

(1) Significance

(a) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.

The proposed project will create a statewide network of campus-community coalitions in Nebraska that replicate the NU Directions framework and employ comprehensive environmental strategies based on their specific needs by providing technical assistance, training, and strategic planning tools to the three state colleges, seven community colleges (including one tribal college), and two remaining University of Nebraska undergraduate campuses. The proposed project is based on three distinct best practices that have shown promise in reducing alcohol consumption and related harms within college populations: (1) the use of community coalitions to employ comprehensive environmental strategy (NIAAA Task Force Report, 2002; Weitzman, Nelson & Wechsler, 2004), (2) the use of a “3-in-1 Framework” that targets individuals, campuses and communities (NIAAA Task Force Report, 2002), and (3) the use of state initiatives to strengthen individual campus efforts to reduce alcohol consumption and related harms within college populations.

(1) The NU Directions Campus-Community Coalition at the University of Nebraska-Lincoln is one of ten “A Matter of Degree (AMOD)” sites funded by the Robert Wood Johnson Foundation and administered by the American Medical Association. The project was evaluated by the Harvard School of Public Health and continues to be evaluated through the Nebraska Prevention Center for Alcohol and Drug Abuse (NPCADA) at the University of Nebraska-Lincoln (UNL). The NU Directions campus-community coalition involves forty stakeholders from the campus and the community, including city, county and state entities. The coalition operates from a strategic plan where goals and objectives are grounded in environmental

indicator data, resulting in activities that address access and availability to alcohol, pricing and promotions, and the normative culture, among other environmental elements.

NU directions developed a campus-community partnership in a manner consistent with Principles of Good Partnerships recommended by the Campus-Community Partnerships for Health (2005). These principles include (but are not limited to) “a strong mutually agreed upon mission, values, goals and measurable outcomes that build upon identified strengths and assets. There is clear open and accessible communication, shared power, and resources are allocated based on need. The relationship between partners is distinguished by mutual trust, respect, genuineness, and commitment. Role, norms, and processes for the partnership are established with the input and agreement of all partners. Feedback is used to continuously improve the partnership and its outcomes and everyone shares the credit for its accomplishments.

Partnerships are time intensive and evolve over time”.

(2) The comprehensive plan adopted by NU Directions incorporated both individual and environmental strategies simultaneously to address the 3-in-1 Framework recommended by the NIAAA Task Force on College Drinking. Activities targeted to individuals that have been employed by NU Directions includes the use of brief intervention, motivational feedback, and substance abuse treatment referral programs. Activities targeted to the campus and community include policy review and enforcement, as well as developing and implementing a number of campaigns designed to correct misperceptions and normalize responsible behavior.

(3) Evaluations of state initiatives have yielded promising results. An evaluation of statewide initiatives in Maine(in press), Illinois (IHECAODVP, 2003) and Ohio (OPDFY, 2002) suggest that efforts to promote and support campus-community coalitions throughout the state had a positive impact on increasing the capacity for campuses to enact local comprehensive

strategies that reduced alcohol consumption and related harms. The Missouri Partners in Prevention, housed at the University of Missouri-Columbia, serves as a successful model for this effort. The Missouri Partners in Prevention assists colleges and universities across the state in establishing Campus Task Forces that can join with pre-existing community efforts. The statewide coalition of campuses enables institutions to share resources, strategies, and technical assistance while facilitating the collection of statewide data on college alcohol use and harms. Similar programs have been established in Arizona, and California.

(b) The potential replicability of the proposed project or strategies, including, as appropriate, the potential for implementation in a variety of settings.

Elements of the NU Directions model have been organized for replication by other campuses. Essential to the creation of the framework, however, is the belief that replication by other campuses should *focus on methodology and not on imitating a specific list of strategies*. Central to comprehensive environmental strategy is the ability of a local coalition to build goals, objectives, and activities on local data and indicators where best practices are identified and adapted to meet local needs.

The model provides (1) a framework for building a campus-task force by a) identifying key stakeholders throughout the campus, b) involving students from both academic and co-curricular arenas, and c) engaging in a strategic-planning process that is based on local data and proven comprehensive strategies, (2) a structure that enables campus-task forces to join with existing community coalitions within their geographic location to extend the strategic plan to include community-wide environmental strategies, and (3) a support system via the NPCADA to assist individual campus-community coalitions with data collection and analysis, technical assistance, local expertise, and the ongoing exchange of information about current and future trends and available resources.

Forty-eight states have initiated some form of statewide effort to coordinate and strengthen campus AOD efforts. Likewise, given the Substance Abuse and Mental Health Services Administration (SAMHSA) Strategic Prevention Framework priorities, there is a possibility that other state agencies will also adopt Nebraska's approach to organizing state prevention efforts through community coalitions that offer the potential to collaborate with active campus task forces. Therefore, the project has the potential to be replicated by other states attempting to develop statewide initiatives through campus partnerships that join state-funded community coalitions.

(c) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

NU Directions actively participates in the State Initiative Leadership Institute (SILI), sponsored by the Education Development Corporation's Center for College Health and Safety. The NPCADA recognizes the fact that many states are seeking to create effective statewide efforts that enhance individual campus efforts as well as provide a synergistic impact in reducing college alcohol harms across the state. As funding sources for SILI efforts diminish, the NPCADA recognizes its responsibility to assist other statewide initiatives by disseminating strategies and lessons learned. The NPCADA can provide a unique contribution to statewide initiatives by creating a model that organizes and strengthens campus task forces and then placing them into existing community coalitions created through state agency efforts. The NPCADA can also provide helpful feedback and evaluation data for SAMHSA and the Nebraska Division of Behavioral Health Services (as well as similar Divisions in other states) on the potential role of campus task forces on statewide AOD prevention efforts.

Dissemination of "lessons learned" by the NU Directions implementation of a comprehensive environmental strategic plan has been a priority among coalition staff, who have

presented case studies and evaluation results at local, national, and international conferences. Both lessons learned and evaluation findings of this project will be disseminated through government, professional and academic conferences, academic journals, practitioner publications, monographs, internet-based technology, and support materials.

(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.

The proposed project will seek to replicate the NU Directions campus-community coalition model at state-funded institutions of higher education (IHE) across Nebraska. A detailed description of the NU Directions Model is described in this section.

Formed in 1998, the NU Directions coalition involves a wide variety of partners from both the campus and community. Co-chaired by the Lincoln Chief of Police and UNL's Vice Chancellor of Student Affairs, coalition membership includes representatives from city council, the local hospitality industry, city and county police agencies, state government, local prevention organizations, the city/county medical society, and various community organizations. Campus representatives include faculty, students, and administrative staff from Housing, Greek Affairs, Community Health, Judicial Affairs, Student Involvement, Student Affairs, the UNL Parents Association, and student government. Coalition membership has remained at approximately forty members. Public commitments in support of the coalition have been given by past and present University of Nebraska-Lincoln Chancellors and City of Lincoln Mayors. Both UNL and the City of Lincoln have provided institutional homes for several coalition projects to ensure their ongoing implementation.

The coalition spent approximately a year developing a comprehensive strategic plan based on a needs assessment, which incorporated local student behavioral and attitudinal data as well as a thorough scan of the local environment. Approximately seventy partners from across the community and campus participated in the environmental scanning and strategic planning process. The coalition reviewed data collected from the Harvard College Alcohol Study and the Omnibus Survey on Student Life conducted by UNL's Bureau of Sociological Research, which provided baseline data for student behavior. They also reviewed a variety of other indicator data such as "last drink" reports from Lincoln's protective custody facility, police arrest records, police calls for service, and citizen complaints. Finally, the group explored best practices and theoretical models from the national AOD literature.

Foundational to the strategic planning process was the agreement across the coalition on general philosophies that guided the activities of the coalition and were consistent with the intent of the Robert Wood Johnson Foundation. The coalition agreed to focus efforts toward harm reduction, seeking to reduce the incidence of high-risk (or "binge") drinking among UNL students, to view high-risk drinking as a shared responsibility across campus rather than simply as the sole responsibility of the producer, seller or consumer, and to utilize an inclusive process where all stakeholders regardless of interest are invited to discussion and collaboration to solve alcohol-related problems. Also essential to the planning process was the belief across the coalition and among its core planning team that a comprehensive approach that incorporated both individual and environmental strategies simultaneously was necessary in order to produce significant results.

Using current theory and research in the environmental model along with promising research in social norms and brief intervention, the coalition adopted a strategic model that

incorporated strategies that targeted individuals, the campus, and the community (see Figure 1). A comprehensive plan of thirteen goals and sixty objectives that incorporated strategies designed to impact individuals, the campus, and the community was developed in order to accomplish the mission of the coalition.

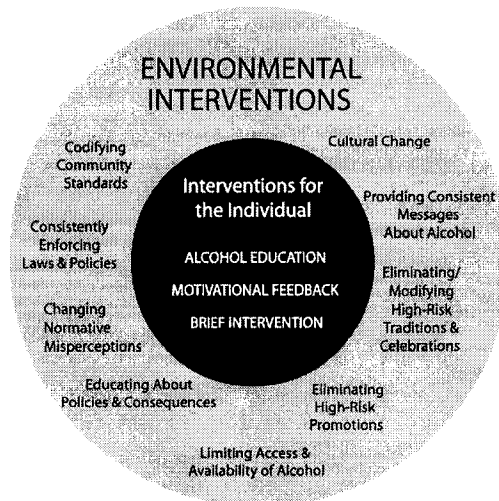


Figure 1: Model of Comprehensive Strategy for NU Directions

A set of measurable objectives were identified for each goal area. Four workgroups were formed by community and campus coalition members to identify activities that would accomplish each objective. Workgroups were organized around four key areas of the plan: Policy and Enforcement, Social Environment, Neighborhood Relations, and Education. Coalition members were able to self-select their workgroup based on expertise, interest, and potential contribution. An “Activities Timeline” was developed to assist the workgroups in the prioritization and timing of strategic implementation and to establish the length of each intervention. Workgroups met regularly throughout the initial five-year period to implement activities and monitor their progress.

Whenever possible, coalition membership remains fluid to allow for the inclusion of new partners that are most appropriate for specific objectives. Likewise, special task forces or project

groups are formed to approach specific activities that require additional partners, resources, or expertise that lived outside the realm of the coalition. Examples include a task force of landlords to create model lease agreements, a committee of hospitality owners and managers to discuss mandatory server training policy (and a subsequent steering committee to create a web-based training program based on their recommendations), and a task force of parents, bar owners and students to address birthday bar crawls.

Students are also a vital partner throughout the process. A Student Advisory Group was formed through the first two years of the coalition to provide feedback on coalition plans and activities and to build student support for coalition initiatives. Whenever possible, academic classes were solicited to utilize a coalition objective or activity as a class project. Faculty from the College of Journalism and Mass Communication, the College of Arts and Sciences, Teachers College, and the College of Business Administration collaborated with NU Directions staff and workgroups to create special projects for their classes, yielding considerable student input and collaboration. Student representatives from student government, athletics, fraternities and sororities, the peer education group, and residence hall government are placed in every workgroup.

Each workgroup employs a strategic model to approach an element of the environment (see Figure 2). The model focuses workgroup members on creating activities that surrounded a triad of strategies to produce change within the environment.

These include:

- 1) The use of policy surrounding the aspect of the environment, where the community found consensus and codified a set of standards on campus or in the community. Policies adopted by the campus, community, or state through NU Directions initiatives include the use of

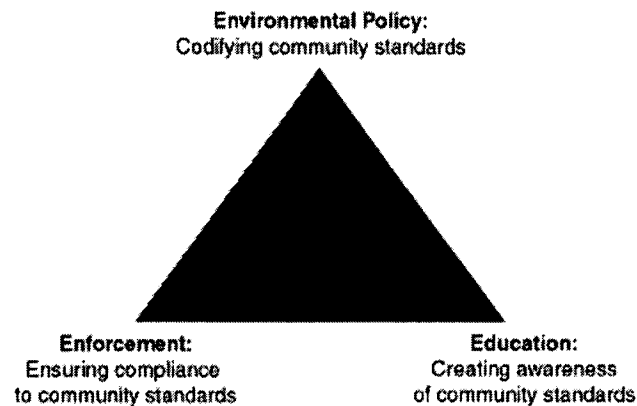


Figure 2: NU Directions Strategic Model for Addressing Environmental Elements

plans to eliminate alcohol use in fraternity and sorority dwellings as a condition of university housing status, the use of last drink data in determining “problem” establishments selling alcohol near the campus, conditions on alcohol license application approvals for “high-risk” establishments, and the adoption of state legislation enabling a secure digital drivers license system. The University of Nebraska-Lincoln already had policies in place that restricted alcohol in student residences, sales of alcohol on campus, and sponsorship of athletic events by alcohol producers prior to the coalition plan.

2) The use of ongoing education to assist individuals and groups in abiding by the standards created by the campus and community. Education efforts have included the adoption of brief motivation/motivational feedback programs and classes on campus for the general population as well as for students who violate campus alcohol policy, the creation of a web-based responsible alcohol service training program for servers across the state of Nebraska, and the use of community forums to educate special populations on avoiding high-risk practices that are contrary to policy, and

3) The use of consistent enforcement and adjudication to ensure compliance to the standards established by the community. Since the creation of the NU Directions coalition, both

campus and community enforcement of alcohol policies and ordinances have increased.

A communications staff member assists in developing and enacting the advocacy, education, social norms and social marketing activities of the strategic plan. Media advocacy is utilized in objectives that required additional community awareness and support or political pressure to enact supportive policy, and media coverage of coalition activities and successes are consistently solicited to educate the community about environmental contributors to college drinking problems. Social marketing and social norms campaigns are implemented as directed by the coalition's strategic plan both on campus and in the community to assist in changing the culture of college drinking.

Utilizing the information gleaned from the evaluation of the first five years, members re-entered the strategic planning process, identifying critical areas that needed additional attention from the coalition. Seven areas were identified. Coalition members also continued identifying successful strategies that should be continued by institutional partners and eliminating those that yielded minimal results.

In 2004, the University of Nebraska-Lincoln (UNL) was identified as one of five AMOD sites that have demonstrated successful implementation of a comprehensive environmental strategy (Weitzman, Nelson & Wechsler, 2004).

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

Unique to this particular project is the creation of campus taskforces that can join existing community coalitions created through State Incentive Cooperative Agreement (SICA) funds. According to the Substance Abuse and Mental Health Services Administration (SAMHSA), federal funding for state efforts will be implemented through a partnership between the State and community-level organizations. SAMHSA's Strategic Prevention Framework specifies that "A

minimum of 85 percent of the total grant award must be allocated to communities for data-based decision-making and evidence-based prevention efforts” (from website). In 2004, the Prevention Program manager for the Nebraska Division of Behavioral Health Services reorganized SICA funding priorities to focus prevention efforts across the state on the creation of community coalitions that employ environmental strategies to fulfill this obligation.

Currently, these coalitions have limited or non-existent partnerships with area institutes of higher education. The Prevention Program Manager of the Nebraska Division of Behavioral Health Services, which organizes and funds regional coalitions employing environmental strategies, was added to the NU Directions coalition as a vital partner in connecting Nebraska institutions of higher education to these coalitions. However, the majority of college and university campuses in Nebraska lack any organized campus-wide effort to address high-risk drinking and related harms among their student populations. Before these campuses can become active partners with the coalitions within their communities, they must first organize and identify strategies within their own organization.

The project would, through process and evaluation data, demonstrate the effect of enabling campus partnerships to employ effective comprehensive environmental strategies, and then joining them to work collaboratively with existing community coalitions created by the state Behavioral Health Department.

Goal	Objectives	Methodology	Target Date
1. Create active, operational campus task forces at the 11 remaining state-funded institutions of higher education serving undergraduate populations.	1.1 Recruit support from upper administration at each institution to commit personnel to task force coordination and participation. 1.2 Provide technical assistance and training to assist campuses in campus task force recruitment, organization and development. 1.3: Provide regular teleconferencing facilitation to allow interaction between task force coordinators at participating campuses.	Administrative workshop presentations to institution chancellors and presidents on statewide initiatives hosted by University of Nebraska President James Milliken; follow-up identifying key contacts Drive-in workshop on coalition development; follow-up teleconferences with organizers, internet resources; On-site technical assistance upon request. Monthly telephone conference of campus task force organizers; agenda that allows sharing of issues, problems, needs, and accomplishments	By November, 2005 By December, 2005
Goal 2: Create functional strategic plans at each participating Nebraska IHE that employ a comprehensive environmental strategy for reducing alcohol-related harms among local undergraduate student populations.	2.1: Collect, analyze, and distribute student behavioral and attitudinal data (through an existing web-based tool) to provide local baselines for each campus and statewide college AOD data. 2.2: Provide technical assistance and training on conducting an environmental scan using indicator data from local sources for each campus community. 2.3: Provide technical assistance and training on environmental strategic planning for campus initiatives. 2.4: Provide evaluative data, information and resources to employ best practices and new strategies to address campus environments. 2.5: Campus Task Forces will have a campus plan in place	Web-based survey of alcohol attitudes and behaviors; statistical analysis by Nebraska Prevention Center personnel; Report of Nebraska statewide college drinking behaviors and distribution of individual data sets. Drive-in Workshop on environmental scanning and Graphic Information System (GIS) Mapping. Follow-up teleconferences with key stakeholders/organizers, internet resources; On-site technical assistance upon request. On-site facilitation of strategic planning; Drive-in Workshop on SWOT and Logic Model strategic planning; follow-up teleconferences with organizers, internet resources; On-site technical assistance upon request Drive-in Workshops on monographs, teleconferences, internet resources, support materials from NPCADA, NU Directions, and other sources	Conduct survey by February, 2006 Report data by April, 2006 By March, 2006 By July, 2006 By August, 2006
Goal 3: Integrate local campus task forces to existing community coalitions.	3.1: Identify community efforts through SICA funding for each of the participating campuses. 3.2: Facilitate interaction between campus and community organizers in order to share information, activities, data and partners. Objective 3.3: Integrate campus task force activities into community coalition plans.	Site visits, internet resources and teleconferences; Final Drive-in Workshop Host reception at Nebraska Partners in Prevention State Conference; Host statewide symposium for campus-community initiatives Site visits and/or teleconferences; involvement of SICA management Publications, conference presentations, monographs, internet	By September, 2006 By December, 2005 By May, 2006 By December, 2006
Goal 4: Disseminate Lessons learned from campus-community coalitions in Nebraska			By January, 2006

(c) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

Several key indicators suggest that the need for comprehensive campus-community coalitions across the state of Nebraska:

(1) Harvard CAS data has consistently indicated a national average rate of college student “binge” drinking at 44%. The University of Nebraska-Lincoln baseline data, collected in 1997, indicated a 62% binge drinking rate among UNL students, which was consistent with findings of other institutions within the geographic region. There is little reason to doubt that, without comprehensive intervention strategies in place, drinking rates and subsequent harms at other Nebraska colleges and universities would be at similar levels.

(2) SAMHSA’s National Survey on Drug Use and Health (NSDUH) in 2002 and 2003 estimated the last-month binge drinking percentage for Nebraska 18–25 year olds at 49.83% (above the average for the US—41.25%, and one of the six highest in the nation).

(3) Nebraska Youth Risk Behavior Survey (YRBS) data from 2005 indicates that 40% of Nebraska high school seniors (45% of the males and 40% of the females) reported binge drinking during the past month. 1997 UNL baseline data from the Harvard CAS indicated that 36% of UNL students continued their binge behavior in college, while 26% began heavy episodic drinking once they arrived at the university. There is little reason to doubt that, without comprehensive intervention strategies in place, similar continuation and uptake rates would not also exist at other Nebraska colleges and universities.

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

Three key linkages emerge as a result of this project:

(1) An increased effort by city and county prevention groups to re-organize as community coalitions in response to changes in Nebraska State Incentive Cooperative Agreement (SICA)

requirements offers a unique opportunity to link this project to a wide variety of state and local agencies engaged in AOD prevention efforts. Currently, many of these coalitions lack partnerships with the institutions of higher education that exist within their borders.

(2) This project provides vital linkages between the Nebraska Prevention Center for Alcohol & Drug Abuse, which serves as a clearinghouse for AOD research and community prevention evaluation, and Nebraska institutions of higher education. This project also strengthens the existing link between the NPCADA and the Nebraska Division of Behavioral Health.

(3) NU Directions has already established linkages with community colleges and other campuses of the University of Nebraska system. NU Directions has many links with a variety of local agencies and organizations for their own campus-community effort. Replication of the NU Directions model would naturally include such linkages within each participating campus-community as part of the coalition-building and strategic planning process. Agencies and organizations beyond higher education include local law enforcement agencies, hospitality owners, prevention agencies, city governments, and student organizations.

(3) Quality of 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.

The evaluation of NU Directions was guided by a program logic model. Program interventions were expected to alter the environment, including access/availability, price, promotions, and advertising, in ways that produced changes in policy, enforcement, and entertainment practices. Environmental changes were expected to result in changes in drinking behavior and reduction in harms.

Baseline data for the environment were obtained from an environmental scan that included data on existing alcohol laws and policies at the campus, community, and state level; outlet density; enforcement practices on campus and in the community; pricing, advertising, and promotions at local establishments; and existing community and campus alcohol efforts. Indicator data for determining environmental change in the campus and community was derived from tracking of law and policy changes, police arrest data, and campus alcohol sanction data. These data will continue to be tracked to allow continued evaluation of NU Directions impact on environmental change.

Pursuant to Goal 2: Objective 2.2, NPCADA and NU Directions staff will work with participating institutions to identify local data sources and relevant environmental indicator data needs and train staff at participating institutions in processes and tool such as GIS, for conducting environmental scanning and tracking of change in environmental indicators to enable them to obtain similar quality information to that used by NU Directions. For Objective 2.4, NPCADA and NU Directions staff will assist participating institutions in organizing and analyzing data from their local environmental scan to inform their strategic planning and identification of strategies appropriate to identified needs.

The primary data source for determining changes in students' drinking behaviors and harms was the College Alcohol Study (CAS). The CAS was a national mail survey of college students conducted by the Harvard School of Public Health that measured the drinking patterns of students as well as information about harms drinking causes to drinkers and to others. Random samples of students at UNL were surveyed in 1993, 1997, and 1999-2003. CAS data from 1997 provided a baseline and was a key source for identifying needs and outcome targets for the initial NU Directions RWJF grant. In addition to CAS, data from the UNL Omnibus

survey, a telephone survey of UNL students conducted for the Vice Chancellor of Student Affairs was used to supplement CAS for program planning and outcome evaluation.

The CAS will be discontinued following a final 2005 survey. To replace the CAS, The NPCADA has received funding from the Nebraska Office of Highway Safety to create a web-based survey. This survey will be adapted from an existing web-based survey originally created at the University of Arizona that the NPCADA has been allowed to use and modify. Questions will be modified and added to replicate the questions from CAS, allowing for continued data collection for evaluating NU Directions.

Pursuant to Goal 2: Objective 2.1, the NPCADA will use the Web-survey to collect student behavioral and attitudinal data from a random sample of approximately 400 students on each participating campus in January and February 2006. NPCADA staff will analyze survey results to provide campuses with baseline data for use in their strategic planning. Beyond the course of this grant, the Web-based survey and NPCADA resources will be available to participating schools for future tracking of outcomes.

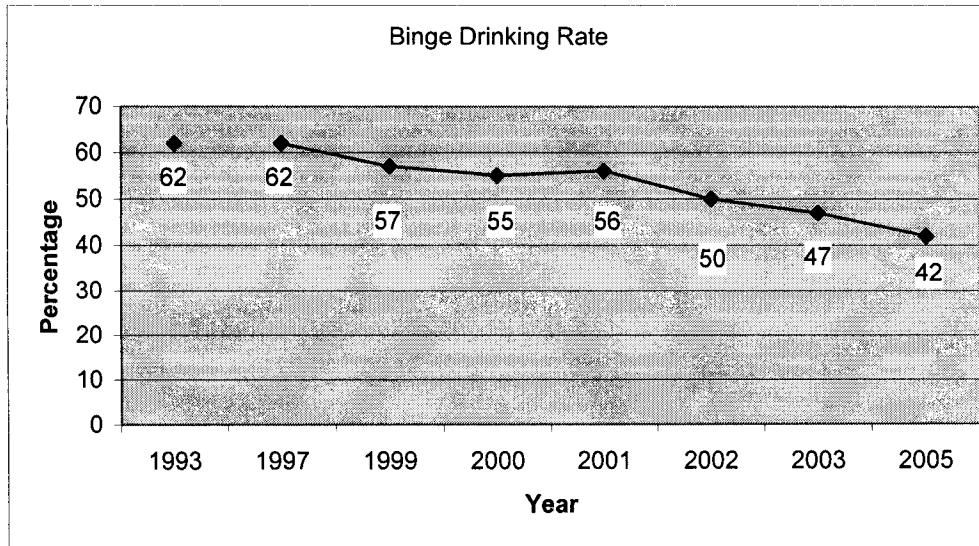
NPCADA faculty will track progress toward meeting Goal 1 and Goal 3. Documentation including letters of support, workshop minutes, and teleconference minutes will be compiled to establish that activities pursuant to Objectives 1.1, 1.2, and 1.3 have been completed as scheduled in the Grant timeline. Documentation including records of SICA activities in participating communities, site visit notes, teleconference minutes, symposium minutes, and minutes of meetings between campus and community entities will be compiled to establish that activities pursuant to Objectives 3.1, 3.2, and 3.3 have been completed as scheduled in the Grant timeline.

(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 problems resulting from

either alcohol or drug use, or in meeting outcome objectives that are associated with reductions in alcohol or other drug use or resulting problems.

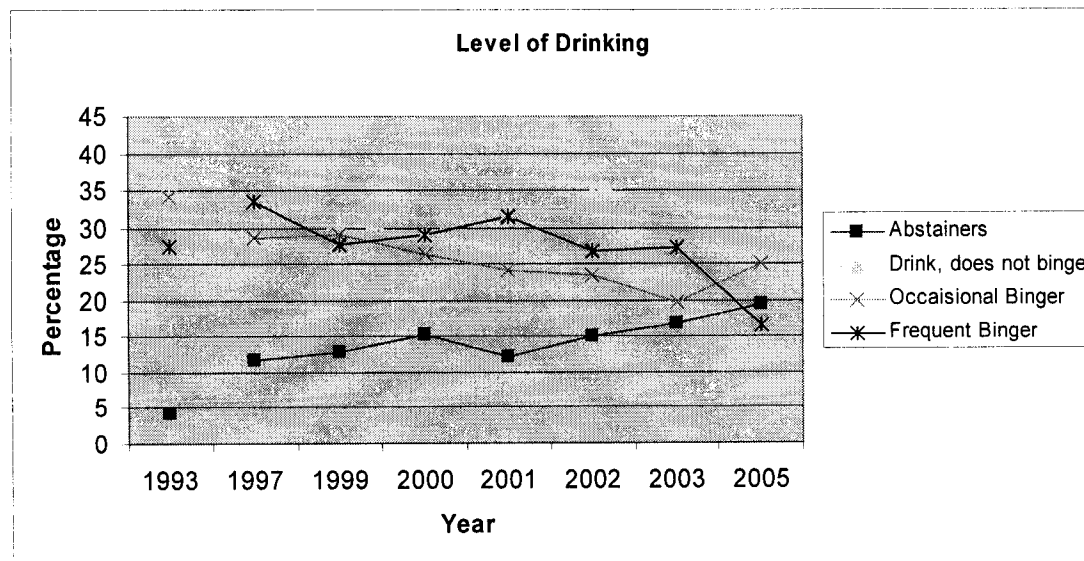
Since the initiation of NU Directions, student drinking and associated harms have shown significant reductions. Drinking measures from 1993-2003 were obtained from the CAS. CAS data for 2005 has not been received yet, but in 2005 those questions on the UNL Omnibus Survey that paralleled CAS alcohol questions were made identical to those in CAS, so these data were used for 2005. Figure 3 shows the overall binge drinking rate (5 or more drinks for males; 4 or more drinks for females) of University of Nebraska students across all survey years. The percentage of UNL students who say they binged on at least one occasion in the past two weeks has dropped from a high of 62% in 1997 to a low of 42% in 2005. The 15% change from 1997 to 2003 was statistically significant as was the 10% change from 57% to 47% from 1999 to 2003. Figure 4 helps to clarify the nature of the change in binge drinking. Since 1997, there has been a consistent increase in abstainers and students who drink but do not binge. Through 2003, these increases in more responsible drinkers appeared to come primarily from occasional bingers (students who binged fewer than three times in the past two weeks) with frequent bingers (students who binged three or more times in the past two weeks) stayed relatively constant. In 2005, for the first time there is evidence that meaningful reduction in frequent bingers is beginning.

Figure 3: Change in Student Binge Drinking



Note: Years 1993-2003 CAS; 2005 UNL Omnibus Survey.

Figure 4: Patterns of Student Drinking and Binging



Along with student drinking, harms experienced by students who drink have declined substantially. Table 1 shows the reductions that have occurred. Most harms had statistically significant decreases between 1997 and 2003, except for harms related to sexual activity. There is evidence in 2005, however, that these harms are continuing to decrease.

Table 1 Students who drank in the past year reporting problems

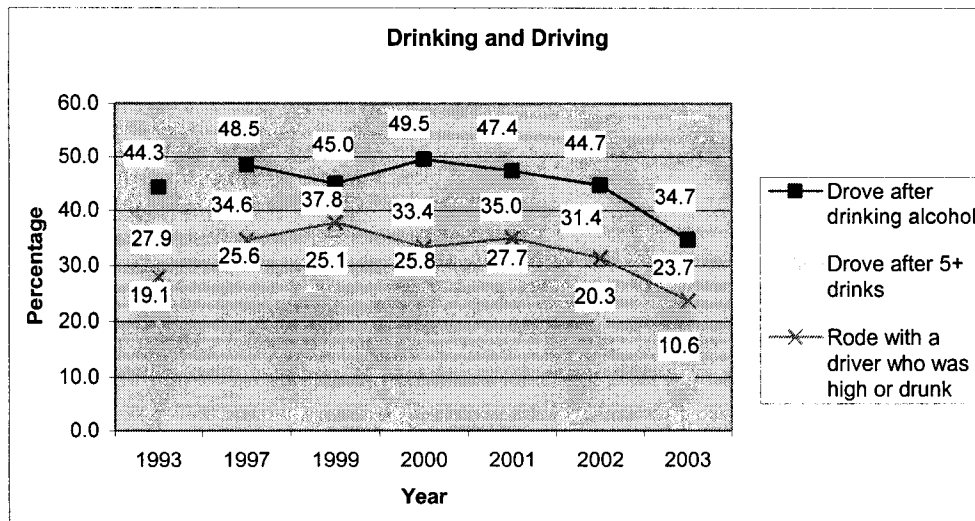
Drinking has caused you to	1993	1997	1999	2000	2001	2002	2003	2005
Have a hangover	68.9	71.8	75.7	69.3	68.2	69.0	56.9	69.0
Miss a class*	33.7	46.2	38.5	27.0	33.3	31.7	24.8	27.9
Get behind in school work*	28.2	28.6	23.7	25.1	22.1	22.1	12.3	14.1
Do something one regrets*	45.6	48.9	46.4	38.3	47.7	39.5	33.2	31.1
Forget where you were/what you did*	34.5	36.5	35.8	30.6	31.7	29.5	26.3	27.1
Argue with friends*	19.2	37.5	30.2	25.4	29.1	27.3	22.9	28.6
Engage in unplanned sexual activity	26.3	32.0	27.6	19.8	24.0	25.4	19.6	17.0
Not use protection when having sex	16.3	13.4	9.7	11.9	8.0	14.8	9.3	7.2
Have five or more problems* (Excluding hangover; including drinking & driving)	27.2	34.2	28.3	20.7	25.8	25.4	14.9	N/A

Years 1993-2003 CAS; 2005 UNL Omnibus Survey.

*Change from 1997 to 2003 is statistically significant, $p < .05$

A significant risk factor for college students is drinking and driving. Figure 5 shows the reductions in students reporting drinking and driving or riding with an intoxicated driver.

Figure 5: Patterns of Student Drinking and Driving



Note: Comparable Omnibus data for 2005 not available

Effects of drinking on other students also have declined as shown in Table 2. These data indicate that students' overall quality of life is improving and being less impacted by the drinking of others.

Table 2 Students bothered by other's drinking (secondhand effects)

Students bothered by other's drinking	1993	1997	1999	2000	2001	2002	2003
Been insulted or humiliated*	49.1	42.9	40.8	35.3	35.0	32.7	24.2
Had a serious argument or quarrel*	26.8	35.5	34.4	25.6	31.6	28.9	22.5
Pushed, hit or assaulted	25.0	14.6	16.7	9.7	14.5	15.4	11.2
Had property damaged*	16.8	18.5	17.8	16.5	12.1	17.9	12.2
Had to 'babysit' a drunken student*	58.1	66.0	63.4	56.7	54.7	59.2	53.3
Had studying/sleep interrupted	54.5	58.7	56.9	50.4	51.1	49.6	51.8
Experienced an unwanted sexual advance*	29.4	32.8	30.9	25.4	26.5	21.5	23.4
Victim of sexual assault or date rape*	4.5	3.6	4.1	1.2	2.4	1.6	1.4

Note: Comparable Omnibus data for 2005 not available

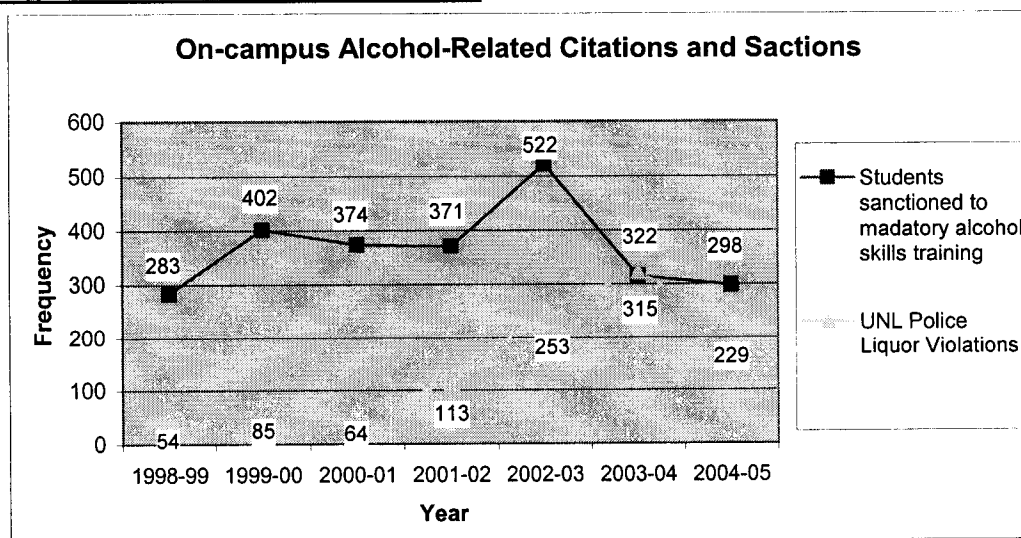
*Change is statistically significant, $p < .05$

During the time that NU Directions has been active substantial change has occurred in the policy and enforcement environment on the UNL campus and in the Lincoln community. At the state level, in 1999, a graduated driver's license for youth was passed and having an open container in a motor vehicle was made an offence; in 2000, having an open container in public was made an offence; and in 2001, the legal blood alcohol limit was lowered to .08 and consumption in public by a minor was made an offence. In 2001, the Legislature also passed a law creating a new digital drivers license for the state. The new license will make creating fake ID's more difficult and will ultimately provide ways to enhance ID checking by establishments. These new laws strengthened the policy and enforcement environment. In 2003, the legislature for the first time in many years raise the taxes on alcohol.

NU Directions has supported increased enforcement, including sharing arrest data between UNL and Lincoln Police Department, enforcement of campus no alcohol policies especially in Greek houses and at tailgate parties, providing funding for the LPD Wild Party Patrol to police large community parties, supporting increased enforcement of community liquor laws, MIP, and DUI, Enforcement changes were tracked by using data from the Lincoln Police Department, UNL Police Department, UNL Office of Drug and Alcohol Education, and student self-report on the CAS. The effects of increased campus enforcement have been seen in the number of alcohol

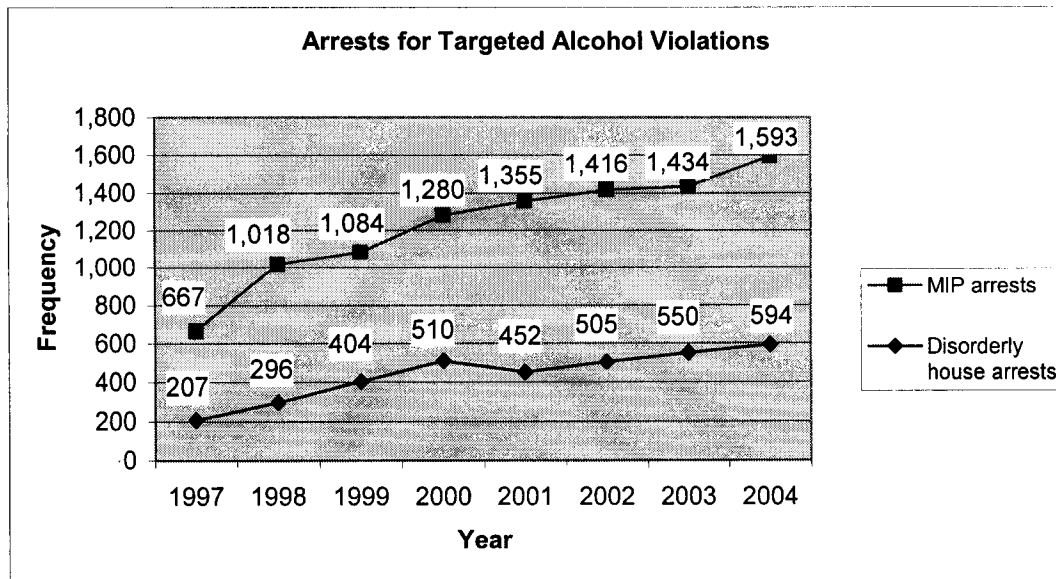
citations by UNL Police and number of students sanctioned to mandatory ASTP for alcohol violations (Figure 5). Police citations dramatically increased with the appointment of a new UNL Police Chief in 2000-01, who was an active member of the NU Directions coalition and emphasized increased enforcement. This increased enforcement resulted in a higher number of students sanctioned for campus alcohol violations. Sanctions peaked in 2002-03 when 11 of the 21 Fraternities at UNL were being sanctioned by Student Judicial Affairs, primarily for alcohol-related violations. With the establishment of the Greek Reevolution Project to address alcohol concerns in the Greek system in the 2003-04 academic year, Greek house sanctions have dropped dramatically with none in the 2004-05 academic year. As a result, student sanctions have decreased. We expect that this decrease, along with a downturn in UNL police citations, also is influenced by the overall changes in climate at UNL produced by NU Directions.

Figure 5: On-Campus Enforcement



LPD arrests related to areas targeted by NU Directions interventions. In the areas targeted by NU Directions (Figure 6) there was an upward trend in arrests during the first four years of the grant. Since then arrests have continued to increase at a more graduate rate. Community liquor law citations have increased from 1,317 in 1997 to 3,110 in 2003.

Figure 6: Community Enforcement



Note: Disorderly house is the citation given for wild parties.

(c) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other samples.

A hallmark of NU Directions planning and implementation making has been a reliance on data driven decision making. As noted in Section 2(a), NU Directions has used a data driven strategic planning and decision making process since the initial development of the RWJF proposal. Reliance on data was critical to the development of the strategic plan. By identifying goal areas based on data, NU Directions insured that key target areas actually addressed real identified problems. Also, having data driven goals allowed objectives to be framed in terms of measurable change in the data sources that were originally used to develop the goal, insuring that outcomes would be linked to the initial identified problems. Finally, having a data driven focus helped reduce potential conflicts over goals and objectives, because the problem to be addressed could be substantiated by the data.

Because objectives were linked to data, the evaluation data collected from CAS and from community and campus indicators could be used to track and evaluate progress. Staff continually monitored data for workgroups and provided information for decision making on

specific strategies. Annually, a thorough review of evaluation data on progress toward objectives was done and shared with the coalition. Based on this progress evaluation, changes and modification were made to specific objectives and strategies throughout the grant period. Major progress reports summarizing both quantitative and qualitative evaluation data were done at the grant Mid-point (year 3) and at the end of the initial 5-year RWJW grant.

Annual reviews continue to be done. The NU Directions Evaluator provides summary data from the CAS and Omnibus survey to other project staff for use in tracking continued change in student alcohol use. The NU Directions Evaluator also provides annual updates of community and campus indicators including police arrest records, community health statistics, campus Judicial Affairs and health records, and surveys of advertising practices in local and campus newspapers, billboards, and window advertising. The Evaluator maintains a data base of strategies/interventions which provide an archival record of activity concerning each NU Directions strategy. These data are supplemented with information from the Lincoln Police Department, UNL Police Department, and local drug/alcohol agencies related to specific objectives and strategies. These data allow NU Directions to continue to monitor project success and adapt new strategies or modify existing efforts.

We believe that it is the process of creating a data-driven strategic plan and developing an evaluation driven tracking of outcomes that is the primary replicatable component of the NU Directions project. In addition to providing participating institutions with data as specified in Section 3(a), NPCADA will train and assist participants in relevant evaluation methodologies and practices and in use of evaluation data for decision making and tracking program outcomes.