



COLLEGE AND DRINKING: A Risky Curriculum

A DISCUSSION GUIDE



COLLEGE AND DRINKING

A Risky Curriculum

“The college years are a critical part of our adolescent development, giving us the skills to succeed as adults and in our careers, but for far too many college students partying and binge drinking has become the norm...”

—*College and Drinking: A Risky Curriculum*

So begins *College and Drinking: A Risky Curriculum*, a six-minute online video presentation that highlights research on alcohol use and abuse among college students. The video, which was developed by the Community Anti-Drug Coalitions of America (CADCA) in partnership with the National Institute on Alcohol Abuse and Alcoholism (NIAAA), provides community coalitions and their college and university partners with common language to start a dialogue about student alcohol use and abuse. The video focuses on:

- The prevalence of alcohol use and abuse among college-aged students.
- Binge drinking and the fallout that is often associated with it.
- Alcohol’s effects on the developing brain.
- Strategies that communities and colleges are implementing to keep young adults safe.

This discussion guide provides facts about college and drinking, and questions, quotes and reflections to stimulate discussion. It includes:

- **KNOW THE FACTS**
- **SET THE STAGE**
- **CONDUCT A COMMUNITY FORUM**
- **POST-COMMUNITY FORUM**

Whether you are actively engaging your post-secondary contacts or if you have just started down that road, a critical step is to raise the level of awareness about the realities of alcohol use and abuse among college students and the college community. That’s why we recommend hosting a community forum on campus or in your community. Community forums or town halls provide the space, language and tools for organizations and individuals to express their concerns and to begin crafting actions and collaborations that will save lives. Whether you are working with community colleges, technical schools or four-year institutions, the video and discussion guide will help you frame your events, supplying you with tools to support your program goals and strategies.

KNOW THE FACTS

According to the NIAAA, the consequences of excessive and underage drinking affect virtually all college students—from students who choose to drink or not to drink, to the communities in which they are located. This problem came to light in 1997 when the national press reported student deaths due to alcohol poisoning at Louisiana State University and MIT. The spotlight remains on this issue, and college and university presidents, personnel, parents and students are paying attention. Alcohol can impact virtually all aspects of a student’s life, leading to challenges that impact the students and the community. In fact, life can be diminished for all community residents due to vandalism, noise, costs, violence and police activity.

“ **The loss of any life to dangerous drinking** causes anguish for classmates, schools, communities and most of all for families. Scott Krueger’s death [due to alcohol poisoning] has focused attention across the country on dangerous drinking and its consequences. If such a death could occur at the Massachusetts Institute of Technology (MIT), it could happen anywhere. Dangerous drinking is a problem that needs to be addressed on many fronts...All colleges and universities, together with students, parents and community leaders have a responsibility to teach young people about the risks of dangerous drinking. ”

Rosalind Williams
Dean of Students and Undergraduate Education, 1997
Massachusetts Institute of Technology



NIAAA'S Snapshot Of Annual High-Risk College Drinking Consequences

Integrate the following statistics in the material that you use to educate your community.

Academic Problems: About 25 percent of college students report academic consequences of their drinking including missing class, falling behind, doing poorly on exams or papers and receiving lower grades overall (Engs et al., 1996; Presley et al., 1996a, 1996b; Wechsler et al., 2002).

Alcohol Use Disorders: According to the 2011 National Survey on Drug Use and Health, about 16 percent of full-time college students ages 18 to 22 met the criteria for alcohol abuse or dependence in the past year (NSDUH Detailed Tables, Table 6.92B 2011, 2011).

Death: 1,825 college students between the ages of 18 and 24 die from alcohol-related unintentional injuries, including motor vehicle crashes (Hingson et al., 2009).

Injury: 599,000 students between the ages of 18 and 24 are unintentionally injured under the influence of alcohol (Hingson et al., 2009).

Assault: 696,000 students between the ages of 18 and 24 are assaulted by another student who has been drinking (Hingson et al., 2009).

Sexual Abuse: 97,000 students between the ages of 18 and 24 are victims of alcohol-related sexual assault or date rape (Hingson et al., 2009).

Drunk Driving: 3,360,000 students between the ages of 18 and 24 drive under the influence of alcohol (Hingson et al., 2009).

Economic costs that impact the entire community: The cost of excessive alcohol consumption in the United States in 2006 reached \$223.5 billion, according to a study by the Centers for Disease Control and Prevention. Almost three-quarters of these costs were due to binge drinking.

Health Problems/Suicide Attempts: More than 150,000 students develop an alcohol-related health problem (Hingson et al., 2002), and between 1.2 and 1.5 percent of students indicate that they tried to commit suicide within the past year due to drinking or drug use (Presley et al., 1998).

Property Damage: More than 25 percent of administrators from schools with relatively low drinking levels and over 50 percent from schools with high drinking levels say their campuses have a "moderate" or "major" problem with alcohol-related property damage (Wechsler et al., 1995).

Police Involvement: About 5 percent of 4-year college students are involved with the police or campus security as a result of their drinking (Wechsler et al., 2002), and 110,000 students between the ages of 18 and 24 are arrested for an alcohol-related violation such as public drunkenness or driving under the influence (Hingson et al., 2002).

Unsafe Sex: 400,000 students between the ages of 18 and 24 had unprotected sex and more than 100,000 students between the ages of 18 and 24 report having been too intoxicated to know if they consented to having sex (Hingson et al., 2002).

Vandalism: About 11 percent of college student drinkers report that they have damaged property while under the influence of alcohol (Wechsler et al., 2002).

DID YOU KNOW?

Alcohol consumption and heavy drinking:

Among full-time college students in 2011, 60.8 percent were current drinkers, 39.1 percent were binge drinkers, and 13.6 percent were heavy drinkers (binge drinking 5 or more times per month). Among those not enrolled full time in college, these rates were 52.0, 35.4 and 10.5 percent, respectively (NSDUH, 2011).

Binge drinking:

Typically defined as consuming five or more drinks in a row for men, and four or more drinks in a row for women in approximately two hours—the 5/4 definition.

- Approximately two of five college students—more than 40 percent—have engaged in binge drinking at least once during the past two weeks (NIAAA, *College Drinking, Changing the Culture*).
- Binge drinking greatly increases the chances of getting hurt or hurting others due to car crashes, violence, and suicide. Drinking too much, including binge drinking, causes 80,000 deaths in the U.S. each year and, in 2006 cost the economy \$223.5 billion. (CDC, *Binge Drinking: Nationwide Problem, Local Solutions, Vital Signs*, 2012)

Alcohol Poisoning:

Thousands of college students are transported to the ER each year for alcohol poisoning, which occurs when high levels of alcohol suppress the nervous and respiratory systems and the body struggles to rid itself of toxins produced from the breakdown of alcohol. Signs of alcohol poisoning include:

- Mental confusion, stupor, coma or the person cannot be roused.
- Vomiting.
- Slow or irregular breathing.
- Hypothermia or low body temperature, bluish or pale skin (NIAAA, *Alcohol Overdose Fact Sheet*).

Alcohol poisoning can lead to permanent brain damage or death (NIAAA, *Alcohol Overdose Fact Sheet*).

SET THE STAGE

Questions and Reflections for Coalitions

U Use the following questions and reflections to help your coalition lay the groundwork for creating and maintaining positive working relationships with colleges and universities.

WHY HAVE YOU IDENTIFIED COLLEGE STUDENT ALCOHOL CONSUMPTION AS A PROBLEM?

Reflections

- *Has there been a rise in the incidence of alcohol-related issues among students? Have there been complaints from local residents about college students drinking?*
Obtain baseline information so you can answer— “why this problem, and why now?”
- *What data do you have to substantiate this rise?*
Take a look at your community’s hospital emergency room data, police reports and newspaper coverage to substantiate your involvement.
- *How has your community typically addressed this issue?*
Confirm whether it is an emerging problem or has always existed.
- *Who has been engaged in addressing college drinking?*
Research shows that comprehensive community support, engaging the local community anti-drug coalition, law enforcement agencies, local hospitals, retail stores, restaurants and college and university communities opens the door to success.

6



WHAT IS YOUR CURRENT RELATIONSHIP WITH LOCAL POST-SECONDARY INSTITUTIONS?

Reflections

- *Are you friends or adversaries?*
Remember that college students’ drinking behaviors are not just the institution’s problems, but must also be owned by the community. Your focus should be on problems shared by the campus and community, not simply the problems caused by students.
- *What are the college or university’s current alcohol policies and prevention/intervention initiatives?*
You want to be sure to build and sustain the relationships with local institutions based on facts not hearsay. See *NIAAA’s College Alcohol Policies* for guidance.

HOW CAN COLLEGES AND UNIVERSITIES BE PERSUADED TO GET INVOLVED IN A COMMUNITY COALITION'S EFFORTS TO ADDRESS STUDENT ALCOHOL ABUSE?

Reflections

- *Is the university/college president engaged in this issue?*

If so, confirm the policy statements that have come “from the top.” Review “Questions Campus Leaders Should Ask”—part of NIAAA’s document, *What Colleges Need to Know Now, An Update on College Drinking Research* for questions about how policies should be positioned. Additionally, two initiatives that unite college presidents around this issue have emerged over the last few years. The first—the Learning Collaborative on High Risk Drinking—includes 32 institutions and emphasizes the importance of comprehensive evaluation and measurement strategies to confirm and implement approaches that address college drinking. The second—the NIAAA College Presidents Working Group—develops strategies for sharing college drinking research with university administrators in accessible and practical ways, and promotes the implementation of effective interventions.

- *What approaches resonate with college and university leadership?*

According to the U.S. Department of Education’s *Alcohol and Other Drug Prevention on College Campuses: Model Programs*, there are specific strategies that can positively influence campus culture regarding alcohol and other drug use, such as:

- Partnerships with local communities to ensure that alcohol is not served to those under age 21.
- Strengthening academic requirements.
- Scheduling classes on Fridays.
- Keeping the library and other facilities open longer hours.
- Eliminating alcohol industry support for athletic programs and restricting alcohol promotion on-campus.
- Monitoring fraternities to ensure compliance with alcohol policies and laws.
- Providing a wide range of alcohol-free social and recreational alternatives.
- Consistently disciplining repeat offenders and notifying parents when students engage in serious or repeated violations of alcohol policies.
- Launching media campaigns to inform students about the actual versus perceived amount of drinking on-campus.

WHAT ROLE CAN COALITIONS PLAY IN CREATING TOWN-GOWN INITIATIVES?

Reflections

- *What are town/gown initiatives?*

Town/gown initiatives provide a platform for post-secondary institutions and their partners to collaboratively address problems and challenges within and outside the campus boundaries. Several studies indicate that town/gown coalitions hold promise because they offer multiple interventions at different levels (NIAAA, *What Colleges Need to Know Now*). Your organization can play a key role in developing a town/gown initiative if one does not exist.

WHO ON CAMPUS SHOULD BE APPROACHED?

Reflections

- *What departments are addressing student alcohol consumption?*

Remember that college and university campuses are complex and hierarchical—it will not be just one entity, but many that address alcohol abuse. Players include: the president's office, the dean of students, on-campus security, student health and counseling centers, athletic departments, student councils, fraternities and sororities and campus religious organizations.



- *What do we say to campus officials who are uncomfortable about joining our efforts?*

Some campus officials may be reluctant to get involved because they think it may translate into bad publicity for the institution. By supporting prevention efforts, administrators may believe that consumers will consider their institution's alcohol problems more profound than those in other locations. Still other college presidents may believe that supporting prevention efforts will discourage students from applying who look forward to the "good times" in college. Neither interpretation is warranted. The bottom line is that virtually every college and university is impacted by this problem, and the fact that the institution's leadership supports and sustains prevention/intervention efforts is a win-win for the institution and the families who send their children there.

CONDUCT A COMMUNITY FORUM

Questions and Reflections for Coalitions

Use these questions and reflections to engage college and university partners. We've provided questions on the following topics:

- **Did You Know...**
- **Catalysts for Change**
- **What About....**

Did You Know...

Establish baseline information so you can collectively create interventions that are community-specific.

ALCOHOL CONSUMPTION IS CONSIDERED BY SOME TO BE A RITE OF PASSAGE FOR COLLEGE STUDENTS WHO MAY BE EXPERIENCING FREEDOM FROM HOME FOR THE FIRST TIME. WHAT'S WRONG WITH THIS BELIEF?

Reflections

- *What physiological impacts does alcohol have on a young adult's growing body?*
According to NIAAA, much of the concern centers around alcohol's effect on the brain, which continues to develop throughout adolescence and into young adulthood. Scientists acknowledge that drinking during this critical period may lead to lifelong problems in brain function, particularly as it relates to memory, motor skills and coordination. While this is true, data also show that not all young people who drink heavily or become alcohol dependent will experience the same level of alcohol-related problems, and some may not experience any deficits at all. This is because factors such as genetics, drinking patterns and the use of other drugs also influence risk (NIAAA, *Alcohol Alert, Young Adult Drinking*).
- *Are college students more prone to binge drinking?*
Young people are particularly vulnerable to binge drinking and to suffer repeated bouts of withdrawal from alcohol as a result. This repeated withdrawal process could be a key reason for alcohol's negative effects on the brain (NIAAA, *Alcohol Alert, Young Adult Drinking*).

WHAT PERSONAL, RISK AND PROTECTIVE FACTORS INFLUENCE ALCOHOL-RELATED PROBLEMS?

Reflections

- *What are the key factors to remember?*
 - **Gender:** Men are more likely than women to drink in ways that are harmful.
 - **Race/Ethnicity:** Generally, White and Native American young adults drink more than African Americans or Asians. Hispanic populations fall in between. Drinking among Whites tends to peak around ages 19–22, heavy drinking among African Americans and Hispanics peaks later and persists longer into adulthood.
 - **Employment:** Being employed fulltime after high school is associated with a slight increase in current drinking and a slight decrease in heavy drinking.



- **Military service:** Young adults in the military are more likely to drink heavily than older enlistees. Additionally, the military workplace culture supports alcohol use, and alcohol is readily available on- and off-base.
- **Peer influence:** People entering college or the workforce may be especially vulnerable to the influence of their friends because of a need to establish new relationships. They may increase their drinking in order to feel accepted.
- **Marriage and parenthood:** Assuming adult roles and responsibilities consistently curbs alcohol use. This reduction may be a result of limitations that adult roles place on social activities or may reflect a change in these young adults' attitudes toward drinking.
- **Personality characteristics:** Characteristics associated with heavy drinking include impulsivity, risk-taking and sensation-seeking, feelings of invincibility, depression and anxiety.
- **Alcohol expectations:** Users believe that drinking will yield positive results, and as people age through adolescence and into young adulthood, they increasingly expect benefits from drinking and become less convinced of the risks.
- **Family influences:** Young people model their behavior after their parents' patterns of consumption (including quantity and frequency), situations and contexts of use, attitudes regarding use and expectancies.
- **Genetics:** A family connection to alcoholism may be the result of a genetic link and/or may reflect learning by example. People with a family history of alcoholism are less likely than those with no family history to mature out of heavy drinking as they approach young adulthood (NIAAA, *Alcohol Alert, Young Adult Drinking*).

WHAT IS ONE OF THE BIGGEST CHALLENGES WE HAVE TO FACE WHEN LOOKING AT THIS PROBLEM?

Reflections

- *What is the prognosis for treatment of alcohol abuse and dependence among college students?* Data indicate that the students who need the help the most do not seek it (CSPI, *Binge Drinking on College Campuses*). In a recent, NIAAA survey:
 - Nineteen percent of college students ages 18–24 met the criteria for alcohol abuse or dependence.
 - Five percent of these students sought treatment for alcohol problems in the year prior to the survey.
 - Three percent of these students thought they should seek help but did not (NIAAA, *What Colleges Need to Know Now*).

Catalysts for Change

Find common ground with post-secondary education partners.

IS STUDENT ALCOHOL ABUSE A PROBLEM FOR YOUR INSTITUTION AND THE LARGER COMMUNITY?

Reflections

- *What problems are the most obvious?*
For example, are there high rates of heavy drinking, fights during sporting events and/or a significantly visible prevalence of underage drinking? What are students' perceptions of alcohol availability on- and- off-campus?
- *What are the outcomes of this behavior?*
How is this drinking behavior impacting community resources, such as police, hospital and ambulance services?
- *Who are the key players in preventing and intervening in college drinking problems?*
Brainstorm a list of organizations and individuals who need to be at the table.

WHAT IS THE PATTERN OF ABUSE?

Reflections

- *Who is abusing alcohol?*
Research consistently shows that people tend to drink the heaviest in their late teens and early to mid-twenties (NIAAA, *Alcohol Alert*, *Young Adult Drinking*).
- *When is abuse occurring?*
Friday or Tuesday evenings—in preparation for “Wonderful Wednesdays” or the weekend provide windows of opportunity for students to participate in heavy drinking.
- *Are problems occurring on- or off-campus?*
Confirm the hot spots (retail stores, restaurants, neighborhoods) in your community that are contributing to this problem. Have these entities been engaged? If so, what has been their response?

HOW ARE STUDENTS OBTAINING ALCOHOL?

Reflections

- *Are there regularly scheduled, on- and off-campus events that encourage alcohol consumption?*
Are there Happy Hours, Ladies Nights, tailgate parties and other activities that may make alcohol easily accessible?
- *What is the connection between false IDs and alcohol consumption?*
A recent study funded through the National Institutes of Health (NIH) affirms that there is a connection between possession of false IDs among college students and the prevalence of heavy drinking. This reality presents a significant problem, addressable through training of alcohol servers and retailers, punitive measures toward fake ID owners and other possible interventions (Martinez, Rutledge and Sher, 2009).



- *What on- and off-campus enforcement does the community have in place to address college drinking?*

Does the community support sting operations at local retail stores or restaurants?

What are the results? How does the community respond? Are the results publicized?

WHAT CONTRIBUTES TO COLLEGE DRINKING IN OUR COMMUNITY?



Reflections

- *What specific, environmental factors contribute to college student alcohol abuse?*
Are the following characteristics in your community?
- **Low prices** make it easy for young adults to obtain alcohol. There is also a correlation between binge drinking and low prices.
- **Outlet density**—the presence of stores and restaurants near campus—offer easy access to alcohol.

- **Large-scale sporting events** often encourages the abuse of alcohol.
- **Fraternities, sororities and other campus organizations** may condone alcohol use as part of their recruitment activities.
- **Freshmen orientation activities** may unknowingly encourage alcohol abuse.
- **The belief that “everyone” is drinking and drinking is acceptable** is one of the strongest correlates of drinking among young people. Many college students think campus attitudes are much more permissive toward drinking than they really are and believe other students drink much more than they actually do (NIAAA, *Alcohol Alert, Young Adult Drinking*).

WHAT ARE COMMON PREVENTION THEMES THAT RESONATE AMONG COLLEGES, UNIVERSITIES AND COALITIONS?

Reflections

- *How do we get beyond “raising awareness?”*

Research has shown that the goal of raising awareness among college students about the hazards of alcohol assumption has little effect on their alcohol and other drug problems so long as the campus and community environment supports high-risk drinking and illicit drug use.

- *What comprehensive, environmental strategies positively impact student alcohol use and abuse?*

Student alcohol consumption is a problem that takes the entire community to solve. Town/gown coalitions are critical vehicles for achieving environmental changes because they engage key members of the community (CADCA, *Strategizer 34: Working in Partnership with Local Colleges and Universities*).

What About...

Devise strategies on how to prevent student alcohol problems.

WHO SHOULD BE TARGETED WITH PREVENTION AND INTERVENTION ACTIVITIES?

Reflections

- *The 3-in-1 Framework, introduced in A Call to Action: Changing the Culture of Drinking at U. S. Colleges, recommends targeting individuals—including at-risk or alcohol-dependent drinkers, the student population as a whole and the college and the surrounding community. Who should be the focus in your community?*

Target individual students; student groups; college presidents, campus administrators, faculty, staff, community leaders, law enforcement officers, representatives from the hospitality and alcoholic beverage industries; and local, state and federal legislators.

13

HOW CAN COALITIONS AND COLLEGES AND UNIVERSITIES WORK TOGETHER TO PREVENT STUDENT ALCOHOL ABUSE?

Reflections

- *What strategies resonate among colleges/universities, students and community coalitions?*

Researchers indicate that alcohol availability, policy development and enforcement—particularly those involving the minimum legal drinking age—and alcohol marketing and promotion are three areas that coalitions and colleges/universities can find common ground.

WHAT INTERVENTIONS SHOULD TOWN/GOWN COALITIONS CONSIDER?

Reflections

- *What are some of the tried-and-true ways of reaching target audiences?*

We've provided ideas to get you started, organized by audience:

- Individual students
- College/university community
- Community at-large
- Local, state and federal legislators

Note that while some of the goals may resonate with more than one target audience, strategies for reaching each audience may be different. Data indicate that implementing multiple strategies at various levels greatly increases the likelihood of achievable objectives.

GOAL	STRATEGIES
<p>REDUCE ALCOHOL CONSUMPTION AMONG INDIVIDUALS.</p>	<ul style="list-style-type: none"> • Craft a media campaign, that includes Facebook, Twitter and other social media outlets, that publicizes: Policies, stepped up enforcement on- and off-campus and the consequences for violating rules and laws. • Increase enforcement at events and parties that condone and promote heavy drinking. Conduct random spot checks to ensure that alcohol service is monitored and that age identification is checked. • Increase publicity about, and enforcement of, underage drinking laws. • Consistently enforce disciplinary actions that are associated with alcohol policy violations. • Inform new students and their parents about campus alcohol policies and penalties. This should be done before students arrive, as well as during freshmen orientation. • Encourage schools to initiate Screening and Brief Intervention and Referral to Treatment (SBIRT)—in-person, brief interventions delivered in a student health center, hospital emergency room, counseling center or other venues that provide students with specific feedback about their drinking behaviors.
<p>TEACH STUDENTS ABOUT THE RISKS ASSOCIATED WITH ALCOHOL USE AND RAISE AWARENESS.</p>	<p>Integrate:</p> <ul style="list-style-type: none"> • Skill-based interventions—strategies that teach students about alcohol risks, stress management and its connection with alcohol use, the value of avoiding heavy alcohol consumption and the importance of setting limits and avoiding risky situations. These programs are typically conducted by trained college staff. • SBIRT routinely so students feel comfortable accessing services when they need it. • The use of web-based tools to help students self-identify if they need assistance. • Expectancy-challenge procedures—students are challenged to address their anticipated beliefs that alcohol can make them more sexy or sociable. Students may be given a placebo drink that they think contains alcohol. They may also observe others in a social setting who have consumed alcohol and placebo drinks. • Peer education programs on campus that teach students about the signs of alcohol poisoning, the hazards of binge drinking and the dangers with impaired driving. • The expertise of young people in recovery who are adept at influencing their peers.

GOAL	STRATEGIES
<p>REDUCE ACCESS TO ALCOHOL AND MAKE IT LESS AVAILABLE.</p>	<ul style="list-style-type: none"> • At the campus pub, require that all servers complete responsible beverage service training. • Require residential groups and special event planners to limit alcohol access to those aged 21 and older. • Prohibit alcohol use in public places. • Prohibit keg delivery on-campus, and encourage the use of keg registration policies and practices—on- and off-campus. • Control or eliminate alcohol availability at sporting events. Specifically prohibit tailgate parties that by their nature promote alcohol abuse. • Ban alcohol on campus, including at faculty and alumni activities. • Collaborate with law enforcement agencies to address the issue of fake IDs.
<p>REDUCE ALCOHOL CONSUMPTION ON- AND OFF-CAMPUS.</p>	<ul style="list-style-type: none"> • Eliminate keg parties on-campus that attract those under age 21. • Reinstate Friday and Wednesday classes to reduce Tuesday and Thursday-night partying. Scheduling popular Saturday classes also addresses this concern. • Regulate on-campus happy hours and other special alcohol promotions. • Keep off-campus drinking on your radar, working with law enforcement, restaurants, bars and retail stores. • Implement and maintain safe rides programs. Such initiatives are often sponsored by the student government, fraternities/sororities, student health centers, campus police, community coalitions and others. Craft tailored interventions that target freshmen, athletes, women and other groups.
<p>INCREASE ENFORCEMENT OF STATE AND FEDERAL ALCOHOL LAWS.</p>	<ul style="list-style-type: none"> • Endorse zero tolerance, .08 BAC and Minimum Legal Drinking Age (MLDA) laws, other impaired driving statutes, sting operations and related activities that will keep young people safe. • Support the elimination of alcohol sales and marketing practices by local bars, restaurants and retail stores that encourage excessive alcohol abuse.

GOAL	STRATEGIES
<p>CREATE, PROMOTE AND ENFORCE STRONG, CLEAR ALCOHOL POLICIES.</p>	<ul style="list-style-type: none"> • Conduct a comprehensive study that connects the dots between the institution’s alcohol policies and the campus culture. The assessment should include a review of course offerings and when they are scheduled; the academic calendar; student council and fraternity/sorority activities; student orientation programs; and how athletic events are promoted. The goal is to change student norms around alcohol use and misuse. • Hire resident advisors who support alcohol policies and will be trusted to strictly enforce them.
<p>CHANGE THE NORM THAT ALCOHOL IS PART OF THE COLLEGE LANDSCAPE.</p>	<ul style="list-style-type: none"> • Implement a social norms campaign that supplies the true picture of alcohol use and abuse on-campus. Establish alcohol-free dormitories and reward students for wanting to live there by offering special activities and designing the space so it will be enticing for all students. • Offer and/or expand alcohol-free social, recreational and extra-curricular activities—including those held late at night. • Promote and deliver alcohol prevention and intervention activities to fraternities, sororities, sports teams and other organizations.
<p>REDUCE THE ALCOHOL INDUSTRY’S CONNECTION WITH CAMPUS EVENTS AND ACTIVITIES.</p>	<ul style="list-style-type: none"> • Refuse alcohol industry sponsorship gifts to avoid the misperception that underage drinking and excessive drinking are acceptable.

COMMUNITY-AT-LARGE

GOAL	STRATEGIES
REDUCE ACCESS TO ALCOHOL.	<ul style="list-style-type: none"> • Support seller/server training at restaurants, bars and retail stores. • Collaborate with law enforcement partners to set up sting operations, routine patrols in the community’s “alcohol hotspots” and education programs for students about responsible drinking practices.
SUPPORT UNIVERSITIES’ ALCOHOL POLICIES IN COLLABORATION WITH YOUR LOCAL COLLEGE AND THE COMMUNITY.	<ul style="list-style-type: none"> • Develop a strong relationship with your local Alcohol Beverage Control (ABC) Board to better ensure communication and cooperation. • Promote the fact that the community surrounding the college or university is in partnership with the institution to ensure that students are safe on- and off-campus. • In collaboration with the local police, implement a protocol for notifying college officials when students violate the institution’s alcohol policies (the community and college responses should be seamless).
SUPPORT THE ENFORCEMENT OF UNDERAGE DRINKING AND DRIVING LAWS, AS WELL AS STATUTES THAT LIMIT MINORS’ ACCESS TO ALCOHOL.	<ul style="list-style-type: none"> • Create and implement promotional campaigns that confirm the community’s commitment to these laws.

LOCAL, STATE AND FEDERAL LEGISLATORS

GOAL	STRATEGIES
REDUCE ACCESS TO ALCOHOL.	<ul style="list-style-type: none"> • Support the use of distinctive, tamper-proof licenses for those under the legal drinking age. • Increase penalties for illegally serving minors. • Reduce hours of sale and outlet density. • Increase excise tax rates on all alcoholic beverages.
CONFIRM THE ALCOHOL LAWS CURRENTLY ON THE BOOKS WORK!	<ul style="list-style-type: none"> • Conduct studies in collaboration with partners (law enforcement, colleges and universities and health care facilities) to confirm baseline and post-campaign data.

WHAT MESSAGES RESONATE FOR EACH OF THESE AUDIENCES?

Reflections

- *What messages resonate with target audiences?*

Messages by audience include:

- **Individual students over 21 years old:** If you drink, do so safely. Know your limits. Protect yourself and stay safe. Know the signs of alcohol poisoning.
- **College/university community:** Join your colleagues from other institutions and support efforts that will protect your students and the community from the hazards associated with student alcohol consumption. Support the reality that on the whole, fewer college students drink than is perceived.
- **Community at-large:** Let's work together to protect the young adults who come to our community to attend college and our entire community from the hazards associated with young adults drinking alcohol.
- **Local, state and Federal legislators:** Laws that limit and reduce access to alcohol protect our young people and keep our communities safe.

HOW CAN SOCIAL MEDIA BE UTILIZED TO PREVENT ALCOHOL USE AND ABUSE ON COLLEGE CAMPUSES?

Reflections

- *Is the use of computer- or Web-delivered brief interventions showing promise in college settings?*

Walters and Neighbors—in their research on the use of technology to deliver brief interventions for college students—suggests that personalized feedback may be the key component to this strategy's success, in motivating students and helping them learn the skills they need to successfully change their behavior.



- *Is Web-based training just as effective as face-to-face interventions?*

Computerized or Web-based screening of students, such as all entering freshmen, can help identify those students at risk of alcohol problems (NIAAA, *What Colleges Need to Know Now*).

- *Can Facebook, Twitter and other social media sites serve as student support systems?*

Such sites are well-known for forming groups of interest. You can support the creation of alcohol-free, online support communities that can reinforce the value of staying healthy by abstaining from alcohol use, moderating drinking behaviors and protecting friends against the hazards associated with alcohol abuse.

WHAT DATA SHOULD COLLEGES, UNIVERSITIES AND COALITIONS COLLECT THAT WILL SUBSTANTIATE CAMPAIGN SUCCESS?

Reflections

- *What does the federal government recommend in terms of data collection?*

According to NIAAA's *Reducing Alcohol Problems on Campus: A Guide to Planning and Evaluation*, higher education administrators should incorporate evaluation as an integral part of program planning. Information about students' patterns of alcohol consumption is ideal. For example, you can ask students about their patterns of alcohol use, including the number of drinks and maximum levels of consumption.

- *How should the research be captured?*

Self-report surveys are the primary data sources for program and policy evaluations.

- *What data are critical?*

Ideally, colleges and universities should have a system for recording a wide range of alcohol-related incidents—including situations when students are brought into an on-campus facility for emergency care. The question of alcohol or other drug involvement should be part of the protocol. Additional data sources include records from:

- **Student health services:** Costs associated with medical care when alcohol is involved.
- **Student counseling services:** Patient history of alcohol use.
- **Residence facilities:** Alcohol involvement in noise/nuisance complaints, property damage, calls for police or emergency services.
- **Athletic department:** Alcohol involvement in spectator injuries, nuisance complaints or disciplinary actions.
- **Greek student office:** Records that identify alcohol as a contributing factor to student injuries, noise complaints, contacts with police or fire departments and property damage.
- **University disciplinary proceedings:** Documented incidents of alcohol involvement that result in disciplinary action.
- **Off-campus housing and local police reports:** Indicate extent of problems off-campus.

POST-COMMUNITY FORUM

What Comes Next?

WHAT ARE THE STEPS TO CREATING AND IMPLEMENTING ALCOHOL PREVENTION ACTIVITIES ON-CAMPUS?

Reflections

- *What are the critical planning elements for creating effective prevention and intervention activities?*

According to the NIAAA's *Reducing Alcohol Problems on Campus: A Guide to Planning and Evaluation*, town/gown coalitions should:

1. Identify priorities such as:
 - Eliminating college drinking
 - Limiting excessive consumption of alcohol
 - Eliminating alcohol-related behavior problems
 - Protecting student drinkers from harm
 - Confirming whether the focus will be on- versus off-campus drinking or both
2. Review the data on college drinking prevention and ensure that interventions fall into the categories listed above.
3. Outline how the interventions will work—build a logic model that ties program objectives to activities.
4. Create and execute a data collection plan.
5. Communicate evaluation results to the community.
6. Modify and refine prevention and intervention activities.

20



RESOURCES

Websites

American College Health Association's (ACHA) Alcohol, Tobacco, and Other Drugs Coalition: An active group of multi-disciplinary individuals committed to enhancing the efforts to identify alcohol and other drug use as a leading health and safety issue on our respective campuses. <http://www.acha.org/topics/atod.cfm>

Community Anti-Drug Coalitions of America (CADCA): The nation's leading drug abuse prevention organization, representing the interests of more than 5,000 community anti-drug coalitions in the country. <http://www.cadca.org>

CADCA's Reduce Underage and Excessive Drinking website: CADCA has developed several resources in partnership with the NIAAA to help you educate your community about the dangers of underage drinking among children and teens, and binge or excessive drinking among college-age youth. <http://www.cadca.org/NIAAA>

FindYouthInfo.gov: A comprehensive website where you can find information about programs, funding and other resources related to youth. Of particular interest is the site's Program Directory (<http://findyouthinfo.gov/program-directory>) that can help you identify innovative ideas and the Funding Search (<http://findyouthinfo.gov/funding-information-center>) to assist you in applying for grants. <http://www.findyouthinfo.gov>

National Council on Patient Information and Education's Recovery Opens Doors: A real-life RecoveryPad targeting young people in recovery that helps them talk to their friends, other students, individuals and groups about prevention, treatment and referral for mental and/or substance use disorders. <http://www.recoveryopensdoors.org>

NIAAA's College Drinking—Changing the Culture: A one-stop, web-based resource for comprehensive research-based information on issues related to alcohol abuse and binge drinking among college students. <http://www.collegedrinkingprevention.gov/>

Publications

Alcohol Alert, Young Adult Drinking, NIAAA: Supplies an overview of the statistics, rationale for drinking, effects of alcohol on the brain and other facts that coalitions can integrate into materials and activities. <http://pubs.niaaa.nih.gov/publications/aa68/aa68.htm>

A Call to Action: Changing the Culture of Drinking at U.S. Colleges, NIAAA: Provides administrators and program specialists with a useful overview of the research on college student drinking, including evaluations of campus and community policies, prevention programs and early intervention strategies. http://www.collegedrinkingprevention.gov/niaacollegematerials/taskforce/taskforce_toc.aspx

Alcohol and Other Drug Prevention on College Campuses: Model Programs, U.S. Department of Education: Supplies examples of strategies many colleges and universities are using that have a positive influence on campus culture regarding alcohol and other drug abuse. <http://www.alcoholeducationproject.org/DOEModelPrograms2008.pdf>

A Review of Social Host Policies Focused On Underage Drinking Parties: Suggestions for Future Research: A critical analysis of social host policies focused on hosting underage drinking parties and a conceptual model to understand their targeted factors. Future research recommendations are discussed. <http://www.udetc.org/documents/SocialHostPolicies.pdf>

Binge Drinking on College Campuses, Center for Science in the Public Interest: Introduces definitions, statistics, information on the impact of binge drinking, clinical significance of college drinking, community and policy factors that influence college drinking and more. <http://www.cspinet.org/booze/collfact1.htm>

Monitoring the Future, National Survey Results on Drug Use, 1975-2009, Volume II: College Students & Adults Ages 19-50 2011, NIDA: Reports the results of the repeated cross-sectional surveys since 1976 following graduating high school seniors into their adult years. http://monitoringthefuture.org/pubs/monographs/vol2_2009.pdf

Reducing Alcohol Problems on Campus: A Guide to Planning and Evaluation, NIAAA: Provides direction on how the research can be incorporated most effectively into an explicit planning process. <http://www.collegedrinkingprevention.gov/niaacollegematerials/planevalhandbook.aspx>

Strategizer 34: Working in Partnership with Local Colleges and Universities, CADCA: Addresses key questions and answers that coalitions can use when approaching colleges and universities in their communities. <http://www.cadca.org/resources/detail/working-partnership-local-colleges-and-universities>

Results of the National Survey on Drug Use and Health (NSDUH), 2011, SAMHSA: Presents national estimates of rates of use, numbers of users and other measures related to illicit drugs, alcohol and tobacco products. <http://www.samhsa.gov/data/NSDUH/2k11Results/NSDUHresults2011.pdf>

What Colleges Need to Know Now: An Update on College Drinking Research, NIAAA: Summarizes recent findings with updated statistics, analysis and recommendations. http://www.collegedrinkingprevention.gov/1College_Bulletin-508_361C4E.pdf

What Parents Need to Know about College Drinking, NIAAA: Highlights practical information from *A Call to Action* that parents can use in choosing a college for their son or daughter, and to help parents better understand campus culture. <http://www.collegedrinkingprevention.gov/media/FINALParents.pdf>

What Peer Educators and Resident Advisors (RAs) Need to Know about College Drinking, NIAAA: Contains key findings, relevant to peer educators and resident advisors, from the report, *A Call to Action: Changing the Culture of Drinking at U.S. Colleges*. <http://www.collegedrinkingprevention.gov/media/FINALPeer.pdf>

College Drinking Fact Sheet, NIAAA: Summarizes research about abusive and underage drinking among college students, the consequences of this behavior, the factors affecting student drinking and how to address drinking on college campuses. <http://pubs.niaaa.nih.gov/publications/CollegeFactSheet/CollegeFact.htm>

Alcohol Overdose: The Dangers of Drinking Too Much Fact Sheet, NIAAA: Summarizes research about what causes an alcohol overdose, the dangerous and sometimes deadly effects of alcohol poisoning and the signs and symptoms of alcohol poisoning. <http://pubs.niaaa.nih.gov/publications/AlcoholOverdoseFactsheet/Overdosefact.htm>

ABOUT CADCA

Community Anti-Drug Coalitions of America (CADCA) is the nation's leading substance abuse prevention organization representing more than 5,000 community anti-drug coalitions across the country and internationally. CADCA's mission is to strengthen the capacity of community coalitions by providing technical assistance and training, public policy and advocacy, media strategies and marketing programs, conferences and special events.

This Discussion Guide was developed by CADCA and is meant to accompany *College and Drinking: A Risky Curriculum*, a six-minute video that highlights research on alcohol use and abuse among college students. To view the video and other resources, visit: www.cadca.org/NIAAA.



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