

PLANNING GUIDE FOR NEEDS ASSESSMENT

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

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

DEMOGRAPHIC INFORMATION

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

PERSONAL USE OF ALCOHOL

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

PERCEPTION OF OTHERS' USE OF ALCOHOL

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

FAMILY BACKGROUND

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

AWARENESS OF CAMPUS RULES AND REGULATIONS

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

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

___ Other _____

CAMPUS RESOURCES

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

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

PERCEPTION OF THE ROLE OF VARIOUS CAMPUS GROUPS

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

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

PERCEPTION OF SELF AND OTHERS

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

REFERRAL RESOURCES

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

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

☐ counselor on campus

☐ trained peer educator

☐ faculty member

☐ friend

☐ Other _____

☐ Other _____

☐ off-campus facility

☐ mental health

☐ social service agency

☐ public health agency

☐ alcohol/drug services agency

☐ treatment center

☐ physician/doctor

☐ religious leader

☐ Other _____

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

☐ location ☐ hours of availability

☐ cost ☐ prior involvement ineffective

☐ reputation ☐ previously not treated well

☐ professional expertise

☐ Other _____

PERSONAL ATTITUDES

☐ getting drunk

☐ intervening with another's alcohol use

☐ driving after any drinking

☐ driving after intoxication

☐ falsifying ID card

☐ purchasing alcohol when underage

☐ purchasing alcohol for someone underage

☐ underage drinking

☐ taking someone's car keys when intoxicated

☐ giving ID card to someone under age 21

☐ Other _____

PERCEPTION OF HARMFULNESS OF CONSEQUENCES

***** Consider**

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

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

CAMPUS CULTURE

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

REASONS FOR DRINKING ALCOHOL

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

PERCEPTION OF PROBLEMS ON CAMPUS ASSOCIATED WITH ALCOHOL

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

KNOWLEDGE ABOUT ALCOHOL

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