set of tenets builds upon the experience of professional literature on college alcohol issues as well as that of the experience of those preparing this resource. Other approaches can be identified for showing leadership; however, the important thing is that leadership be espoused, be visible, and be sustained in a clear and/or unambiguous way.

1. ***Exhibit Leadership at all levels of the university or college, and by a variety of campus leaders including administrators, faculty, staff, and students.*** It is not enough to have a designated coordinator of alcohol abuse prevention efforts. Individuals who have leadership roles for the institution as a whole as well as for groups, units, and organizations within the institution should each demonstrate their leadership and support.
2. ***Harness the energy of the variety of individuals and groups involved in alcohol abuse prevention.*** This may be done by identifying key stakeholders and rewarding their involvement in this issue.
3. ***Attend to the interrelationships and interdependencies among multiple groups.*** By focusing on the interrelationships and interdependencies leaders can help bring together groups with different needs, perspectives, assets, and strategies, and facilitate collaboration and sharing of resources and responsibilities.
4. ***College presidents and governing boards have a significant role to play in shaping the climate for a successful program.*** While presidents cannot control every activity within the complexity of their campuses, they can be extremely influential in demonstrating the importance of meaningful attention to alcohol abuse prevention strategies.
5. ***Leadership can be exhibited by a range of actions.*** This includes verbal and nonverbal statements, tangible evidence of support, vision, and the nurturing of campus efforts.
6. ***Provide vision for the future.*** It is important that leaders demonstrate their personal vision and their desire to have others engage in the process of developing strategies to achieve that vision.
7. ***Demonstrate the priority placed on alcohol abuse prevention as a core issue by seeking opportunities to cite its importance.*** Campus efforts can be discussed or noted in speeches, written about, and reinforced on an on-going basis.
8. ***Demonstrate the linkage between the campus efforts and societal issues.*** These include topics such as impaired driving, underage drinking, alcohol-related assault, impaired judgment, high risk drinking, and others.
9. ***Demonstrate an understanding of the complex nature of alcohol-related issues.*** While change is difficult with many issues, alcohol abuse has a range of unique challenges related to historical, legal, ethical and social considerations.

10. ***Demonstrate positive energy about and support for accomplishments realized in addressing alcohol abuse.*** This positive energy is contagious with others and helps energize efforts that too often go unrewarded.
11. ***Establish reward systems and support mechanisms to honor quality work.*** This can be encouraged at multiple levels, including campus groups organizations and departments, the college or university, professional organizations, the community, the region, the state, and the nation.
12. ***Be both proactive and responsive to immediate and impending issues.*** All too often, efforts focus primarily on responding to concerns. Leadership can be helpful in shaping an approach that includes a substantive amount of proactive effort.
13. ***Be systematic in the planning and organizing of the campus effort.*** This is best accomplished with written documentation that can be reviewed and revised. Further, this written resource can serve not only as a public declaration of commitment but also as a way of bringing about public review.
14. ***Be creative with new approaches and cutting edge strategies relevant to the current needs of the campus population.*** To focus on the routine and current approaches will result in sustaining what currently exists. To make progress and be successful, it will be important to be forward thinking and cutting edge in the approaches attempted.
15. ***Be assertive and honest about the nature of alcohol related concerns and ways that the campus is addressing these.*** Without honest observations about what is and is not the case on campus, decisions are made based on what is heard and believed. It is important for successful efforts to be honest and forthcoming with professional assessments about the status of campus efforts and issues.
16. ***Serve as a role model to others in similar positions as well as constituency groups.*** This modeling is essential for demonstrating a heartfelt commitment to the issues.
17. ***Seek policy changes on the campus, in the community, and at the state and national levels.*** Opportunities will appear for improved or new services and revisions in policies. Campus leaders should use these opportunities, whether based on tragedy or other cause, to strengthen or expanded grounded approaches.
18. ***Remain committed to the campus and organizational effort for the long-term.*** With accomplishments expected to be local and focused, many participants, including leaders, may become frustrated or impatient with progress. It is critical that the perspective be focused on the long-term, and that their commitment is sustained for an extended period.

Focus Area 5: Inclusive Planning Process

Complementing the previous focus area is a focus upon an inclusive planning process. This is distinguished from the subsequent area of focus on shared responsibility. Inclusive means that a wide range of constituencies throughout the campus and community are involved and, as a result of their involvement, benefit from the program's effectiveness. By placing an emphasis on an inclusive planning process, efforts are planned in an organized and thoughtful manner and are of an on-going nature.

Overall, effective campus alcohol prevention strategies involve a wide range of people engaged in planning, orchestrating, monitoring, and helping to implement the breadth of

services and strategies for the campus. The process is designed as an on-going one, in part because of the changing nature of the student body, and the fact that issues evolve and change over time.

1. ***Include the wide range of offices, agencies, and other constituencies on the campus.*** These include administrative offices, student affairs offices, specified organizations, and student groups. Specific offices include but are not limited to counseling services, residence life, Greek life, police and security, faculty, academic advising, first-year students, orientation, student activities, judicial affairs, health services, student government, peer education (e.g., BACCHUS or GAMMA), and student athletics.
2. ***Organizations and agencies external to the campus should be considered for membership on the campus advisory group.*** Decisions on the inclusion of community stakeholders in the campus planning process should be made based on local needs and issues. It is helpful to have local groups and agencies participate, particularly as some alcohol-related issues, such as off-campus parties, may be best addressed using community resources and programs. These may include local bars, taverns, and restaurants, outlets where alcohol is sold or served, owners and managers of venues where entertainment and social functions exist, local business owners, landlords, judges, police, community leaders, residents and providers of other services (such as recreation, treatment, and counseling).
3. ***Consider involvement by those with a direct linkage to the institution.*** Involvement by parents and alumni is particularly helpful because of their direct connections, both current and historic, to the campus. With parents, it is helpful to engage them for their insight and support in reaching students. Alumni can also be helpful whether they are recent graduates or longer-term graduates of the institution. They can offer perspectives directly to students, as well as potentially have an influence with staff and faculty.
4. ***Students should have a critical role in the planning processes.*** All too often, student involvement is limited or constrained to review of, or comment on, efforts. Students should be involved in all aspects of program design and evaluation by being actively involved in the core planning and functioning of the group. Student involvement should incorporate recognized student organizations (such as student government, student newspaper, the Greek leadership council, BACCHUS and GAMMA), as well as ad hoc or informal networks of students.
5. ***Clearly define the breadth of and oversight for the campus efforts.*** Campus alcohol prevention efforts, to be effective, will be comprehensive. The oversight body or advisory group may have responsibility for the entire range of effort; however, it may also have its scope of responsibility limited to areas such as policy review, support services, education and awareness, or other preventive services.
6. ***Clearly define the specific role of the group.*** This planning group may have a variety of roles, including advising, leading, monitoring, organizing, orchestrating, and/or reviewing the campus efforts. The role may also change over time.
7. ***Identify realistic outcomes and milestones relevant for student alcohol issues.*** These outcomes are based on a thoughtful review and incorporation of the range of foundations identified earlier in this document. Specific outcomes are helpful in the planning activities and the planning of the specific approaches and strategies, as well as with the ongoing monitoring of accomplishments.
8. ***Formalize the planning and oversight activities in an organized way.*** This group may be of an advisory, leadership, consultative, or oversight nature for the campus alcohol abuse prevention efforts. It is helpful to have this formalized in some way so that

commitment and consistency is maintained. This formalization also helps to provide the appropriate respect due to the leadership for a campus-based effort.

9. ***Maintain a perspective of planning as an ongoing and evolving process.*** As cited at the beginning of this document, alcohol abuse problems are not necessarily those that can be solved, but are issues to be managed. Thus, problems associated with alcohol will undoubtedly exist on campuses for decades to come. Every significant point of progress in reducing the problems and better addressing the issues will result in the awareness of other concerns that deserve attention. Currently, some of these are not visible based on their relative lower importance compared to other campus alcohol problems.

Focus Area 6: Shared Responsibility

The importance of a shared responsibility in addressing campus alcohol issues dovetails nicely with the inclusive planning process. While the focus of the inclusive planning process was upon an advisory or leadership group, the issue of shared responsibility attempts to communicate that a wide range of individuals and groups have opportunities for addressing alcohol issues and alcohol-related problems on the campus and in the surrounding community. In a similar way, this is viewed as counter to the idea that it is “one person’s job” to deal with all of the issues related to alcohol abuse.

Overall, the theme of shared responsibility helps promote greater campus and community-wide ownership. It is also an efficient way of bringing more resources to bear on alcohol-related problems and doing more to reach students. As the range of offices and individuals engaged in the process of working with students to affect their behavior increases, the process of promoting shared responsibilities helps also promote greater consistency in messages. Emphasizing shared responsibility can help in generating not only heightened awareness but also create a more comprehensive and ultimately more institutionalized campus-based effort.

1. ***Broadly define responsibility for implementation across the institution and surrounding community.*** Campus groups share actively in a responsibility for helping create a positive environment and appropriate services for students on campus. If community leaders are actively involved in the process of identifying issues and generating strategies, they can be particularly helpful in identifying what can be implemented on the campus or in the community.
2. ***Identify as many partners as possible.*** The process of promoting shared responsibilities is based on identifying individuals and groups for whom alcohol abuse prevention may be an issue, as well as for whom this may be an opportunity. Engaging groups such as admissions and new student orientation programs can help in promoting heightened awareness and clear expectations among new students even before they arrive on the campus. Educational programs and services can be offered by counseling and psychological services as well as health services and campus wellness centers; these groups can also distribute and promote alcohol awareness materials and general awareness about the availability of the range of services.
3. ***Key constituencies and individuals should identify responsibilities for their efforts.*** For individuals and organizations, the specific way in which they can be involved can link into that group’s mission or areas of emphasis. Ideally, the groups can become more

involved in alcohol abuse prevention by identifying ways for involvement that are consistent with their philosophy and existing thrust of efforts.

4. ***Clearly define the scope of effort for each identified individual or group.*** This not only helps clarify expectations of individuals and groups, but also lets other groups and individuals know the nature and scope of their involvement. As individuals and organizations become more involved and public awareness about their involvement grows, the resulting outcome will likely be greater ownership.
5. ***Promote ownership of both problems and solutions among a range of constituencies.*** Engaging a range of individuals and groups in the process of problem identification as well as in the process of finding solutions can be particularly helpful in promoting the actual involvement of groups in developing and implementing strategies.
6. ***Actively promote collaborations that are helpful in generating consistent, clear messages.*** All too often in campus alcohol abuse prevention efforts, students receive “mixed messages” resulting in confusion and lack of clarity about desired outcomes for themselves. Through planned cooperation among the range of campus and community constituencies, greater shared understanding and overall consistency can be generated.
7. ***Identify and promote proactive and positive ways to collaborate on the development of services and approaches.*** Campus leaders would benefit from identifying ways of not only reacting to areas of concern, but also identifying positive ways of collaborating. This positive approach can build relationships that become sustained over time, and can be drawn upon when a problematic situation involving alcohol emerges.
8. ***Promote inquisitive exploration about students needs, knowledge of prevention efforts, and use of support services.*** It is helpful to engage students in conversations concerning their behavior, their understanding of services, their awareness of consequences and their needs. Whether this is done by individuals at the health center, within a counseling center, with faculty conducting academic advising, with student staff members engaged in discipline, or even with peers planning prevention efforts, it is helpful to engage students with questions about alcohol and how it was or could be involved with their behavior. This can be particularly helpful when sorting out root causes of a problematic behavior. Similarly, this can be helpful when planning healthy and appropriate activities and services for students.
9. ***Create and organize systems of communication throughout the campus system.*** This communication system can be helpful in coordinating efforts so that duplication of services is minimized and awareness of opportunities for services and resources is promoted across the campus and in the community.
10. ***Maintain a centralized record keeping system for behavioral violations.*** When a centralized system of behavioral violations is maintained, campus personnel from a range of campus offices can assess the “larger picture” about a student as she/he is becoming involved with support services or having their behavioral violations discussed. This holistic approach helps deal with holding individuals accountable and helping them to maximize use of services.

Core Issue 3: Focus of Efforts

The third core issue of the Virginia College Alcohol Abuse Prevention Standards is the focus of efforts. Building upon the prior two core issues of Foundation and Who Should be Involved, the current section addresses the Focus of Efforts that will be implemented. While foundations and the involvement of key constituencies are critical elements for successful campus-based efforts, this segment turns to specific programmatic components and their thrust. Incorporated in this section are two focus areas. The first is maintaining a *long-term perspective*. Because alcohol-related problems and issues must be continually managed, an emphasis upon institutionalization and long-term change is essential. Creating and maintaining success only occurs over the long-term. Second, it is appropriate and necessary that a *student emphasis* be provided. Just as the process of planning is inclusive and responsibilities for implementation are shared, the emphasis for programmatic implementation is upon student issues and needs.

In summary, within the core issue of *Focus of Efforts* are two focus areas:

- *Thinking Long-Term*; and
- *Student Emphasis*;

Focus Area 7: Thinking Long Term

The importance of thinking long term when planning alcohol abuse prevention initiatives is to clearly define the issues associated with alcohol that are appropriate for being addressed on a campus, in their community setting and at a particular point in time. The long-term perspective provides a focus for the campus-based efforts as they are implemented. All too often, the focus is on short-term solutions. The overarching perspective should be that short-term solutions are not viable or appropriate for alcohol-related issue.

Overall, the long-term perspective is more than just a vision or view of the future. It is a specification of the desired outcomes, attitudes and behaviors that would be exhibited on the campus and in the surrounding community. The strategies and approaches used by the campus will be such that they will directly and indirectly support the attainment of these desired outcomes. This is a logical approach whereby efforts are implemented and incorporated as needed to achieve the desired outcome. At the same time, flexibility and modification are necessary and appropriate to deal with needs that continue to be unmet, as well as the evolving nature of the students served, campus and community.

1. ***Consider long-term outcomes that are desired from the implementation of the campus efforts.*** This should be viewed in a 10- to 20-year perspective whereby efforts are implemented to achieve the long-term aim. This long-term perspective will link into the visions appropriate for the campus program, as well as within the overall context of the institution's mission.
2. ***Organize and arrange shorter term, intermediate outcomes within a one- to five-year perspective.*** These outcomes will need to be linked to the longer-term objectives and will represent the conditions along the way that need to be met in implementing the campus program.
3. ***Provide an organized plan for implementation complete with milestones or checkpoints.*** Within the context of the long-term perspective, specific activities and strategies will be implemented that will achieve both intermediate and longer-term goals. To keep initiatives on track, milestones should be established to monitor implementation and achievements.
4. ***Attend to the underlying issues facing students in the development of both long-term and intermediate perspectives.*** All too often, campus-based alcohol abuse prevention efforts address symptoms rather than causes. Ultimately, to have sustained accomplishments, attention must be placed to the issues underlying students' attitudes and behaviors. This leads to greater likelihood that the problems will be address better and more fully.
5. ***Emphasize consistent implementation over a long period.*** To be successful, campus-based efforts must be consistently done over a sustained period of time. This is particularly true on the college campus, where turnover of students is relatively high. Thus, maintaining consistency, including programs, services, resources and policies, will be necessary to fully incorporate the desired reach.
6. ***Focus on the institutionalization of the campus-based efforts and its various components.*** The long-term perspective fully institutionalizes the various components of the comprehensive campus effort. With the long-term perspective, the theme of institutionalization complements the need for sustained efforts implemented over a longer period of time.
7. ***Maintain flexibility within the overall perspective of long-term plans and the strategies that support them.*** Acknowledge that the nature of the long-term efforts will unfold and evolve over time. As the process of implementing the campus-based efforts continues and as the needs of the students, the campus environment, the community, and the larger culture shift, the longer-term outcomes for alcohol abuse prevention may also shift.
8. ***Build in opportunities to reinforce the need for patience in seeing the desired outcomes materialize.*** The long-term perspective requires patience by campus leaders in implementing the programs and other strategic efforts. While results emerging from short-term activities may be obvious, ultimate behavior change may not be as obvious and may take longer to materialize.
9. ***Clearly organize the resources, structures, policies, protocols, services, and strategies that support the implementation of the long-term aims.*** This systematic effort is organized and approaches are consciously chosen to support the attainment of the intermediate and long-term outcomes. The actual linkage of efforts with desired outcomes should be such that they are logical, appropriate, and supportive of the long-term perspectives.
10. ***Incorporate a review processes.*** As the monitoring occurs, it may be discovered that the strategies implemented do not reasonably achieve the desired outcomes. It would then be

appropriate to review the outcomes and the strategies and their linkages to determine where changes may be needed.

Focus Area 8: Student Emphasis

The importance of having a student emphasis appears obvious; however, all too often efforts, while including students and directed at students, may not have the appropriate emphasis that achieves the desired outcomes. It is also a foundation of this document that students are not the sole focus of campus-based efforts; however, the over-riding concern is with student attitudes and behavior, as many of them are in a period of transition that involves intellectual, personal and social development. Thus, maintaining an emphasis upon students acknowledges a developmental perspective and reflects upon the primary focus of the academic institution.

Overall, the student emphasis focuses upon the diversity of students, their changing needs, and the importance of attending to their needs and assisting in the development of the whole person. The emphasis is upon positive and proactive strategies that will help students understand the need for and knowledge and skills that address personal needs and safety, as well as become involved with the lives of others.

1. ***Emphasize the development of the whole person.*** In implementing campus-based alcohol abuse prevention efforts, an emphasis upon the entire person from a developmental perspective is essential. The range of student development theorists shows the importance of attending to their intellectual, emotional, moral, social, recreational, physical, and other needs. Thus, it is incumbent upon the alcohol abuse prevention efforts to understand and address appropriately these needs in a proactive manner.
2. ***Acknowledge diversity in the students being reached.*** As reviewed in the needs-based and locally appropriate sections earlier, students are very different from one another. This can be based on ethnicity, gender, age, prior experiences, as well as affiliation groups (such as fraternities, sororities, athletic teams, clubs and organizations, or residence). Further, students learn in different ways. As some will learn by reading and others will learn by example; some will learn by sharing with others and others will learn through punishment mechanisms. Thus, “one approach does not work for all.”
3. ***Acknowledge that students change over time.*** Because of the turnover among students from one year to the next, campus initiatives must be consistently implemented over time. In addition, because of changes in our society and shifts in an ever changing student culture, changes in strategy and emphasis will be necessary.
4. ***Actively incorporate attention to underlying issues facing students.*** Consistent with the developmental perspective, there is a need to fully incorporate underlying issues faced by students into alcohol abuse prevention efforts. Focus should be placed upon those factors that lead students to use and abuse alcohol and attends to meeting underlying needs without harmful involvement with alcohol.
5. ***Promote proactive and positive efforts that serve as protective factors with students.*** Theories of risk and resiliency indicate that underlying dispositions and characteristics of students are related to their alcohol use decisions. Thus, providing positive life style

opportunities and an emphasis on factors related to risk and resiliency will help mediate harmful decisions with alcohol.

6. ***Provide students with skills, resources, and tools that can be directly applied by them.*** Students may become harmfully involved with alcohol because of the lack of some developmental skills or capabilities. Similarly, they may not be adequately prepared to acknowledge situations that can be harmful to or problematic toward themselves or others. Thus, students need the knowledge and skills to identify these situations and take appropriate actions to eliminate or reduce their harmful impact.
7. ***Promote responsibility and accountability for individuals in regards to their own behaviors and outcomes.*** The responsibility for an individual's actions and consequences rests with the individual. This is a developmental task that becomes increasingly promoted throughout the college years. With alcohol issues, the responsibility and accountability for one's own behavior and progress in achieving positive outcomes should be clearly placed on the individual student.
8. ***Promote responsibility to and for others.*** This tenet derives from a philosophy of community building whereby students are actively engaged with one another and can be helpful with one another in addressing their personal needs and challenges. Students can be a positive influence upon others and help promote their shared involvement with positive proactive behaviors and attitudes.
9. ***Promote challenging situations and opportunities for students.*** These challenges can be supportive of students growing and achieving a sense of positive self-regard for themselves. By being placed in challenging situations in a safe and responsible way, students can practice new skills and make new positive discoveries about themselves.

Core Issue 4: Context of Efforts

The fourth core issue of the Virginia College Alcohol Abuse Prevention Standards is the context of alcohol abuse prevention efforts. The context of implementing strategies to address alcohol issues is an important consideration. The previous section on the Focus of Efforts provides significant attention to maintaining a long-term effort and meeting student needs. However, context remains a critical element for long-term success. Just as the current needs of the students and the campus and community settings, and the range of individuals to be involved, are important, the context within which the campus and community initiatives are based is also important.

First, *thinking comprehensive* is an essential aspect of the program, as it holds the belief that no single approach will adequately address the needs of the campus. A comprehensive approach means that a variety of strategies are implemented to reach the diverse audiences found on the campus. Second, the focus of efforts includes an appropriate emphasis on *communication*. Strategies implemented without the necessary and appropriate support for communications are limited and not as sustainable as they could be. Communication again addresses multiple audiences, is broad-based and is sustained on an on-going basis.

Third, a program such as alcohol abuse prevention does not just “run itself.” Alcohol abuse prevention effort requires *staffing and resources*. The staffing must be prepared and trained as appropriate for the diverse responsibilities they face, and campus-based efforts need resources to be able to implement their efforts. Fourth, the necessary focus is upon *results*. Just as the long-term perspective is necessary, these campus-based efforts are designed to achieve an outcome. Fifth, *accountability* elements are necessary for the campus program initiative to be successful. Individuals and groups need clearly defined responsibilities for being engaged in the implementation of the campus and community efforts. Finally, *monitoring* and review of progress and results is an essential component for successful efforts.

In summary, within the core issue of *Context of Efforts* are five focus areas:

- *Think Comprehensive;*
- *Communications;*
- *Adequate Staffing, Resources and Training;*
- *Results Oriented;*
- *Accountability;* and
- *Monitoring.*

Focus Area 9: Think Comprehensive

Comprehensive campus-based alcohol abuse prevention programs are an essential component for success. Numerous sources cite how insufficient it is to rely on a one-dimensional thrust, policy initiative or strategy to make a difference with alcohol abuse and related issues. Overall, comprehensive programs represent a wide and diverse range of efforts implemented to assist in promoting positive decisions about alcohol as well as reducing problems associated with alcohol.

As cited in a few previous focus areas, addressing alcohol problems is a shared responsibility that needs to be thought of over the long term, engaging collaborative initiatives that are needs based and locally appropriate. A successful program will incorporate a range of thoughtful and grounded prevention strategies.

Conceptual Framework:

The blend of policies, prevention, and support services helps to provide a basic framework whereby the task of implementing numerous needs-based services and resources can be established. This conceptual framework of comprehensive programs, when combined with the other components of a successful campus effort, serves as a foundation for what may appear to be an overwhelmingly large job of managing alcohol issues on the campus.

1. ***Target the characteristics and behaviors individuals, groups, organizations, and the entire campus, as well as the campus and community environment.*** Multiple personal, behavioral and environmental factors interact to generate various drinking patterns. Thus, comprehensive efforts should address each of these factors and consider how these factors may interact to produce various drinking patterns.
2. ***Generate initiatives that are based on clear foundations, including research, science, and reasoned hypotheses.*** The professional literature, both for college students and for other audiences, is helpful in clarifying foundations and programmatic and policy implementation strategies for the campus. However, to limit program and policy design to the published literature is insufficient. While it is helpful to have foundations in science and research, it is also important to not be limited by previously implemented strategies. Using carefully reasoned hypotheses to guide program development is a legitimate approach. Caution is needed to ensure that strategies are not based on whim or a single personal experience but are more broadly grounded in careful reasoning and sound hypotheses.
3. ***Use a wide variety of approaches.*** A comprehensive program includes efforts that have evidence of effectiveness among college students, those with evidence of success in other populations that could be adapted for college students, and those with evidence of logical and theoretical promise.
4. ***Include three major areas of focus: 1) policies and enforcement; 2) prevention education; and 3) intervention, referral and support.*** A comprehensive approach includes each of these components. The specific mix of approaches used will depend on the specific needs and resources of individual campuses.

Policy and Enforcement:

Policies and enforcement includes a wide range of standards and protocols that are established for the campus community. These incorporate rules and regulations as well as procedures to be followed. The purpose of specifying both policies and enforcement is an

emphasis on the importance of enforcing existing policies. Both aspects go hand-in-hand when incorporating this focus area into campus-based efforts.

1. ***Create policies that are comprehensive and consistent with the campus mission, its history, and its vision for the future.*** These comprehensive policies provide a framework for planning programs and strategies, as well as for specifying standards of behavior.
2. ***Organize policies in a way that includes rules and regulations as well as the overall programmatic thrust for the institution.*** All too often, policies are viewed as the rules and standards of behavioral conduct. It is important to consider how policies can be used to provide support, encourage activities, and suggest a philosophy.
3. ***Be consistent with federal, state and local laws.*** Campus policies should complement local, state, and federal laws. In addition, they should also repeat and reinforce what is already stated from these external sources.
4. ***Enforce policies consistently.*** In the preparation of campus policies, enforcement should be consciously specified. These policies should be enforced in a consistent way across the campus, whereby individual groups, organizations, and locations are neither targeted for nor omitted from increased enforcement efforts
5. ***Include statements concerning behavior, standards for the use of alcohol, sales, training, advertising, and related issues.*** Policies should clearly specify the desired outcomes and results. It is also beneficial for policies to include the rationale for their existence.
6. ***Where feasible, include specific consequences.*** Some consequences may be immediate, while others may be more long term. It is beneficial if policies include the severity of consequences relevant to their violation.
7. ***Communicate and disseminate policies widely and publicly.*** The multiple audiences for policies include, but are not limited to, students, faculty, staff, parents, alumni, and campus visitors. More information about communication of policies, as well as of other efforts, is found in the separate focus area on communication.
8. ***Clearly address behavior and standards relevant for individuals as well as groups and organizations.*** It is helpful to have policies directed at individual behavior; however, it is also appropriate to address group behavioral standards. This may include student organizations, faculty, groups, and campus-wide events.
9. ***Clearly identify prescribed and prohibited behavior, both on campus, as well as off campus.*** Specific behavioral standards should be identified for on-campus behavior, but also for off-campus behavior where deemed relevant and appropriate for the campus. Some off-campus behavior will be for organized events by campus groups or organizations that are held in off-campus locations. Other off-campus behaviors addressed by policies may include individual or group behavior that violates a local law or campus standard.
10. ***Address when and where alcohol beverages may be sold, served, or otherwise available.*** The appropriateness or inappropriateness of having alcohol available in various campus localities should be determined based on the overall philosophy of alcohol abuse prevention efforts. These locales may include the student union, athletic events, sporting events, receptions, outdoor events, dining facilities, residence halls and other events and locations.
11. ***Clearly stipulate policies and guidelines regarding the service of alcohol at events.*** These standards for hosting events may include training, appropriate registration, trained servers, checking for proper identification and identifying underage people, quantity of

alcohol, alcohol-free beverage, presence of food, duration of the event, availability of security personnel, and other factors associated with alcohol sales or distribution.

12. ***Establish clear policies and standards for the marketing of alcoholic beverages.*** The standards for advertising and marketing of alcoholic beverages need to be clearly state what types of advertising or marketing, if any, are acceptable for the campus. Certain types of events and sponsorship may be deemed acceptable, while other types may not be acceptable. This may be based on what is advertised, the events location, and/or the advertising source (e.g., local establishment as contrasted with a national marketing effort).
13. ***Establish clear policies regarding how student behavior off campus is handled when there is a violation of a local law or ordinance.*** The question here is how an individual will be dealt with and whether there is over lapping jurisdictions due to the behavior of the individual in violation of a local law as well as a campus policy.
14. ***Clearly address the standard of behavior with respect to highly visible public laws.*** These include the legal age of 21 for purchasing, possessing, and consuming alcohol, public drunkenness, drunk and impaired driving, use of a falsified identification card to purchase alcohol, and providing alcohol to someone under age 21.
15. ***Establish policies concerning how alcohol's involvement with a behavioral violation is handled from both a rule violation perspective as well as a health perspective.*** The policy should be clear about the consequences associated with behavioral violations involving alcohol. Behavioral violations involving alcohol should not be viewed as excuses for the behavior. Specifically, it is important that the policy state that being under the influence of alcohol is not an excuse for violating the campus policy and local laws, and may warrant referral for an assessment.

Prevention and Education:

Prevention and education includes numerous proactive activities that seek to promote positive health behavior and reduce problems associated with alcohol misuse and abuse. These activities include, among other things, programming, marketing, allocating resources and offering activities and events.

1. ***Ensure that prevention education approaches are culturally relevant and culturally sensitive.*** When implementing strategies and approaches, it is important that these be relevant to the cultures and background of individuals being reached. This helps to maintain their relevance and applicability.
2. ***Recruit faculty, staff, and community leaders to assist with educational programs.*** The expertise of professionals may be solicited whereby those with interest, as well as expertise and perspectives on alcohol issues, can lead discussions, trainings, lectures or conversations with students regarding alcohol use and abuse.
3. ***Target individuals, groups, organizations, the campus as a whole, the college and the surrounding community.*** While prevention and education efforts need to be consistent, there may be different messages and approaches that are used with different groups. Some messages and strategies are appropriate for the entire campus population (universal prevention), while other approaches may be more appropriate for subgroups, such as first year students, parents, faculty members, fraternity and sorority members or judicially sanctioned students (selective prevention approaches). Still other approaches would be appropriate on an as-needed basis for those who are in high-risk environments or high-risk settings (indicated prevention).
4. ***Include diverse strategies and approaches, including large-scale and small-scale efforts.*** Some of these efforts are awareness campaigns, media efforts, public

information, large-scale programming, resource availability, brochures, bulletin boards, and use of electronic media. Prevention and education also includes face-to-face strategies, including discussion groups, facilitated discussions, workshops, lectures and programs.

5. ***Include a range of prevention education approaches to attend to multiple styles of learning as well as reinforcement.*** Based on different learning styles, some individuals may respond to knowledge approaches, while others may appreciate efforts that are focused more on attitudes or behavior. Additional approaches may address healthy lifestyles, health risks, and behavior modification.
6. ***Provide leadership development programs for officers of student organizations.*** These may be helpful for skill building as well as creating an understanding of the context of alcohol-abuse prevention, and both the importance of and strategies for accomplishing risk management.
7. ***Give student organizations a critical role to play in promoting appropriate healthy messages.*** Student organizations and peer groups can be particularly helpful in promoting healthy and appropriate messages about alcohol issues. In addition, student organizations, particularly their leadership personnel, can demonstrate responsible, legal and healthy management of events and attention to alcohol issues.
8. ***Encourage faculty to incorporate alcohol awareness messages and topics in their courses and assignments as appropriate.*** Topics may include historical, contextual, social, economic, psychological, personal, physiological and other factors related to alcohol, thereby providing a large range of topics and issues where alcohol-related issues may fit within the academic curriculum. Further assignments and readings may also be relevant ways that students can apply course materials and objectives to relevant and timely alcohol-related issues.
9. ***Incorporate skills-building opportunities that strengthen personal and social skills.*** Students benefit from having opportunities to enhance their skills, especially those that improve personal relationships, communication, and social interactions. These may be in the form of applied workshops or discussion groups.
10. ***Consider peer based approaches for effecting change.*** Peer-based strategies, such as peer education and peer advising, can be used to directly and indirectly implement alcohol awareness and education. Student led initiatives might include campus-wide events, peer theatre, or student-developed resource materials. Engaging students in peer led approaches offers tremendous promise for successful implementation of initiatives.
11. ***Include innovative and attractive alcohol-free programming, particularly during late night and weekend hours.*** Prevention education incorporates quality alcohol-free activities and events that are viewed as appropriate and enjoyable, and compete with events and activities where alcohol is available.
12. ***Include information on alcohol, such as policies, programs, and services, during orientation programs.*** This should include information about services and resources for students as well as for their family members. These orientation programs can be made available both prior to enrollment in the institution as well as following matriculation.
13. ***Make students aware of risks associated with alcohol abuse, including illegal and high-risk behaviors.*** The complexities associated with alcohol use, and retaining safe and healthy behavior with its use, should be communicated clearly to students. Issues such as alcohol poisoning, blood alcohol concentration, safe practices, moderating consumption, drinking and driving and other issues are important for consideration. Also important are health factors including the importance of not consuming alcohol in

certain situations, such as when pregnant, when taking other medication, or when a family history of alcoholism exists.

14. ***Consider the role of social norms strategies in prevention education efforts.*** Social norms and correction of misperceptions held by students have an important place in the overall prevention and education efforts. This includes correcting misperceptions and promoting information about many of the healthy ways in which the majority of students behave.

Intervention, Referral and Support:

Intervention, referral and support is arranged for those who are in difficulty with alcohol, whether because of a behavioral violation of policy or because of personal concerns with alcohol issues. These services, and associated attitudes and messages, are particularly important for students who may have difficulties with their own or others' use of alcohol. Some individuals may become problematically involved with alcohol and not be aware of it, while others are aware of their problematic use. Intervention attempts to respond to an individual's problematic behavior so that it does not become worse. The overlap with the enforcement of policies can be found where an individual's violation of a rule or regulation may result from alcohol abuse; thus, engagement with a referral service, while initiated from a policy perspective, may actually be a helpful service for the individual.

1. ***Provide a clear and organized system of support and intervention services for students.*** Support services can include professional, peer-based and volunteer services that assist individuals in any of several aspects of their personal problems with alcohol. Some of these services may include forced referrals, while others may be voluntary. Some cases will focus on the individual, while others may focus on external sources such as a family member, friend or significant other who has problems with alcohol.
2. ***Identify clear standards and procedures for intervention and referral.*** Clear standards of response should be established for use by faculty, staff, students, and others, particularly for specific types of incidents (e.g., alcohol poisoning) or as alcohol problems intensify over time. This helps delineate situations when and conditions under which services should be provided, and the nature of those services.
3. ***Provide a welcoming environment for students who seek or are considering assistance for themselves or others.*** The stigma often attached to alcohol-related problems should be counteracted to help individuals deal with alcohol concerns. Referral, treatment, and support services for alcohol issues are as important as corresponding services provided for medical issues. This includes promoting awareness about problem indicators and encouraging students to refer themselves or others for appropriate assistance.
4. ***Promote early identification and intervention with at-risk individuals and groups.*** Some groups have unique needs regarding alcohol-related issues and warrant special interventions or services; for example, adult children of alcoholics and those assaulted sexually may have needs that would benefit from specialized services. Those in recovery from alcoholism have other unique needs that warrant helpful attention. Other groups of individuals at risk may include first-year students, student athletes or those involved in fraternities and sororities.
5. ***Encompass a range of strategies when providing support services, including assessment, education, skills building, referral, diagnosis, treatment, and on-going support.*** This series of services should be carefully established and created in an appropriate way for the campus based on its needs, history, culture, and resources. It is not necessarily appropriate for the campus to offer all services, particularly treatment

services, because of limited resources or expertise. However, it is important that the services be either made available on a campus or identified in the community.

6. ***Widely promote self-help groups such as Alcoholics Anonymous.*** Volunteer self-help groups such as Alcoholics Anonymous and Al-Anon are important to have available for students, whether they are on or off campus. These resources provide tremendous support for students who are addressing alcohol issues.
7. ***Provide for a monitoring and follow-up system of students who have been engaged in the intervention and support services.*** Based on the change in behavior desired with alcohol issues and the difficulty often experienced by those maintaining the behavior, a system of monitoring those who have been engaged in alcohol-related campus services should be included. Regardless of the reason for referral to intervention or support services, it is helpful to have follow up to ensure that their needs are being met. This helps to reinforce the desired and new behavior among these students.

Focus Area 10: Communications

With all of the range of efforts and strategies used by campuses to address alcohol and alcohol-related problems, communications plays an integral role for their successful implementation. Communication is important to implement programs in a carefully orchestrated manner and maximize their successful implementation.

Overall, communication can be very helpful in maintaining and promoting successful campus-based efforts. While it can be difficult to develop a high quality communications program, engaging thoughtful communications strategies and principles is instrumental for the campus effort. The absence of programmatic communications perpetuates the status quo, misperceptions, and silence. Proactive, healthy and positive communications can shift the campus environment in appropriate and helpful ways.

1. ***Communicate clearly the on-going commitment and priority held with alcohol abuse prevention.*** The importance of communicating clearly the support for and importance of comprehensive alcohol-abuse prevention efforts and strategies can be included through a range of communication strategies.
2. ***Develop clearly defined methods and outcomes for communications.*** Objectives for messages should be established to help keep the communications strategy focused and appropriate.
3. ***Use a variety of mass media and communications vehicles.*** These can include routine correspondence, memoranda, notices, electronic mail, web sites, brochures, and other traditional and nontraditional approaches. The need for a variety of approaches is for several reasons. First, many students will see messages and approaches in different places. And second, reinforcement of messages and strategies via multiple exposures is essential in promoting a message.
4. ***Reach students with the campus and community communication channels they commonly use.*** The range of campus communication strategies should be incorporated, including campus newspaper, newsletters, websites, special e-mail messages, posters, table tents, print media, radio, television, bulletin boards, kiosks, electronic signage, and banners. In addition, similar communications vehicles in the surrounding community

that are often visited or encountered by students should be used. The important consideration is to communicate using vehicles typically used by students.

5. ***Develop targeted communications messages for specific groups and audiences.*** Special groups, whether based on special needs, the nature of risks, or affiliation, benefit from messages specifically derived for them. Groups may include student athletes, fraternity and sorority members, first-year students, graduating students, males or females, campus leaders, international students, and others.
6. ***Integrate communications strategies with other approaches.*** Policy, programs, education, and services are well served when accompanied by positive, healthy and diverse communications.
7. ***Look for opportunities to communicate messages widely.*** Communications should not be relegated simply to advertising an event or having an informational brochure. Rather, opportunities should be sought where the key objectives of the campus-based effort can be included. For example: 1) these may be woven into press releases, 2) references may be made in speeches, or 3) issues surrounding alcohol may be brought up in the context of other campus-wide issues.
8. ***Use campus leaders with high public visibility to communicate key messages.*** College presidents, in particular, often have an opportunity to share publicly what their campuses are doing to address alcohol issues. These individuals, as well as other campus leaders, can help place the issue of alcohol-abuse prevention more in the view of the public.
9. ***Widely distribute campus policies, regulations, services, resources, and activities to students, faculty, staff and parents.*** A range of approaches should be used to disseminate information on a permanent as well as on-going basis. The student handbook and an institution's catalog may provide information of a permanent nature. Periodic updates and reminders using print and electronic media are also appropriate and important.
10. ***Seek out public recognition for the good works that are being accomplished.*** When events are held, accomplishments are achieved, results are gained or insights are garnered, promoting the good work that the campus is doing can help to generate greater support for existing and future campus efforts. Creative approaches should be maximized for communicating needs, successes, and strategies.

Focus Area 11: Adequate Staffing, Resources and Training

As noted at the outset of this document, alcohol abuse is not an issue to be solved, but is more likely to be managed. This management can occur only with sufficient resources and appropriate professional and paraprofessional staffing and training.

1. ***Designate a coordinator of alcohol abuse prevention efforts.*** This individual may have the coordination responsibility as a full-time responsibility or it may be a portion of the professional's job responsibility. Depending upon the needs and resources of an institution and the responsibilities for this individual, the extent of professional time allocated to alcohol abuse prevention will vary.
2. ***Place the coordinator within the organization in a visible and politically important location.*** Because having alcohol abuse prevention coordinators on campuses is a

relatively recent phenomenon, and because of the high level of need accompanying alcohol-related problems, the coordinator should be housed in a visible and linked way whereby accomplishments can be achieved. This individual may likely report to the chief student affairs officer, thereby providing more direct cooperation and linkage with the relevant offices and divisions within that unit as well as promoting greater access to units outside of student affairs.

3. ***The professional(s) involved in alcohol-abuse prevention must be knowledgeable and skilled in the specified areas of responsibility.*** With the variety of responsibilities found in addressing alcohol abuse prevention ranging from policy and enforcement to assessment and counseling, different professional skills are needed. The training and continuous updating of professional development is essential for a successful program.
4. ***Incorporate a range of qualified individuals at multiple levels of service.*** Addressing alcohol abuse and related issues is a complex role that requires multiple strategies as outlined in the comprehensive focus area. Skills are necessary in policy enforcement, communications, clinical assessment, evaluation, public affairs, training, counseling, advising, and more. Further, skills are necessary to understand college student development, associated needs, and learning styles.
5. ***Staffing should be diverse and reflect the institution's student population.*** The diversity of the campus professional and paraprofessional personnel is an important factor to sustain the programmatic needs of the campus effort. This also helps for linking students with support structures with which they feel comfortable.
6. ***Appropriate space should be allocated for the program services.*** Space should be in an appropriate and sufficient location and be adequate for the implementation of the campus services.
7. ***Adequate time must be allocated for the designated coordinator to accomplish the specified responsibilities.*** Depending upon the scope of the position, as well as the extent to which other campus offices and agencies are involved in these shared responsibilities, the specific time allocation on alcohol-abuse prevention may vary; however, as shared responsibilities are diminished, and overall needs remain, then adequate time allocation must be made available for the coordinator to address alcohol abuse issues.
8. ***Necessary and sufficient resources should be allocated for implementation.*** Specific resources on the campus and in the community should be identified for access by the program leadership personnel.
9. ***Campus should institutionalize adequate funding to help the campus program to achieve its goals and objectives.*** While funding is limited, it is essential for the full implementation of a successful campus initiative. All too often, campus programs have operated on a "shoestring." While volunteer and low cost initiatives are very reasonable, some minimum funding is essential for base resources.
10. ***Support staff should be provided to assist with the implementation of the campus program.*** The campus coordinator should have appropriate support personnel to assist with the smooth implementation of the campus program. These individuals would have the necessary skills for organizing resource areas, preparing materials, maintaining communications with appropriate campus offices, designing graphics, and other necessary support tasks to achieve the overall aims of the programmatic initiative.
11. ***Indirect resources should be allocated for program implementation.*** This may include assistance with writing grants for external funding, providing insights about sources of external funding, assistance with networking for in-kind resources, designation of other

personnel to assist on an as-needed basis, and similar strategies for further enhancing the campus program.

12. ***Paraprofessional staff and volunteers should be supervised and monitored on a regular basis.*** The oversight of these staff members is important for maintaining consistency as well as for assessing the achievement of desired outcomes.
13. ***Professionals and paraprofessional staff members should be knowledgeable about the range of services, policies, procedures, programs and resources on the campus and in the community.*** It is reasonable to expect that the wide variety of resources, services, regulations, and more that address alcohol issues are extensive and are often evolving in nature and scope. Thus appropriate mechanisms should be established to help keep all staff members up to date and informed. It is also necessary to keep individuals conversant with the different aspects of alcohol abuse. For example, professionals should have an understanding of the distinction between a clinical and a legal issue whereby both issues are attended to in an appropriate way.
14. ***Professional and paraprofessional staff should be aware of their own skill and resource limitations and make referrals as appropriate.*** With an issue such as alcohol abuse, staff members may find themselves in situations that go beyond their technical expertise or outside of their designated role. Thus, it is important for the staff members to engage others and make referrals on an as-needed basis.
15. ***Professional and paraprofessional staff and volunteers should receive on-going staff development and training.*** With the expected turnover of paraprofessional staff and volunteers, training and professional development are a continuing need. For the coordinator(s), staying up-to-date with current research and strategies, as well as staying refreshed with professional skills, is essential.
16. ***Professional staff should participate actively in training opportunities and professional conferences.*** The need to stay up to date with resources and services is essential. Professional staff should also have the opportunity to share program successes with other professionals. In addition, the networking and professional support that is found at professional conferences is a helpful resource.
17. ***Program institutionalization should be the ultimate aim of the staffing, training, and resources.*** The long-term perspective should be to implement the campus program fully, and in a way that will sustain the programs in a meaningful way.

Focus Area 12: Results Oriented

Consistent with the long-term perspective is a results orientation. This emphasis helps keep the focus of the campus planning efforts clear and deliberate. By emphasizing a results orientation, campus leaders can prioritize action and include program components that are clearly linked to the desired campus outcome.

1. ***Have a clear delineation of both intermediate and long-term outcomes.*** These outcomes should be specified at all levels so that they are clear and help program planners and those who implement the program understand their immediate and longer-term objectives. The clear specification of results desired, however broad or narrow is helpful for those implementing initiatives so that they can identify their particular role in the short-term and long-term context.

2. ***Clearly delineate results to facilitate with monitoring and ongoing assessment of effectiveness.*** A clear delineation of desired results will help focus attention on the overall framework that is grounded in outcomes and results, implementation strategies, and careful monitoring.
3. ***Clarify the desired results by engaging in a collaborative partnership, among practitioners, researchers, scholars, and students.*** This blend of expertise and perspectives will strengthen the short- and long-term results of the program. Further, this will be helpful in greater institutionalization of the programmatic effort.
4. ***Clearly define the results desired regarding several aspects of student drinking.*** These include underage consumption, excessive drinking, high-risk behavior, high-risk environments, and negative consequences. This assessment should monitor the effectiveness of programs, policies and services designed to address these behaviors.
5. ***Be focused and clear.*** Activities, strategies, policies, programs, resources, and services should be clearly linked to objectives, which in turn are linked to the overall goals. This helps ensure that campus efforts maximize the use of appropriate resources and are not including initiatives that are not linked to specified objectives and goals.
6. ***Include processes and collaboration issues.*** Results are not only the desired behavioral outcomes; they also include the processes used to achieve those results. As with the prior emphasis on shared responsibility, the aim is for increased ownership by a variety of individuals and campus and community organizations. Increased collaboration, cooperation, communication, and shared resources may also be a desirable result.
7. ***Include on-going evaluation of and improvement in implementation.*** Addressing campus alcohol abuse issues is not as straight forward as identifying one specific end and then implementing the efforts. In fact, efforts will evolve over time. Further, many efforts will not result in progress in as straight forward a manner as might be desired.
8. ***Use innovation and modification.*** This may mean the blend of two previously independent strategies or the adaptation of a strategy from one field of study to alcohol-abuse prevention. The ultimate aim through this process is to be effective with the identified target audience at this point in time. It is important to have a clearly defined rationale for the strategies and policies selected.
9. ***Monitor results using a range of standard designs and instruments.*** While specific approaches may be developed for a campus, the essential methodologies to be used, should be fairly standardized so that those involved with and affected by the campus-based effort will have a clear understanding of the effectiveness of the initiatives.
10. ***As results are achieved, reward those involved.*** Campus program personnel who are engaged in policy development and program implementation will benefit from receipt of positive rewards when the results achieved meet or exceed the specified desirable outcome. In addition, student decisions for healthy behavior should also be reviewed and rewarded as appropriate.

Focus Area 13: Accountability

The importance of accountability is held at several levels. Campuses are accountable for the nature and quality of their policies and programmatic efforts. In addition, individuals are accountable for attending to their responsibilities to accomplish programmatic efforts.

Finally, programs themselves are accountable for accomplishing that which they set out to accomplish. Through the efforts incorporated in the following focus area on accountability, strategies can be maintained and desired outcomes can be achieved.

1. ***Formally establish a system of program accountability to monitor achievement.*** Use a range of evaluation methodologies should to establish accountability mechanisms. This will be helpful in reviewing the achievement of the range of program outcomes. It is noted that an emphasis on results and maintaining a long-term perspective will help ensure that the program is staying on track with respect to its desired outcomes. It also helps to relocate program elements to different individuals as needed.
2. ***Include individual professionals, offices and departments in accountability protocols.*** A campus action plan should include both a plan for implementing strategies, policies, programs and services, and the range of accountability standards that will be maintained. This is helpful for monitoring the progress that offices, agencies and individuals are making to accomplish their goals.
3. ***Include both outcome and process results.*** Accountability should attend to changes that occur in desired outcomes, as well as the effort undertaken to implement the program.
4. ***Organize accountability with a clear plan.*** The accountability standards should be clearly articulated, and the means by which this will be monitored should be clearly specified.
5. ***Accountability results should be publicly communicated on a regular basis.*** Public awareness about the accomplishments as well as concerns with the campus initiative should be maintained. This helps provide larger general awareness about program implementation and challenges it faces.
6. ***Positive accolades and praise should be forthcoming as appropriate.*** As individual, department, organization, institutional or community-wide quality works occur, these should be publicly disseminated in a wide manner. This helps reinforce the continuance of these good works and promotes greater public awareness about the quality efforts.

Focus Area 14: Monitoring

The monitoring of the accomplishments and challenges faced by the campus alcohol-abuse prevention program can be accomplished by a formalized review system. This process complements the needs assessments conducted as the basis and primary foundation for the campus effort. The monitoring can include assessment, evaluation, and a programmatic review through a range of strategies and processes. The monitoring helps to ensure the accountability and accomplishment of desired results. It also helps to accomplish adjustment of strategies, policies, and initiatives as needed.

1. ***Establish monitoring standards and processes early in the program implementation.*** This will be helpful in defining these standards at the earliest level of the program implementation.
2. ***Base monitoring and evaluation strategies on clear foundations.*** This includes a clear specification of hypotheses, theories, and desired outcomes for the campus programs. Since the monitoring is designed to improve effectiveness, and since the program is based on locally appropriate needs-based strategies, the clear linkage with monitoring

and evaluation systems is that it, too, be based on the same theories, hypotheses, and outcomes.

3. ***Have both a long-term and short-term perspective.*** The monitoring that is included should be organized to accomplish a review of both the long-term objectives sought by the campus program and the short-term outcomes to be achieved by individual initiatives.
4. ***Incorporate measures of effectiveness in the monitoring plan.*** While the aim of measuring program effectiveness is a high standard, it is helpful to include as many measures as possible to review the effectiveness of the campus effort. This helps in maintaining the quality of the program and its various components.
5. ***Conduct campus-monitoring efforts on a regular periodic basis.*** The monitoring mechanisms should be organized in a way that they are routinely done, whether based on a time line (such as quarterly, semiannually, annually and biennially) or upon the accomplishment of specific efforts (such as the implementation of a strategy policy or program). Monitoring should be viewed as a necessary aspect of program implementation and one that is designed to be of benefit to all.
6. ***Include current and established approaches.*** The monitoring approaches are well served when the use of established methodologies, such as observations, interviews, focus groups, intercept interviews, surveys, and other standardized approaches. As new approaches emerge, such as on-line surveys, it is appropriate to consider these and use them after they have been validated and reviewed within the context of how results obtained from those processes will be used.
7. ***Use a range of qualitative and quantitative measurement processes.*** Incorporating a range of strategies is essential to ensure the complete and objective review of program accomplishments. The efforts designed for the implementation can be best assessed when more than one approach is used. Strategies are often complex and their review requires an assessment from multiple points of view. A blend of both qualitative and quantitative approaches is necessary, as the two approaches compliment each other. Also, different approaches may more easily lend themselves to different types of monitoring processes.
8. ***Use a wide range of elements in monitoring and evaluation efforts.*** These monitoring efforts would include student alcohol use patterns, risk factors, resiliency factors, negative consequences of alcohol abuse, attitudes and values, perceptions, enforcement of policies and procedures, environmental factors, societal influences, perceived influences on individuals and organizations, perceptions of advertising, perceptions of the campus environment, peer influences, awareness of resources, observations of others, and knowledge. While other issues may be appropriate for inclusion, this provides a foundation for the breadth of issues to be included.
9. ***Gather information from a range of sources including students, intermediaries, and others.*** It is important to gain responses from students directly (again in both a quantitative and qualitative manner). Helpful insights can also be gathered from intermediaries, including those who are determined to have an effect on students, such as faculty, parents, and staff members. Others may also have insights to share, including community members and leaders, campus leaders, and others.
10. ***Monitor elements in the environment and other contributory factors that contribute to or detract from the success of efforts.*** As identified earlier, some of the negative outcomes being addressed through these efforts include high risk drinking, high-risk setting, alcohol abuse, related problems, and underage drinking. Monitoring can identify elements in the environment and other related factors that contribute to the continuation

of these negative consequences. Thus, monitoring efforts can help identify the need for modifying policies and programmatic elements.

11. ***Promote monitoring as a means to improve quality and overall effectiveness.*** The purpose of monitoring is to improve program effectiveness and the ultimate effectiveness of the strategies chosen. Its aim is the improvement of the quality of services rather than as a negative factor.
12. ***Address defined program elements and student behavior, as well as their precursors.*** In determining the monitoring strategies, it is helpful to articulate clearly the specific student behaviors being sought and those behaviors thought to increase, reduce or eliminate targeted behaviors. Precursor factors may include knowledge, attitudes, behavioral intent, awareness, values, and other risk and protective factors. Monitoring approaches should then link clearly these precursors to targeted student behaviors and program elements.
13. ***Ensure that evaluation strategies are viewed as valid and reliable by program staff, campus personnel and students.*** While the quality of instrumentation and the processes used to gather information is essential, the audiences receiving the results must also view the results as valid and reliable. This may require the external information sources and evaluators. It may also benefit from the use of inter-agency and inter-departmental collaboration so that the quality and neutrality of the monitoring and data collection process and interpretation of the information received is viewed as neutral.
14. ***Use monitoring to identify commonalities among groups.*** The information collected can identify different needs and issues among student groups, whether by gender, age, place of residence or other factor, including predisposing characteristics (such as a family history of alcohol abuse). This helps in preparing targeted program and policy interventions.
15. ***Use monitoring to review trends over time.*** A review of both campus and national trends can be helpful in assessing program effectiveness, changes in student behavior over time, and how patterns of abuse, behavior, attitude, and other factors change over time.
16. ***Use results for program and strategy review and redesign.*** As results are gathered regarding the accomplishments and desired outcomes, modification of campus efforts is appropriate, as well as an acknowledgment of those aspects that should be continued, reinforced, and strengthened.
17. ***Use monitoring results to develop informational campaigns and messages.*** This can be helpful in continuing to publicize the desired outcomes and successes as well as needs of the program.

List of Resources

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

Most of these resources remain available from the publishers. To ensure their continued availability electronic versions of these resources have been made available for review by the College Alcohol Abuse Prevention Center (CAAPC) at Virginia Tech; (540) 231-2233; caapc@vt.edu; <http://www.alcohol.vt.edu>.

State Resources:

1. *Report of the Attorney Generals Task Force on Drinking by College Students.* (1998). The Virginia Attorney General's Office.
2. *Science-Based Prevention Practices.* The Virginia Effective Practices Project. Available at: <http://www.jmu.edu/cisat/gosap/links.html#Science>.
3. *Virginia's College Students: Reversing Alcohol and Other Drug Abuse Problems.* (Spring, 2001). David Anderson. *Virginia Issues & Answers*, 7(3), 2 -5.
4. *Committee on Educational Policy Report on Alcohol (preliminary).* (2001). Committee on Educational Policy, Board of Trustees of the California State University. Item 3 of the May 15 – 16, 2001 meeting.
5. *Alcohol Policies and Prevention Programs Committee Final Report.* (2001). Committee on Educational Policy, Board of Trustees of the California State University. Agenda Item 3 of the July 10 – 11, 2001 meeting.

Federal Resources:

6. *Science-Based Substance Abuse Prevention: A Guide.* (2001). Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Prevention, Division of Knowledge Development and Evaluation. DHHS Publication No. (SMA) 01-3505. Available from the National Clearinghouse for Drug and Alcohol Information, 1-800-729-6686.
7. *Promising and Proven Substance Abuse Prevention Program.* (2001). Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Prevention, Division of Knowledge Development and Evaluation. DHHS Publication No. (SMA) 01-3506. Available from the National Clearinghouse for Drug and Alcohol Information, 1-800-729-6686.
8. *Principles of Substance Abuse Prevention.* (2001). Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Prevention, Division of Knowledge Development and Evaluation. DHHS Publication No. (SMA) 01-3507. Available from the National Clearinghouse for Drug and Alcohol Information, 1-800-729-6686.

9. ***Higher Education Amendments.*** (June, 1999). Joel Epstein. Prevention Updates. Higher Education Center for Alcohol and Drug Prevention. Education Development Center, Inc. 55 Chapel Street, Newton, MA.
10. ***Prevention Challenges at Community Colleges.*** (1998). Higher Education Center for Alcohol and Drug Prevention. Education Development Center, Inc., 55 Chapel Street, Newton, MA.
11. ***Checking Out Colleges: Questions to Ask School Officials about Substance Abuse Prevention.*** (1998). William DeJong and Karen Zweig. Higher Education Center for Alcohol and Drug Prevention. Education Development Center, Inc., 55 Chapel Street, Newton, MA.
12. ***Be Vocal, Be Visible, be Visionary: Recommendations for College and University Presidents on Alcohol and Other Drug Prevention.*** (1997). Presidents Leadership Group. Higher Education Center for Alcohol and Drug Prevention. Education Development Center, Inc., 55 Chapel Street, Newton, MA.
13. ***Understanding Substance Abuse Prevention: A Premier on Effective Programs.*** Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Prevention, Division of Knowledge Development and Evaluation. DHHS Publication No. (SMA) 99-3301. Available from the National Clearinghouse for Drug and Alcohol Information, 1-800-729-6686. Can be ordered on-line at <http://www.samhsa.gov/centers/csap/csap.html>.
14. ***Institutionalizing an Alcohol and Other Drug Prevention Program.*** William DeJong and Barbara A. Moeykens. Bulletin Series: Alcohol and Other Drug Prevention. Higher Education Center for Alcohol and Drug Prevention. Education Development Center, Inc., 55 Chapel Street, Newton, MA.
15. ***A Call to Action: Changing the Culture of Drinking at U.S. Colleges.*** (2002). National Institute on Alcohol Abuse and Alcoholism. National Institutes of Health. Bethesda, MD. Available at <http://www.collegedrinking.org>.

Professional Organization Resources:

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

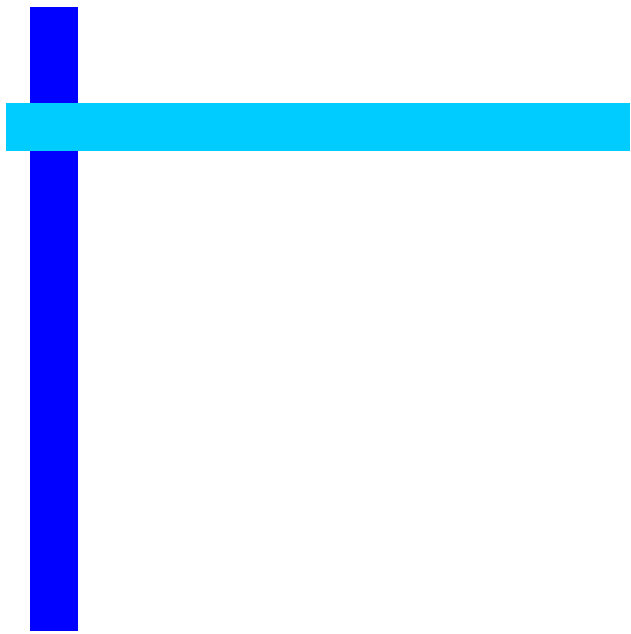
Research-Based Resources:

20. ***Promising Practices: Campus Alcohol Strategies.*** (2001). Center for the Advancement of Public Health, George Mason University. Available at <http://www.promprac.gmu.edu/>

21. *Binge Drinking on America's College Campuses.* (2000). Henry Wechsler. College Alcohol Study, Department of Health & Social Behavior, Harvard School of Public Health, 677 Huntington Avenue, Boston, MA 02115.
22. *Towards a Framework for Prevention: Principles, Approaches, or Programs.* Karol Kumpfer. Center for Substance Abuse Prevention.

Non-Profit Resources:

23. *College Commission to Address Alcohol's Impact on America's College Campuses.* (2000). Mothers Against Drunk Driving. Report to the National Board of Directors.



Virginia College Alcohol Abuse Prevention Standards
