

360 Proof Game Plan

Introduction

Welcome to the 360 Proof Game Plan, a manual to guide campus implementation of the 360 Proof program. The Game Plan serves as the detailed instruction manual for all program tools. The virtual tools are posted on ncaa.org. Planning tools and coaches modules are in the learning portal, and the personalized feedback index is a stand-alone application in NCAA MyApps. Please contact your SSO administrator for access.

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Learn the 360 Proof Process

Discover how the process works.

In 2011, the NCAA Division III and NASPA's Small Colleges and Universities Division established a formal partnership to promote an integrated model for on-campus collaboration among student affairs and athletics professionals and to provide resources to deliver effective alcohol and other drug education for the well-being and success of all students.

To develop the 360 Proof program, the NCAA and NASPA solicited ideas from national experts in the field of alcohol misuse prevention and intervention, and from campus practitioners in athletics and students affairs. This team designed 360 Proof to help colleges bring about changes in the environment that abets high-risk alcohol use and its consequences and to enhance student success while strengthening collaboration between athletics and student affairs.

The backbone of 360 Proof is an eight-step process essential to reducing high-risk alcohol use and consequences. While you may use the program resources in any order that suits your campus, the eight-step process is offered to provide a roadmap to schools seeking specific guidance.

360 Proof Step

Step 1: Learn the 360 Proof Process

Step 2: Build a Team

Step 3: Understand Student Alcohol Use

Step 4: Set and Prioritize Goals and Objectives

Step 5: Select Evidence-Based Strategies

Step 6: Plan Your Actions

Step 7: Carry Out Your Actions

Step 8: Evaluate Your Actions



Three primary tools were selected by or developed exclusively for 360 Proof by its expert design team:

- The **Campus Self Study**, to help you determine what specific alcohol problems to work on and examine what is already being done on your campus to address alcohol use;
- **National Institute on Alcohol Abuse and Alcoholism (NIAAA) Recommended Strategies**, to help you choose programs that have the most evidence for their ability to reduce high-risk use and consequences on your campus;
- **The Personalized Feedback Index (PFI)**, an online tool that students can use to get individual feedback about their alcohol use and the consequences they experience.

Following the eight step process will help you decide how to use the three tools. While you may want to begin right away with implementing the PFI, it's recommended that you integrate the PFI into a comprehensive plan using multiple strategies to reduce the consequences of alcohol use on your campus.

The program also includes many supplementary tools to help you implement this program:

- **Sample Documents**, including meeting invitations and agendas
- **Worksheets** to organize and record your efforts
- Coaches modules provide your coaches with information about the nature of student-athlete alcohol use, the purpose of the 360 Proof program, and strategies to guide a coach's communication about alcohol

Every campus will implement 360 Proof in its own way, as every campus starts from a different level of knowledge and experience, and has unique characteristics and alcohol-related culture that will influence how to begin. The tools in 360 Proof were designed with that in mind.



The complete 360 Proof process is presented here for your reference. While each campus may use these tools in a different order, it is recommended that the campus contacts initially review the materials in the sequence presented below.

Step 1: Learn the 360 Proof Process

- A. Read the Game Plan Book

Step 2: Build a Team

- A. Identify Partners
- B. Invite Partners to Join the Team
- C. Conduct Team Meeting

Step 3: Understand Campus Alcohol Use

- A. Review the Campus Self Study Instrument
- B. Compile Data
- C. Conduct Team Meeting

Step 4: Set and Prioritize Goals and Objectives

- A. Conduct Team Meeting
- B. Record Goals and Objectives

Step 5: Select Evidence-Based Strategies

- A. Review Recommended Strategies
- B. Conduct Team Meeting and Record Strategies for Implementation
- C. Explore 360 Proof PFI and Coaches' Modules

Step 6: Plan Your Actions

- A. Create Your Plan
- B. Customize 360 Proof PFI

Step 7: Carry Out Your Actions

- A. Carry Out Your Actions
- B. Collect Data

Step 8: Evaluate Your Actions

- A. Create Evaluation Report
- B. Report Out
- C. Celebrate



Action Items:

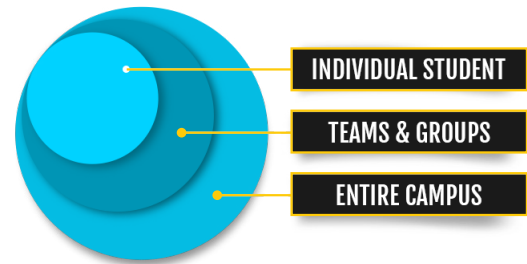
- A. Read the Game Plan Book.



Build a Team

Make planning a collaborative effort.

One idea that's really important in reducing high-risk alcohol use and consequences is the idea that there are three basic levels where high-risk alcohol use might be caused, encouraged, or reinforced: the entire campus, in groups and teams, and the individual student. That means we need to have programs that make changes at these different levels.



At the first level, the entire campus community, the alcohol culture of the campus affects the norms and behaviors of teams, groups, and individual students. And although most students on most campuses don't engage in high-risk drinking, those that do impact the entire campus through secondhand effects, which include things like property damage, noise disturbances, and even unwanted sexual contact. At the next level, teams and groups, team or group-specific programs and policies need to be developed and swiftly and consistently enforced. When you target the entire population, and teams and groups, you reduce the number of students who drink heavily which will result in fewer students who'll need an individual intervention, treatment or recovery services; although it is still important to offer these services to individual students in need. That's why it's so important to have programs and policies that address all three levels.

When we look at high-risk alcohol use prevention from this overall perspective, it becomes clear that student affairs and athletics professionals really can't do this work alone. Instead, we have to work with other stakeholders on campus and in the surrounding community. By working collaboratively with colleagues all across your campus and the surrounding community, you can create an environment where access to alcohol is reduced, where each student is given the opportunity to receive feedback about how alcohol consumption might be affecting their health, safety, and success, and where the behavioral expectations of the institution are clearly communicated and understood.

As you build your 360 Proof team, think about who will make the best allies because they have a stake in improving campus health and safety. Who might oppose or challenge your efforts, and what are their agendas? Are there people in positions where key decisions could be made to support a high-risk alcohol use prevention effort? And what is the overall campus mood — is there widespread support for addressing the issues you've uncovered? Then who might be the best champions or ambassadors for your prevention message with key constituencies?

Think broadly about different areas of campus that could partner with student affairs and athletics, not just the obvious agencies, programs, and policies that are directly involved with student drinking. There are many administrative, academic, and other departments that have a stake in creating a safe and healthy campus, in all respects.



In addition, the role and support of top administrators — the vice president of student affairs, athletics director, provost, or the president of the institution — cannot be underestimated. Your planning team will be much more successful if you have the public support of your president, who can ensure that staff resources and funds are devoted to reducing high-risk student alcohol use and consequences. Finally, you should plan to include an evaluator on your team if at all possible. Step three explains the role of the evaluator in detail.



Action Items:

- A. Identify Partners. Use the Step 2 Worksheet (page 7) to consider whom to involve in your 360 Proof effort.
- B. Invite Partners to Join the Team. Use the Step 2 Sample Invitation (page 8) or other invitation to invite partners to the implementation team.
- C. Conduct Team Meeting. Use the Step 2 Sample Agenda (page 9) or your own agenda to host a kickoff meeting.





360 Proof Team

This worksheet includes a list of possible areas to include in your team, many of which may be supported by the same person or people. Some of these may not even exist on your campus. The list is to help you think broadly about how to structure your own team.

Possible Roles Include:

- Overall Planning
 - Data Collection for the Campus Self Study Part 1: Information Checklist
 - Information Collection for the Campus Self Study Part 2: Inventory of Policies and Programs
- Selection of evidence-based strategies
 - Program Evaluation
 - PFI promotion or other implementation

Campus Area or Department	Possible Role	Name, Title, Contact Info
Student affairs		
Athletics <i>e.g., director of athletics, senior woman administrator, athletic trainer, assistant or associate director of athletics, coach, life skills coordinator.</i>		
Campus safety		
Health services		
Evaluation specialist/evaluator		
Institutional research & assessment		
Academic affairs		
Health/wellness promotion/education		
Judicial affairs		
Student leadership <i>e.g., student government leader, student-athlete advisory committee representative, fraternity and sorority leader, multicultural leaders, substance-free programming leaders, residence life student staff.</i>		
Residence life		
Student activities		
Counseling/psychological services		
Fraternity/sorority advisors		
Faculty member or Faculty Athletics Representative		
<i>Add additional partners that you identify</i>		



Sample Team Invitation

Dear [name of colleague],

The Athletics Department and [other department(s)] at [college/university name] are launching an initiative to promote the health of all students through effective programs to reduce high-risk alcohol use and its consequences. [If relevant, add 1-2 sentences stating campus-specific concerns about high-risk drinking.]

Because student alcohol use affects the entire campus, we need your involvement.

The NCAA has given us an array of tools and resources to begin our initiative, called 360 Proof. [Name of co-leader if relevant] and I are inviting several potential partners from around the campus [and the surrounding community] to join our effort to implement this program.

To begin this effort, we are hosting a briefing meeting to provide details about the program and gather ideas about how to proceed. At the meeting, we'll show you the process recommended for 360 Proof and the tools and resources being provided by NCAA. We hope you'll participate in this first planning meeting, scheduled for [day and time].

We'll send you additional details, including an agenda, several days before the meeting. While it may be appropriate to send a designee at later stages in the planning process, we ask that you attend this first briefing yourself if possible. If you would also like to bring an additional member of your staff, please let me know so we can accommodate them.

[colleague name] and I look forward to working with you. Thank you in advance for your support of this important effort.

[closing]



Sample Kickoff Meeting Agenda

AGENDA ITEM	TIME ALLOTTED
Welcome from Director of Athletics [and other leader(s)] Student alcohol use and its negative consequences are a concern of the entire campus, so participation of a broad-based team is important to a successful 360 Proof initiative. And campus leadership supports this initiative.	5-10 minutes
Share Individual Perspective Each attendee describes her/his own observations and concerns about student alcohol use.	10-20 minutes
Overview of 360 Proof Why and how 360 Proof was developed, its purpose, and the tools and resources being offered.	10 minutes
Steps in the Process Briefly describe the steps in the 360 Proof process. This could include showing the process flow included in this Game Plan.	5 minutes
Review Step 2: Build a Team Reiterate that they are here because they have a stake in the planning and implementation process. <ul style="list-style-type: none"> • Ask the group who is not yet at the table and should be invited to join. 	5 minutes
Review Step 3: Understand Student Alcohol Use and Consequences Describe the importance of gathering information and data to better understand the issues before implementing anything new or discarding any existing activities. Review the Campus Self Study instrument. <ul style="list-style-type: none"> • Ask for suggestions from the group about completing the Self Study: how to go about it, who should be enlisted, who should be part of the team that reviews the findings. 	20 minutes
Plan Next Steps Let the group know when to expect an email giving the plan for the Campus Self Study, which will incorporate their suggestions, and what will be asked of their respective departments.	5 minutes

[This is a 75-minute meeting. It's meant to be relatively brief to ensure participation at the highest levels. Later meetings may have "worker-bee" level people rather than more senior staff, but it's important that the first meeting include staff and students in leadership positions.]

Understand Campus Alcohol Use

An understanding of the data is the foundation for success.

Creating a healthy team and campus starts with having — and sharing — good information. Choices about which programs to use must be based on the levels of alcohol use and consequences you're seeing at your own campus, coupled with a good idea of what is already being done to prevent and address alcohol problems.

The **Campus Self Study** will help you collect the information needed. There are two parts to the instrument: the **Information Checklist** and the **Program Inventory**. Part 1, the **Information Checklist**, helps you determine if you have sufficient data about student alcohol use and its causes and contributors to inform the rest of your planning.

Why use data? Perhaps the most important reason to start by looking at data is that there's really no other way to be sure that the programs you implement — the policies, activities, and interventions you design and offer — are going to decrease high-risk drinking or consequences without having a thorough understanding of where those problems stand right now. In other words, to develop a good plan for where we want to go, we need to know where we are. Looking at data will also help your planning team create a shared understanding of the problems you are seeing.

If your campus already collects data using the Core Survey, or the National College Health Assessment (NCHA) from the American College Health Association, or perhaps your own survey, you can see what existing data tells you about the problem areas on campus or off, plus what it tells you about possible causes and contributors to those problems. This exercise can be done with your team members, to help the team begin to focus on priority areas for intervention.

If your campus doesn't already collect survey data, one discussion you can have with your team is whether to start collecting data on student alcohol use and consequences. A small team of partners, including someone who can advise you on data collection and evaluation and a representative of your institutional research department, if your campus has one, can be assigned to plan for survey implementation and the gathering together of other data that is already available on your campus. The Data Collection Tip Sheet (page 13) contains a list of surveys available and suggestions for other data you may want to look at, such as campus safety reports and emergency transports.

Part 2 of the Self Study is the **Program Inventory**, which helps you identify what is already being done on your campus to address alcohol problems. The emphasis is on a combination of individual and environmental programs. The Program Inventory is divided into four sub-sections.

Policies: What policies are in place and to which specific groups of students do they apply? How are they communicated?	Enforcement: What kind of enforcement of those policy measures is happening?	Education: What education programs do you have, who conducts them, and to what groups of students?	Prevention/Intervention Strategies: This section covers an assortment of additional programs and policies.
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Taken together, these four categories cover both the individual student and the environment that creates the conditions for success or failure. We want individually-targeted alcohol prevention efforts on campus to be conducted in an environment that also gives students the chance to succeed.

Once you have data, you want to enlist an evaluator to help you identify salient findings, if at all possible. Program planners often wait until programs are already up and running to think about evaluation, but that is too late. Why this hesitation? It's not that prevention coordinators are unaware that programs should be evaluated. Most planners simply do not feel equipped to develop and conduct an evaluation that would produce meaningful results.

Evaluation is an important management tool. An evaluator can help the planning group develop or choose programs, assess progress, evaluate results, and revise any aspect of the campus approach based on the evaluation feedback.

This feedback is important whether you succeed or fail.

"If an approach appears to be successful, then the planning group can consider whether to broaden its scope or invest additional resources. If a particular approach appears to have failed, then the planning group can diagnose what went wrong, make the necessary adjustments, or abandon that approach. Strategic planning, then, is an ongoing process, not a one-time event." (Langford, L. and DeJong, W. 2008. Strategic Planning for Prevention Professionals on Campus. Washington, DC: U.S. Department of Education, Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention.)

In this step the evaluator can help you identify areas of focus for your interventions. Throughout all the remaining steps outlined in 360 Proof, the evaluator can help you develop measurable objectives, communicate findings, implementation plans and results. In other words, an evaluator can be one of the most important planning partners you enlist.

An evaluator should have experience creating program evaluation plans, including making decisions about what data to collect, from whom, and when. The idea is to decide how much data can be collected without overly burdening your team, and an experienced evaluator will be able to make those determinations.

To find an evaluator, network with faculty and staff or other community-based organizations, all of which may have recommendations. Contact your Institutional Research Office to find out who your college has engaged as an evaluator in the past. Questions to ask a prospective evaluator include:

- What is your ability to assist this campus with its evaluation efforts?
- What evaluation work have you done on similar projects?
- Do you have any initial suggestions for how we might conduct the evaluation?

For additional information, you may want to reference the following publication, which provides guidance on designing and conducting an evaluation:

Reducing Alcohol Problems on Campus (DeJong, W. and Saltz, R. 2002. Reducing Alcohol Problems on Campus: A Guide to Planning and Evaluation by William DeJong and Robert F. Saltz)

<http://www.collegedrinkingprevention.gov/media/FINALHandbook.pdf>

Finally, keep in mind that the Self Study may take some time to complete. Allocate sufficient time to allow for the participation of your team, as early consensus on the problems to be addressed will be invaluable down the line.



Action Items:

- A. Review the Campus Self Study instrument. Check out the Self Study (pages 16-22) and consider how your team can help you get all referenced information. You may want to refer back to the Step 2 Worksheet to identify team members to coordinate the Self Study.
- B. Compile Data. Access the Step 3 Data Collection Tip Sheet (page 13) for ideas on where to find this data. Once you have data, consider involving an evaluator to help you identify salient findings.
- C. Conduct Team Meeting. Use the Step 3 Sample Meeting Agenda (page 15) or other meeting agenda to discuss the key findings of the Self Study.

Step 3: Data Collection Tip Sheet



Examination of campus data is central to your 360 Proof effort. This tip sheet will help you think about where the data referenced in the Campus Self Study may already be housed on your campus, or how you may begin to collect data that your campus does not currently have. The purpose of the list is to provide you with a menu of possibilities — other than the Biennial Review, there is no expectation that a campus would do all of these things.

Biennial Review. The Drug Free Schools and Communities Act (DFSCA) requires every campus that receives federal funding to file a review every two years. The biennial review should contain useful information such as: annual alcohol policy notification process; alcohol-related prevalence rate, incidence rate, needs assessment, and trend data (often including alcohol-related crime statistics and hospital transports); alcohol policy, enforcement, and compliance inventory and related outcomes/data; alcohol comprehensive program and intervention inventory and related process and outcomes/data; alcohol goal achievement and objective achievement; strengths/weaknesses/opportunities and threats/challenges analysis; and recommendations for the next biennium. If your campus report lists authors, consider consulting these people for location or existence of data (most often student affairs or campus security).

Survey Data. Surveys can help describe population demographics, such as sex, age, race, year in school, participation in athletics, and fraternity or sorority membership. They show the prevalence of behaviors you are interested in measuring, such as quantity and frequency of drinking, negative consequences, and protective behaviors employed. And they can determine the level of knowledge of a topic or topics. Surveys that collect data on college student alcohol use include:

- **The CORE Alcohol and Other Drug Survey.**

<http://core.siu.edu>

The primary purpose of the CORE Alcohol and Other Drug Survey is to determine the extent of alcohol and other drug use and consequences.

- **American College Health Association-National College Health Assessment.**

<http://www.acha-ncha.org>

The ACHA — National College Health Assessment collects data about college students' overall health and well-being, including alcohol use and consequences.

Your student-affairs department may also be aware of campus participation in other related surveys:

- Healthy Minds Study (University of Michigan School of Public Health)
- Cooperative Institutional Research Program (CIRP) Freshman Survey
- Your First College Year (YFCY)
- National Survey of Student Engagement (NSSE)
- Student Satisfaction Inventory

Step 3: Data Collection Tip Sheet



Finally, if your campus uses an online prevention program (e.g., AlcoholEdu, MyStudentBody, eCHECKUP, etc.) and if the campus reaches a very broad audience (e.g., all first-year students and not just mandated students) with the program, that can also be a helpful source of data.

Archival Data. Archival data are data that already exist and have been collected by another department on campus. Your campus maintains all types of records and data. In some ways these data are easiest to gather because the work has already been done for you, but gaining access to these data involves a commitment from those departments that house the data.

Examples of archival data include:

- Campus police/safety data (e.g., crime statistics and incidents data)
- Judicial/disciplinary cases
- Residence life referrals to counseling
- Transports to hospital emergency room

Observations. Field notes and observation are methods of collecting data simply by watching what people do. Many campus-and-community coalitions collect observations of the alcohol environment, such as drink pricing at local bars, the prevalence of party announcements on bulletin boards and kiosks, and the availability of drinking paraphernalia in the campus bookstore. They also walk areas of campus where high-risk drinking takes place or areas in the surrounding community where there is a high density of bars to observe student behavior that may put them at risk. There are publicly available tools to help you scan the campus environment (e.g., College Alcohol Risk Assessment Guide).

Document Review. This includes data collection such as reviewing meeting minutes, chart review, athletics team policies, student newspaper articles, or other such activities that include reviewing existing documentation.

Focus Groups. Focus groups are in-depth, guided discussions among several individuals led by a trained moderator. Focus groups of students are used to answer a specific question or to explore a particular problem, especially to determine possible causes and contributors to a problem identified in survey or archival data. They can also be used as a beginning step, to gather information about students' impressions of the problems with drinking on campus and in the surrounding community.

Interviews. An in-depth interview is a conversation with an individual, conducted by trained staff, that usually collects specific information about one person's understanding or experience. This may be somewhat more time-intensive than a survey, but is a good tool for finding out what specific potential partners and other administrators and staff think about a problem. Interviews can also elicit richer descriptions of program implementation or effectiveness.

Adapted from: DiFulvio, Gloria (2009). Campus MHAP, Part IV: Measuring Impact. New York, NY and Newton, MA: The Jed Foundation and EDC, Inc. Presentation and audio archived at <https://www.jedfoundation.org/professionals/programs-and-research/campusMHAP-webinars>.

Anderson, D. S. & Wilfert, M. E. (2007). Impact Evaluation Resource: NCAA CHOICES Alcohol Education. George Mason University Center for the Advancement of Public Health. Retrieved (7-29-14) from <http://www.ncaa.org/sites/default/>

Step 3: Sample Meeting Agenda: Understanding Your Data



Once you've completed the Self Study, gather your team to discuss key findings.

Introduction:

Describe the data collection process to the group, even if they are already informed, simply to confirm what you did, whom you involved in data collection, and what information or data various partners contributed.

Part 1 of the Self Study:

What have we learned about student alcohol use and consequences, and its causes and contributors? (Here, you may want to share a presentation of your data, and then invite discussion of planning team observations.)

What more do we need to know?

(Survey data alone may not provide sufficient information about causes and contributors to high-risk alcohol use and consequences. The planning team may decide here to collect additional data about the alcohol environment.)

Part 2 of the Self Study:

What are we already doing? Where do we have evaluation data to show whether current activities are having an impact? Where are there gaps? (This is not the time to start choosing new programs and policies, though, so keep the group focused on what can be learned from the Self Study and other data.)

Summary and Next Steps:

Let the group know that the next step will be to decide on priority goals and objectives, and that before that meeting you will email them a summary of today's discussion.



What Do We Know, What Do We Have in Place, and Where Could We Go Next?

Thank you for your involvement in this project and for the role you play in affecting the health of your students and campus community!

Creating a healthy campus and team starts with having — and sharing — good information. Across campus, there are many critical allies to involve in the prevention of alcohol misuse or abuse among your student population, including its unique subgroups of student-athletes and others. Choices about which strategies are needed to address alcohol use for any team or at any campus must be based on current needs, what is already in place, and evidence-based approaches. This Self Study will help you take stock of what information is already being collected, as well as what components of your overall strategic approach have been established. Details on campus trends, policies, programs, and evaluation efforts are needed for compliance with some federal regulations. The Self Study is designed to help campuses organize this information and plan actionable steps.

INSTRUCTIONS: This tool has two parts:

1. **Part 1** is a checklist of some of the information that every campus could collect to inform efforts related to policy development, enforcement of policies, education efforts, and prevention or intervention. You can use this list to identify whether this information is being collected (and by whom), where additional information is needed, and where it might come from (there are hints for where most campuses get this information).
2. **Part 2** is an inventory of the existing prevention activities and infrastructure. The purpose of this checklist is to ensure coordination of activities across campus. It is likely that you will also identify new strategies you would like to pursue.

The checklist is arranged by four main categories:

Policies – policies you enact impact the larger campus community and student body as a whole. This section allows you to consider what policies you have in place and how they are communicated.

Enforcement – consistent enforcement of existing policies is key. This checklist allows for an examination of enforcement practices.

Education – may include education about policies, as well as education about alcohol and related consequences (e.g. academic, health/medical, legal, social) as a component of other prevention and intervention activities.

Prevention/Intervention programs – are efforts that can be done with individuals, small groups, or teams, and options are provided within the checklist.

This Self Study should be reviewed by a team (comprised of student affairs staff, athletics staff, students and others) to take advantage of knowledge and expertise across campus, as well as to get key players to the same table.



HOW TO USE THIS TOOL:

First, identify which people on campus can help you get the information that you need (e.g., dean of student's office, health services, health education/promotion, campus safety, judicial affairs). Then, work with the team you've identified to complete the items below. Your answers for Part 1 can be used to consider (1) how to distribute the information you have to key partners across campus and (2) how to collect the information you do not yet have.

As you move to Part Two, 360 Proof will help you work with your team to answer questions about what you already have in place, as well as what you may consider adding as a complement to your existing campus efforts. Upon completion of the Self Study, you will be prompted to identify which programs are in place (that may or may not be well-evaluated), and consider what gaps are identified in your existing approach. You will then be directed to review NIAAA's Recommended Strategies to determine how to strengthen your campus efforts in the area of policies, enforcement, education, or prevention/intervention.

Information Checklist Example

Type of Information	Are we collecting this information? (Yes or No)	How is it collected?	How often are we collecting it?
Student drinking behavior, including: <i>Number of drinks per occasion</i>	Yes	We do the CORE survey — but, we also can get this info from our online check-up	Every other year — should we collect it more often? We've never sent coaches the breakdown of data for athletics
Location of drinking — where students report that they drink (<i>residence halls, off-campus residence, bar, other</i>).	No	Can we add these questions to our survey?	Need this every other year, if not more.

Step 3 Campus Self Study



Part 1: Information Checklist

Type of Information	Are we collecting this information? (Circle Yes or No)	How is it collected?	How often are we collecting it?
<i>Student drinking behavior, including:</i> Percentage of students who report drinking in past year Percentage of students who drank 5 or more drinks at least 1x in the past 2 weeks Average number of drinks per occasion Number of drinks consumed in a typical week	Yes No Yes No Yes No Yes No	(Might be through self-report survey like the CORE or the NCHA)	
Location of drinking – where students report that they drink <i>(residence halls, off-campus residence, bar, other)</i>	Yes No	(Might be through self-report survey like the CORE or the NCHA)	
Percentage of students on campus who do not drink alcohol	Yes No	(Might be through self-report survey like the CORE or the NCHA)	
Percentage of underage students drinking	Yes No	(Might be through self-report survey like the CORE or the NCHA)	
Percentage of students reporting at least one harm to themselves because of their drinking <i>(e.g., hangover, blacking out, falling behind academically, missed class, was injured, etc.)</i>	Yes No	(Might be through self-report survey like the CORE or the NCHA)	
Percentage of students reporting at least one harm to themselves because of someone else's drinking <i>(interruption of sleep or study, unwanted sexual contact, insulted, property damage, etc.)</i>	Yes No	(Might be through self-report survey like the CORE or the NCHA)	
Number of students reporting drinking and driving	Yes No	(Might be through self-report survey like the CORE or the NCHA)	
Student source of alcohol <i>(from friends, with fake ID, with real ID, from parents, etc.)</i>	Yes No	(Might be through self-report survey like the CORE or the NCHA)	

Step 3 Campus Self Study



Part 1: Information Checklist *continued*

Type of Information	Are we collecting this information? (Circle Yes or No)	How is it collected?	How often are we collecting it?
Percentage of students who are aware of our policies (school, team) and can recognize them accurately.	Yes No	(Might be through self-report survey like the CORE or the NCHA)	
What holidays or events tend to be associated with higher drinking rates or consequences/harms?	Yes No	(Might be through historical data from police services, conduct/judicial, etc.)	

Part 2: Inventory of Policies, Enforcement efforts, Education, and Prevention/Intervention Strategies.

Policy

Policy component	What are the consequences for violating this policy (e.g., first, second, and/or subsequent offenses)?	What is the jurisdiction of the policy (i.e., does it apply to students living off campus, students traveling on school activities, visitors to campus?)	How are the policies communicated to students? How often are they communicated?	What evidence do we have to document distribution and education about this?	What (if anything) is needed to maintain compliance with local and state laws and federal regulations?
Minor in possession of alcohol					
Possession of alcohol (regardless of age)					
Consumption of alcohol					
Misuse of alcohol (acute intoxication)					

Step 3 Campus Self Study



Part 2: Inventory of Policies, Enforcement efforts, Education, and Prevention/Intervention Strategies.

Policy *continued*

Item	Are they consistent across all applicable groups?	How do we communicate to and educate students about this?	How do we monitor these policies (and prove that they are monitored)?	What (if anything) is needed to maintain compliance with local and state laws and federal regulations?
What, if any, specific policies exist for athletic teams?				
What, if any, specific policies exist for fraternities/sororities?				
What, if any, specific policies exist for other student organizations?				

Enforcement

Question	Answer
1. How are alcohol policy violations discovered?	
2. What formal or informal exceptions exist for policies?	
3. Do we have an amnesty policy?	
4. What enforcement activities occur:	
a. in residence halls?	
b. in fraternities and sororities?	
c. at off-campus parties?	
d. at institution-sponsored events?	
e. during institution-related travel?	
f. at student organization activities?	

Step 3 Campus Self Study



Education

Question	Yes or No	How do we do this here?
1. Our campus has a unit that focuses on alcohol and other drug education	Yes No	
2. Our campus distributes and/or educates students about policies	Yes No	
3. Our campus provides online alcohol education	Yes No	
4. Our campus provides pamphlets or "passive" programming	Yes No	
5. Our campus provides programs with speakers on alcohol issues	Yes No	
6. Our campus has a peer health educator program	Yes No	
7. Our campus has a social norms mass media campaign	Yes No	

Step 3 Campus Self Study



Prevention / Intervention Strategies

Question	Answer
Who is responsible for program delivery and implementation on our campus?	
What types of alcohol prevention/intervention programs are offered to our students?	
How is the impact of these programs measured or assessed?	
What, if any, screening is done on campus (and where is this done)?	

As you consider targets for various prevention and intervention efforts, what programs are offered to the specific groups below?

a.) abstainers	g.) mandated students (after policy violations)
b.) first-year students	h.) students in recovery
c.) student-athletes	i.) students turning 21
d.) students identified through screening	j.) student veterans
e.) fraternity and sorority members	k.) residence hall students
f.) study abroad programs	

Question	Yes or No	Answer
Our campus has a formal alcohol or substance abuse committee.	Yes No	
Our campus works with or is part of a community coalition addressing alcohol and drug abuse.	Yes No	
We have trained professionals on campus (or access off-campus) who conduct assessments for substance use disorder.	Yes No	

Set and Prioritize Goals and Objectives

In listing goals and objectives, specificity is key.

The problem — student drinking — is obvious, but exactly which goals and objectives should guide campus prevention efforts is not. Is the goal to eliminate college student drinking? Limit excessive consumption of alcohol? Eliminate alcohol-related behavior problems? Protect student drinkers from harm? Should the prevention effort focus on student drinking on campus, or should it also cover off-campus behavior?

How you answer these questions will depend on several factors: the philosophy and academic mission of the institution, the nature of the student alcohol problem, the level of prevention resources available, the views and opinions of key constituencies, the characteristics of the surrounding community, and the cultural and political context in which the school operates.

Goals are general statements of what the campus wants to accomplish. Objectives state the specific outcomes the campus wants to accomplish in a given timeframe.

When establishing goals and objectives, aim for specificity. If a goal is too broadly stated, it could mean different things to different people. For example, a typical goal might be “to reduce student alcohol problems.” Some of your partners might interpret that to mean abstinence, while others may think it means protecting students from the consequences of their high-risk drinking.

Your objectives will help clarify your goal. Stating an objective of “more underage students will abstain from alcohol use” is too imprecise. Instead, a better objective might be “to increase by ten percent the number of underage students who abstain from alcohol within three years of launching this program”.



Completion of the **Campus Self Study** will give you a better understanding of the scope of the problem for your campus, the policies and programs you already have in place, and perhaps the broader social, economic, and physical context that might shape both the problem and the range of appropriate strategies to address it. You may want to communicate its results to achieve agreement among key campus stakeholders, including the students.



Action Items:

- A. Conduct Team Meeting. Use the Step 4 Sample Agenda (page 25) or other agenda to identify and prioritize goals and objectives with your team.
- B. Record Goals and Objectives. Use the Step 4 Worksheet (page 27) to record your goals and objectives. This worksheet will feed into a larger planning document in subsequent steps.

If you did not enlist an evaluator during Step 3, now would be a good time to do so.

"Set and Prioritize Goals and Objectives" is adapted from DeJong, W. and Saltz R.F., Reducing Alcohol Problems on Campus: A Guide to Planning and Evaluation. NIAAA Publication 02-5011, 2002, and Langford, L. and DeJong, W. (2008). Strategic Planning for Prevention Professionals on Campus. Downloaded 5/21/14 from: <http://safesupportivelearning.ed.gov/sites/default/files/hec/product/strategic-planning.pdf>





Sample Agenda: Set and Prioritize Goals and Objectives

Use these questions to lead a discussion with your planning team. The overall aim is to identify and prioritize goals and objectives — in other words, to decide what it is you want to change. The discussion questions are provided as examples of how you might focus the planning team, so choose the questions that make the most sense to you, and determine how long you want to spend on each.

→ *As you agree to goals and objectives, record them in the Step 4 Worksheet.*

Introduction: Review progress to date.

"In Steps 2 and 3, we assembled a team and then gained an understanding of the problem of student alcohol use, examined what programs already exist, and identified gaps. Now we are in Step 4, where we will decide which problems we want to address, and from that will come our goals and objectives.

In our last meeting, we discussed the results of the Campus Self Study. Summary points from that meeting include [list]."

Discuss Part 1 of the Campus Self Study

Q: What problems do you see from the data that will need to be addressed?

Consider both the individual and the environment.

ENVIRONMENT: Where and when is problem drinking occurring? (At or before athletics events? In the residence halls? At bars? Are students drinking and driving?)

INDIVIDUAL: Are there high rates of heavy drinking among specific groups of students? Are you seeing significant underage drinking?

Discuss Part 2 of the Campus Self Study

Q: What strategies and activities are currently being implemented?

Q: What's the mix of environmental and individual strategies and activities? Is there a bias toward strategies targeting the individual student?

Q: How definitively and consistently are existing policies being enforced?

Q: Are the goals of strategies and activities clearly stated? Is there data on their effectiveness?

Step 4 Sample Agenda



Identify and prioritize goals and objectives

Consider what you think are the key findings from the Campus Self Study.

Q: What does our data tell us? What has been done in the past to address these problems and groups?
What are our strengths? What are we lacking?

Consider the environment, student groups, and the individual student.

Q: What aspects of the academic, residential, and extracurricular and surrounding community environments seem to be promoting high-risk alcohol use? Which groups of students show the heaviest drinking rates and/or negative consequences? Are the students who need help most receiving effective interventions?

Q: What more do we need to know to set goals and prioritize them? Does our data and review of what's currently being done provide us enough information? Do we need to know more about the causes and contributors to high-risk drinking on our campus?

Q: Which problems seem the most significant or urgent?

Q: Where is the most significant impact? On which groups of students?

Q: What might be easily achieved? Where is there an opportunity to make a simple or quick change to give the planning team an early "win"?

Discuss the next planning steps

Q: Who should participate now, at the start of your planning process, and who should be brought in only after a supportive base for action is established?

Q: Who should participate in developing strategies?

Adapted from What Colleges Need to Know: An Update on College Drinking Research, NIAAA, 2007. Original source: Toomey, T.L. and Wagenaar, A.C. Environmental policies to reduce college drinking: Options and research findings. Journal of Studies on Alcohol (Suppl. 14):193-205, 2005, Updated January 2005 for NIAAA.

Step 4 Worksheet



As the planning team agrees to goals and objectives, record each one here.

GOALS reflect long-term, positive aspirations for change, based on your understanding of the strengths, gaps, and problems identified by the Campus Self Study and other information you may have available.

OBJECTIVES are designed to help achieve goals. There may be any number of objectives to support a given goal.

Objectives should use SMART criteria: they should be Specific, Measurable, Attainable, Realistic, and Time-bound.

Example Goal: Reduce the negative consequences of high-risk alcohol use on individual students and the campus at large.	Goal:	Goal:	Goal:
Example Objective: To reduce by 10% the percentage of students who self report blackouts. (e.g., 30% reduced to 27%).	Objective:	Objective:	Objective:
Example Objective: Move towards a 0% rate of students self reporting driving under the influence.	Objective:	Objective:	Objective:
Example Objective: By the end of their first year, at least 75% of students will be able to identify the campus policy on possession of alcohol.	Objective:	Objective:	Objective:
Example Objective: To decrease by 15% the number of students who report having five or more drinks the last time they consumed alcohol within three years of launching 360 Proof.	Objective:	Objective:	Objective:

Select Evidence-Based Strategies

“Evidence-based” means that a sufficient number of research studies have shown that the program does decrease high-risk drinking and consequences.

When you have completed your **Campus Self Study** and established specific goals and objectives, you will be ready to decide what evidence-based individually- or environmentally-focused programs or policies to implement to make the desired changes.

The National Institute on Alcohol Abuse and Alcoholism (NIAAA) periodically presents updated summaries of the research evidence and has consistently recommended that “successful efforts typically involve a mix of prevention, intervention, and treatment strategies that target individual students, the student body as a whole, and the broader college community.” As part of the National Institutes of Health, NIAAA leads the nation’s research efforts on alcohol use and abuse. NIAAA’s CollegeDrinkingPrevention.gov website was created as a one-stop resource for comprehensive, research-based information on issues related to alcohol abuse and binge drinking among college students.

In September of 2015, NIAAA released the College Alcohol Intervention Matrix (CollegeAIM), which reviews over sixty individual and environmental strategies and rates them primarily by their effectiveness and relative cost. This allows schools to compare evidence-based strategies and consider which may be the most appropriate for campus implementation, in light of local needs and resources. After completing the Campus Self Study, consult CollegeAIM to consider what is currently being offered on your campus that is considered effective versus what might have limited or no effectiveness. If budget is an issue, consider relative costs as a function of effectiveness (i.e., is there something expensive with limited effectiveness that could be replaced by an equally, or more, effective strategy with a lower cost?). Additionally, consider potential gaps in your existing campus plans, establish your specific goals and objectives, and consider what mix of strategies will be most useful for your campus.

360 Proof includes an intervention tool to be used with the entire student body, or any segment of the student body, if the campus selects the PFI as a strategy to include in its comprehensive plan. The 360 Proof Personalized Feedback Index, or PFI, is a web-based assessment and feedback tool where students answer a series of questions about their alcohol use behavior, and are presented with individual feedback about their alcohol use and the consequences they experience. A PFI implementation resource is included on page 30.



360 Proof also includes a series of coaches modules that discuss the nature of student-athlete alcohol use, including the powerful influence coaches have on student-athletes' behavior and on behavioral norms. A series of video modules describe the purpose of the 360 Proof program and provide a tutorial for coaches on how to communicate with students about their alcohol use.



Action Items:

- A. Review Recommended Strategies. Look at the NIAAA Resource to learn which strategies have demonstrated effectiveness.
- B. Conduct Team Meeting and Record Strategies. Use the Step 5 Sample Meeting Agenda (page 33) or your own agenda to discuss with your team the strategies most likely to achieve campus goals and objectives. Then, record selected strategies in the Step 5 Worksheet (page 34).
- C. Explore 360 Proof PFI and Coaches' Modules. Determine if they should be included in the campus' strategies for implementation. Review the PFI implementation resource (page 30) and view the sample PFI and coaches' modules.



Implementing the Personalized Feedback Index

What the PFI is: The Personalized Feedback Index, or PFI, is a web-based assessment and feedback program. Research shows that going through the PFI can result in cutting down on drinking and in a reduction in consequences, when the PFI is implemented as part of a comprehensive campus plan.

What the PFI is not: The PFI is not a survey to collect student data that will be used to inform goal-setting for your campus. The PFI is an intervention; the Core Survey or National College Health Assessment are examples of surveys to be used for data collection.

Who should you ask to complete the PFI?

Here are some ideas about target populations.

- Student-athletes
- Incoming first-year students
- Fraternity and sorority members
- All students
- Mandated students
- Counseling center clients
- Health center patients
- Residence hall
- Self-referrals

The 360 Proof PFI was designed for the entire student body, and the promotional materials included in 360 Proof are designed to help you reach all students on campus. If an individual indicates they are an intercollegiate student-athlete, they will receive some feedback specifically for student-athletes.

Since incoming first-year students are at very high risk for heavy alcohol use and consequences, you might request all incoming students take the PFI. There might be a residence hall or residential area of the campus where there are a high number of problems reported, perhaps even campus safety calls, related to drinking and partying. You could run a campaign to attract students to refer themselves, perhaps in conjunction with a campus health fair or other event.

Students who violate alcohol policies — in the majority of cases some of our highest-risk students — would benefit from a brief intervention. Counseling center clients and health center patients may be at high risk. We know that mood disorders like depression and anxiety often go hand-in-hand with alcohol or other drug abuse or dependence. We also know that many students present at the health center with mental health problems, sometimes showing up in physical symptoms like stomachaches or back pain. So asking every student who is served in the counseling center or health center to complete the PFI makes sense. Members of Greek letter organizations are also generally at high risk, according to the data, so may also benefit from a brief intervention.



Where can the PFI be administered?

Here are some ideas about venues.

- On the student's mobile device, tablet or laptop
- Health services
- Judicial office
- Health promotion
- Counseling center

While student completion of the PFI on their own device will likely be the most common, there are some other alternatives to consider, such as at the judicial office, during the first meeting or interview after all student violations of campus alcohol or other drug policy, residence hall policy, code of conduct, etc. Or, you might ask every intake to the counseling center and health services to complete the PFI on a computer you provide — not just students being seen for alcohol-related problems, because students will rarely self-refer. But, you might draw in more self-referrals for alcohol problems with a really effective marketing campaign. You might ask every student enrolling in any kind of health promotion class or at all activities like health fairs to do the PFI.

How do students access the PFI?

To complete the PFI, students are given a link, and then they complete a series of questions that primarily addresses their alcohol use, or non-use for abstainers, and the unwanted effects they have experienced as a result of their drinking. The PFI isn't a test to pass or fail. There really are no right or wrong answers. It takes most students about 5-10 minutes to read the personalized feedback they receive based on their answers to the questions. The system generates a PDF of the feedback so the student can keep it. Students are also provided a list of contacts and resources to use in case the PFI questions or feedback cause them to want to discuss any issues.

When should we administer, or not administer, the PFI?

If you decide to do a full-blown, campus-wide PFI intervention, or even just work with specific populations of students, you'll want to be careful about when you ask students to answer questions about their drinking patterns. Since the questions in the PFI about consumption include a timeframe, like "Please indicate the number of drinks that you typically consumed on each day of the week over the past 30 days," the true number of drinks the student typically consumes could be quite inflated if you administer the PFI the week after spring break, or during the first 6-week period of the year when first-year students in particular may establish patterns of heavy alcohol use. This could go either way — intervene early and you're getting data from their summer; wait a month and the past-month data provides the collegiate frame of reference. There are pros and cons to any time period.



What not to do

1. Don't refer to the PFI as a "test."
2. The PFI is confidential, so we want students to feel comfortable being as honest as possible — don't do anything that would compromise their comfort, like asking to see the feedback. That said, do make it clear that you're open to listening if anyone is concerned about the feedback they got.

The PFI in Your Overall Effort

Like any other tool, the PFI can't do every job. It can be one element in your toolkit as you choose programs to reduce high-risk drinking and related consequences.

If you're wondering whether students will really go to the PFI and take it, and then read their feedback, here is some encouragement. According to the research, drinkers are even more interested than non-drinkers in taking the PFI. At-risk drinkers, who drink up to 6 drinks per drinking occasion, are more interested than the heaviest drinkers who drink 7 or more drinks per occasion. This is important because students who are at risk, not the heaviest drinkers, account for the largest proportion of alcohol-related harm on campus.

So it is important to expose heavier drinkers to promotional messages that talk about how they could benefit.

Finally, the PFI includes a reporting feature, where you can examine the number of completed PFIs for your campus, and the aggregate responses of those who took the PFI. See page 37 for additional detail.





Sample Meeting Agenda: Select Evidence-Based Strategies

Select the most helpful items from the following list of questions to discuss with your planning team. The overall aim is to review the goals and objectives you have already recorded and then identify specific NIAAA Recommended Strategies that have a likelihood of meeting your goals and objectives.

→ *Record possible strategies in The Step 5 Worksheet.*

- What strategy is most likely to address each problem?
- At what level should the strategy be implemented (e.g., at athletics facilities, campus wide, community wide)?
- How can environmental and individually-focused approaches complement each other?
- Are your strategies founded on solid, research-based findings? And are those strategies reaching the vast majority of your student population?
- Would enforcement of existing policies be more effective than implementing new policies?
- What resources are needed to implement new strategies? Are resources available?
- How will new strategies be evaluated and fine-tuned to maximize their effect?
- Which strategies will have the most impact in meeting the objective?
- Is one strategy sufficient, or will multiple strategies be required?
- Will one strategy help meet more than one of our objectives?
- What strategies have worked well on campuses like ours?
- Which strategies are we already skilled enough to implement?
- What strategies are we already using, and if successful, can they be expanded or enhanced?
- Are there strategies that students could take the lead on implementing?
- Are there already structures — e.g., departments, groups—in place that can take on the strategy?
- Which strategies take the fewest resources to implement?
- Which strategies will cause the least resistance?
- Should the strategies be implemented in stages — and if so, in what sequence?

Adapted from What Colleges Need to Know: An Update on College Drinking Research, NIAAA, 2012. Original source: Toomey, T.L. and Wagenaar, A.C. Environmental policies to reduce college drinking: Options and research findings. Journal of Studies on Alcohol (Suppl. 14):193-205, 2007, Updated January 2007 for NIAAA.

Step 5 Worksheet



Example Objective: <i>By the end of their first year, at least 75% of students will be able to identify the campus policy on possession of alcohol.</i>	Objective:
Example Strategy: <i>Inform new students and parents about alcohol policies and penalties.</i>	Strategy:
Example Strategy: <i>Increased enforcement of minimum drinking age laws.</i>	Strategy:
Example Strategy: <i>Implementation, increased publicity, and enforcement of laws to reduce alcohol-impaired driving.</i>	Strategy:
Objective:	Objective:
Strategy:	Strategy:
Strategy:	Strategy:
Strategy:	Strategy:

Expand the worksheet as needed to accommodate additional objectives.

Adapted from "Writing Goals and Objectives: A Guide for Grantees of the Smaller Learning Communities Project" downloaded June 11, 2014 from <http://www2.ed.gov/programs/slc/slc-wgandobj-book-f.pdf>

Plan Your Actions

Stay focused on priorities and think about evaluation.

In addition to planning the implementation of prevention and intervention activities, now is the time to plan how you will evaluate those activities. If you have not yet done so, find an evaluator to help with the evaluation. Step three offers guidance on this subject.

At this point, you have determined your goals and objectives and chosen strategies appropriate for your campus environment. Now you'll want to get into more detail by listing basic action steps, the person responsible for carrying them out, and a timeframe for each activity. The Step 6 Worksheet provides a good framework for all the elements you'll need to consider.

If your campus is using the 360 Proof PFI, there are customization steps to be completed prior to any student use of the tool. This is important so that any individual receiving feedback about their alcohol use can be directed to the appropriate campus resource for assistance.

Finally, you might want to let the campus community know what is being planned, along with a description of the basic process you followed. Highlights would include that the plan was based on a review of campus data, that strategies and activities are based on the scientific evidence of effectiveness, and that the planning team included diverse membership from many key campus constituencies.



Action Items:

- A. Create Your Plan. The Step 6 Worksheet (page 36) will aid you in this effort. Include your evaluator in this step.
- B. Customize Your 360 Proof PFI. If your campus plans to use this tool, make sure you insert crisis information, school colors and logo before any students use the PFI.



Step 6 Worksheet



You may want to consult your planning team before completing this worksheet.
Sample discussion questions include:

1. Who should implement what by when?
2. What resources and support are needed? What are available?
3. What potential barriers or resistance are expected? How will they be minimized?
4. What individuals or organizations need to be informed? What do you need to tell them?
5. What is our plan for evaluating whether our activities meet our goals and objectives?

Then, for each strategy the team has selected, fill in the worksheet with that strategy, plus the goal and objective the strategy is designed to achieve. With completion of this step, you will have an action plan!

Each strategy may have multiple activities. For example, the strategy of “limiting the availability of alcohol near campus” may involve several activities related to sales and service at local bars, fake ID enforcement, and enforcing underage drinking laws.

Strategy: *Limit the availability of alcohol near campus.*

Objective: *To decrease by 15% the number of students who report having five or more drinks the last time they consumed alcohol within three years of launching 360 Proof.*

Goal: *Reduce the negative consequences of high-risk alcohol use on individual students and the campus at large.*

Activities: *Server training, Fake ID enforcement, enforce underage drinking laws.*

Steps:	Completion Date:	Who Owns & Who Works On:	Obstacles and Buy-In Requirements:	Resources Required:	How to Measure?:
1.					
2.					
3.					
Etc.					

Adapted from “Writing Goals and Objectives: A Guide for Grantees of the Smaller Learning Communities Project” downloaded June 11, 2014 from <http://www2.ed.gov/programs/slcp/slc-wgandobj-book-f.pdf>

Carry Out Your Actions

Follow the steps you have developed and adjust as necessary.

With the Step 6 Worksheet to guide you, you now have an action plan for each strategy. Follow the steps you've developed — it's your recipe for success.

As you put your plan into action, you will most certainly find that you need to adjust. Resources, deadlines, skills required, buy-in — all these may not come exactly when you need them. But having your organized action plan will be essential in helping you figure out where to adjust, and where you can move forward in other areas.

As you take action, you should be evaluating what you do. Although now is a bit late in the game to be developing an evaluation plan, it's not too late to do so.

Evaluation is an important management tool. An evaluator can help the planning group develop or choose programs, assess progress, evaluate results, and revise any aspect of the campus approach based on the evaluation feedback.

This feedback is important whether you succeed or fail.

"If an approach appears to be successful, then the planning group can consider whether to broaden its scope or invest additional resources. If a particular approach appears to have failed, then the planning group can diagnose what went wrong, make the necessary adjustments, or abandon that approach. Strategic planning, then, is an ongoing process, not a one-time event." (Langford, L. and DeJong, W. 2008. Strategic Planning for Prevention Professionals on Campus. Washington, DC: U.S. Department of Education, Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention.)

Step 3 provides guidance on finding an evaluator. Your evaluation plan may call for examining rates of use and aggregate responses for your PFI. 360 Proof includes a PFI reporting feature, where a campus can run a report of aggregate PFI responses for any time period including at least 100 completed PFIs. Note that because confidentiality is vital to student participation, 360 Proof does not retain records of specific PFI findings, and the reporting tool does not allow for any disaggregation of the responses.



Action Items:

- A. Carry Out Your Actions.
- B. Collect Data. Gather the information relevant to your evaluation.



Evaluate Your Actions

Look at both execution and outcomes.

This is the last step! You started with understanding student alcohol use and consequences, set goals and objectives, chose evidence-based strategies, and then implemented them. How did it go? The answer will be found in your evaluation.

By now, you should already have an evaluation plan that monitors your activities, looks at what each activity is accomplishing, and also looks at the impact across all activities. There is more information in Step 3 to help guide you in selecting an evaluator. At this step, you should be carrying out evaluation activities side-by-side with implementing programs.

Report progress toward your goals and objectives as frequently as seems appropriate, focusing both on the activities being implemented and any outcome data you have. If you have been keeping the planning team informed as you go along, a meeting to celebrate progress may be very much appreciated by everyone who worked hard to make 360 Proof work. Briefings for senior administrators and the faculty senate will help reinforce that alcohol problem prevention is a key priority and demonstrate that your campus is taking concrete steps to create a safe and healthy campus. Student leaders are another group to which you might reach out to report on progress.

Your evaluator can help determine what should be included in a progress report, whether written or delivered in a presentation.

The evaluator may also point out areas where you need to revise your plan. Although you should be reviewing and revising your plan as needed as you go along, once a year you may want to update the Campus Self Study and make the progress reports described above. Each year, also consider what comes next in your effort. What activities worked and should be continued? Are you ready to implement the second step in a longer-term program? What parts of your plan are not working so well? Why not? Was there a problem with how the activities were implemented, or was it something else? Feedback from the planning team and other key stakeholders about their observations and experiences will be useful at this time.



Congratulations! If you followed the guidance in the Game Plan, engaged key stakeholders in the process, and got assistance when you needed it, you should be well on your way to decreasing the consequences of high-risk use of alcohol on your campus and creating the conditions for a healthy, safe, and successful campus.



Action Items:

- A. Create Evaluation Report. Work with your evaluator to develop a progress report.
- B. Report Out. Report progress and outcomes to significant stakeholders, including your planning team.
- C. Celebrate. Thank your team and highlight your successes!



Your participation in 360 Proof can offer new hope for small colleges and universities.

Your leadership, with the participation of key partners, can make a difference.

Thank you for your efforts.

