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ABSTRACT

Project REAL is an exemplary program at Gonzaga University that addresses prevention on the three levels identified by researchers as important in a prevention program: universal (the entire campus community of approximately 4,000 undergraduate students), selected (students at risk – freshmen, approximately 915), and indicated (students already showing signs of a problem, approximately 400 per year). Outcome-based performance measurements are available for individual indicators including program effects on rates of heavy alcohol use, student recidivism for policy violations, and the environmental impact of the program on campus.

Project REAL uses a multi-part strategy that creates and supports new late night activities and recreation that promote healthy choices and alternatives to abusive drinking. This strategy also establishes linkages with other community agencies and organizations and the neighborhood surrounding Gonzaga University. Project REAL promotes healthy campus social norms and expectancies, as well as campus policies and procedures, and enforcing regulations and laws. Project REAL has studied, researched, and institutionalized best practices and promising prevention strategies by tailoring established model programs to fit the unique needs of Gonzaga University. Mechanisms have been developed that will allow the uniqueness of Project REAL to be replicated at other universities.

The model program will be shared with the Washington State College Coalition for Substance Abuse Prevention and the Jesuit Network of Universities. Other plans include writing articles for appropriate publication, providing consultations at the model institutions as well as using our web site and electronic media.

PROGRAM NARRATIVE

The ongoing mission of Project REAL has been to develop a comprehensive social norms alcohol abuse intervention model that leads to the continual reduction of high-risk drinking by students at Gonzaga University. The model, integrating three levels of prevention, is being implemented in the context of a faith-based university with a social justice mission, and will be disseminated to other universities throughout the Northwest region and the Jesuit University network of schools similar in size, mission, and educational philosophy. Project REAL employs a social norms and environmental management model that incorporates strategies with demonstrated effectiveness as identified by the U.S. Department of Education's Office of Safe and Drug-Free Schools, Higher Education Center, and NIAAA's Task Force on College Drinking. The project also introduces secondary interventions to focus on the impact of service in prevention-related service organizations and neighborhood involvement that impacts students' drinking and alcohol related consequences. The central feature of Project REAL is the high level of student initiative, design and involvement in the program design and implementation. This student action coupled with administrator support and responsiveness has shaped the initiatives to change the culture of drinking at Gonzaga University.

Project REAL's primary goal of reducing high-risk drinking in college students uses a multi-part strategy. Each component is designed to meet needs specific to Gonzaga University students, the entire campus community which extends into the Logan surrounding neighborhood and Spokane community, as well as target interventions at the institutional, community, and the individual levels of prevention. The first component, at the institutional level, is to create and support new late night activities and recreation that promote healthy choices and alternatives to

abusive drinking. Intended outcomes of increasing the number, awareness, and participation of alcohol-free social and recreational options, including late night and weekend programs, include improved accuracy of student perceptions of alcohol use behaviors among college students and decreased alcohol consumption and negative consequences related to alcohol use. Supporting objectives focus on parent partnerships to enhance relationships and collaboration among the campus and parent connections. Anticipated outcomes include corrected misperceptions of campus norms regarding alcohol use, reduction in the number of students who binge drink and a strong partnership with the Spokane community and Logan neighborhood. This segment of the project is unique in that it is both student designed, initiated and implemented (see Appendix A).

The second component, at the community level, is to continue a campus-wide social norms marketing campaign to promote accurate healthy norms for alcohol consumption and non-use. The campaign intends to change students' knowledge, attitudes, and behavioral intentions regarding alcohol consumption, and uses the six student voices – community, volunteering, helping friends, spirituality, drinking and responsibility. Extensive focus group research conducted allowed us to identify those factors that make Gonzaga unique so that the campaign reflects the particular culture of our small, Jesuit university. Our research identifies that Gonzaga students have strong commitments to spirituality, service to community, volunteerism, and value the caring relationships that can exist in a small faith-based university community. The unique element of this segment of Project REAL is that our prevention efforts are tied to the strengths of the GU student community.

The third component, also at the community level, establishes linkages with other community agencies and organizations and the neighborhood surrounding Gonzaga University.

Project REAL staff provides leadership for coordinated efforts on campus and advocacy for specific community changes with regard to high-risk drinking. In addition, the project seeks to modify environmental factors that contribute to the problem as well as protect students from the short- and long-term consequences of alcohol. The unique mechanism of this segment is that an AmeriCorp member was hired to lead this portion of the project. The design of the position serves to strengthen community connections by getting students engaged in prevention-oriented service in the community.

At the individual level, the fourth component of the project adapts small groups social norms alcohol abuse prevention curriculum into orientation programs or in Pathway classes during the first ten weeks of school. The fifth component offers Brief Alcohol Screening and Intervention for College Students (BASICS) --- a research-based, alcohol skills training program (ASTP) developed to reduce harmful consumption and associated problems -- to students who have received alcohol sanctions (indicated students) because of a violation within the residence hall system. These two components are unique because they have been tailored specifically to meet the needs of Gonzaga University students. Focus groups research, on-going evaluation and student feedback shaped both the Pathway project as well as the BASICS program. Gonzaga University would welcome the opportunity to assist other Universities in replicating all five elements of Project REAL.

In 2002, Gonzaga University began a series of individual-level interventions which increase student awareness of alcohol-related problems, change attitudes and beliefs, and foster each student's determination to avoid high-risk drinking. After realizing that these types of awareness programs are necessary but insufficient to produce behavior change, students and

professionals began to work together to design some strategies that had been proven effective at other regional universities.

Prevention of high-risk drinking has always been addressed at Gonzaga University, but the start of alcohol prevention programs as we know it on this campus began in the Fall of 2002 when a small group of students saw the need for alcohol-free programming during late hours of typically heavy drinking nights. The students (who joined together in a house called Positive Alternatives to Drinking – daPAD) were able to work with administrators and begin a movement on campus toward creating a healthier student population. In addition, another group of motivated student leaders (Residence Hall Directors and Residence Hall Assistants) created a program called Dawgs After Dark, events held between 10:00 p.m. and 2:00 a.m. These students joined together with Student Life staff to provide late night events that prove attractive to drinkers and non-drinkers alike.

Project REAL impacts students' behaviors by promoting healthy campus social norms and expectancies, promoting campus policies and procedures, enforcing regulations and laws, and increasing the availability of alcohol-free social and recreational options.

Focus areas have, to date, included parent awareness, working closely with Residence Life, focusing on positive choice living, late night activities and residence hall programming addressing alcohol issues. Emphasis was placed upon a consistent discipline process for alcohol policy violations within the Residence Hall system. In the fall of 2002, new alcohol-free programs and specific late night activities were promoted at Gonzaga, including both social and recreational options to appeal to all students. The Weekend Wonders program became a very popular and successful program that provided alcohol-free programming for students on Saturdays. Positive Alternatives to Drinking (now known as Programs After Dark, daPAD)

hosts alcohol-free large scale campus events that have been growing since the start, both in popularity and success. Alcohol awareness events hosted at the highest drinking occasions (Friday and Saturday nights between 10:00 p.m. and 2:00 a.m.) began to maximize awareness and student involvement. At the same time, a Bacchus/Gamma chapter formed, students were motivated by attending the National Conference, and began to see the need for prevention efforts to become a regular part of campus life.

Gonzaga University also became an active member in the Washington State College Coalition for Substance Abuse Prevention. This group, led by Debra Costar, became instrumental in the growth and development of the Gonzaga University Project REAL program. Future planning continued and a new resource group to research, plan, develop and coordinate proactive new initiatives was formed. Leadership at the highest level, including the President of Gonzaga University and the Vice President for Student Life, is involved in and supportive of all efforts.

In July 2003, Gonzaga University received a grant to carry out three prevention strategies that had been successful at other universities, and fund interventions that change the broader environment and increase the likelihood of long-term reductions in alcohol use and alcohol-related problems (Bangert-Drowns, 1988; Moskowitz, 1989; Perry and Kelder, 1992; Rundall and Bruvold, 1988; Tobler, 1992; Toomey and Wagenaar, 2002). This enabled the University to change the broader environment through increased resources and personnel. This was the birth of the OPPEN (opportunities in programming and prevention education) House. Individual drinking behavior is influenced by myriad environmental factors such as public and institutional policies and practices, economic factors, messages in the media, and social norms (Wagenaar and Perry, 1995). Project REAL is a comprehensive, campus-wide effort to address high-risk

drinking using three levels of intervention grounded in social norms research. This Gonzaga University program will serve as a model that will be useful to other campuses which provide a holistic education that incorporates enrichment of the body, mind, and spirit.

Project REAL is a combination of evidence-based and comprehensive prevention strategies that incorporates the creation and enhancement of alcohol-free social and recreational options and efforts within the Logan neighborhood and the Spokane community. The project targets on-campus students within the residence halls, first-year students, as well as the entire campus community.

Reductions in alcohol use and related problems may be achieved by changing such environmental factors (Edwards et al., 1994; NIAAA, 1997; Toomey et al., 1993; Toomey and Wagenaar, 2002).

Project REAL has been developed specially to fit the unique culture and values of a small faith-based university campus. The project has disguised alcohol messages in-between the Six Student Voices in order to maintain student attention and keep down objections to “another alcohol lecture.” The project has countered students’ misperceptions about peer drinking behaviors and attitudes toward excessive drinking with accurate surveyed information. By using motivational interviewing techniques, providing nonjudgmental advice, and assessing students’ progress, we have increased many students’ motivation to change their problem drinking behaviors.

The Campus Wide Social Norms Marketing Campaign (through posters) has been very successful in its implementation. Focus groups have been an invaluable tool in carefully developing messages and pictures to specifically fit the Gonzaga community. The students were questioned about every aspect of the posters: the message, interpretation of the statement,

pictures, font size and the colors used. Students (within the project and in service-learning classes) assisted in the design and development of the posters, which added a real feel of ownership, as well as the sense that this was a REAL campaign and not something done by “the professionals.” Fostering a sense of ownership was critical as research shows (on many other campuses – including Santa Clara University) that if students do not like the posters, they will not believe them and the whole effort will be wasted.

Brief Alcohol Screening and Intervention for College Students (BASICS) has been implemented as well. After receiving training from Dr. Mary Larimer and Dr. Jason Kilmer, Project REAL integrated BASICS into the culture at Gonzaga. The program at Gonzaga is based on a very flexible and personalized process which focuses on a non-confrontational, non-authoritarian, non-judgmental, and non-labeling attitude by all staff, and is well liked by the students. This program is considered a “best practice strategy,” and was found as such by Project REAL, which will be discussed in the “Effectiveness” section of this document.

Dr. Jeanne Far was instrumental in teaching the small groups norms challenging model to the project staff. After training, the staff adapted a pilot study of the social norms presentation developed at state schools to better fit a small, private, faith-based university. Presentations were made during the freshman orientation class, which runs the first 10 weeks of the academic year, that focused on student norms that mirrored the Six Student Voices with messages regarding GU student decisions to be involved in community, spirituality, student responsibility and students helping each other. These messages we felt were important to get to the new students, as well as “disguising” alcohol messages in the midst of the presentation in regards to quantity and frequency. The alcohol consumption messages were truly couched in the framework of what it

means to be a Gonzaga University student. The program has documented success changing perceptions, and has been modified to better fit students' needs every year.

To maximize the grant money, project staff has worked hard to build the program in such a way that it is fully integrated into the current GU structure rather than being a stand-alone effort. The grant has provided a way to emphasize the importance of values and social justice issues to Gonzaga University students and to tie those values to high-risk behaviors. It also provided continuity in the leadership of alcohol abuse prevention and linked departments which have joint responsibility for handling issues of alcohol abuse (both in theory and in practice - i.e., joint location – mind, body and spirit concept). It replaced diffused campus efforts of alcohol abuse prevention with a single research-based social norms multi-tiered approach, and began integration of prevention material into academic coursework and service-learning efforts. Finally, it integrated project efforts into positive and interactive communication with Gonzaga University parents (via the GPA e-mail system).

Evidence of the Effectiveness of the Program

Data was collected prior to the implementation of Project REAL in 2001 as well as throughout the duration of the project. Gonzaga University has used formative evaluation over the past three years to determine the best prevention strategies that work most effectively for our campus. Through participation in College Student Survey (CSS), Cooperative Institutional Research Project (CIRP), Washington State Assessment (WASTA), and the Core Survey, as well as the GU supplemental survey, we have also summatively measured the effectiveness of Project REAL. We have administered a campus-wide internal alcohol use and perception survey, a freshmen Orientation class survey (pre-survey in week two, post-survey in week eight or nine), the BASICS pre- and post-assessments, Social Norms Marketing Campaign Effectiveness

Surveys, and a Dawgs After Dark late night program Attendance Survey. In addition, Gonzaga has conducted focus-group research with the student body, and found many program-driving initiatives.

Strong evidence exists that shows a clear link between Project REAL and reductions in alcohol or other drug use. Some evidence shows that the program succeeded in reducing problems resulting from alcohol or other drug use, such as health problems, vandalism, or interpersonal violence.

For example, the Core Alcohol and Drug Survey – Long Form conducted in the Fall of 2001 revealed the following information:

- 89.9% of students consumed alcohol in the past year
- 79.6% of the students consumed alcohol in the past 30 days
- 77.9% of underage students (under 21) consumed alcohol in the past 30 days

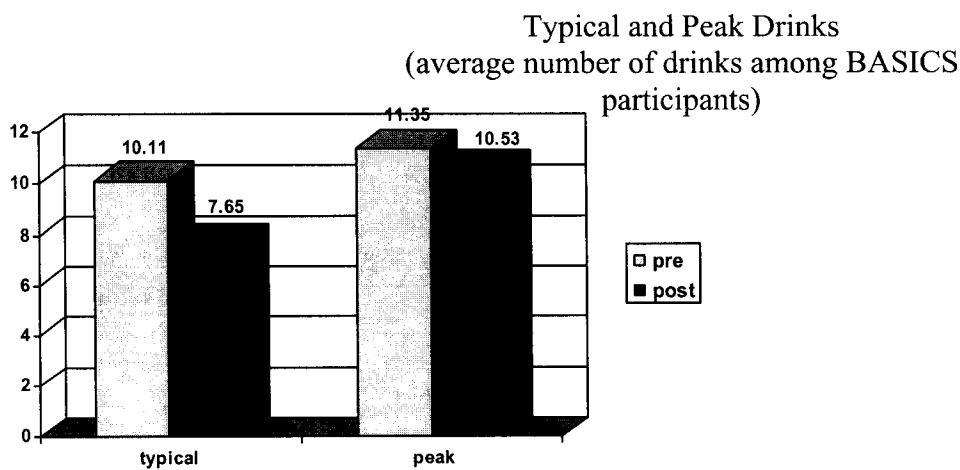
Using this as a baseline study, Project REAL was able to compare some of the results to the 2004 Campus Survey of Alcohol and Other Drug Norms. Findings are as follows:

- 82.6% of students consume alcohol once or more per year
- 64.2% of students consume alcohol once or more per month
- 63.5% of underage students (under 21) consume alcohol once or more per month

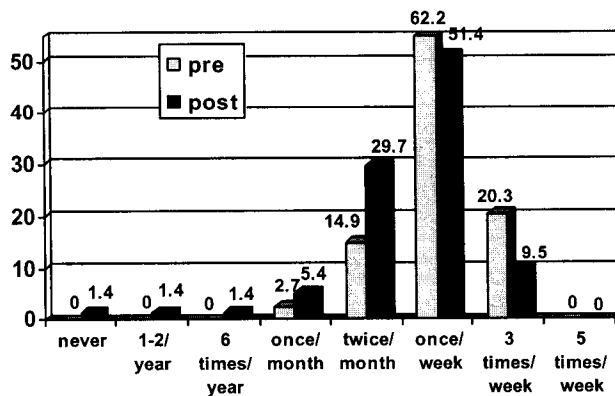
More recently, a comparative study from 2003 to 2004 using the Core Drug and Alcohol Survey over the past two years reveals that promising changes are evident on our campus.

- 9.7% decrease in the number of students who use alcohol
- 4.6% decrease in students who report having consumed 5 or more drinks in a row
- 4.7% decrease in the number of students who wanted to drink more at their last social drinking occasion
- 5% increase in the number of students having knowledge of and supporting the rules and regulations regarding alcohol and other drug use

BASICS has proved to be very effective. In our study, the demographics included a total of 346 participants that completed the initial intake of which 57.7% were freshmen, sophomores (35.7%), juniors (5.5%), and seniors or higher were 1.2%. A total of 74 of the 162 (66.2% male) were heavy drinking students that completed both intake and follow-up 47.3% were freshmen, sophomores (43.2%), juniors (9.5%) and seniors (0.0%). The charts below show elements of effectiveness.



Perception: How often do you think 'students in general' consume alcohol?
(% of students responding to each category)



Dawgs After Dark (named for late night Gonzaga Bulldog programs) was designed to mitigate late night drinking activities. Upon the recommendation of Dr. Jason Kilmer (consultant to our project), and developed by Dr. Mary Heitkemper, a survey was conducted with

the students attending the late night programs over the last three years to discover if the program was serving the intended population (high risk drinkers) as well as those students who are abstainers or light drinkers. During the first academic year of implementation (Fall 2002, Spring 2003), 37% and 45%, consecutively, of students in attendance would have engaged in alcohol-related activities if not at the Dawgs After Dark late night program. In addition, 18% of students who came to the program in Fall 2004 had been drinking before the program, and 18% planned on drinking once the program ended (12% of those who had been drinking before). Fourteen percent of students who attended the program in Spring 2005 had been drinking alcohol before attendance, and 15% of students planned on drinking after they left, with 8% being those who had consumed alcohol beforehand. While not statistically significant, this is evidence that a segment of the intended population is attending the program, and that it is possible for Gonzaga University to limit continuous drinking by providing other late night options. Our philosophy of “any steps toward reduction of alcohol intake are steps in the right direction” is highlighted by this program. The program also allowed students to connect with peers in that 81% of students in Fall 2002 and 77% of students in Spring 2003 would have been studying and/or staying in their dormitory room. By fostering positive community and helping to change misperceptions of student behavior, a better sense of student community is developed.

Another goal was to increase the accuracy of the perceptions of student alcohol and other drug use in regard to alcohol and marijuana. Evidence of this shift in student thinking and perception was found in comparing the Core Survey from Fall 2003 and Fall 2004.

In the FALL 2003, on average, students perceived male students as drinking 7.38 alcoholic drinks when at parties and bars. In the FALL 2004, on average, students perceived male students as drinking 6.9 alcoholic drinks when at parties and bars.

In the FALL 2003, the median category with which respondents perceived the typical frequency of their friends' use of marijuana was 1-2 times/year. In FALL 2004, the median category with which respondents perceived the typical frequency of their friends' use of marijuana was Never.

Another project aim is to keep the freshmen student attitudes toward drinking in the area of moderation, or not at all. From the CIRP Survey and the CSS, Gonzaga was able to compare its freshmen and senior students to those at other schools, and found that their drinking norms are lower than the average in other Jesuit colleges and universities.

GU freshmen (31.7%) reported they spent three hours or more per week "partying" compared with 59.1% of other Jesuit colleges, 51.6% of all other Catholic college, 54.7% of all other Private 4-year colleges, and GU seniors (61.1%) reported they spent three hours or more per week "partying" compared with 67.8% of other Jesuit colleges, 64.2% of all other Catholic college, 50.9% of all other Private 4-year colleges.

GU freshmen (49.2%) reported they "occasionally or frequently" drank beer compared with 61.8% of other Jesuit colleges, 57.5% of all other Catholic college, 43.9% of all other Private 4-year colleges. GU seniors (88.6%) reported they "occasionally or frequently" drank beer compared with 85.5% of other Jesuit colleges, 82.7% of all other Catholic college, 69.9% of all other Private 4-year colleges.

GU freshmen (48.9%) reported they "occasionally or frequently" drank wine or liquor compared with 65.8% of other Jesuit colleges, 61.7% of all other Catholic college, 50.1% of all other Private 4-year colleges. GU seniors (91.6%) reported they "occasionally or frequently" drank wine or liquor compared with 91.4% of other Jesuit colleges, 89.3% of all other Catholic college, 80.4% of all other Private 4-year colleges.

Gonzaga University Security is required to keep track of Clery violations, violations of both the law and University policy, such as underage possession or consumption. From the calendar year 2001 to the calendar year 2002, the number of referrals for disciplinary action for Clery alcohol incidents increased from 389 to 449. From the calendar year 2002 to 2003, when Project REAL began, the number of referrals for disciplinary action for Clery alcohol incidents

decreased from 449 to 411. The Clery alcohol violation numbers that we have for 2003 are also 411. The 2004 Clery violation numbers are currently being calculated.

Evaluation

The project evaluation will be thorough, feasible, and appropriate to the goals, objectives, and outcomes of Project REAL.

The 2005-2006 academic year will be the fourth year of this project. In year one (2002-2003), a student development specialist was hired to focus on alcohol abuse prevention, and student leaders became vocal and action-oriented in their desire to change the culture of alcohol abuse on Gonzaga University's campus. In year two (2003-2004), the goal of substantially developing the comprehensive social norms model of prevention was met. Year three (2004-2005) was the initial year for implementing all the multiple elements of the project, which were evaluated, and have yielded substantial findings that should prove of value when disseminated to other campuses.

During the current year of the project, the goals of Project REAL are:

Goal 1: Continue and refine the campus-wide social justice campaign to promote accurate healthy norms for alcohol drinking and non-use, while engaging students by highlighting interest areas such as service, community, spirituality and other factors that motivate students to attend a faith-based university

Goal 2: Continue development and dissemination of materials linking alcohol abuse prevention efforts to the social justice mission of the university through a consistent message that is perceived as positive, interesting and relevant by an increasing percentage of students

Goal 3: Increase in student initiated and administratively supported late night programming options available as alternatives to alcohol-centered socializing for students

Goal 4: Develop a connection with an initial group of Gonzaga students' parents to educate them on the alcohol abuse prevention goals of the campus

Goal 5: Expand the reach of the project into the Spokane community (specifically the Logan neighborhood) in order to extend the environment of respect and care demonstrated by students off-campus as well as on-campus

Goal 6: Increase community cooperation and communication surrounding the reduction of student alcohol use by increasing collaborative partnerships with community agencies

Goal 7: Disseminate project-related program information to other Jesuit universities and selected regional institutions with similar student demographics

In year four, Project REAL staff will utilize the results of past evaluations to revise and hone aspects of the project's components, its implementation plan, and its evaluation design to build upon what has been learned in the past two years of this program.

The purpose of the program evaluation component of this year four proposal is to measure accomplishments of these goals.

Evaluation Questions and Methods

The proposed year four evaluation design is both formative and summative in nature. It is also a "goal-based" design, meaning that its intents are:

1. to describe and measure the effectiveness of the strategies and methods used to reach the desired goals (*process, formative*), and
2. to specify as directly as possible what behavioral and/or attitudinal goals (outcomes) the program is designed to meet, and then use information-gathering methods which seek to specify the extent to which this has indeed occurred (through the use of performance indicators) (*outcomes, summative*)

In a "goal-free" evaluation design, the evaluation methods aim for describing "whatever's out there," rather than targeting specific intended project goals. As a "goal-based" study, therefore, the evaluation questions selected for this proposed year four evaluation assume that project staff is constantly making data-based decisions to focus on the "moving target" of both improved processes and improved outcomes.

The evaluation questions guiding this design are listed below as they address the goals of year four of this project. Additionally, process and outcome indicators which will/may be used are also listed.

Goal 1: Continue and refine the campus-wide social justice campaign to promote accurate healthy norms for alcohol drinking and non-use, while engaging students by highlighting interest areas such as service, community, spirituality and other factors that motivate students to attend a faith-based university

Evaluation Question 1: What evidence exists that social norms regarding student alcohol use and non-use are changing?

Indicators:

- a. perceptions reported in Fall 2005 student surveys (as compared with past years' surveys)
- b. residence hall alcohol-related discipline referrals (compared with past years' data)
- c. off-campus alcohol-related discipline referrals (compared with past years' data)
- d. change in Clery alcohol statistics reported through director of Security
- e. perceptions expressed in individual and/or focus group interviews with students (as compared with last year's data)
- f. perceptions expressed by staff and faculty on surveys (as compared with past years' data)
- g. perceptions expressed by selected key respondents (residence hall directors and RAs, Counseling Center staff, University Ministry staff, and Student Health Center staff)
- h. selected indicators on Pathways surveys of freshmen (as compared with past years' data)
- i. selected indicators on BASICS survey data (as compared with past years' data)

Goal 2: Develop and disseminate materials linking alcohol abuse prevention efforts to the social justice mission of the university in a message that is perceived as positive, interesting and relevant by an increasing percentage of students

Evaluation Question 2: To what extent do students report that materials have positively affected their attitudes toward more positive social norms regarding alcohol use?

Indicators:

- a. selected indicators on the GU supplemental survey designed to measure student attitudes
- b. selected indicators on the BASICS survey
- c. selected indicators on the Pathway Orientation survey

Goal 3: Increase both (1) late night programming options available as alternatives to alcohol-centered socializing for students, and (2) student attendance at those events

Evaluation Question 3: To what extent do late night programming activities provide alternatives to drinking? Do late night activities attract the right audience to work as prevention strategies?

Indicators:

- a. change in the number of program options available (as compared with past years)
- b. change in the numbers of students attending these functions (as compared with past years' attendance)
- c. change in number of students drinking before of after the late night event

Goal 4: Develop a connection with parents of an initial group of Gonzaga students' parents to educate them on the alcohol abuse curriculum goals of the campus

Evaluation Question 4: Has the project effectively informed students' parents regarding the goals of the project and need for support from all areas?

Indicators:

- a. changes in student perception of parent attitude
- b. acceptance by parents of social norms marketing information

Goal 5: Expand the reach of the project into Spokane community (specifically the Logan neighborhood) in order to extend the environment of respect and care demonstrated by students off-campus as well as on-campus

Evaluation Question 5: Has the project changed the relationship between Gonzaga University and the Logan neighborhood?

Indicators:

- a. changes in the extent to which alcohol is referenced as a contributing factor in incidents or problems should be considered
- b. student awareness of neighborhood
- c. neighbors' awareness of students
- d. student involvement in Cop Shop near campus

Goal 6: Increase community cooperation and communication surrounding the reduction of student alcohol use by increasing collaborative partnerships with community agencies

Evaluation Question 6: Has the project changed comprehensively the relationship between Gonzaga University and the Spokane community?

Indicators:

- a. increase in the involvement of Gonzaga University in community-oriented activities

- b. increase in the number of students volunteering in prevention-oriented community organizations

Goal 7: Prepare and disseminate project-related program information to other Jesuit universities and selected regional institutions with similar student demographics

Evaluation Question 7: To what extent does the experience of one Jesuit University serve another in terms of lessons learned?

Indicators:

- a. increased communication exchange regarding alcohol use procedures and programs
- b. increased awareness of Jesuit and regional institutions regarding best practices and lessons learned in applying information to their respective schools
- c. extensive understanding of the Gonzaga University project

Dissemination Plan

Project REAL is an effective program that can serve as a model for replication and adaptation by other institutions. The dissemination strategy will alert appropriate institutions to the program in three ways. First, the model program will be shared with the Washington State College Coalition for Substance Abuse Prevention. This is a strong network of universities and colleges in Washington State. Strength exists in this avenue as Gonzaga University was one of the private colleges to participate in the WASTA study which measures our University against other private, public and community colleges in Washington. At a recent April 25, 2005 meeting during the College Coalition for Substance Abuse Prevention Meeting in Seattle, Washington, members from a large percentage of the Washington colleges discussed the future direction of the statewide coalition. The minutes of the meeting (see Appendix B) delineate what we do best right now, what we want to do better and how we plan to get there. The direction of the College Coalition right now lends itself to being an appropriate venue to share “lessons learned” from Project REAL with regard to the campus-wide social norms campaign, BASICS program and Pathway Orientation small groups model tailored to Gonzaga University. Our program could use

this network of schools to share our information and show how they can replicate elements of our project. The BASICS program appears to be of particular interest to members of the coalition. Second, the model program will be shared with the Jesuit Network of Universities. On Wednesday, July 20, 2005, at the Jesuit Association of Student Personnel Administrators, Signs of the Times, Summer Institute at Fordham University in New York City, approximately 26 of the 28 Vice Presidents of Student Life met with the National Institute on Alcohol Abuse and Alcoholism. This meeting was extremely positive because all the Jesuit Universities are looking forward to working more closely together and want to feature several elements of successful programs. The NIAAA may be interested in the Jesuit schools submitting a proposal to research methods of effectiveness. Both the Washington State and Jesuit school network would maximize the reach and impact of dissemination plan for Project REAL. Other plans include writing articles for appropriate publication, providing consultations at the model institutions, as well as using our web site and electronic media.

Specific information that will be useful to other universities is as follows:

- How established models (especially from Washington State University, Western Washington University, and University of Washington) are being used as the basis for creating new materials and methods which fit unique needs of Gonzaga as a small faith-based university
- How extensive focus group research has helped us to identify factors that make Gonzaga unique, while creating a network of intervention which weaves its way through every aspect of the university

- How we are articulating mechanisms that will allow for this uniqueness to be reflected in our approach to universal, selected, and indicated levels of prevention
- How the work of Project REAL has impacted discussions and planning regarding prevention at multiple levels of university decision-making

In addition, the consistent plan of action (SPIRIT process) used may be helpful to other universities. The process includes the following:

Stakeholder involvement (from constituent groups including students, parents, faculty, Student Life professionals, administration, and Spokane community members)

- **Pilot** trial projects,
- **Instruction and training** from key consultants,
- **Reconstruction and adaptation**
- **Input** (from constituent groups including students, parents, faculty, Student Life professionals, administration, and Spokane community members)
- **Testing and evaluation** of results from pilot projects, focus group, meetings of key stakeholders at every level