

A Comprehensive Model Utilizing Social Norms and Community Collaboration for Alcohol Prevention

The State University of New York at New Paltz

Project Directors: Raymond Schwarz, Ph.D., Robin Cohen, M.A., and Michelle Cangelosi, M.Ed.

The State University of New York at New Paltz has been developing and implementing a comprehensive prevention program since 1986. With the strong support of the university, we have stayed abreast of the most current research and initiatives in the field of higher education prevention, and utilize a positive norming/social marketing strategy to decrease binge drinking.

The four objectives of our model program include: 1) the reduction of high risk alcohol use, 2) the fostering of a cultural permission to NOT use; 3) the ensuring of safety through the intolerance of misuse; and 4) the correction of misperceived norms held by incoming students. In order to achieve these objectives, the following six strategies have been implemented on our campus: 1) Freshman Initiatives; 2) Community/University Collaboration; 3) Multi-Media Social Marketing Campaigns; 4) Campus Activities; 5) Policy and Enforcement; and 6) Intervention.

The comprehensive effectiveness of our program is reflected in outcome data on high risk drinking. From 1992-1996, we reduced our binge drinking rate by 21%, alcohol-related incidents of public misconduct by 40%, and alcohol-related personal problems by 39%. The continued success of our program has been the result of two recent initiatives: targeting the perceptions of incoming students, and expanding the boundaries of our campus community through the development of a Tavern Owner's agreement that reduces high-risk drink specials. In summary, the environmental culture at SUNY New Paltz and the surrounding community is successfully changing to show student support for low-risk choices.

SIGNIFICANCE

The State University of New York at New Paltz has been developing and implementing a comprehensive prevention program since 1986. Since that time, we have stayed abreast of the most current research and initiatives in the field of prevention in higher education, keeping an open mind to being flexible and letting go of things that did not prove empirically effective. Almost ten years ago, with the help of a 2-year FIPSE grant, and having read the work and consulted extensively with Wes Perkins, Alan Berkowitz, and Michael Haines, we took a new innovative direction in our alcohol prevention programming. Utilizing the results of our campus-based research with the CORE instrument, we developed a positive norming/social marketing campaign as the core of our comprehensive prevention program. The goal of this initiative was to decrease binge drinking by correcting student misperceptions regarding their peers' drinking behavior. This approach was based on research demonstrating two significant findings: 1) A positive correlation exists between how much a student drinks and how much he or she **thinks** everyone else is drinking, and 2) Students tend to think that their peers are drinking more than they actually are (Perkins and Berkowitz, 1986). As a result, prevention programs targeting the correction of these misperceived norms would result in reduced binge drinking on campus (Haines and Spear, 1996).

With the help of student input, and utilizing our CORE data, we developed a variety of posters advertising the true norm. The messages consistently reminded students about what the majority of their peers were doing – how often they drank, how much they consumed, etc. These posters were placed all over campus. Following Michael Haines' research that showed that most students turn to their college newspaper for credible information, we initiated a newspaper campaign utilizing both our data and the national data on student alcohol use. We also developed a slide

presentation based on the data and presented it in a variety of classes, residence hall programs, and for student clubs and organizations.

The results of this new and concentrated focus were nothing short of remarkable. In a four year period, between 1992 and 1996, we saw a **21% decrease** in student binge-drinking. We also saw a significant decrease in the negative consequences associated with high-risk drinking – 40% reduction in “Reported Public Misconduct” and a 39% reduction in “Personal Problems”. Since taking this new and very effective approach to prevention programming, we have received national recognition. In 1996 we were named one of the top five colleges in the country with “exemplary programs” by the U.S. Department of Education, and in 1997 we were the only college-based program to be named as an Exemplary Program by the U.S. Department of Health and Human Services.

Since 1997, our program has taken a new direction paying particular attention to our first-year students. Influenced by William Hansen’s review article (1993) which showed that the misperception regarding peer alcohol use begins in junior high and high school, and heeding Wes Perkins’ advice that we have “about six seconds” before new students are indoctrinated into the ‘all college students drink’ myth, we decided to make this group our primary focus. It also made sense that the most effective way to alter the culture was to focus on the first-year students for four to five years. This new strategy led to numerous innovative initiatives and encouraging results that will be discussed in more detail in the Program Design section. The other aspect of our program that is somewhat unique is our efforts in expanding the “environment” in “environmental change” to include the local tavern owners. In the last few years, we became only the third college/community to have all the local tavern owners sign a contract limiting the types of drink-specials they run and how they are advertised so as to not encourage high-risk drinking. It is also our hope to bring our social marketing messages into the taverns over the next

couple of years. The details of our work with the tavern owners and the contract will also be discussed in more detail in the Program Design section.

The effectiveness of our program and the recognition we have received has resulted in our providing a social marketing concept presentation at a meeting of the Board of Trustees of the State University of New York. This has positioned us to speak to its replicability and possible dissemination to all 64 SUNY campuses. The campuses across the state represent a diverse mix of students and missions; from 4-year universities bestowing doctoral degrees, to agricultural and technical colleges, as well as community colleges serving the county in their region. One of the advantages of this approach is that it lends itself to effective replication with minimal difficulty. Since this approach relies less on residence hall and campus-wide programming, it is easily transferable to a variety of campuses, including community colleges and commuter schools. In addition, its replicability is less dependent on resource allocation than other approaches. It allows us to do “more with less” in that it does not rely on having a staff of experts spending their time lecturing to students (who probably aren't hearing the message!). Instead, it involves students from a variety of disciplines (ie. psychology, sociology, communications, marketing, graphic arts, etc.) developing creative marketing strategies to educate their peers about the true norm. In 1992 we wrote and received a dissemination grant that allowed us to assist five SUNY schools in replicating an environmental change/ social marketing model on their campuses. These campuses ranged from a small four-year college with a focus on the Arts and Music to a large research university. All five were quickly able to adopt this model and modify it to their student body.

It is our plan to disseminate the methodology and results of this program throughout the entire State University of New York (SUNY) system, which is the largest public college system in the United States. At present, the authors of this proposal are working on a position paper supporting the adoption of a positive norming/social-marketing program, and stressing the importance of

targeting first-year students. This paper is being written at the request of the SUNY Student Affairs Vice Presidents who will then endorse the SUNY-wide adoption of this approach. With the help of this grant, SUNY New Paltz will oversee a three-step dissemination plan. First, our campus will be the site of a SUNY Summit on Social Marketing, bringing together one representative from every campus in the system. Attendance at this two-day Summit will be promoted internally by each college's Chief Student Affairs Administrator. The Summit will serve as an institute that will incorporate assessment; social norms applications theory, research and strategies; the importance of coalition building (including college/community collaboration); team problem-solving techniques for their campus and the 'How To's' of planning a social marketing campaign. Second, we will create and distribute a SUNY Social Marketing Handbook to all campuses. Third, we will remain available as an ongoing central clearinghouse for the dissemination of research data and marketing materials to all the SUNY campuses.

PROGRAM DESIGN AND IMPLEMENTATION

Our Social Marketing approach is based on the concept of Pluralistic Ignorance and its application to college student drinking behavior. Floyd Allport (1924) coined the term "Pluralistic Ignorance" to refer to a situation where the majority of a group rejects a belief or attitude that they mistakenly believe is accepted by most others. This misperception regarding the norm then influences the behavior of the individual. This concept was first applied to student drinking and prevention by Wes Perkins and Alan Berkowitz (1986) who, as previously noted, found that student drinking was influenced by a common misperception regarding the attitude and behavior of most others. In essence, given the correlation they found between how much a student drinks and how much they perceive everyone else as drinking, this common misperception (or over-exaggeration) about their peers drinking is actually fostering high-risk drinking on college campuses.

Michael Haines, from Northern Illinois University, was the first person to apply these research results to prevention programming. He believed that if this correlation held true, then lowering the perception of peer drinking (by educating students about the true norm) would result in a decrease in actual college student drinking. Dr. Haines' baseline data (1988) showed that 70% of the students perceived binge-drinking as the norm, and 43% of students actually did binge-drink. He followed his baseline with a year of traditional prevention programming which had no significant effect on the perception or the student drinking. He then initiated a social-marketing campaign advertising the true norm, progressively impacting binge drinking itself. Ten years later (1998) there had been a **37%** 'percentage point decrease' in students who perceived binge-drinking as the norm (from 70% down to 33%!) and an **18%** 'percentage point decrease' in the number of students who engaged in binge drinking (from 43% down to 25%). The actual impact of the campaign was a 53% reduction in misperceptions and a 42% reduction in binge drinking! Since then, prevention programs targeting the correction of these misperceived norms have been effective in reducing binge drinking on numerous college campuses (Perkins, 1997; Berkowitz, 1997; Haines and Spear, 1996). Some examples of the effectiveness of this approach are as follows: a 29% reduction in heavy drinking at the University of Arizona; a 21% reduction in frequent heavy drinking at Hobart and William Smith Colleges; a 24% decrease in binge drinking at Washington State University; a 21% decrease in binge drinking at the State University of New York at New Paltz; a 12% decrease in heavy drinking at the University of Northern Colorado.

Another reason a positive norming approach is so effective is that it is developmentally appropriate for young adults. It doesn't tell them what they should do, but educates them about what their peers are actually doing. As Dr. Jeff Linkenbach from Montana State University has stated, "Students are more influenced by what they perceive as normal than by what they perceive as healthy". Of course, most experts agree that a social marketing approach is most effective

when integrated within a comprehensive campus-wide prevention effort. Our environmental change model combines positive norming with programmatic opportunities that foster low-risk decision-making, administrative policies that are intolerant of misuse, and the extension of our environment to include the tavern owners in our local community.

College alcohol prevention initiatives generally aspire to function under a 'comprehensive' structure, with a variety of goals and objectives. In some universities, this approach has resulted in little more than the listing of a variety of approaches purported to be a 'program'. Our pride at the State University of New York at New Paltz stems from the fact that we have been building a true program for the past 14 years, and believe we have shown it is more than comprehensive; it meets our goal of a framework for **Comprehensive Effectiveness**. We were recognized for these efforts in 1996 when we were one of the first (and few) campuses to be listed in the **original** Sourcebook entitled, Promising Practices: Campus Alcohol Strategies -Programs of Excellence for America's Colleges and Universities. The dissemination of an innovative technique takes special skills as well, and we were acknowledged by being awarded FIPSE funds in 1992 to disseminate our model program and train five other SUNY institutions to begin comprehensive programs on their campuses.

As is often the case, the historical impetus for our comprehensive program began as a result of a tragic loss in 1986, with the alcohol overdose and death of a campus Freshman in his residence hall room. A President's Commission was appointed at that time to address a multi-faceted approach to prevention. With a cast of essential players at the table (student affairs, activities, athletics, counseling/treatment, residence life, and faculty) a framework was laid for effective, research-based program development and assessment. From that time onward, not only have the traditional mainstays of policy, enforcement and intervention been maintained, but the adoption

and implementation of the most proven approaches (as they emerge) have been a priority for the institution as well.

The **four objectives of our model program** are as follows:

- 1) The reduction of high risk alcohol use
- 2) The fostering of a cultural permission to NOT use
- 3) The ensuring of safety through the intolerance of misuse
- 4) The correction of misperceived norms held by incoming students

In order to achieve the above objectives, the following **six strategies** have been implemented:

- 1) Freshman Initiatives
- 2) Community/University Collaboration
- 3) Multi-Media Social Marketing Campaigns
- 4) Campus Activities
- 5) Policy and Enforcement
- 6) Intervention

1. FRESHMAN INITIATIVES - Setting us apart as a model program is our unique approach of targeting Freshmen through a variety of innovative strategies. Statistics show that incoming Freshmen are more likely than any other group on campus to binge drink and experience alcohol related problems such as trouble with their studies and/or withdrawal from school (Prevention File, Spring 2000). Traditionally, alcohol prevention efforts, including social norming campaigns, are begun when students start attending classes in the fall. However, it seems that many first year students already arrive on campus with unhealthy attitudes about alcohol and misperceived norms related to drinking in the college environment. Our 1999 CORE data reflected these misperceptions in that the Freshmen surveyed perceived that the average frequency of alcohol use by their peers to be once per week when in reality it was twice per month. This data, collected on their second day on campus, also indicated that students perceived that 37% of their peers had consumed five or more drinks in a sitting, when the actual rate was 29%. Based on this information and Hansen's finding that misperceptions regarding use begins in Junior High and High School, it seemed prudent for us to begin our alcohol prevention efforts long before first year students arrive in the fall while continuing targeted prevention and

intervention efforts throughout the academic year. Eventually through this approach, ALL students on our campus will have been targeted and a community with lowered alcohol use misperceptions will have been created. In stated in the article, “What’s to Do? Plenty!” (Prevention File, Spring 2000), “The idea is to empower freshmen who don’t want to drink by showing them they don’t need to feel isolated on a campus...”.

At SUNY New Paltz, we have implemented and would like to enhance a specific initiative for alcohol prevention with our incoming students. For the past few years, we began targeting first year students during Summer Orientation, Week of Welcome and on an ongoing basis throughout the academic year (see A-G below). Components of this approach include: A) social norms marketing with innovative and extensive promotional items and multimedia campaigns; B) creative theatrical skits; C) parental involvement; D) widespread distribution and enforcement of campus alcohol policy and behavioral expectations; E) alcohol-free campus programs; F) curriculum infusion; and G) cutting edge leadership opportunities and programs for new students. These efforts are overseen by a social marketing team, composed of staff from the Division of Student Affairs, including: Student Development, College Activities and Residence Life. Student interns and volunteers from *Options: A Resource Center for Healthy Choices* are utilized at all levels of design, delivery and evaluation of programming and marketing materials.

A. *Social Marketing Targeting Freshmen* -SUNY New Paltz’s Orientation Program seeks early on to create a campus environment for incoming students which fosters accurate perceptions about alcohol use and high expectations regarding student behavior. Attendance at one of five, three-day Freshmen Orientation sessions is a required experience for all incoming students during the summer months. Each year, prior to summer Orientation, current students apply and are interviewed to become Orientation Leaders-often the first New Paltz college students to whom many freshmen will be exposed. In the thought of leadership through example, Orientation

Leaders are trained in social norms theory and its corresponding 'real' vs. misperceived data, and in the University's Alcohol Policy and how to enforce that policy. A bulletin board featuring social marketing posters is also created in the residence hall where the students will reside during the Orientation program. Posters designed by student interns and featuring New Paltz students and social marketing messages are also placed in all of the residence hall rooms that first year students will be residing in during their summer session visit. At SUNY New Paltz, we continue to target Freshmen with positive norming throughout the *Week of Welcome*, which begins by exposing all incoming students to social marketing posters prominently displayed in all residence halls and in key high traffic buildings, such as the Student Union, and Administration Building. The evolution of our multi-media social norms marketing campaign (described in detail later) has annually included the adoption of emerging models and the changing of our message content. We have gradually and systematically moved our prevention approach from: a) alcohol use 'scare tactics' to, b) prevention framed through a variety of issues related to wellness (healthy choices) to, c) linking decision-making around drinking to issues of retention, such as success, school pride and intelligence. With incoming Freshmen last year, we began expanding our social marketing strategy to include positive messages about retention with the adoption of a "You Are Here Because You Are Smart" campaign. In an effort to build pride in our school, mouse pads featuring messages such as "Most New Paltz Students are Making Smart Choices", "New Paltz is the 3rd Most Selective SUNY School in the State", in addition to, "Most New Paltz Students Have 0-4 Drinks When They Party" were given to all students living on-campus at check-in. Funding for this initiative was supported both by our Department of Residence Life and the New York State Office of Alcoholism and Substance Abuse Services (OASAS). A small mini-grant was provided by the state agency when it recognized ten campuses in our state with social marketing support, and we were selected as the one recipient in our four county (college prevention consortium) mid-Hudson region, and one of only two SUNY schools to be included in this pilot project.

B. *Theatrical Programming*- First year students are also exposed to social norms messages through the innovative inclusion of social norming messages in a theatrical skit presented to them by the Orientation Leaders. This program, called “Realities”, presents a variety of issues that will be faced by incoming students and offers a discussion by a staff psychologist on how to handle them. Realistic use rates (and misperceptions) around alcohol use at SUNY New Paltz are presented and then discussed.

C. *Parental Involvement* - Recognizing that parents’ misperceptions related to alcohol use at college may impact student perceptions, parents who attend a concurrent Summer Orientation program are also presented with the “Realities” program. In addition, they discuss social norms theory and campus prevention efforts with the Health Promotion Coordinator and are encouraged to talk with their students about realistic use of alcohol and behavioral expectations before they return in the fall. A brochure from the Century Council entitled “*Parents, You’re Not Done Yet*” has been distributed annually to the parents of all new students at Orientation since it was developed a few years ago.

D. *Campus Alcohol Policy Distribution and Enforcement* -During each Summer Orientation session, the Dean of Students speaks to all Freshmen to designate standards and expectations that are expected of all New Paltz students, and campus policy and procedure if a student should violate them. The handbook on “Campus Regulations and Judicial Procedures” is also distributed to students prior to their arrival on campus. These policies are in effect during their three-day visit, and enforcement is strictly upheld, sending a normative message that illegal use is not tolerated.

E. Campus Activities - Orientation and Week of Welcome also featured many alcohol-free campus activities for students such as a World Drumming Circle (percussion instruments), Contra Square Dancing, a Lip Sync Competition, late night movies until 2 AM, late night 'open recreation' options in our athletic facility, The BUZZ coffee house, bus trips to shopping malls and local fairs as well as a Carnival and Psychic Fair on campus.

F. Curriculum Infusion - Prevention education is provided via curriculum infusion with approximately 40% of the incoming class of students. Each semester students in our Freshman seminar class entitled "Social Issues and College Life" and first year Educational Opportunity Program (EOP) students attend a program entitled "*Where's the Party?*" presented by the Associate Vice President of Student Affairs and the Associate Dean of Students which discusses social norming and campus expectations related to alcohol and behavior. These courses, which cover a wide variety of topics related to academic and personal success at the college level and feature intimate class sections held in the student's own residence hall are part of a collaborative effort to bridge the gap between academics and student life. Additionally we are reaching across to a new discipline as we collaborate with our Athletics Department in the pilot of a "SUNY New Paltz Hawk Development Day" in the spring. This program, which will be required of all student athletes, will feature speakers on issues such as body image, stress management and alcohol and substance use.

G. Unique Freshman Programs - SUNY New Paltz offers two unique programs to foster healthy community building and transition support for freshmen students. *The First Year Initiative (FYI) Program* is a voluntary **living and learning experience** wherein students live in the same residence halls and take three of their classes in common. In addition, it features a retreat, seminars and various activities focused on the first year experience. In its third year, over 100 students are a part of FYI. In its second year of inception, our *Emerging Leaders Program* offers

any first year students who apply, unique **leadership training programs** presented by faculty and staff. Over the course of their first academic year, students choose to attend seven programs categorized as ethical, purposeful, empowering, process-oriented or inclusive. Examples of programs include “A Zen Guide to Personality Maintenance” and “There is No I in Team”. To earn full credit for the program, students must also participate in community service (a proven prevention strategy), which this year included a campus wide clean-up project. These programs encourage peer collaboration, foster out of classroom contact with faculty, and offer opportunities for mentoring relationships. Such experiences have also been shown to foster resiliency and strengthen low-risk decision-making in students.

2. COMMUNITY/UNIVERSITY COLLABORATION – In their article published in the *Journal of American College Health* in March of this year, Gebhardt, Kaphingst and DeJong address the importance of “A Campus-community Coalition to Control Alcohol-related Problems Off Campus”. As the third community in the country to implement such a state-of-the-art approach, we have developed a strong working relationship with community leaders and businesses in New Paltz, setting the stage for the effectiveness of our model program. In 1998, after a series of meetings with local tavern owners in our suburban/rural community, the university facilitated the unanimous adoption of a Tavern Owner's Agreement, addressing alcohol advertising and drink specials directed to college students. This historic event culminated in a TV and newspaper press conference featuring key players in the signing of an agreement to which all tavern owners would adhere. The main tenets of the agreement are to, 1) enforce the 21-year old drinking age and not serve intoxicated patrons over the age of 21; 2) avoid terminology in advertising which promotes high risk use; and, 3) promote alcohol-free and drink specials as much as alcoholic beverage specials targeting college students. As the result of being invited to present this agreement with the Mayor, Chief of Police and Tavern Owner’s Association chairperson at the National Meeting on Alcohol, Other Drug and Violence Prevention in Higher

Education in 1999, our 'agreement' is regularly requested by university and community representatives around the nation. The advertising salespeople at The Oracle, the weekly paper on campus, have copies of the agreement as well, and now only accept advertising in line with the guidelines.

A co-policing arrangement between the university and the town police has resulted in collaborative problem-solving, including a crackdown on underage drinking at off-campus parties, making enforcement consistent in legal as well as illegal settings.

3. MULTI-MEDIA SOCIAL MARKETING CAMPAIGNS – Since 1991, a major social marketing campaign has evolved on our campus. Initially utilizing only posters and newspaper ads, our outreach strategies now also extend to include: table tents on tables in our many dining areas, service announcements and ads on our campus television and radio stations, the distribution of promotional items to all students, and contact with the greater community via the World Wide Web. Each year students studying psychology, sociology or marketing and who are interning for *Options: A Resource Center for Healthy Choices* create and design social marketing campaign ideas. One extremely successful idea conceptualized by students was the distribution of fortune cookies as creative vehicles for delivering positive norming messages across campus. These cookies featured messages such as “7 out of 10 New Paltz Students Have 0-4 Drinks When They Party” and were distributed to residence hall and commuter students at all food service outlets on campus. We have conducted social marketing contests and focus groups to utilize student input in content and design as well. A special project with the Student Graphic Design Society resulted in the development of a poster and ad. Other interns continued to help us ‘move with the times’ by designing images that students would notice and relate to, like ‘X-Files’ themed posters and “Real World’ themed posters when those shows were hits on TV. Additionally, we distributed mouse pads, featuring social marketing and retention messages to all

of our on-campus students. In support of these efforts and to ensure their continuation, our institution recently purchased a digital camera and scanner to facilitate the creation of social marketing ads.

4. CAMPUS ACTIVITIES - Supported by the results of the Environmental Assessment Instrument (Goree & Szalay, 1996) we constantly attempt to create social programs that build on ‘non-user and occasional user dispositions and preferences’. These programs involve increasing social options and facilitating some key events; such as scheduled movies and shopping trips on “high-risk nights”. With more than 100 student groups and organizations, the SUNY New Paltz Student Association (SA) offers a wide variety of campus activities and programs to all students. In an effort to increase late night programming on weekend nights, the Student Association has sponsored events such as The BUZZ Coffeehouse featuring free snacks and entertainment, late movies and rollerskating in the indoor athletic ‘bubble’. The Public Entertainment Commission (PEC) also works with the SA to offer reduced admission trips to Broadway shows and theme parks and bring notable speakers to the campus community. The Student Action Team (prevention educators) and the Residence Hall Student Association (RHSA) work together to provide options that foster healthy ‘free time’ activities throughout the semester as well.

5. POLICY AND ENFORCEMENT- Our 1992-96 CORE follow-up data indicated a 26% increase in the number of students who believe that policies are enforced. Structures have been developed and co-exist to inform and enforce stringent policies, protecting the safety of all students, especially those who are underage and at risk. These structures include the following: a safety committee meets regularly and addresses concerns brought to its attention; the Dean of Students communicates the alcohol policies in a variety of formats; there is a standing weekly meeting of the dean with university police, residence life, activities and counseling representatives to review incidents; the College Council instated a Risk Management Program

which requires attendance by Greek letter organizations ('locals' previously not accountable to a national system); the university has adopted a Parental Notification policy; and as mentioned before, the University and Town Police now have a 'co-policing' agreement through which the boundaries of the campus and town overlap. In addition, enforcement of the laws regarding illegal posting of promotional flyers on and off campus has been more consistent, with warnings and fines in place for businesses not in compliance.

6. INTERVENTION- As mentioned above, in response to the FERPA Higher Education Amendment of 1998 and in an effort to build parental support and reinforce expectations of behaviors, SUNY New Paltz has approved and instituted a Parental Notification Policy which is handled by the office of the Dean of Students. Those students found to be in violation of campus policies receive sanctioning with referral to an educational component (Student Development) and/or a referral for therapeutic intervention (Psychological Counseling Center). Written notification is sent to a parent when subsequent violations could result in the student's separation from the institution or when transport for emergency services is required. In addition, this year our Athletic Department developed and implemented its own new alcohol and substance use policy specific to student athletes. This policy was discussed with all student athletes at a special meeting and copies of the policy were also distributed.

The Project Timeline is followed by the Model Program Enhancement Plan:

PROPOSED PROJECT TIMELINE

	SUMMER 2001 SUMMER 2002	FALL 2001	WINTER 2002	SPRING 2002	
MODEL PROGRAM ENHANCEMENT PLAN	Begin Poster Design Go to bid for Dolby Theatre Upgrades Contact local tavern owners for meeting	Week of Welcome Promotional Item Distribution Work on brochure to all accepts Poster campaign Movies and trips	Begin mailing brochure to all accepted students Continue working on initiatives with local Tavern Owners	Poster campaign Continue mailing brochure to all accepted students Movies and trips	Project Evaluation

<i>SUNY SUMMIT</i> DISSEMINATION PLAN	Send letter to all SUNY Presidents announcing grant and soliciting their involvement	Present dissemination plan to all SUNY Vice Presidents for Student Affairs Begin designing SUNY Summit materials	Send out SUNY summit registration materials to all campuses Continue summit planning	Final Planning	SUNY Summit June 2000 Distribution of Dissemination manual Summit Evaluation
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MODEL PROGRAM ENHANCEMENT PLAN

1. Freshman Initiatives
A. Brochure mailed to all students accepted for the 2001/02 academic year which incorporates social norms messages, campus policy and behavioral expectations related to alcohol and substance use which would be received before Orientation.
B. Enhance “Week of Welcome” publicity and social norms materials, including a CD Rom (sent prior to arrival), promotional brochure, poster and master schedule of alcohol-free social events.
C. Mouse pad or promotional item given to all 2001/02 Freshmen upon arrival on campus which highlights positive norming messages about alcohol and academic success.
2. Community/University Collaboration
Initiate a social norming campaign in the local taverns which features specially designed posters and table tents.
3. Multi-Media Social Marketing Campaigns
Introduce a new series of four color posters designed by a graphic artist that can be used for posting in all residence hall and academic buildings and for weekly ads in the campus newspaper and on the campus television station. These posters would also be used as table tents and on New Paltz’s social norms web page.
4. Campus Activities
Increase social options and facilitate some key events; scheduled movies and shopping trips on “high-risk nights” by enhancing our largest lecture hall with Dolby Surround Sound to create a movie theatre like atmosphere which would appeal to students on Thursday and Friday nights and provide regular weekend bus trips to the regional shopping mall and eateries, which currently are accessible only by car.

We plan to continue to maintain our Policy and Enforcement, and Intervention Initiatives.

EVALUATION OF THE PROGRAM

When looking for the effectiveness of an approach to prevention at SUNY New Paltz, we find that program evaluation can be measured through a variety of methods and in varying venues. The most significant **OUTCOME** changes are demonstrated through objective, quantitative analysis of the following: reported alcohol use; related personal incidents (and consequences resulting from alcohol misuse); reported changes in student satisfaction with the prevention program; reported changes in student perceptions of the enforcement of policy; in judicial cases, and through changes in the perceptions of peer norms. On the **PROCESS** level, progress can be demonstrated in environmental changes resulting from: policy and committee initiatives; significant changes in procedures and their enforcement; and serendipitous decisions and occurrences evolving from the student governance system and current student culture on campus. The following grid outlines research we have conducted at SUNY New Paltz and the corresponding evaluation results conducted over the past eight years. The grid we have provided describes whether our approach was process or outcome oriented, with the instrument (or method of evaluation) identified and described in the second and third columns.

PROCESS OR OUTCOME APPROACH	METHOD OF DATA COLLECTION	DESCRIPTION OF METHOD	DATE OF BASELINE DATA AND THEIR RESULTS	FOLLOW-UP DATA AND RESULTS
Outcome	CORE Survey and Long Form	Standardized anonymous survey	In 1992, 29% of students believed policies were enforced	In 1996, 39% Said yes (↑26%)
Outcome	CORE Survey and Long Form	Standardized anonymous survey	In 1992, 48% of students reported being binge drinkers	In 1996, down to 38% (↓21%), and held at 37% in 1999
Outcome	CORE Survey and Long Form	Standardized anonymous survey	In 1992, 47% were guilty of misconduct as a result of alcohol use	In 1996, this fell to 28% (↓40%)
Outcome	CORE Survey and Long Form	Standardized anonymous survey	In 1992, 41% experienced personal problems due to alcohol use	In 1996, this fell to 25% (↓39%)
Outcome	CORE / CORE Norms Surveys	Standardized anonymous survey	In 1996, 29% of students perceived other students drink once a week or less frequently (prior to 1998 initiatives focusing on Freshmen)	In 1999, 63% of Sophomores said other students drink once a week or less frequently (↑110%)

Outcome	Student Opinion Survey	Mandated SUNY assessment tool utilized every 3 years (statewide)	In 1997, our 'Campus Alcohol and Substance Abuse Program and Referral Service' was ranked 18 th out of 28 campuses	In 2000, our program was ranked #4 (↑14)
Outcome	Deterrent Interviews by Resident Directors	Individual intervention sessions for minor alcohol infractions	In 1997- 1998, this enforcement for minor offenses resulted in 8 deterrent interviews	In 1998-99 this number increased to 25; in 1999-2000 increased to 32
Outcome	Judicial Cases addressed by the Dean of Students	Judicial procedures (as the result of an increase in enforcement)	1995-96 records show only 10 alcohol infractions (including open container laws) pursued by judicial process	In 1999-2000, the number of students who came before the Dean rose to 24
PROCESS OR OUTCOME APPROACH	METHOD OF DATA COLLECTION	DESCRIPTION OF METHOD	DATE OF BASELINE DATA AND THEIR RESULTS	FOLLOW-UP DATA AND RESULTS
Process	Town/Gown Relations with Taverns	Tavern Owner's Agreement signed by 8 businesspersons	Until 1998, bars were under scrutiny for inappropriate advertising and high-risk bar promotions, enforcement of drinking age, occupancy laws, and illegal posting of flyers	Since 1998, tavern owners have been adhering to the agreement, with improved promotions and ads
Process	Co-Policing Agreement	University & Town Police Initiative	Until 1999, the boundaries of the campus restricted officers from enforcing laws	Since 1999, the co-policing policy has resulted in greater crackdowns on illegal drinking and off-campus parties
Process	Risk Management Program	The College Council, Inter-Greek Council and the Office of College Activities	Through the Spring of 1999, there remained no specific requirement of attendance at an alcohol prevention program for Greeks	A training program with prevention components is now required of Greek student leaders
Process	Opening a Campus Pub	Campus-wide survey by the Student Assn.	Survey conducted Spring 1997 after discussions arose to reprise a campus pub	A large majority voted against the pub (2 to 1)

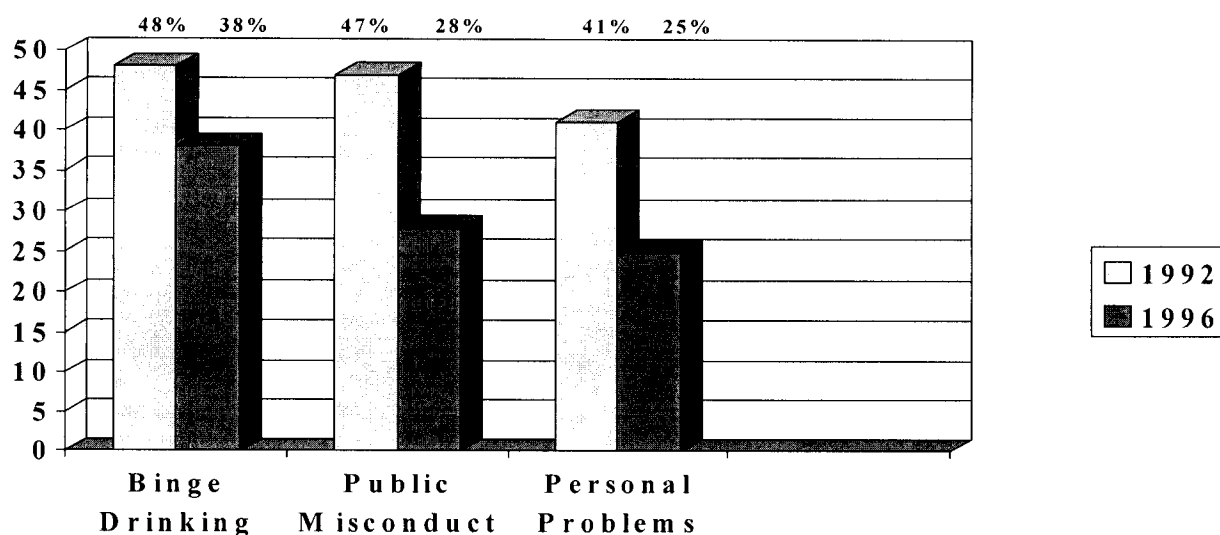
The current standard for evaluating prevention programs in higher education is the CORE Instrument, created by the University of Minnesota and administered by the CORE Institute. The institute has developed various data collection options since 1991, beginning with what is now referred to as the 'original' CORE, a two-page survey that primarily assessed alcohol use in the framework of a large list of specific illicit substances. The instrument also assessed the age at onset of use, current levels of use (quantity and frequency) and some consequences. At that time, only one or two questions addressed attitudes regarding peer use. Since that time the standard

CORE Instrument has evolved into a four-page document (referred to as the 'Long Form'), with greater depth and usefulness. The fact that the cost of the instrument and its corresponding analysis is extremely low has encouraged institutions to adopt its use, enabling the virtual creation of a national database. The instruments have now been administered nationwide to hundreds of thousands of college students, allowing for comparative data by region or type of institution (two-year vs. four-year; public vs. private). In addition, after consultation with key 'social marketing' researchers in the field, the CORE Institute created a new instrument which not only assesses individual use, but has a strong focus on individual attitudes, perceptions of peer use, and consequences of use.

In 1992 we administered the original CORE, and in 1996 we administered the revised 'Long Form'. In 1999 we chose to utilize the newer, social norms instrument, as the focus of our model program is in social norming. All research has been approved by an internal Institutional Review Board (IRB) after careful consideration of compliance with human subject research. Working with the computer center on campus, we identified random samples representative of the student body. In 1992 and 1996, to maximize response rate, we worked with faculty to obtain permission to distribute surveys in classes, in order to reach the widest representation of students (including commuters) and eliminate selective non-participation by frequent users. The instrument was confidential and anonymous, and students were encouraged to participate but understood it was optional to do so.

The University recognizes that any binge drinking is a problem, but having an impact on gradually changing the binge drinking rate is a priority. Regarding binge drinking, in 1992, 48% of students fit the classification; in 1996 the number dropped to 38%, an actual decrease of 21%. (This still held firm in 1999 with Sophomores reporting a 37% rate of binge drinking.) Changes also occurred in the rate of consequences resulting from drinking. Reported experiences of

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'public misconduct' (referring to: trouble with police, fights/arguments, DWI, DUI and vandalism) dropped from 47% (1992) to 28% (1996), an actual reduction of 40%. In the categories described as 'personal problems' (referring to: being hurt or injured, suicidal ideation, trying unsuccessfully to stop using and sexual assault) 41% had identified these consequences in 1992, while 25% reported experiencing them in 1996 (an actual drop of 19%).

In 1999, the newer instrument was administered to new Freshmen, and to Sophomores. We chose this specific approach since it focused on the assessment of use and norms as they relate to our participation in the OASAS mini-grant project. Students heard the description of the survey and were again informed that it was anonymous, confidential and optional. The administration of the instrument took place for Freshmen during a morning program on the second day they were on campus for Orientation- Part II. This portion of the study allowed us to identify the use rates of Freshmen as they entered the institution, and their misperceptions of use by college students.

Sophomores were surveyed in their residence halls shortly after school began. Incentives for participation were provided, including being entered into a raffle for additional prizes. The

purpose of surveying Sophomores was to assess the impact we had on them during the 1998-99 academic year, when we had presented a focused social marketing campaign towards then as Freshmen. Compared to only **29%** of their predecessors (1992) who perceived that the average student on campus drank **once a week or LESS frequently**, these students believed that **63%** of their peers drink once a week or less frequently, an actual 54% change. The potential impact on alcohol use is promising, as we have seen the research indicates that we will continue to see a reduction in use as perceptions become deflated.

In 1992, our CORE results showed that only 29% of New Paltz students believed alcohol policies were enforced. In 1996, that percentage rose to 39%, an actual increase of 26%. These statistics relate to our data on judicial cases regarding alcohol infractions. In 1995-96 we had only adjudicated 10 cases through the Office of our Dean of Students. By 1999-2000, the number of students who came before the Dean rose to 24. Although these numbers seem small, they represent a 140% increase that we believe is the result of increased staff training and enforcement on campus.

Every three years, 28 SUNY campuses participate in an assessment utilizing the 'Student Opinion Survey'. Administered in classes, this instrument ranks student satisfaction with a variety of services on their campus. The results are then tabulated to chart comparisons across the statewide system, culminating in a ranking system across institutions with the lowest possible score being 27. In 1997, in the category entitled "Campus Alcohol and Substance Abuse Program and Referral Service", our program was ranked 18th. In 2000, our ranking went up 14 points, as we are now ranked '#4' in the system regarding satisfaction with our program. The initiatives implemented from 1997 to 2000 have increased the visibility of our prevention efforts, and the data would indicate that respect for policies and enforcement results in more respect for our program. The advent in 1997 of a 'deterrent interview' intervention process for first-time, minor

offenses has increased the number of individual interventions by Resident Directors with student offenders from only eight in 1997-1998 to 32 in 1999-2000.

On the process level, four initiatives reflect the campus environment over the past few years. In 1998, a collaboration with local tavern owners addressed problems they (and the college) were experiencing as a result of bad press related to drinking by college students and others who were attracted to our college town due to the perception of a 'party scene'. Of biggest concern to the University were high-risk drink specials targeting students, and inappropriate advertising content. The tavern owners were motivated by crackdowns related to underage stings and occupancy limits, as well as Press coverage of fights (although these problems did not generally involve our students). The collaboration resulted in and marks the signing of an agreement that is only the third in the nation. The number and type of specials and ads have drastically changed in the past two years, and policies regarding the posting of flyers are receiving more respect. The serendipitous closing of two bars in town has helped the remaining tavern owners realize that high risk specials lose money for everyone and bring unwanted problems to Main Street. As a result, by reducing the cut-throat competition resulting from price slashing, their businesses are easier to manage and their profits still remain.

Another process that took place during the past two years is the adoption of a Risk Management Program for Greek letter organizations. The local groups were not accountable to any national guidelines, and enforcement was difficult. As a result of this initiative, parties involved now sit together at the table and prevention is addressed directly with fraternity and sorority members.

The environmental culture at New Paltz is successfully changing to show support for non-use and low-risk use. A proposal to open a pub on campus (we have not had one since the 1980's) was vehemently opposed by students through the campus media, and voted DOWN two to one by

students in a campus vote three years ago. We believe this is a strong statement of the advent of a cultural permission to NOT use, reflecting success in one of the areas identified for desired outcomes of our model program.

With additional funding support provided by the Model Programs grant, we anticipate an ability to further enhance our comprehensive alcohol prevention program. For our university, this will be achieved in the strategic areas of Freshman Initiatives, Community Collaboration, Multi-Media Social Marketing and Campus Activities. It is also our hope to effectively disseminate our model program to our sister institutions in the largest State University system in the United States.