

**THE RESEARCH FOUNDATION OF SUBY
THE COMMITTEE ON UNIVERSITY AND COMMUNITY RELATIONS:
A MODEL CAMPUS-COMMUNITY PARTNERSHIP AT A STATE UNIVERSITY CENTER**

Abstract

The University at Albany, State University of New York seeks funding assistance through the U. S. Department of Education to identify, enhance, further evaluate, and disseminate information about its nationally recognized and effective *Committee on University and Community Relations*. In existence at the University at Albany for the past fifteen years, the Committee on University and Community Relations has served as a central initiative within the University's Comprehensive Alcohol and Other Drug Abuse Prevention Program and has been regarded as a national campus-community coalition model. Continuing the work of our campus-community coalition, the proposed project will develop, implement, and evaluate a coordinated and multifaceted campus and community-based social norms media campaign that incorporates the unique delivery of information on the health-related and protective behaviors of UAlbany students to both our students on and off campus and to members of the local Albany residential and business community. This effort seeks to: 1) reduce high-risk drinking rates and associated high-risk behaviors and increase protective behaviors in our on-campus and off-campus students; 2) Correct misperceptions of the alcohol use rates of University at Albany students, particularly those of our off-campus students, held by members of our campus and in the local community; 3) Identify and describe the effective ingredients of a successful campus-community coalition; and 4) institutionalize effective program components and disseminate information concerning the effective components of this project to Institutions of Higher Education on a local, state, and national level. The proposed project design and evaluation strategy were developed after consultation with both campus and community stakeholders and researchers in the social norms area, and the project will be implemented with the strong commitment of high-ranking campus and community officials.

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **4497-Mandatory_ED 184N Program Narrative 2006.doc**

Attachment 2:

Title: Pages: Uploaded File: **8057-ED 184N Proposal Table of Contents.doc**

**THE RESEARCH FOUNDATION OF SUNY
THE COMMITTEE ON UNIVERSITY AND COMMUNITY RELATIONS:
A MODEL CAMPUS-COMMUNITY PARTNERSHIP AT A STATE UNIVERSITY CENTER**

1. SIGNIFICANCE

Absolute Priority: Under this priority the Department provides funding to IHEs that have been implementing effective alcohol and other drug prevention programs on their campuses. An IHE that receives funding under this priority must identify, enhance, further evaluate, and disseminate information about an effective alcohol or other drug prevention program being implemented on its campus.

Introduction: The University Context

The University at Albany, State University of New York (UAlbany) is a public institution within the 64-campus State University of New York system. The University, which is one of four SUNY University Centers, is classified as a Research I and NCAA Division I institution. Education is offered to its 17,000 students at both an undergraduate (12,000 students) and graduate (5,000 students) level, with most undergraduate students being between the ages of 18 and 22 years. The University is coeducational and very diverse in terms of race, ethnicity, gender, disability, and sexual orientation. Sixty percent of our students live in on-campus residence halls or apartments, and forty percent live in the Albany community. Of the students that live off campus, most are concentrated within the Beverwyck and Pine Hills neighborhoods, which contain a high density of local bars and retail establishments that serve alcohol.

Since 1990, the University has mounted and institutionalized a Comprehensive Alcohol and Other Drug Abuse Prevention Program, and the University's President has served as a national leader in the area of alcohol and other drug abuse prevention for colleges and universities. The University's prevention program is broad-based and multifaceted in scope, and interventions have been structured based on the Comprehensive Program Model of the Higher Education Center for Alcohol and Other Drug and Violence Prevention. As a major part of its comprehensive program, the University has developed several nationally recognized initiatives, including an award-winning campus-community coalition and one of the first such coalitions in

the United States, the *Committee on University and Community Relations*,

The Committee on University & Community Relations: History of the Model Program

During the fall of 1989, the University at Albany and the City of Albany experienced an increase in the number and intensity of complaints concerning the behavior of college students off campus. These complaints came from concerned neighbors, neighborhood associations and the local police department. The complaints were a result of parties in off-campus apartments involving alcohol as well as traffic to and from area taverns. The problems reported involved the abuse of alcohol, yelling and screaming late at night, large and unruly parties, loud music at night and to a lesser degree trash and litter.

As a result of these problems, the then Mayor of the City of Albany and the President of the University at Albany formed the “Task Force on University & Community Relations.” This task force was composed of University and community members in a united effort to make recommendations for the problems identified. In the spring of 1990, the report of the task force was released and approved by both the Mayor of the City of Albany and the President of the University at Albany. This report included both proactive and reactive measures as part of a comprehensive and multifaceted approach to improve the situation in the neighborhoods where our off-campus students traditionally live, and the Task Force was renamed, “The Committee on University & Community Relations.”

In the fall of 1990 the committee began to meet on a monthly basis with the original overall goal of improving relations between college students off campus and their long-term neighbors. Since that time its goals have been expanded to include improving safety off campus as well as to develop alcohol and other drug prevention and education programs off-campus. The committee is currently composed of student leaders and professional staff members from the

University at Albany as well as other local colleges - specifically the College of Saint Rose, the Albany College of Pharmacy, the Albany Medical College and the Junior College of Albany/The Sage Colleges, officials from the Albany Police and Fire Departments as well as the Albany Common Council, neighborhood association representatives, community and religious leaders, tavernowners, landowners and representatives from the Empire State Restaurant and Tavern Association, the Albany and Rensselaer County Restaurant & Tavern Association and the New York State Division of Alcoholic Beverage Control. Membership is open to anybody who wishes to join. Celebrating its fifteenth anniversary in the spring of 2006, the Committee on University and Community Relations continues to meet on a monthly basis during the academic year. University responsibility for the committee is housed within the Office of Personal Safety and Off-Campus Affairs of the University Police Department.

Role in the Community and Response to Underage Drinking Issues. The committee has been an excellent forum for open and honest interactions among all those attending who are not often seated at the same table. It has undertaken programs, among others, to educate landowners as well as students about expected tenant behavior, to inform college students about their rights and their responsibilities off campus, to deal effectively and in a timely manner with problems as they are reported, to help enforce local laws and ordinances regarding rental property and to methodically and cooperatively with the Albany Police Department and neighborhood associations log, identify and follow up on quality of life problems off campus. For example, to inform students living off campus about the various laws and ordinances impacted if they decide to host a party in their apartment, doortags entitled "Having a House Party? Don't Add Getting Arrested to Your Checklist!" are distributed door-to-door in student neighborhoods a few days before students return to their apartments. In addition, the committee has developed several

initiatives to educate students currently living on campus about local laws and ordinances as well as behavioral expectations off campus as a proactive measure. From the law enforcement standpoint, the Committee on University & Community Relations practiced community policing and environmental management strategies long before they became standard practice.

Many of the incidents concerning inappropriate behavior off campus seemed to involve alcohol. As one initiative regarding the abuse of alcohol off campus, the "Tavernowner Advertisement Agreement" program was initiated by the committee during the spring of 1995. The committee had discussed in length the issue of tavern advertising as it might impact the behavior of patrons, especially college students, while in a particular establishment and when they leave the premises. As a result, the committee arrived at a voluntary Tavernowner Advertisement Agreement. Those tavernowners signing this document agreed to review the content of any and all advertising with the intention to promote: (1) the responsible and lawful consumption of alcoholic beverages and (2) appropriate as well as civil behavior when leaving their establishment. In addition they agreed to comply with current policies and procedures concerning the posting and distribution of advertisements for the City of Albany, the University at Albany and The College of Saint Rose, copies of which are provided to the tavernowners with the agreement. The committee has received a number of awards for its work including:

- 1995 Neighborhood Resource Center (City of Albany)
- 1997 "Neighborhood of the Year" (Neighborhoods USA)
- 1997-98 Outstanding Public Relations Program Award" (Commission XVII, American College Personnel Association)

Since the committee's inception, the Chair of the Committee on University and Community Relations has collected extensive qualitative data indicating that the committee has been effective in reducing some of the negative consequences associated with high-risk drinking as well as to improve the quality of life for both off-campus students and long-term neighbors.

Appendix A provides a summary of several of these indices. Further, in 2003-2004, the committee was involved in the first-ever implemented outcome evaluation project testing the effectiveness of social norms messages challenging misperceptions about student drinking with target populations of both students and long-term neighbors. This campaign, to be described in detail later in this proposal, not only yielded promising outcome results, but also earned the University a SUNY-wide award for the quality of its efforts in developing its media messages and products. The committee is, at present, ready to take the next step in the evaluation of its social norms marketing efforts.

A. *The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study. (10 points)*

The Committee on University and Community Relations has, over the past decade and a half, played a significant role within the advancement of alcohol and other drug abuse prevention strategies, creating an effective partnership with the community to help reduce environmental factors that promote high-risk drinking and its associated consequences. It has, over the past fifteen years, developed and evaluated proactive programs and science-based best practices that have been effective in addressing issues of high-risk drinking and related consequences in our college communities. It has been active in the dissemination of information on best practices in campus-community coalition work and has been the recipient of a number of awards for its accomplishments (see Appendix A for documentation of dissemination activities and awards). The committee has been the subject of a number of published case studies, including a study published in the Journal of American College Health, including a major case study authored by Dr. William DeJong, former Director of the Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention.

In 2002, an extensive case study was conducted focusing on the Committee on University

and Community Relations as part of a doctoral dissertation project evaluating the elements that have led to the long-term success of the committee (Bell-Elkins, 2002). The goal of this case study was to learn about the structures, resources, and processes that have formed and sustained the successful University at Albany community-campus partnership. The researcher broke new ground by being the first to apply the group development framework, Structuration Theory, and the Nine Principles of Good Practice for Community-Campus Partnerships to a partnership formed to reduce underage drinking and irresponsible behavior of individuals under the influence of alcohol. Three primary forms of data were collected: background data, 22 individual interviews, and participant observations of group meetings and passive public observations. The data provided information about the formation, evolution, and sustainability of the partnership. The findings revealed that the highly successful partnership met all Nine Principles of Good Practice. The researcher also discovered a tenth principle, “the partnership is a community-campus partnership”, which emerged as one of the most important findings. The researcher concluded that successful and sustaining partnerships need to be community-based, and therefore: (1) The University should develop expectations and programs to facilitate student engagement in the community. (2) Community and University leaders need to allocate resources in the form of personnel, policies, and procedures to support the goals of the partnership. (3) The partnership should be regarded as a community-based committee. (4) Leaders within the community need to share leadership with the University. (5) Partnership meetings should be held in the community, at off-campus sites.

In 2003-2004, the Committee on University and Community relations served as a key intervention delivery mechanism for a first-of-its-kind social norms-based campus-community outcome study published in the Report on Social Norms (Cimini, Gebhardt, and Herman, 2004).

Findings (see Appendix A) yielded not only corrections in misperceptions about student drinking from pretest to posttest, but qualitative data suggested that there was a reported higher degree of satisfaction about how the University was addressing underage drinking as well as associated reports of a more positive quality of life in the community.

B *The extent to which the proposed project is likely to yield findings that may be utilized by other appropriate agencies and organizations. (15 points)*

While the Committee on University and Community Relations has been in existence for fifteen years and contains a number of program elements which interface with each other, any single component of the program may be easily replicated by other colleges and universities. The specific program enhancements to be evaluated in this project are excellent candidates for dissemination to other colleges and universities on a local, state, and national scale.

Dissemination Plan. The dissemination of successful initiatives to other colleges and universities and professional organizations is an important activity that serves to contribute to the progress of the alcohol and drug abuse prevention field. Several objectives comprise the specific dissemination plan for this grant project, including:

| Dissemination Activity | Persons Responsible | Evaluation Method | Completion Timeframe |
|--|---------------------|-------------------------------------|----------------------|
| Provide information about specific activities, program descriptions and other resource materials to other colleges and universities in the form of a <u>sourcebook</u> . Sourcebooks will be distributed locally, through the University's President's Advisory Council on Alcohol & Other Drug Prevention, regionally, through the New York State Office of Alcoholism and Substance Abuse Services (OASAS) and within the Alcohol and Other Drug Consortium, and nationally through professional conferences and related activities. | Key Project Staff | Feedback From Consumers | Summer 2007 |
| Dissemination of project practices and findings through <u>regional and national conference presentations</u> will continue (e.g. U.S. Department of Education's National Meeting, BACCHUS Network General Assembly, National Social Norms Conference, American Psychological Association annual conference and other venues). | Key Project Staff | Program Evaluations and Peer Review | Ongoing |

| | | | |
|--|-----------------------------|--------------------------------------|-------------|
| Preparation and submission of <u>articles and manuscripts for publication</u> in relevant professional journals and periodicals (e.g. The Report on Social Norms, Promising Practices, Journal of Alcohol and Drug Education). | Key Project Staff | Peer Review | Ongoing |
| Use of <u>World Wide Web technology</u> , such as the inclusion of project information on our Alcohol and Other Drug Prevention Technical Assistance Web Page | Key Project Staff | Feedback from Consumers | Spring 2007 |
| Hosting of a <u>training seminar</u> highlighting strategies used by successful campus-community coalitions for AOD professionals and campus-community coalition members. | Key Project Staff | Evaluation Ratings From Participants | Summer 2007 |
| Issuing of project-related <u>press releases and articles</u> in University publications and local, state, and national media | Office of Media & Marketing | Consumer Feedback | Ongoing |
| Preparation of a <u>case study</u> for inclusion on the Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention web site. | Key Project Staff | Consumer Feedback | Summer 2007 |
| Continuation of <u>individual consultations</u> with colleges and universities, community agencies, statewide consortia and task forces, and other groups. | Key Project Staff | Consultee Feedback | Ongoing |

2. QUALITY OF THE PROJECT DESIGN

A. *The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice. (10 points)*

The proposed project design is based on the bodies of literature and state-of-the-art prevention practice from both campus-community coalition work (for which the University at Albany served as a pioneer) and social norms theory. Recent publicity about students' drinking has led college administrators to intensify their efforts to reduce high-risk drinking on campus. Traditional approaches, including freshman orientation, alcohol-awareness activities, peer education, and curriculum infusion, are necessary but insufficient for dealing with the problem. Also needed are efforts to change the institutional, community, and policy environment in which students make decisions about alcohol consumption and related behaviors. This approach, called environmental management, involves an analysis of environmental features that increase the risk of alcohol abuse, followed by a consensus-building initiative to change the environment and reduce those risks. The primary focus of a campus-community coalition is to curtail the access of

underage youths to alcohol and eliminating irresponsible alcohol sales and marketing practices by local bars, restaurants, and liquor outlets. Key objectives for such a coalition can include the following: (a) changes in local zoning ordinances to reduce the density of alcohol sales outlets and irresponsible sales and marketing practices; (b) a community-wide program for responsible beverage service; and (c) enhanced and publicized police enforcement of the age 21 drinking and drunk driving laws. The wisdom of such an approach has been reinforced by new research demonstrating the potential power of community-based coalitions to eliminate mixed-message environments that invite irresponsible alcohol use.

Maximizing the unique power of the community coalition as a vehicle in affecting both changes in perceptions of college student alcohol use and associated behavior change, the Committee on University and Community Relations has in recent years been engaged in conducting evaluative research on the use of social norms theory both on campus and in the community. To address the misperceptions of local long-term neighbors of University at Albany students and students themselves in regard to student drinking and associated high-risk behaviors, the University sought funding support to enhance its nationally-recognized Committee on University and Community Relations using a two-pronged science-based social norms and informational intervention campaign that was implemented through the coalition from July 2003 to March 2004. It was predicted that, by providing both University at Albany students and local community residents with a combined social norms/informational campaign “on the streets where they live”, neighbors’ misperceptions of students’ drinking would decrease and reports by neighbors of enhanced quality of life would increase. The specific goals of the project included: 1) To reduce the percentage of long-term neighbors who believe that University at Albany students drink at least once a week by 10 percent, and; 2) To increase the percentage of

long-term neighbors who are aware of the University at Albany's proactive measures to address underage student drinking in the community by 10 percent.

For Goal 1, there was evidence of a significant shift from pre-test to post-test in long-term neighbor misperceptions toward accurate norms. We noted a 31 percent shift in perceptions by long-term neighbors toward the accurate norms. For Goal 2, there was a 27.2% shift from pre-test to post-test in reports of neighbor satisfaction and qualitative differences in long-term neighbors' knowledge of University efforts to address underage drinking in the community. Qualitative data indicated an increased number of reports by long-term neighbors of improvements in the neighborhood climate and a more positive attitude toward University at Albany students living in the community. Comments included long-term neighbors reporting a greater interest in renting apartments to University at Albany students as well as reports of greater collaboration between long-term neighbors and University at Albany students. Another indicator of program success has been demonstrated by the high level of collaboration between both University and community stakeholders in the project throughout its planning and implementation period. Post-test survey findings indicated that long-term neighbors wanted to see continued communication from the University at Albany in regard to student behavior norms as well as updates on what the University is doing to address underage drinking in the community.

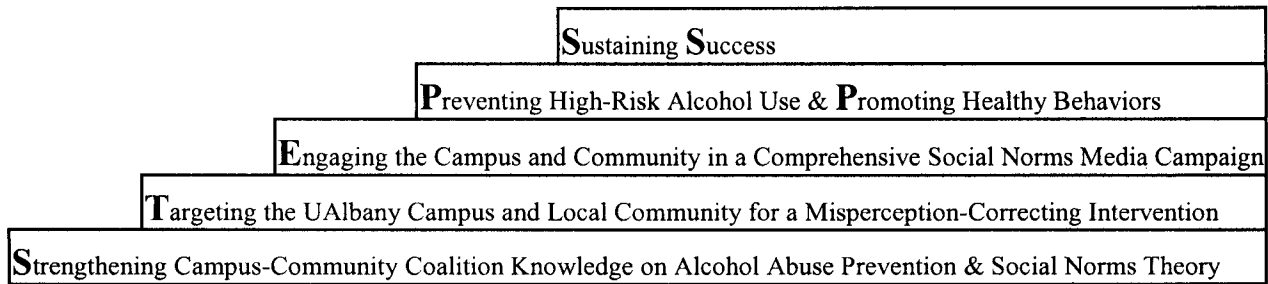
In any intervention that involves university-community relationships, it is critical to respond in a visible, planful, and aggressive manner, particularly when disseminating social norms data and messages. In our project, we remained front and center during the intervention period, and we capitalized on the natural opportunities to re-issue to the broader community our alcohol and drug prevention mission and the actions steps we have taken to achieve our

prevention goals. Surprisingly- our post-test survey feedback indicated that long-term neighbors appreciated being informed of our social norms data as well as our prevention efforts. Long-term neighbors also made useful suggestions on alternative ways that social norms information could be communicated to them on an ongoing basis, such as through a campus-community web site and email communication. Since the completion of this project, the University at Albany has been working to plan subsequent campus-community interventions, and our work has resulted in the project outlined in the following paragraphs.

The proposed program enhancements to be developed, implemented, and evaluated during the upcoming fifteen months aim to take our social norms-based campus-community coalition work one step further. The innovative and evidence-based intervention strategies to be implemented to accomplish the above goals and objectives have been integrated into a model entitled, “*STEPS to Campus-Community Change*”. STEPS to Campus-Community Change is comprised of five building blocks: 1) **Strengthening** of the Committee on University and Community Relations infrastructure and knowledge base in alcohol abuse prevention and social norms theory ; 2) **Targeting** of the UAlbany campus and local Albany community for a coordinated and comprehensive social norms intervention; 3) **Engaging** the UAlbany campus and local Albany community in a coordinated and comprehensive social norms intervention ; 4) **Preventing** high-risk drinking and **promoting** healthy behaviors on and off campus; and, 5) **Sustaining** success by identifying changes at the group level as well as monitoring changes on a number of dimensions, including indicators of alcohol use frequency and amount and students’ use of protective behaviors both on campus and , specifically, when they are engaged in the community, and institutionalizing these effective strategies into the UAlbany infrastructure. The following table illustrates the STEPS to Campus-Community Change intervention phases and

outlines the action steps for each program phase:

The STEPS to Campus-Community Change Model



| Project Phase | Action Steps |
|--|--|
| S trengthening Campus-Community Coalition Knowledge on Alcohol Abuse Prevention & Social Norms Theory | <ul style="list-style-type: none"> ▶ The membership of the Committee on University and Community Relations will be enhanced to ensure the broadest scope of representation from both the UAlbany campus and the local community. New members will be recruited as indicated. ▶ Members of the Committee on University and Community Relations will receive training on alcohol use and related issues in college students as well as the principles of social norms theory and practice so that they can be best prepared to support all aspects of the proposed project |
| T argeting the UAlbany Campus and Local Community for a Misperception-Correcting Intervention | <ul style="list-style-type: none"> ▶ Pretest data on student drinking and protective behaviors will be collected and analyzed. Pretest data from local community members will be collected using an updated version of the UAlbany Local Resident Survey. Data from both student and local community member survey will then be reviewed for the selection of key data to be used in our targeted campus and community norms campaign. ▶ The Committee on University and Community Relations will work with Project Co-Directors to plan a comprehensive and targeted social norms information dissemination strategy for both the UAlbany campus and the local community. Specific messages will be selected and developed for the target audiences identified in this project. |
| E ngaging the Campus and Community in a Comprehensive Social Norms Media Campaign | <ul style="list-style-type: none"> ▶ The Committee on University and Community Relations will work with key project staff in disseminating and dosing both the UAlbany campus and local community with social norm campaign materials and messages. |
| P reventing High-Risk Alcohol Use & P romoting Healthy Behaviors | <ul style="list-style-type: none"> ▶ Post-test data on student drinking and protective behaviors will be collected and analyzed. Post-test data from local community members will be collected using an updated version of the UAlbany Local Resident Survey. Data from both student and local community member survey will then be reviewed to assess changes in misperceptions, reductions in student drinking rates, and reported improvements in quality of life on campus and in the community. ▶ For all UAlbany students, reduction of alcohol use and increased use of protective behaviors will be encouraged and reinforced through continued implementation of existing campus-wide comprehensive AOD prevention program elements, as well as through ongoing training and education of the members of the Committee on University and Community Relations to help them place the social norms-based interventions in context and to assist them in better supporting project goals and objectives. |
| S ustaining Success on Both the Campus and Broad Community Levels | <ul style="list-style-type: none"> ▶ The STEPS to Campus-Community Change Program will be institutionalized at UAlbany after the grant period, and an Institutionalization Plan will be submitted to the President by December of 2007 for implementation on or before July 1, 2008, the beginning of the new fiscal year. In four years, we intend for 95% of all UAlbany students and local community members to receive project-related interventions. |

At its core, *STEPS to Campus-Community Change* will evaluate the effectiveness of an innovative, coordinated, and truly comprehensive campus and community-delivered social norms media campaign under the guidance of the social norms theory developer and with the expertise and commitment of our own University at Albany-based national expert in working with campus-community coalitions. Our Committee on University and Community Relations will serve as the hub from which our innovative social norms interventions will be implemented, with the buy-in of a number of campus and community stakeholders. Within this project, we will work to identify sets of implementation-related factors that may be specific to coordinated campus and community social norms campaigns so that such interventions can be designed and tailored to address a variety of campus needs and challenges. Such a model may hold critical implications for the efficient and cost effective delivery of best practices in alcohol and drug abuse prevention.

A Project Activities Timeline Chart for Years 1 and 2 of this project (with the Year 2 timeline illustrating activities to be completed after the 15-month grant period) is located in Appendix A. The chart specifically identifies major project tasks and outlines when and who will accomplish them. Consistent with the RFP guidelines, the start date used for the timeline has been set at June 1, 2006, but project staff is prepared to implement this project at any time, immediately upon notification of funding.

B. *The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (10 points)*

This project proposes to further evaluate the effective and successful University at Albany Committee on University and Community Relations by developing and implementing the second phase of a coordinated campus-community social norms media campaign incorporating the health and protective behaviors of our students, with an additional unique focus on their behavior when

they are off campus. The approach proposed in this project will be embedded within an existing comprehensive, coordinated University-wide effort, which seeks change at the individual, group, and community levels to create an environment that supports reduced drinking rates and increased healthy behaviors and quality of life. The proposed approach will implement a social norms model that is modified to be relevant and responsive to the unique needs and challenges of students and the community beyond our campus, and will both evaluate its effectiveness and identify the effective ingredients of the model to help understand what works to change the high-risk drinking behaviors of our students. To accomplish these tasks, the following goals and outcomes will guide the project.

| <i>Goals and Outcomes</i> | | |
|--|--|--|
| <p>▶ Absolute Priority: Under this priority the Department provides funding to IHEs that have been implementing effective alcohol and other drug prevention programs on their campuses. An IHE that receives funding under this priority must identify, enhance, further evaluate, and disseminate information about an effective alcohol or other drug prevention program being implemented on its campus.</p> | | |
| <p>▶ Central Goal: The central goal of this project is to reduce high-risk drinking in University at Albany students and correct misperceptions of UAlbany student drinking by our students, our broader campus, and members of the local community by developing, implementing, and evaluating a groundbreaking comprehensive and coordinated campus-community social norms-focused intervention.</p> | | |
| <p>Goal 1: ▶ Reduce alcohol use (amount and frequency) in UAlbany students.</p> | <p>Goal 2: ▶ Reduce the percentage of UAlbany students, the broader campus community, and long-term neighbors who hold misperceptions about UAlbany student alcohol use.</p> | <p>Goal 3: ▶ Institutionalize effective program components and disseminate information concerning effective project components to colleges and universities on a local, state, and national level.</p> |

| | | |
|--|--|--|
| <p>Specific Outcomes:</p> <p>1. Decrease UAlbany student reports of the number of drinks consumed per occasion by 10 percent by exposing this target population to a comprehensive and coordinated social norms media campaign delivered under the auspices of the Committee on University and Community Relations.</p> <p>2. Decrease UAlbany student reports of the number of times alcohol was used within the last 30 days by 10 percent by exposing this target population to a comprehensive and coordinated social norms media campaign delivered under the auspices of the Committee on University and Community Relations.</p> | <p>Specific Outcomes:</p> <p>1. Decrease the percentage of UAlbany students, the broader campus community, and long-term neighbors who believe that UAlbany students drink at least once a week or more by 10 percent by exposing this target population to a comprehensive and coordinated social norms media campaign delivered under the auspices of the Committee on University and Community Relations.</p> <p>2. Increase the percentage of UAlbany students, the broader campus community, and long-term neighbors who believe that the UAlbany has made a serious commitment in addressing underage drinking by 10 percent by exposing this target population to a comprehensive and coordinated social norms media campaign delivered under the auspices of the Committee on University and Community Relations.</p> | <p>Specific Outcomes:</p> <p>1. Contribute to the growing body of knowledge and research by engaging in professional conference presentations and consultations as well as the creation of publications regarding our project findings.</p> <p>2. Identify and implement a plan to institutionalize the project concepts and intervention components within the University.</p> |
|--|--|--|

C. The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project. (10 points)

The potential contribution of the proposed project lies primarily in three areas: 1.) It proposes a truly multi-component campus ad community intervention with a multi-component evaluation that will provide documentation of the efficacy of this coalition-based social norms approach under the guidance of national experts in both community coalition work and social norms theory and practice. 2.) It seeks to develop a systematic model and theoretical base for applying social norms theory that has been successful on large public university campuses similar to UAlbany in size, demographics, and other key factors as well as having demonstrated previous success on our own campus. The model will have immediate applicability to the large network of colleges and universities and their campus-community coalitions, both within New York State and the northeast, with which the University at Albany interacts, and beyond that to a larger nationwide group of public and private universities and surrounding communities that share many of the socio-cultural

characteristics of the University at Albany. 3.) It is a cutting-edge bridging of social norms theory and our knowledge about how campus-community coalitions work to identify the potential effective elements and modes of delivery of this innovative approach holding critical implications for providing such services in an efficient, cost-effective, and accountable manner. This project will contribute to that dialogue by closely linking its comprehensive, multiple-level intervention model to the prevention, student retention, and enhanced quality of life mission of a large public research university. We believe the implications reach far beyond large public institutions and touch the nerve of the purpose of higher education research and best practices on a local, state, and national scale.

D. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population. (5 points)

Project Development and Implementation Linkages. One of the most important linkages at the University at Albany is with students. Since the inception of this project, representatives from the target population of our undergraduates in general and student leaders in particular have been involved in the planning process in two important ways. First, as our University is the site of a nationally recognized peer-driven alcohol and other drug abuse prevention program, students with an interest and commitment to the project were identified and invited to join the planning process. Second, our student leaders who have been appointed to the President's Advisory Council on Alcohol and Other Drug Prevention (the group that has assumed leadership for the institutionalization of new alcohol and drug abuse prevention initiatives at the University at Albany) have been involved in discussions concerning the planning and institutionalization of this project. During the course of the project, students will be invited to participate in program evaluation activities within contexts in which the confidentiality of individual members of the target population receiving project interventions is not compromised. Specifically, senior-level

or graduate students will assist in monitoring satisfaction with grant-funded initiatives over the life of this project by being trained to conduct focus groups of students, faculty, staff, and members of the broader Albany local community; entering data that will not compromise anonymity of participants; and examining results and interpreting them from a student's perspective. These activities will serve the project well, but a greater gain may be in direct student involvement in meaningful activities, an educational process that will provide continuous insight about how our best practices and intentions actually affect students' lives. Project components will be integrated into a University-based environmental management intervention delivery system that is heavily utilized by the target population in this project, including members of our campus and the broader community.

For several months prior to this application, the Project Director and Co-Directors, which bridge across the Divisions of Student Success, Academic Affairs, and Government Relations worked collaboratively to discuss resource and logistical issues related to the conduct of this project, and their commitment is evidenced by their leadership roles on this project. On a broader scale, commitment from University administrators, including the University President, was enthusiastically obtained, as was the commitment of the Chair of the President's Advisory Council on Alcohol and Other Drug Prevention to institutionalize project initiatives and services after the project period. The commitment of the External Evaluator, Dr. Drew Anderson, and Consultant social norms theory developer Dr. H. Wesley Perkins of Hobart and William Smith Colleges has been obtained. Dr. Perkins is currently working with the University at Albany on an NIAAA-funded project as well. As previously stated, a particular strength of the planning, implementation, and evaluation process for this proposal lies in the linkages that have been established with key community-based stakeholders within our Committee on University and

Community Relations, including Albany City Chief of Police James Tuffey, and the Chief Executive Officer from the New York State Division of Alcoholic Beverage Control and the Executive Director of the Empire State Restaurant and Tavern Association, as well as the President of the College of Saint Rose and the President of the local neighborhood association in the area in which many of our University students reside. All of these stakeholders have made a commitment to remain active members of the Committee on University and Community Relations, to assist in the planning of grant-related programs and strategies, and to support all grant-related initiatives and programs through implementation and dissemination work throughout the grant period and beyond.

Project Institutionalization Linkages and Plan. Consistent with its fifteen-year history of institutionalizing evidence-based and effective alcohol and drug abuse prevention programs and services, the University will use its existing administrative infrastructures, particularly the President's Advisory Council on Alcohol and Other Drug Prevention, to ensure continuation of existing services and integration of new services. The Chair of the President's Advisory Council, Dr. Lynn Videka, is a member of the President's Executive Cabinet and serves as the University's Vice President for Research, offering a unique link between science and practice. More specifically, a Project Institutionalization Steering Committee within the President's Advisory Council on Alcohol and Other Drug Prevention will be formed to monitor project progress and movement toward institutionalization of key resources and service delivery linkages and mechanisms. (A listing of Project Institutionalization Steering Committee members is included in Appendix B.) The Project Institutionalization Steering Committee will meet monthly and will present an institutionalization Plan to the Chair of the President's Advisory Council on Alcohol and Other Drug Prevention by May of 2007 for approval and forwarding to

the University President. By December 2007, the University's Project Institutionalization Plan will be finalized for integration of recommended resources and services into the University infrastructure.

Key Personnel. A critical component in the establishment of service linkages for any prevention-related project is the quality of the project's key personnel. Below are listed the project personnel and their specific roles on campus and with this project.

▶ Thomas L. Gebhardt, M.A. will serve as the Project Director. He is the Director of Personal Safety & Off-Campus Affairs, University Police Department at the University at Albany, SUNY and has been Chairperson of the Committee on University & Community Relations since its creation in the fall of 1990. He has worked in the field of off-campus affairs and community relations for twenty years. In the fall of 1992 he was recognized by the University at Albany as the first recipient of the "Outstanding Professional Service Award" by the Division of Student Affairs for "significant contributions to improving university and community relations." In May of 2000 he was recognized by the Neighborhood Resource Center in the City of Albany as the "2000 Outstanding Public Official of the Year." Tom also co-authored an article entitled "Developing and implementing a successful social norms campaign targeting long-term neighbors in the community" in the October, 2004 edition of The Report on Social Norms. In the March, 2000 edition of the "Journal of American College Health" Tom co-authored an article entitled "A Campus-community Coalition to Control Alcohol-related Problems Off Campus: An Environmental Management Case Study."

▶ Estela M. Rivero, Ph.D. University Counseling Center Director, will serve as Co-Project Director and will supervise all the conduct of all campus-based social norms intervention interventions associated with this project. Dr. Rivero is a New York State licensed psychologist who has been Director of the Counseling Center at the University at Albany since 1989. He has leadership roles on a number of Federal, state, and private grant-funded programs, and she is currently the Project Director or Co-Director for over \$2 million in federal grants addressing high-risk drinking, including a grant under the NIAAA *Rapid Response to College Drinking Problems* program and the SAMHSA *Campus-Based Targeted Capacity Enhancement Grant for Alcohol Screening and Brief Intervention* for students seeking health care through the University. Dr Rivero has also held positions in other university and four year college Counseling Centers and serves on the New York State Board for Psychology.

▶ Carol P. Stenger, M.A., M. Ed. will serve as the Co-Project Director for on-campus interventions and will serve on the Committee on University and Community Relations as a campus representative. She is the Coordinator for Health Promotion at the University Counseling Center, University at Albany, SUNY. She possesses an M.A. in Human Sexuality/Health Studies from New York University and an M.Ed. in Counseling from Pennsylvania State University. Ms. Stenger is responsible for a wide range of University-wide health promotion and prevention programs; inclusive of the development and dissemination of the University's social norms campaign on alcohol prevention and associated protective behaviors. Carol has studied cross-cultural sexuality in Europe and in Russia. She has taught an undergraduate human sexuality course since 1984 on the University at Albany campus. She founded and directs a 40 member peer education group, "Project SHAPE: Sexual Health and Peer Education" which provides over 120 sexual health workshops each year for the University at Albany community.

University Administrative Linkage: Social Norms Marketing Campaign

▶ Catherine J. Herman is the Associate Vice President of Media and Marketing at the University at Albany- SUNY where she manages the development and implementation of strategic public relations and marketing programs. She assumed leadership in 2004 for a SUNY-side award-winning campus-community social norms campaign based on our 2004 project findings. Ms. Herman has more than 20 years of marketing communications experience. Her marketing initiatives at the Metropolitan Opera in New York City helped develop young opera audiences nationwide by correcting the perceptions held by classroom teachers and students nationwide that opera is stuffy and boring.

While at the NYS Health Department, Ms. Herman served as a public affairs adviser and speechwriter for Health Commissioner Antonia Novello, former Surgeon General of the United States. Ms. Herman is the recipient of several marketing awards including the Echo Leader Award from the Direct Marketing Association of America, two national Council for the Advancement and Support of Education (CASE) awards and has received the New York State Commissioner's Recognition Award from the NYS Department of Health.

External Evaluator and Consultant

▶ Drew A. Anderson, Ph.D., Associate Professor of Psychology, will serve as the Project Evaluator. Dr. Anderson is a New York State licensed psychologist who has been at the University at Albany since 1998. He received his Ph.D. in Clinical Psychology from Louisiana State University, and his research interests include the evaluation and treatment of high-risk behaviors in college students. He is internationally known for his work in the area of eating disorders and their interface with other risk behaviors, including alcohol and other substance abuse. Dr. Anderson's education and experience qualify him to serve as an External Evaluator for federally funded grant projects, including those under the auspices of SAMHSA.

▶ H. Wesley Perkins, Ph.D. will be hired as the Consultant for this Project. He is Professor of Sociology at Hobart and William Smith Colleges where he is Project Director of the Alcohol Education Project at Hobart and William Smith, an initiative providing research, educational resources, and strategies to reduce alcohol and other drug abuse both locally and nationally. In 1999 the Project received a national award from the U.S. Department of Education as a Model Prevention Program in Higher Education. Dr. Perkins has conducted extensive research over the last two decades on alcohol and other drug problems among college students, adolescents, and young to middle-aged adults. His work has focused upon uncovering peer misperceptions of norms and developing the Social Norms approach to prevention.

Personnel To Be Hired

▶ A Project Coordinator will be hired to manage the daily operation of this project. Stacy Rijssenbeek, M.A. has agreed to serve as the Project Coordinator should this grant application be funded. Ms. Rijssenbeek holds a master's degree in Communication from the University at Albany, SUNY and has assisted with the social norms media campaign component of the NIAAA grant at the University Counseling Center. Ms. Rijssenbeek's research on focus group methodology provided guidance for the preparation and facilitation of focus groups to gauge students' reaction to the UAlbany campaign posters. Her research paper entitled "Mythbusting: A Social Norms Approach to Reducing Alcohol Usage and Correcting Misperceptions at the University at Albany" evaluated the social norms campaign at the University at Albany in comparison to several other successful programs. This paper earned Ms. Rijssenbeek the Phillip K. Tompkins Award for Outstanding Research. Prior to earning her master's degree, Her marketing research experience includes tabulating data and programming web-based surveys.

3. QUALITY OF THE PROJECT EVALUATION

A. *The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives and outcomes of the proposed project. (10 points)*

The primary goals of this project are to both reduce high-risk drinking in our students and correct misperceptions about alcohol use in general, and off-campus behavior in particular, both in our students and local Albany community residents. Outcomes will be assessed at a number of levels using a variety of evaluation methods. More specifically, the following chart outlines the project goals and relates each goal to specific performance indicators to be monitored within this project:

| <u>Goal</u> | <u>Objectives</u> | <u>Indicators</u> | <u>Data Source/ Measures</u> |
|--|--|--|--|
| 1. Reduce UAlbany Student Alcohol Use | Reduce High-Risk Drinking: Frequency | Decrease in reports of heavy episodic drinking Decrease in reports of frequent heavy episodic drinking | ▶ Surveys (see listing below) ▶ Observational reports of University staff , students, and local community members |
| | Reduce High-Risk Drinking: Quantity | Decrease in reports of drinks consumed per occasion | ▶ Surveys (see listing below) ▶ Observational reports of University staff , students, and local community members |
| 2. Correct UAlbany Student, Campus Community, and Local Community Misperceptions About UAlbany Student Drinking | Reduce Norm Misperceptions | Decrease in student, faculty, staff, and local community reports of misperception about UAlbany student alcohol use | ▶ Surveys (see listing below) ▶ Reports of University staff , students, and local community members |
| | Increase Belief That UAlbany is Aggressive in Addressing Underage Drinking | Increase in knowledge about what UAlbany is doing to address underage drinking Increase in satisfaction with what UAlbany is doing to address underage drinking | ▶ Surveys (see listing below) ▶ Focus Groups ▶ Reports of University staff , students, and local community members |

Data Sources. The survey instruments and other evidence to be used and evaluated in this project are:

Survey Instruments for Project Participants: Updated Local Resident Survey (LRS); Adapted version of Student Voices Survey (Fabiano, 2005).

Campus-Wide Assessment Tool: National College Health Assessment, American College Health Association (NCHA)-Annual in-class administration.

Other Data Sources: Student Discipline Office Database Records of Disciplinary Actions; University and City of Albany Police Department Crime Logs; University Health Center Records; Urgent Care Log; Ambulance Transport Records; Data and Reports from Office of the Dean of Undergraduate Studies; Structured Interviews and Focus Groups with key stakeholders: administrative decision makers, principal investigators, and students and local community members receiving project interventions.

The instruments listed above will provide a triangulation of evidence to determine the extent to which change occurs and to which project component(s) change(s) can be attributed. We believe it is especially critical to examine changes in archival data held in the various offices listed above. These data reflect the extent of consequences impacting the broader campus and community climate and affecting those members of the broader student and local community populations who, too often, are not the drinkers themselves. In addition to general GPRA information that will be obtained in accordance with U.S. Department of Education guidelines under this grant competition, the evaluation results specifically will demonstrate whether the

project is effective in addressing the GPRA Measures relevant to high-risk drinking as follows: Number of days and amount of alcohol used during past 30 days [1.a; 1.b1.; and 1.b2.]. To further understand change due to frequency and amount, we will closely monitor the NCHA item that measures the number of drinks consumed during the last time one socialized, both within our off-campus student population and the broader University at Albany student population for comparison purposes.

Data Collection. Data collection will be coordinated onsite under the direction of our External Evaluator. All data will be encoded to ensure anonymity, with collected forms kept in locked file cabinets with access only to the Project Directors, External Evaluator, and a research assistant. Only encoded data from participant surveys will be transmitted to the external evaluator for initial analyses and interpretation.

Data Analysis. For analysis of quantitative data in the NCHA survey and archival data, SPSS procedures will be used to identify and report change only at the aggregate level to ensure anonymity of students and local community members. Data will be encoded to ensure this anonymity, and will be examined in terms of frequency of responses and the mean of responses at baseline and at six-month intervals. A multivariate analysis will examine the significance of change in these responses. Path analysis will determine the significance of influence of various social norms intervention components and modes of delivery, which could lead to significant and even groundbreaking findings for the prevention field.

For qualitative content data analysis for the processes by which expected changes should occur, NUD*IST N6 or NVivo 1.3 qualitative software from QSR International will be used to analyze results from structured interviews and focus groups, assisting the U.S. Department of Education, project staff, and students in identifying strengths and weaknesses of the campus and

community social norms approach and, specifically, each of the specific intervention components. The external evaluator has designed or substantially assisted in the intervention protocols, conducted focus groups and structured interviews, and performed content analysis on the results for a number of major research grants in the area of alcohol and other drug abuse prevention.

B. The extent to which the evaluation data provide evidence of the effectiveness of the program in reducing either alcohol or other drug use, in reducing the problems resulting from either alcohol or other drug use, or in meeting outcome objectives that are associated with reductions in alcohol or other drug use or resulting problems. (20 points)

The project will be evaluated using a pre-post design that will target outcome and process measurements using both quantitative and qualitative methods to answer the research question: “Can the University at Albany reduce high-risk drinking (frequency and amount) and correct both student and community misperceptions of drinking through a specially designed, campus and community-focused and integrated social norms campaign?” An additional question that will be asked is “What type of information/media message is most effective in reducing alcohol use (frequency and amount) and correcting student and community misperceptions of drinking under what conditions?” Measurements will be taken at required, distinctive points in time: at baseline (for GPRA data collection requirement), and then at 12 months past baseline during the grant period. Most baseline data for students’ outcome measures and for the content of the proposed social norms campaign were gathered via the annual in-class administration of the National College Health Assessment (March 2006) as well as from multiple sources that are listed in the above chart; these data are the foundation against which projected benchmarks will be analyzed.

Outcomes will be analyzed primarily with quantitative analyses using SPSS software, as described previously. Process evaluation data will be analyzed using software specifically designed to describe and summarize observational data, which allows for identifying themes,

provisional categories, relationships between categories, and testing of theory against the data. In our process evaluation, we are especially interested in discovering why specific elements of our campus-community social norms campaign work well for some college students and local community members but not for others, and which type of intervention (campaign) works best for which members(s) of the target population. Individual structured interviews and focus groups with students and members of the local community will be critical for our colleagues across the country who are also using this strategy. In addition, we will hold focus groups with administrators and program staff toward the end of Year 1 to determine feasibility of immediate institutionalization upon cessation of U.S. Department of Education funding of this project's strategies. Becoming aware of potential barriers during the first year of the project will allow us time to obtain support by reducing specific, identified barriers.

C. The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies. (5 points)

As described above, results will be analyzed as obtained by the external evaluator, with initial interpretations being immediately fed back to the project team for discussion and further interpretation. This feedback mechanism also assists in making mid-stream corrections to programming, if results indicate less-than-expected outcomes. The external evaluator will prepare evaluation reports for submission to the U.S. Department of Education, as well as periodic reports to the project directors and staff after each data collection point.

To meet fidelity requirements for our campus-community social norms approach, we are committed to holding the above-mentioned focus group and individual interviews with students and local community members. Not only will this procedure keep a close eye on fidelity, we strongly believe these steps will inform colleges across America about strengths and weaknesses of our campus-community social norms model across a diverse cross-section of colleges and universities. Results will be regularly sent to program staff in the form of a feedback report. In

addition, regular communication between the Project Director and external evaluator will ensure fidelity to the project as proposed.

D. *The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings. (5 points)*

The aforementioned outcome and process arms of our comprehensive evaluation plan are important steps to take so that efforts and results are useful for all stakeholders and, more broadly, institutions of higher education across the country, in helping them understand: 1) what has been achieved, 2) how success was reached, 3) who were the critical players in the effort, and if objectives were not met, 4) what came up as a barrier, and 5) how could the process be amended to minimize the barrier in order to reach the objective. These five steps comprise the critical knowledge needed for students and campus administrators to work together to significantly reduce high-risk drinking and its debilitating consequences on our campuses and for broader communities in which our campuses are located.

Since the publication of our 2004 study on the effectiveness of our community-based social norms campaign, project staff have conducted numerous professional conference presentations on project design and evaluation issues as outlined above at the U.S. Department of Education National Meeting on Alcohol and Other Drug Abuse and Violence Prevention in Higher Education, the International Conference on the Social Norms Model, and the New York State Office of Alcoholism and Substance Abuse Services College Prevention Conference. Each of these conference presentations have resulted in individual consultations from colleagues across the United States as well as inclusion of components of our design and evaluation methodology within a current project funded by the National Institute on Alcoholism and Alcohol Abuse. We expect that our provision of such program effectiveness-focused guidance will continue and grow with the very prestigious U.S. Department of Education's Models Grant recognition.