

PREVENTION OF DUI AND ALCOHOL RELATED RISKS ON COLLEGE CAMPUSES

PRODUCED FOR

THE VIRGINIA ASSOCIATION OF CAMPUS LAW ENFORCEMENT ADMINISTRATORS

BY COLLECTIVE HEALTH IMPACT, LLC

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Studies confirm the benefit of incorporating enforcement interventions into programs in colleges and communities directed at alcohol use among young people.

Publicized and intensive enforcement of minimum drinking age and drinking and driving laws as part of campus programs have led to significant reductions of BAC drinking and driving among teenagers and young adults¹



Introduction

This report shares pertinent national, state and local research, web-available literature, and resource website information regarding public health and law enforcement concerns, prevention, and intervention strategies to address excessive alcohol use and driving under the influence (DUI) among community college and four-year college populations. Relevant findings from the existing national evidence base are highlighted and key considerations are introduced as background information for a project being undertaken by the Virginia Association of Campus Law Enforcement Administrators to develop an educational outreach campaign to reduce alcohol related crashes and DUI on college campuses.

This information will inform an emerging collaboration between campus law enforcement at four diverse Richmond, Virginia area campuses - J. Sargeant Reynolds Community College, Virginia Union University, Virginia Commonwealth University, and the University of Richmond –to develop and pilot a collaborative evidence-informed outreach and education strategy. This work will demonstrate to other campuses in Virginia that there is a unique added value of campus law enforcement in reducing high risk drinking and driving among college students.

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Collegiate Alcohol Use Is A Public Health Concern

Alcohol use is widespread among college age students. While perspectives differ on the extent and frequency of alcohol use among college students, we do know that underage drinking contributes to a wide range of costly public health problems², including:

Motor Vehicle Crashes (MVC)

MVC are the greatest single mortality risk for underage drinkers. Even with moderate alcohol drinking that may not violate BAC laws, there is significant risk of MVC. A four -year longitudinal study to compare drinking and driving before and after 21, found a 72% relative increase in driving after drinking in the 2 weeks after turning 21³.

Risky Sexual Activity, Sexual Violence, and Rape

Drinking in college at Greek houses, residence hall parties, and off campus parties, is associated with alcohol related sex with a stranger and all the concomitant public health risks. And most sexual assaults among undergraduate women occurred after women voluntarily consumed alcohol (more even than occurred after women had been given a drug without their knowledge or consent⁴).

Other Negative Consequences

Interpersonal violence (homicides, assaults); Suicide; Unintentional injuries, such as burns, falls, and drowning; Alcohol and drug poisoning; Brain impairment; Alcohol dependence (alcoholism); Academic problems

The younger college students were when first drunk, the more likely they are to develop alcohol dependence; drive after drinking; have an alcohol related injury; or have unplanned and unprotected sex after drinking⁵. Even non-drinking incoming college freshmen frequently experience **secondhand effects** of alcohol use (e.g. interruptions to sleep and study, having to take care of the drunk person, being inconvenienced by noise or vomit, being insulted or humiliated, having property damaged, or being a victim of assault or other crimes).⁶

Law Enforcement WORKS



A study of alcohol enforcement practices at 343 U.S. colleges via surveys of directors of campus law enforcement found 615 of colleges indicating proactive enforcement of alcohol policies, especially at intercollegiate sporting events. Least frequent enforcement was at fraternity/sorority events. Half of campus law enforcement departments worked closely with local law enforcement but desired more cooperation. Half reported no barriers to alcohol enforcement on campus. Large colleges and public colleges reported greater enforcement levels.⁷

Those students who attend colleges in states that have more restrictions on underage drinking, high volume consumption, and sales of alcoholic beverages, and devote more resources to enforcing drunk driving laws, report less drinking and driving.⁸

Analysis of Fatality Analysis Reporting System data from 1982-2004 demonstrated that enforcement of the minimum legal drinking age was independently associated with a 16% decline in the ratio of drinking to nondrinking drivers in fatal crashes under the age of 21. Use/lose laws and zero tolerance laws targeting drivers under age 21 also led to reductions. Laws targeting drivers of all ages (i.e. BAC limits, seatbelt laws and administrative license revocation) reduced involvement in fatal crashes among drinking drivers under 21.⁹

Certainty of punishment is a significant deterrent to DUI. When presented several scenarios, college students and graduate students indicated that intensified enforcement, harsh jail penalty (versus fines penalty), and immediate long license suspension (versus delayed punishment) would be the strongest deterrents to drinking and driving. Alternative ways to get home were also important in reducing people's willingness to drive. For the personal characteristics, college seniors and those who had previously driven after drinking were more likely to choose to drink and *cont'd on p. 3*



The Evidence of Effectiveness: High Risk Drinking and DUI Prevention and Intervention

“To have an alcohol-crash impact on target populations, public information and education approaches alone are insufficient...initiatives aimed a reducing the availability of alcoholic beverages, and/or at deterring driving after drinking, may be necessary.”¹⁰

The Community Preventive Services Taskforce, US Department of Health and Health Services, has reviewed and summarized the existing evidence from the numerous alcohol prevention and intervention studies as follows:

<u>Preventing Excessive Alcohol Consumption</u>	Community Preventive Services Task Force Finding	Date
Interventions Directed to the General Population		
<u>Dram Shop Liability</u>	Recommended	March 2010
<u>Electronic Screening and Brief Intervention (e-SBI)</u>	Recommended	August 2012
<u>Increasing Alcohol Taxes</u>	Recommended	June 2007
<u>Maintaining Limits on Days of Sale</u>	Recommended	June 2008
<u>Maintaining Limits on Hours of Sale</u>	Recommended	February 2009
<u>Overservice Law Enhancement Initiatives</u>	Insufficient Evidence	March 2010
<u>Privatization of Retail Alcohol Sales</u>	Recommended Against	April 2011
<u>Regulation of Alcohol Outlet Density</u>	Recommended	February 2007
<u>Responsible Beverage Service Training</u>	Insufficient Evidence	October 2010
Interventions Directed to Underage Drinkers		
<u>Enhanced Enforcement of Laws Prohibiting Sales to Minors</u>	Recommended	February 2006
Reducing Alcohol-Impaired Driving		
<u>0.08% Blood Alcohol Concentration (BAC) Laws</u>	Recommended	August 2000
<u>Lower BAC Laws for Young or Inexperienced Drivers</u>	Recommended	June 2000
<u>Maintaining Current Minimum Legal Drinking Age (MLDA) Laws</u>	Recommended	August 2000
<u>Publicized Sobriety Checkpoint Programs</u>	Recommended	August 2012
<u>Mass Media Campaigns</u>	Recommended	June 2002
<u>Multicomponent Interventions with Community Mobilization</u>	Recommended	June 2005
<u>Ignition Interlocks</u>	Recommended	April 2006
School-Based Programs		
Instructional Programs	Recommended	October 2003
Peer Organizing Interventions	Insufficient Evidence	October 2003
Social Norming Campaigns	Insufficient Evidence	October 2003
Designated driver promotion programs		
Incentive Programs	Insufficient Evidence	October 2003
Population-Based Campaigns	Insufficient Evidence	October 2003

Law Enforcement WORKS

cont'd from p.2

drive, whereas those who expect a jail penalty for a DUI offense were less likely to drive.¹¹

Legal age college students reported frequent alcohol provision to underage students yet were likely to deny moral responsibility for any negative consequences that recipients might suffer. Only small numbers of participants would decrease alcohol provision after education on the sexual risks to underage females. More legal age college students reported that they would decrease provision in response to consistent law enforcement, severe legal and disciplinary penalties for social hosts, and education on severe penalties.¹²

A San Diego State University prevention campaign – a combination of enforcement and media campaign to publicize the enforcement - resulted in a reduction of DUIs 27% in one semester.¹³

San Jose State University Police Department is working to address campus drinking and driving through enforcement, campus crash displays and simulations, and holiday anti-DUI media campaigns involving 13 police departments.¹⁴

Alcohol policy enforcement and changes in student drinking rates in a statewide public college system: a follow-up study

Slon K Harris¹, Lon Sherritt¹, Shari Van Hook¹, Henry Wechsler², John R Knight¹

Study findings suggest that stronger enforcement of a stricter alcohol policy may be associated with reductions in student heavy drinking rates over time. An aggressive enforcement stance by deans may be an important element of an effective college alcohol policy.¹⁵

The Evidence of Effectiveness: High Risk Drinking and DUI Prevention and Intervention, *cont'd from p. 2*

In a March 2014 White Paper, *The National College Health Improvement Program* provided the following summary tables of research based recommendations from the National Institute of Alcohol Abuse and Alcoholism (NIAAA, 2002), the US Surgeon General (2007).¹⁶

Table 1. NIAAA Recommended Strategies

TIER	EVIDENCE OF EFFECTIVENESS	INTERVENTIONS/STRATEGIES
1	College Student Population	<ul style="list-style-type: none"> Brief motivational interventions (BMI) Cognitive-behavioral skills training with norms clarification and BMI Interventions challenging alcohol expectancies
2	General Population	<ul style="list-style-type: none"> Restrict availability of alcohol or create an environment supportive of such restrictions Examples: <i>enforce minimal drinking age laws; restrict alcohol outlet density; increase prices and excise taxes on alcoholic beverages; form campus and community coalitions to implement strategies; etc.</i>
3	Logical and Theoretical Promise, requiring more comprehensive research	<ul style="list-style-type: none"> Examples: <i>social norms marketing or normative education; consistent enforcement of campus alcohol policies; provision of safe rides for intoxicated students; regulation of happy hour promotions; information for new students and parents about alcohol use and campus policies; Friday classes; alcohol-free social events; etc.</i>
4	Ineffective, if used alone	<ul style="list-style-type: none"> Simple educational and awareness programs

Table 2. Surgeon General's Call to Action—Recommended Strategies

STRATEGIES TO CHANGE COLLEGE UNDERAGE DRINKING CULTURE
<ul style="list-style-type: none"> Establish, review, and enforce rules against underage alcohol use with consequences that are developmentally appropriate and sufficient to ensure compliance. Eliminate alcohol sponsorship of athletic events and other campus social activities.
<ul style="list-style-type: none"> Restrict the sale of alcoholic beverages on campus or at campus facilities, such as football stadiums and concert halls. Implement responsible beverage service policies at campus facilities, such as sports arenas, concert halls, and campus pubs.
<ul style="list-style-type: none"> Hold all student groups on campus, including fraternities, sororities, athletics teams, and student clubs and organizations, strictly accountable for underage alcohol use at their facilities and during functions that they sponsor. Eliminate alcohol advertising in college publications.
<ul style="list-style-type: none"> Educate parents, instructors, and administrators about the consequences of underage drinking on college campuses, including secondhand effects that range from interference with studying to being the victim of an alcohol-related assault or date rape, and enlist their assistance in changing any culture that currently supports alcohol use by underage students. Partner with community stakeholders to address underage drinking as a community problem as well as a college problem and to forge collaborative efforts that can achieve a solution. Expand opportunities for students to make spontaneous social choices that do not include alcohol (e.g., by providing frequent alcohol-free late-night events, extending the hours of student centers and athletics facilities, and increasing public service opportunities).

College-Community Partnerships

- Two notable initiatives emerged on college-community partnerships (a Tier 2 NIAAA strategy)—the Safer California Universities study (Safer CA) and the Study to Prevent Alcohol-Related Consequences (SPARC).

Safer CA involved 14 large public universities of which half were randomly assigned to environmental interventions that included nuisance party enforcement, increased enforcement of laws related to selling alcohol to minors, checkpoints to detect driving under the influence, and implementation of social host ordinances. Significant reductions both in the number of students drinking to intoxication and in the number of incidents related to intoxication were observed with the intervention sites.

SPARC involved 10 universities in North Carolina, randomizing half to a community organizing and coalition intervention to implement strategies aimed at reducing the availability of alcohol, addressing alcohol pricing and marketing, influencing norms related to HRD, and reducing harms associated with HRD. The study reported significant decreases in alcohol-related consequences due to the students' own drinking and in alcohol-related injuries caused to others.

The Evidence of Effectiveness,
Cont'd from p.3

Most of the progress in the reduction of impaired driving crashes during the last two decades is a result of strengthening laws against impaired driving and vigorous enforcement efforts aimed at deterring impaired driving. Many useful strategies can also be applied that focus on the control of alcohol availability, use, and promotion. Alcohol policies include controls on the price of alcohol, the location, density, and opening hours of sales outlets, controls on the social availability of alcohol, and the promotion and advertising of alcohol. Enforcement of these policies is critical to their effectiveness.¹⁷

Sample of Additional Findings from National Literature, Websites, and Studies

Target incoming freshmen prior to arrival on campus— many students have experience blackouts, hangovers, and other drinking consequences during the summer before they arrive on campus. Incoming freshmen may benefit from skill building among college students to avoid and intervene into others’ drinking and to examine resident advisor roles as both engenderers of trust and cooperation as well as enforcers of alcohol rules.¹⁸

Involving parents can be of value. A parent-based intervention resulted in freshmen students being less likely to transition from non-drinker to drinker and to have less growth in drinking during freshmen year.¹⁹

Target fraternities and sports groups. More heavy drinking is associated with these groups- 97% are drinkers, 86% binge drinkers, 64% frequent binge drinkers.²⁰

BAC level after attending campus parties was significantly higher than at all college locations (e.g. bars).²¹

Attend to the 21st Birthday – A Night to Remember: A Harm Reduction Birthday Card Intervention involving a personal note from each student’s resident assistant reduced drinking during 21st Birthday Celebrations.²²

Motivational feedback works. Mail, Internet, and face-to-face motivational interviews to college students changed normative perceptions of drinking and may be more effective among students who drink for social reasons.²³

Technology aids prevention. 54,000 students were given a computerized, standardized assessment of alcohol use, and then a brief intervention based on their information. The intervention targeted students who were at highest risk for developing unsafe alcohol behaviors and/or increasing prior alcohol consumption in their first year of college. Since the launch of the program binge drinking dropped 27% on campus, frequent binge drinking dropped 44%, and the number of liquor law violations to 18- to 20-year-olds decreased from 542 in 2004 to approximately 158 in 2007.²⁴

Web/computer feedback, individual face-face feedback and group face-face feedback has been found to reduce drinking, binge drinking, and alcohol related problems more than mailed feedback (no effect) and social norms marketing (mixed results).²⁵

Norms matter. Those with high perceptions of peer drinking norms are more likely to party heavily than those with low perceptions.²⁶

Alcohol marketing seems to be the most formidable risk factor for underage drinking, followed by perceived drinking norms, and then lax policy enforcement so have to counter the powerful influence of alcohol marketing and promotions.²⁷

Advertising bans appear to have the greatest potential for premature mortality reduction – even more so than

tax increases. Alcohol advertising and promotion (including branded materials) increases the likelihood that adolescents will start to use alcohol, and to drink more if they are already using alcohol.²⁸

SAMHSA recommends that colleges and universities provide appealing, alcohol free places for students to gather; establish and enforce rules against underage alcohol use; restrict the sale of alcoholic beverages on campus and at campus event; educate parents, students, and faculty about the consequences of underage drinking on college campuses, including secondhand effects (e.g., receiving poor grades, becoming a victim of an alcohol related assault or accident).²⁹

“There is little evidence that other policies are capable of working on the same broad level as the Minimum Legal Drinking Age of 21, despite concerns about encouraging drinking to be clandestine and extreme.”³⁰

Event specific (e.g. football game) environmental management may decrease drinking on the day of events but increase drinking before events.³¹

Emotional interventions (e.g. MADD Victim Impact Panels) may not work more than informational campaigns.³²

Be clear to make sure your programming is meeting your strategic goals. Designated driver programs may increase drinking among non-drivers; and while within legal BAC limits, designated drivers may still be impaired.³³

Selected Virginia Campus Prevention Resources

- Virginia Department of Alcoholic Beverage Control www.abc.virginia.gov/education.html
- Virginia Alcohol Safety Action Program www.vasap.state.va.gov
- Understanding Teen Drinking Cultures <http://teenalcoholcultures.gmu.edu>
- Virginia College Alcohol Safety Council www.vacalc.gmu.edu
- Virginia Department of Education www.doe.virginia.gov
- Virginia Department of Motor Vehicles www.dmvnow.com
- Virginia Department of Behavioral Health and Development Services www.dbhds.virginia.gov

New Media Accelerates Consumption of Alcohol

Use of social media related to alcohol marketing predicted alcohol consumption and engaging in risky behaviors.³⁴

The rapid growth in the use of new social networking technologies raises new issues regarding alcohol marketing, as well as potential impacts on alcohol cultures more generally. Young people, for example, routinely tell and re-tell drinking stories online, share images depicting drinking, and are exposed to often intensive and novel forms of alcohol marketing... Social networking systems are positive and pleasurable for young people, but are likely to contribute to pro-alcohol behavior environments and encourage drinking.³⁵



Message meaning must be clear. “Drink Responsibly”— What does this mean to college students who engage in risky behavior? Alcohol companies engage in this strategically ambiguous messaging with presumably pro-health messages that have instead been shown to advance industry sales and public relations interests yet not deter drinking.³⁶

Tailor messages to different audiences. For under-age moderate drinkers, negative –restrictive slogans such as “don’t drink” increased their risk of excessive drinking and increased their level of intention to change their drinking behavior; whereas, for underage binge drinkers, the negative restrictive slogans lowered their risk perception of excessive drinking and lowered their intention to change drinking behavior³⁷

Messaging needs to be easily understood and believable. A large public university’s campaign failed to reduce perceived drinking norms or alcohol use because most of the students didn’t find the statistics credible; the higher the students’ use of alcohol already, the lower the campaign credibility. Only 38.5% understood the campaign’s intended purpose.³⁸

Combine messaging with probable policy and enforcement sanctions.

Among students, perceived likelihood of actual drinking and driving consequences lowered their likelihood of drinking and driving more than their knowledge and

Avoiding Pitfalls Associated with Social Marketing and Norms Messaging Campaigns

awareness of BAC or zero tolerance laws.¹⁴

PSAs focusing on relevant, localized consequences would have more meaning to underage college students than more general campaigns – the consequence sampled college students feared most is being charged with a DUI so anti-drinking and driving PSAs must portray this as a possible negative consequence.³⁹

Social media strategies need to be “cutting edge.”

If Twitter is to be used for counter marketing, adopt the practices of corporate marketers - accounts of alcohol companies are followed by more people than safe driving tweets, are more likely to use interactive features such as hash tags (#), to be forwarded to others, and to be associated with positive stimuli. This suggests more influence than pro-health twitter messages.⁴⁰

Other strategies may work better than social norms marketing.

In the Cochrane review of research trials, web/computer feedback, individual face-to-face feedback, group face-to-face feedback definitively reduced drinking and alcohol related problems for between 3 and 16 months, mailed feedback had no effect and the few experimental studies done on social norms marketing had mixed results.⁴¹

National Campus Alcohol Intervention Web Links

www.acha-ncha.org/reports_ACHA-NCHAI.html

www.collegedrinkingprevention.gov

www.stopalcoholabuse.gov

www.nhtsa.gov/Impaired

www.surgeongeneral.gov/library/calls/underage-drinking-community-guide.pdf

www.campushealthandsafety.org/alcohol/campus

<http://nccpsafety.org>

www.samhsa.gov/prevention

www.nrepp.samhsa.gov

www.naspa.org/constituent-groups/groups/bacchus-initiatives/research-grants

www.nhtsa.gov/people/injury/alcohol/dotpartners/chapter_6.htm

<http://www.thecommunityguide.org/alcohol/lawsprohibitingsales.html>

www.crimesolutions.gov/

www.communitycollegereview.com/articles/164

www.madd.org/underage-drinking/college-initiatives/

<http://community.iaclea.org/home>

The Drug Free Schools and Campuses Act

Institutions of Higher Education (IHE), as a condition of receiving federal financial assistance, must provide the following to each student and employee:

- A description of health risks associated with the use of alcohol and other drugs;
- A description of any drug or alcohol counseling, treatment, or rehabilitation programs available to students and employees;
- Standards of conduct that clearly prohibit the unlawful possession, use, or distribution of alcohol and illicit drugs by students and employees on school property or as part of any school activities;
- A description of the applicable legal sanctions under local, state or federal law for the unlawful possession, use or distribution of alcohol and illicit drugs.
- A clear statement that the school will impose disciplinary sanctions on students and employees who violate the standards of conduct and a description of the sanctions, up to and including expulsion, termination of employment and referral to law enforcement.

IHEs are also required to prepare a written review of their program every two years to determine its effectiveness and implement any needed changes and to ensure that the schools sanctions are consistently being enforced.⁴²



College and University Strategies To Positively Influence Campus Alcohol Use

“While college students may know intellectually that drinking and driving is not a smart thing to do, their common sense can be overwhelmed by the powerful process of the social drinking ritual. For such students, drinking is primary. How to get home is an afterthought ... Another challenge to reducing alcohol impaired driving by college students is that many of them have driven while impaired without incident many times. This fact can sustain a driver’s belief in his or her ability to avoid a crash after drinking, even when the person is beyond the point of legal impairment.”⁴³

Many colleges are implementing comprehensive prevention approaches that combine traditional education programs with strategies to change the physical, social, legal, and economic environments on campuses and surrounding communities. These strategies aim to modify the personal, peer, institutional, community, and public policy/enforcement levels of influence on a student’s behavior. Multi-level interventions are more effective. Single institutions or regional groups of institutions are bringing together faculty, administrators, staff, students, parents, alumni, law enforcement and local community members to develop and implement strong effective policies and programs.⁴³

The goals of campus efforts are to:

- Decrease the availability of alcohol.
- Increase the number and variety of alcohol-free social activities for students.
- Create a climate that discourages high-risk drinking.

Examples of Strategies⁴⁴:

- Forming partnerships with local communities to ensure alcohol is not served to minors or intoxicated students;
- Strengthening academic requirements;
- Scheduling classes on Fridays to emphasize the importance of academics and discourages the alcohol fueled partying that may occur on Thursday nights;
- Keeping library and recreational facilities open longer;
- Eliminating alcohol industry support for athletics programs to avoid sending mixed message to students.
- Restricting alcohol promotions and advertising on campus and in campus publications, especially promotions or ads that feature low-cost drinks;
- Monitoring fraternities to ensure compliance with alcohol policies and laws;
- Providing a wide range of alcohol-free social and recreational activities;
- Disciplining repeat offenders and those who engage in unacceptable behavior associated with substance use;
- Notifying parents when students engage in serious or repeated violations of alcohol or other drug policies or laws; and
- Launching a media campaign to inform students about the actual amount of drinking that occurs on campus, since most students overestimate the number of their classmates who drink and the amount that they drink.

Comprehensive Campus Community Interventions

Following are selected slides from a presentation by Ralph Hingson, Sc.D., M.P.H., Director, Division of Epidemiology and Prevention Research National Institute on Alcohol Abuse and Alcoholism on May 13, 2010 in Berea, OH.

High Risk College Groups

- Males
- Prior Drinking History
- Other Substance User
- Fraternity and Sorority Members
- Athletes
- Sports Fans

High Binge Colleges

- Focus on intercollegiate athletics and fraternity/sorority life (settings for socializing and drinking);
- Have a large number of alcohol outlets nearby;
- Have heavy marketing of alcohol; and
- Have lax policy and enforcement.

Ppt. *How Can We Reduce College drinking?*
Toben Nelson, SciD,
University of Minnesota, Division of Epidemiology and Community Health

Successful Comprehensive Community Interventions

- Saving Lives Program, Hingson (1996)
- Project Northland, Perry (1996)
- Communities Mobilizing for Change, Wagenaar (2002)
- Community Trials, Holder (2000)
- A Matter of Degree, Weitzman (2004)
- Fighting Back, Hingson (2005)
- Sacramento Neighborhood Prevention Project, Treno, (2007)
- State Coalitions to Reduce Underage Drinking, Wagenaar (2007)
- Neighborhoods Engaging with Students (NEST), Saltz (2009)
- Communities That Care, Hawkins et al. (2009)
- College community program, McCartt et al. (2009)

Comprehensive community interventions address college age and underage drinking at multiple levels

- Coordinate multiple city departments
- Clear measurable Objectives and Strategic Plans
- Combine Education and Law Enforcement
- Include screening and early interventions
- Use Data to Plan and Evaluate
- Involve Private Citizens – Be Inclusive
- Involve Youth

A Matter of Degree (AMOD)
Weitzman et al. *American Journal of Preventive Medicine*. 2004

- College/ Community Partnerships
- Environmental strategies to reduce drinking problems:
 - Keg registration
 - Mandatory responsible beverage service
 - Police wild party enforcement
 - Substance free residence halls
 - Advertising bans

A Matter of Degree (AMOD)
Weitzman et al. *American Journal of Preventive Medicine*. 2004

- AMOD achieved reductions among college students in
 - Binge drinking
 - Driving after drinking
 - Alcohol related injuries
 - Being assaulted by other drinking college students

Comprehensive Campus Community Prevention Interventions

- 2 Washington State Universities
 - Intervention
 - Enforcement Party Alcohol Emphasis Patrols
 - Compliance checks on and off premise outlets
 - Student-targeted publicity
 - Community/Student forums
 - Integrate students into neighborhood activities/ organizations
 - Community service activities for students caught in possession of alcohol
 - Late-Night alcohol-free alternative recreation activities

Source: Saltz et al., *J. Stud. Alcohol Drug, Suppl. No. 16, 2009*

Comprehensive Campus Community Prevention Interventions (cont.)

- Results
 - Significant reductions:
 - Any heavy drinking
 - Frequency of heavy drinking
 - Missing time from school or work

Source: Saltz et al., *J. Stud. Alcohol Drug, Suppl. No. 16, 2009*

McCartt et al., *Injury Prevention*, 2009

- Intervention
 - Marshall University, Huntington (WV)
 - West Virginia University, Morgantown (comparison)
- Increased enforcement
 - DUI laws
 - Zero tolerance laws
 - Minimum legal drinking age of 21
 - Fake ID
- Sobriety checkpoints
- Saturation patrols
- DUI patrols
- Multi-media campaign

McCartt (cont.)

- Results: Compliance check surveys
- Successful purchases 43% to 18%
- Reductions in the proportions of drivers:
 - Ages 16-20, 21-24, and 21-25 with BACs:
 - >0.02%+
 - >0.05%+
 - >0.08%+
- No changes comparison community

Community College Considerations⁴⁵

- More students that commute to school and work, and come from diverse ethnic or socioeconomic background than at 4-year institutions;
- Less opportunity for in loco parentis (i.e. acting in the place of parents) that has been an important part of addressing alcohol use at residential 4-year colleges;
- Smaller institutional student health and other services capacity and staff time.

Community Colleges Can Engage in the National Institute of Alcohol Abuse and Alcoholism 3-in-1 Prevention Framework

1. **Identify students at higher risk** through screenings, interviews or referrals by trained staff and faculty;
2. **Engage in unique student population strategies** such as e-social marketing messaging and interactive, web based alcohol education modules that can be accessed by students at a time or place of their choosing;
3. **Cooperate with community and nearby campuses** to share resources and visibly and actively intervene with off-campus locations where students may be most at risk of heavy consumption (e.g. nuisance enforcement operations, preventing sale of alcohol to minors, enforcing social host ordinances, using media to increase visibility of enforcements).

Sample of Community College Approaches

NY State Central Region College Consortia – Integrates community level policy and enforcement strategies into campus alcohol and drug use prevention efforts. Involves three coalitions in the region and any interested colleges.

Mesa Community College, AZ – Offers a Peervention Volunteer Program – student driven program where certified BACCHUS peer educators give campus information on prevention, consequences, and healthy life choices.

Houston Community College System, TX – Informs students every semester via electronic mail about policies and programs. Share recovery videos. Have committees, chaired by Chancellor of Student Success and comprised of representatives from police department, human resources, counseling, financial aid, and student life, review programming.

PG Community College, MD – Health education center provides health technology students with clinical experience. Engages in prevention programs and displays, counseling information.

SUNY Clinton Community College, NY – Conducts bi-annual CORE Alcohol and Drug Survey and uses data to create media campaigns to raise awareness on specific issues such as binge drinking. The most recent campaign, “Lead with Us, Following the Crowd Never Felt So Good,” educates students that more than half of their students don’t engage in binge drinking per their CORE survey.

Dutchess Community College, NY – offers an e-checkup online and alcohol and substance abuse education program by credentialed counselors.

Iowa Western Community College, IA – Gives links to court ordered and state



recognized drinking and driving classes so students can get licenses back.

Pueblo Community College – Provides crisis intervention and referral programs. Doing anonymous student survey in Fall 2014 to determine if need prevention program.

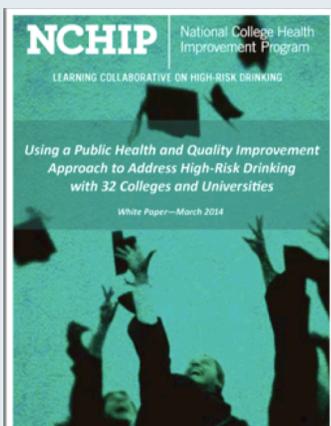
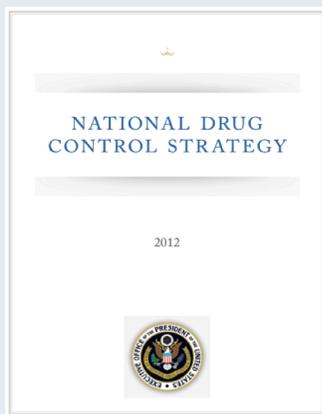
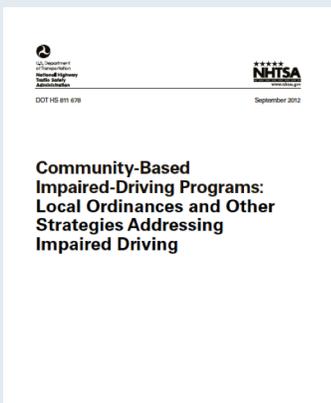
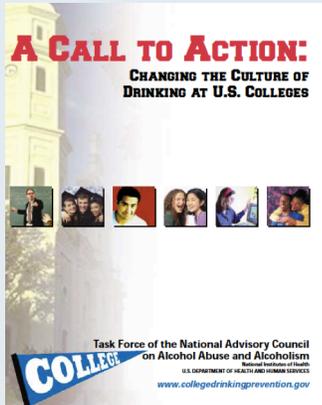
Johnson County Community College, KS – Collaborates with county STOP underage drinking project; Participates in youth leadership summit.

Heartland Community College – Offers BASSET//STEPS training for Beverage Alcohol Sellers and Servers to: spot signs of intoxication; intervene to prevent DUIs and alcohol related fatalities; stop underage drinking; educate owners, managers, and staff on insurance, state laws and ordinances.

Delaware Co. Community College, PA – Notifies parents of students under the age of 21 of alcohol and drug violations.

NE Community College – Utilizes comprehensive approach, taskforces, coalitions, and multiple strategies including: education; banning alcohol and alcohol advertisement on campus; changing normative environment; alcohol free social options; alcohol policies; increasing the consistency of enforcement; reducing marketing of alcohol; conducting early intervention; providing treatment referrals. Utilizes CHOICE brief alcohol prevention and harm reduction program for students that involves interactive journaling and reflections and encourages personal decisions about alcohol consumption.

National Resources



Sample Virginia Initiatives

Four year and community colleges in Virginia are complying with federal requirements to enact policies, share information, provide counseling resources or referral, and are engaging in numerous alcohol awareness, prevention, and intervention activities. Several include alcohol concerns as part of their student threat assessment.

Virginia Tech has a Campus Alcohol Abuse Prevention Center offering resources for a safe 21st birthday, community standards and sanctions, and the Party Positive campaign to reduce high-risk drinking by showing students how to have a good time while not overdoing it-how to prepare for decisions they may face, to limit excessive drinking, and have a good time. Party Positive recently won top honors from the National Association of Student Personnel Administrators.

Tidewater Community College, the College of William and Mary, Randolph-Macon College, Roanoke College, and Virginia (VA) Commonwealth University were awarded education grants from the Virginia Department of Alcoholic Beverage Control. Tidewater hosted an ABC college tour event for students, faculty, staff, and community advocates with informative workshop tracks for student leaders and staff.

Paul D. Camp Community College offers a community resource toolkit, and helpline, and includes alcohol awareness into weekly *Tuesday Talks*.

Virginia Western Community College is part of a local coalition to prevent young driver alcohol impaired crashes including Roanoke City, Roanoke City Police Department, Carilion Clinic, Mothers Against Drunk Driving, US Attorneys

Office, Blue Ridge Behavioral Healthcare and Jefferson College of Health Sciences.

At the University of Richmond, the health and wellness department offers information, screenings and campus resources, and the campus police department provides a number of programs including: Reducing Impairment through Supplemental Knowledge (RISK); Driving Under the Influence; Narcotics Identification, Detection and Abuse; Alcohol Abuse; UR Aware.

VA Commonwealth University (VCU) annually assesses student health behaviors, and implements social norms campaigns. VCU prevention programs were designated as model programs by the US Department



Universal Prevention Peer Education

- ADAPT/Peer Health Educators
- Hoos Sober Listserv
- Let's Get Grounded/Step UP! Campaign
- One in Four
- Sexual Assault Facts and Education (SAFE)
- Sexual Assault Peer Advocacy (SAPA)

University-wide efforts

- Alcohol Advisory Committee
- Alcohol Risk Management Education
- Hoo Knew
- Late-night weekend events
- Mass communications
- U.Va. Police Department

Targeted Intervention

- First-Year Students
- Fourth-Year Students
- Fraternity and Sorority Members
- Student Athletes
- Students Attending Celebratory Events

Indicated Prevention

- Brief Motivational Intervention, Screening, and Referral
- CAPS
- Dean on Call
- Hoos in Recovery
- Friends of Bill W.
- Online Alcohol Screening
- Under the Influence
- Marijuana 101
- UJC

Outreach to Prevention Partners

- Faculty
- Parents

Report Recommendations

This report has consolidated information from numerous studies and resources available across the country. Projects to address high risk drinking can benefit from a review of the evidence. The foremost finding is that:

The leadership and partnership of law enforcement in community and campus alcohol prevention coalitions is essential for success, mutual support, and consistent coordination of messaging and strategies.

Additional summary recommendations follow:

1. Collective, multi-sector, multi-level approaches that change the physical, social, legal and economic environments on campuses and surrounding communities are beneficial. These approaches address the personal, peer, institutional, community, and public policy/enforcement levels of influence on student behaviors.
2. Campus specific information, data, and continuous evaluation of approaches are important to design and deliver effective prevention and intervention programming.
3. Education alone will not work. High visibility and intensive enforcement strategies are essential.
4. Students need to have alternatives to alcohol use; resistance and refusal strategies; bystander intervention skills; and alternative ways to get home for safe partying.
5. A ban on alcohol promotion, branding, and advertising is important.
6. Social norming campaigns can work but must be carefully developed and credible to be effective.
7. Strategies should target high-risk campus locations (e.g. fraternities, nearby alcohol outlets, on and off campus gatherings, games, and celebrations) and groups (e.g., athletes, sports fans, incoming freshmen and parents, legal age “social hosts,” students nearing 21st birthdays).
8. Approval, cooperation, and involvement of high-level campus administration is critical.
9. Referral to treatment for students who are addicted to alcohol is vital. Students can recover with assistance.
10. New technology contributes to risk but also holds significant opportunity for prevention, particularly for community colleges.

An excellent report, entitled “*The Role of Enforcement in Prevention of High Risk Alcohol Use and DUI: What the Evidence Tells Us*” is attached in subsequent pages for further information.

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ISSUES IN PREVENTION

Role of Enforcement in Prevention

What the Evidence Tells Us About the Role of Enforcement in Prevention

A number of landmark reports, including *A Call to Action: Changing the Culture of Drinking at U.S. Colleges* (2002); *The Surgeon General's Call to Action to Prevent and Reduce Underage Drinking* (2007); and the *National Drug Control Strategy* (2012), contain recommendations for addressing alcohol and other drug use by college students, emphasizing the importance of implementing policies on campus and in surrounding communities to change the culture of student drinking through environmental management. But it is not enough just to adopt policies or ordinances. A 2011 study, “[Enforcing Alcohol Policies on College Campuses: Reports from College Enforcement Officials](#),” points out that policies need enforcement. “Deterrence theory suggests that to increase compliance with policies, individuals need to perceive that they will be caught, face severe penalties, and that the penalties will be swiftly applied. Perceived certainty of getting caught may be the most important of these three factors for increasing compliance with policies, suggesting that policies must be regularly enforced.”

The researchers surveyed law enforcement directors at 343 U.S. colleges regarding types and frequency of enforcement and barriers to enforcement. They found that 61 percent reported proactively enforcing alcohol policies, most frequently at intercollegiate sporting events and least frequently at Greek social events. About half of the enforcement departments reported working closely with their local law enforcement agencies,

but respondents indicated a greater need for cooperation with local law enforcement. Large colleges and public colleges tended to report greater enforcement levels. They concluded:

“Results from this study are encouraging in that clearly law enforcement professionals on or around many college campuses take enforcement of alcohol-related policies seriously. . . . Law enforcement professionals have taken the lead on addressing alcohol-related issues in many communities, and results from this study suggest that law enforcement professionals are also playing a significant role on college campuses in addressing alcohol-related problems.”

An earlier [study](#) examined enforcement levels and drinking rates at 11 Massachusetts public colleges and universities subsequent to the adoption of a new, more restrictive alcohol policy for all schools under the authority of the Massachusetts Board of Higher Education. The new policy included eight components: (1) restricting alcohol to specific, supervised locations; (2) requiring advance registration of all social events involving alcohol;

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(3) restricting “legal” possession of alcohol to separate residence halls for students aged 21 or older; (4) providing alcohol education and prevention programs; (5) establishing procedures for enforcement of all federal, state, local, and campus regulations; (6) requiring that colleges work with neighboring cities and towns to enforce alcohol laws; (7) new sanctions on student violators, up to and including expulsion from the college; and (8) parental notification of all alcohol policy violations by underage students.

According to the researchers, the findings of this study suggest that “an aggressive enforcement stance by deans, and other such college leaders, may be an important element of an effective college alcohol policy and be associated with reductions in student high-risk drinking rates over time, perhaps reduced uptake of heavy drinking in college. A unified stance among college administrators of aggressive policy enforcement and action around drinking violations, and greater awareness of and involvement in enforcement by college leaders, e.g., through giving reminders at events and residence meetings, may help to set a tone on campus which discourages underage and heavy drinking by students. . . . While enforcement of alcohol policies may be challenging, colleges’ multi-level efforts to address student drinking, when properly implemented and consistently enforced by college staff working in unison at all levels could eventually help to lower rates of students’ heavy drinking, and therefore lower the morbidity and mortality among our nation’s most important resource—its young people.”

A 2011 [survey](#) of college administrators at colleges in the Southeastern United States examined challenges and recommendations regarding the enforcement of specific alcohol policies. College administrators identified several challenges associated with enforcement related to individual student behavior, including (a) off-campus alcohol use, (b) violating campus alcohol policies, (c) deciding when a friend or fellow student needs medical attention, (d) underage drinking, (e) binge drinking, (f) experience with alcohol prior to entering college, (g) “pregaming,” and (h) “postpartying.” Additionally, student attitudes

were thought to be a challenge, specifically the acceptability of alcohol regardless of age and a lack of concern for related consequences and the campus adjudication process.

According to the researchers, survey respondents heavily referenced inconsistent enforcement of policies as a barrier to reducing problems. They recommended that administrators need not only to implement policies and strategies that have been shown to be effective but also to follow through with enforcement of those policies. They cited the five major actions that college officials can consider to strengthen their law enforcement efforts contained in the 1998 publication from the Higher Education Center for Alcohol, Drug Abuse, and Violence Prevention *Environmental Management: A Comprehensive Strategy for Reducing Alcohol and Other Drug Use on College Campuses*. Those strategies include (a) imposing and enforcing a program of responsible beverage service that lays out the requirements that must be met before students are allowed to host a party at which alcohol is served; (b) requiring that Greek houses meet building codes, health regulations, alcohol licensing requirements, and other state and local ordinances before students are allowed to host parties or other events; (c) identifying on-campus locations where underage drinking is occurring and then take meaningful disciplinary action against those who are serving alcohol to minors; (d) establishing a policy of “zero tolerance” for fake IDs that underage students use to purchase or be served alcohol; and (e) taking firm disciplinary steps against students who drive or commit other infractions while under the influence, including probation, fines, community service, suspension, and expulsion.

While driving under the influence (DUI) accounted for an [estimated 1,357 of the 1,825 college student deaths each year](#) in 2005, little research has been conducted on the efficacy of enforcement strategies specifically for DUI prevention among college students. A [study](#) conducted by John Clapp, director of the Higher Education Center for Alcohol, Drug Abuse, and Violence Prevention and director of the Center for Alcohol and Drug Studies at San Diego State University, and colleagues examined the efficacy

of an enforcement-based environmental DUI prevention campaign for college students. The campaign was designed to raise the perception of risk for getting arrested for drunk driving among other students so that students would believe that if they drank and drove they had a high likelihood of getting arrested. A media campaign to support the interventions was implemented, including having students write letters and editorials for the campus newspaper. Major streets around the San Diego State University campus were blocked off and San Diego and campus police set up several DUI checkpoints. In addition, police drove around with “DUI enforcement” emblems on their vehicles and pulled over people with sirens on to make it appear that a lot of people were getting pulled over for drunk driving, even if it had been for a minor traffic violation. This combined effect of this campaign reduced DUIs at SDSU by 27 percent in one semester.

(Editor's note: To hear Clapp describe the DUI prevention campaign at SDSU, visit <http://www.youtube.com/watch?v=bEuZXCdv4uA>)

Two research projects included enforcement strategies as key components of a comprehensive approach. The [Safer California Universities study](#) involved 14 large public universities. Interventions included nuisance party enforcement operations, minor decoy operations, DUI checkpoints, social host ordinances, and use of campus and local media to increase the visibility of environmental strategies. The results showed that students were significantly less likely to become intoxicated at off-campus parties and bars/restaurants at the Safer California intervention universities compared with the control campuses. Significantly fewer students at the Safer California intervention schools also reported that they became intoxicated the last time they drank at an off-campus party; a bar or restaurant; or across all settings.

“There’s this mythology about college drinking that nothing works, and that if you do try to increase enforcement, students will just find some way around it. But now we have direct evidence that these kinds of interventions can have a fairly significant impact,” said lead researcher Robert Saltz, senior research scientist at the Prevention

Research Center, Pacific Institute for Research and Evaluation, in Berkeley, Calif.

[Common Ground](#), a media campaign–supported prevention program at the University of Rhode Island (URI), featured increased enforcement, decreased alcohol access, and other environmental management initiatives targeting college student drinking. The researchers found increases at the intervention campus in students’ awareness of formal alcohol-control efforts and perceptions of the alcohol environment, likelihood of apprehension for underage drinking, consequences for alcohol-impaired driving, and responsible alcohol service practices. In addition, police-reported incidents decreased over time.

Commenting on the implementation of the Common Ground interventions, [URI President Robert L. Carothers](#) said, “We have a fundamental obligation to ensure that students know the rules and laws that govern the use of alcohol. I am confident that students will make safe and healthy decisions if they have all the facts in front of them, including the greater certainty of being caught and punished for alcohol-impaired driving.”

Campus Briefs: Enforcement Programs

According to an article in the [Colorado Daily](#), the University of Colorado-Boulder (CU) saw a drop in 2010–11 drug and alcohol violations on campus, which could be credited to new programs implemented by the University of Colorado Police. According to the CU police statistics, during the period of July 1, 2010, to June 30, 2011, there were 381 drug violations and 516 alcohol violations—almost 10 percent fewer than the previous year.

The program, called Responsibility 101, is a class developed by CU police partnered with the Office of Student Conduct that was implemented during freshman orientation in fall 2009. In addition to offering basic safety tips, the class includes an overview of university policies focused on drugs and alcohol and information about the Office of

Student Conduct, which evaluates student offenses and gives disciplinary action, in addition to court-ordered fines and community service.

“Students are surprised to hear, if they’re on spring break and they get into a fist fight and break someone’s jaw and get arrested or that something that occurs in Vegas or Mexico or Florida can affect their experience in Boulder,” Bronson Hilliard, spokesman for the university, told the *Colorado Daily*.

In an interview with *Campus Safety*, Carey Drayton, executive director/chief of public safety at the University of Southern California (USC), outlined how he and his department successfully handle the wide variety of events that take place on or near the USC campus, which is located in the city of Los Angeles.

Drayton believes that being proactive when it comes to enforcement is key. “I tell the staff I don’t want to be called when there’s a problem. I want to be called before the problem ever exists. Prevent the problem from occurring. Why should we do firehouse policing? The firefighters are there waiting for the alarm to go off. We should not police in that fashion. If there is a group of people having an event, the likelihood of where the next problem will occur is going to be at that event. So why not be there, prevent it, and not be needed?” he told *Campus Safety*.

Q&A With Charles Cychosz

Charles Cychosz, Ph.D., is currently the chief of police in Ames, Iowa. He also served five years as support services manager for Ames Police Department and four years as crime prevention, research, and training manager in the Iowa State University Department of Public Safety. As a former faculty member at Iowa State and assistant to the vice president for Student Affairs at Iowa State, he has been involved in a variety of programs affecting young people—particularly in higher education and student life. In addition, he has managed and evaluated several local and regional substance abuse prevention and health promotion activities, and published research findings on health education and violence prevention. He is active in the

Ames City Manager’s Executive Leadership Team, the Iowa Police Chiefs Association, and the International Association of Chiefs of Police. Cychosz is a Center Fellow at the Higher Education Center for Alcohol, Drug Abuse, and Violence Prevention.

Q: As someone who has worked in law enforcement and public safety, both on campus at Iowa State University and in Ames, Iowa, what do you think is the most important role of enforcement when it comes to preventing problems related to alcohol and other drug use and violence among college students?

A: We have to overcome the “out-of-sight, out-of-mind” nature of alcohol and drug problems. Many people who live in our community have not recently been in bars, to a house party, or on the streets (in Ames) at 2:00 or 3:00 in the morning. Absent that firsthand experience, they really don’t know what it looks like out there. Their point of reference is what somebody has told them or maybe something they remember from 10 or 20 years ago. In Ames we have tried to open people’s eyes to what that late-night social alcohol environment looks like. Even those who have been out there often are intoxicated themselves, so their perception is impaired and their view is biased. Getting the community at large to really see this environment has been very important. To that end, we arrange late-night ride-alongs with city council members, student leaders, neighborhood representatives, and average citizens. We actively encourage a cross section of the community to go with officers and see those settings firsthand. The vice president of student affairs, the dean of students, and other university officials who have a stake in this have all seen these environments as well, so we are all talking about the same concerns.

Law enforcement has an advantage in making these problems visible. Arrests are a matter of public record. Our incidents generally are accessible to the media and can become a basis for discussion in ways that the medical and health-care providers cannot do because of regulatory limitations. Similarly, the university has limitations on information it can release. Nevertheless, it is

very important to publicly make the connection between alcohol consumption and the downstream consequences, including injuries, assaults, academic problems, roommate problems, and even fatalities. We have to seize opportunities when they occur and be able to speak about it with students, the city council, parents, and citizens at large so they can make that connection.

Law enforcement has a unique ability to convene stakeholders. For example, we hold a quarterly meeting with Ames bar owners to make our expectations clear and talk about enforcement and other concerns. We report on last-drink and citation data and let them know if we are doing enforcement initiatives. I am not sure that anybody else in the community could convene such a group. These conversations help bar owners, as well as their patrons and the community.

Q: How important is it to have both campus and community law enforcement collaboration and what is the best way to go about getting that collaboration?

A: In Ames we have found ways to work together, and as a result we both do a better job of protecting and promoting safety in the community. It is important to respect the unique mission of the other agency and respect the people pursuing that mission, whether it is the campus police or county sheriff. Part of my responsibility as police chief is to cultivate that respect. We also need to create opportunities for our agencies to work together at the operational level. It could be simply traffic enforcement and pedestrian safety projects and outreach campaigns, which gives officers a chance to get to know each other and the strengths that each brings to the table by developing that working partnership during the easy times. That makes it easier in the difficult times. It is not a “one and done” phenomenon, but rather something we have to cultivate on a regular basis. The leaders of the other law enforcement agencies in Ames get credit for making a commitment to work together and develop that partnership and respect one another’s strengths.

Q: Often enforcement strategies are seen by students as “cracking down” on students. What are ways to shift that perception and enlist students as allies in enforcement efforts?

A: We try to avoid a crackdown mentality in order to make sure that students do not have that perception. Consistency in expectations is important. For example, students entering a bar in Ames should expect to get their IDs checked carefully. They should expect to see officers walking through the bar on the weekend. It should be an expected part of routine enforcement strategy. Our dialogue with students focuses on safety. We do invite community members and students to join us each year for a safety walk. That event focuses on lighting, vegetation, and other unsafe environmental factors. That mind-set then extends to reasonable limits on alcohol use, police patrols, and prompt intervention in fights. We are looking for a stronger partnership in promoting student safety.

Our efforts to try to work more effectively with the student community go back to the development of a party response team strategy. We have an area where we used to encounter a lot of house parties and we have a concentration of bars. Because that is the genesis of much of our alcohol-related activity at night, a number of years ago we started sending in a team to respond to noise complaints, party calls, and neighborhood disruption. Then we started sending those officers out at about 6:00 at night prior to a problem to establish some rapport with the property owner or the resident while everybody was sober and things were just getting started. Officers educated them about ordinances and community expectations.

They made it clear that they would come back to assist them if their party got invaded by people they did not invite and if it was getting out of hand and their property was being damaged. If neighbors called, we would come as well. We developed a sense of partnership and collaboration and started getting called back to many of the parties, which shifted the dynamic a little bit in those neighborhoods. It was no longer the police against the party. It was the police

assisting those social hosts to manage a safe environment.

We also use this approach when we deal with individuals. Officers make an assessment out there based on the philosophy that we are here to help you. We make an assessment about your level of intoxication, the nature of your behavior, the environment you are in, the people you are with and judge what is downstream for you. We cannot arrest every intoxicated person. Sometimes we just have to trust that their friends will take care of them. In some cases, the friends are in no condition to either control the behavior or to manage them for safe outcomes, so officers just need to arrest some people to keep them safe. The priority is safety. The way that we make those decisions has become pretty consistent throughout the organization, but we have to educate students on our approach each year.

Q: Why is enforcement an important component of alcohol and other drug problem prevention?

A: Enforcement and police agencies play a unique role. We have the authority and the responsibility to be involved in these situations, whether it is about liquor licenses, intoxication, or safety in entertainment districts; it is our business and responsibility. We have a statutory stake in all of this while many others are just observers. We are in the thick of it because the law puts us there, but we cannot do it alone. One of the contributions that police make to society, whether it is related to traffic enforcement or alcohol-related problems, is to introduce some accountability for those who might otherwise push the behavioral limits agreed to by the community. Since many of these rules are intended to ensure the safety of a person or those around them, this accountability contributes to a safer community. If people learn from those interactions, their behavior change can make them

safer. That is why I think enforcement is a critical component, although certainly not the only component, in working with young people on these issues. Their mind-set is exploring the world and pushing back boundaries in all the facets of their life. When alcohol is involved there is a great deal of risk associated with certain kinds of behaviors. It is important for us to step in and help them see those boundaries and understand why they are there and the consequences of crossing over them.

Higher Education Center Resources

Case Studies

- [Missouri Partners in Prevention: Missouri Partners in Prevention \(PIP\) Coalition](#)
- [Missouri Partners in Prevention: A Statewide Initiative: Missouri Partners in Environmental Change \(PIEC\)](#)
- [University of Massachusetts Amherst: Campus and Community Coalition to Reduce High-Risk Drinking \(CCC\)](#)

Prevention Updates

- [Controlling Rowdy House Parties Through Enforcement](#) (December 2009)
- [The Role of Law Enforcement in Prevention](#) (October 2011)
- [Social Host Ordinances and Policies](#) (January 2011)

Publications

- [Catalyst](#) (Winter 2007) Vol. 8 No. 2: Law Enforcement
- [Law Enforcement and Higher Education: Finding Common Ground to Address Underage Drinking on Campus](#) (2001)
- [The Off-Campus Environment: Approaches for Reducing Alcohol and Other Drug Problems](#) (2008)

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