

An Overview of Current Campus Prevention: Policies, Programs, Services and Implementation

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and Human Development
George Mason University



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Learning Outcomes

- ❖ **To learn the current and historical context of campus drug/alcohol misuse prevention efforts and issues on four-year and two-year institutions.**
- ❖ **To identify noteworthy changes and lack of change, gaps, and opportunities regarding meaningful campus prevention efforts.**
- ❖ **To identify opportunities for campus leaders, in prevention and elsewhere, to provide appropriate inspiration, support and direction for immediate implementation and longer-term impact.**

Outline

- ❖ **Welcome and Overview**
- ❖ **Scope of Problems**
- ❖ **Policies and Procedures**
- ❖ **Prevention, Education and Training**
- ❖ **Support Services**
- ❖ **Data Collection and Evaluation**
- ❖ **Strategic Planning and Organization**
- ❖ **Resources and Actionable Leadership Strategies**
- ❖ **Summary**

Some General Comments:

- ❖ **The data can be overwhelming; this session provides an overview of current campus efforts, as well as a longer-term historical perspective.**
- ❖ **The data can be very helpful for reviewing current and proposed campus efforts.**
- ❖ **The entire data – for all 58 questions – is available on the researchers' websites.** The data for four-year schools contains up to four data points from the survey's inception through 2024, in table form. The data for four-year schools is from 2024 only, and is organized by thematic area.
- ❖ **A primary outcome from this session is to think about what can be done – reasonably – for individual campuses as well as the statewide coalition.**

POLICIES AND PROCEDURES

		Percentage of Affirmative Responses			
1. Which of the following types of alcohol are permitted to be consumed on your campus? (check all that apply)		Baseline	2012	2021	2024
	Beer	(1979) 77	74	79	86
	Wine	(2024) 77	xx	xx	77
	Hard Liquor/Distilled Spirits	(1979) 62	65	57	59
	Hard Seltzer	(2024) 69	xx	xx	69
	Alcohol Not Permitted on Campus	(2024) 12	xx	xx	12
2. Where on campus can alcohol be purchased by the drink (e.g., a standard bottle/can of beer, a glass of wine, a cocktail)?					
	Football Stadium	(2015) 16	xx	xx	45
	Basketball Arena	(2015) 19	xx	xx	42
	Other Sports Field	(2015) 1	xx	xx	25
	Campus Dining Facility	(2015) 5	xx	xx	15
	Faculty Club	(2015) 2	xx	xx	8
	Student Union	(2015) 1	xx	xx	22
	Convenience Store	(2015) 37	xx	xx	2
	Alcohol by the drink is not sold on campus [2018–2021 Wording: Is there a place on your campus where individuals can purchase alcohol by the drink?]	(1994) 53	56	49	27
3. Does your campus...					
	Require individuals who sell or serve alcohol by the drink on campus to receive server training?	(1994) 63	80	78	77
	Require training for individuals serving at registered parties?	(2015) 19	xx	61	57
	Utilize a training that addresses refusing sales/service to someone who is intoxicated?	(2015) 1	xx	7	71
	Utilize a training that addresses checking ID cards to prevent underage sales/service?	(2015) 5	xx	28	71
	Utilize a training that addresses refusing sales/service to someone who is pregnant?	(2015) 2	xx	9	42
4. Is a non-alcoholic beverage required at public functions at which alcohol is served?		(1979) 54	86	89	73
4a. If yes, what is the source of this policy?					
	Percentage of Affirmative Responses				
	Baseline	2021	2024		
State law	(2024) 33	xx	47		
Local ordinance/law	(2024) 18	xx	25		
Campus policy	(2024) 63	xx	92		

Higher Education Center

for Alcohol and Drug Misuse Prevention and Recovery

Strategic Planning and Organization

46. Does your campus have an individual(s) whose responsibilities include Drug/Alcohol Prevention Education?	38		
46a. If yes, what is the total FTE (Full Time Equivalent) in each of the following categories for this position?			
Full-time professional	.61 FTE	Graduate student	0
46b. If yes, how has the FTE changed over the last three years?			
	% of Affirmative Responses		% of Affirmative Responses
Increased	11	Stayed the same	67
Gone down	22		
46c. If yes, do full-time professionals have formal training in substance misuse prevention?	40		
46d. If yes, what percentage of the coordinator/specialist's and others' staff time is spent on each of the following?			
Assessment	5	Committee/Task Force	8
Counseling Services	12	Research/Evaluation	2
Education and Awareness	25	Training	9
Administrative/Managerial	20	Supervision	8
Conduct/Judicial Cases	4	Other	9
47. To what extent is there collaboration with each of the following for planning/implementing your campus prevention efforts? Scale from 1 = Not at all to 5 = Very much			
	Scale of 1-5		Scale of 1-5
Student government	2.45	Faculty	2.36
Student organizations	2.18	Campus police / security	3.23
Student activities	2.68	Local community police	1.91
Fraternities / Sororities	1.00	Local government officials	1.41
Campus health services	1.77	Local business community	1.41
Campus counseling and psychological services	3.52	Surrounding community residents	1.55
Athletics	2.18		
48. Approximately how much funding from all sources is provided to your campus wellness prevention / education effort during the current academic year (excluding personnel costs)?	\$6,175		
48a. Of this amount, what percentage is exclusively for alcohol/substance misuse efforts?	35		
49. What percentage of funding for your campus drug/alcohol misuse prevention efforts comes from each of the following?			
	% of Funding		% of Funding
Annual budget allocation	40	Funding from alcohol advertising or sponsorships	0
Fines generated by alcohol/drug violations	0	University-branded alcohol product	0
Programs	20	External grants	0
Alcohol sales	0	Other (please specify)	40

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THE COLLEGE DRUG AND ALCOHOL SURVEY:

The national longitudinal survey on alcohol, tobacco, other drug and violence issues at institutions of higher education

1979 – 2024

1979-2012

**David S. Anderson, Ph.D.
George Mason University
and
Angelo F. Gadaleta, Ph.D.
West Chester University**

2015-2018

**David S. Anderson, Ph.D.
George Mason University
and
Glenn-Milo Santos, Ph.D.
University of California – San
Francisco**

2021

**David S. Anderson, Ph.D.
George Mason University**

2024

**David S. Anderson, Ph.D.
George Mason University
and
The Higher Education Center for
Alcohol and Drug Misuse
Prevention and Recovery**

THE COLLEGE DRUG AND ALCOHOL SURVEY

1979 - 2024

Sample of 4-year colleges and universities through 2024;
2-year community colleges added in 2024

Conducted every 3 years since 1979; 16 survey administrations to date

No external funding

The College Alcohol Survey has been administered from 1979 to 2021. In 2024, it was renamed The College Drug and Alcohol Survey, and is conducted in conjunction with the Higher Education Center for Alcohol and Drug Misuse Prevention and Recovery

Respondents are chief student affairs officers or designees

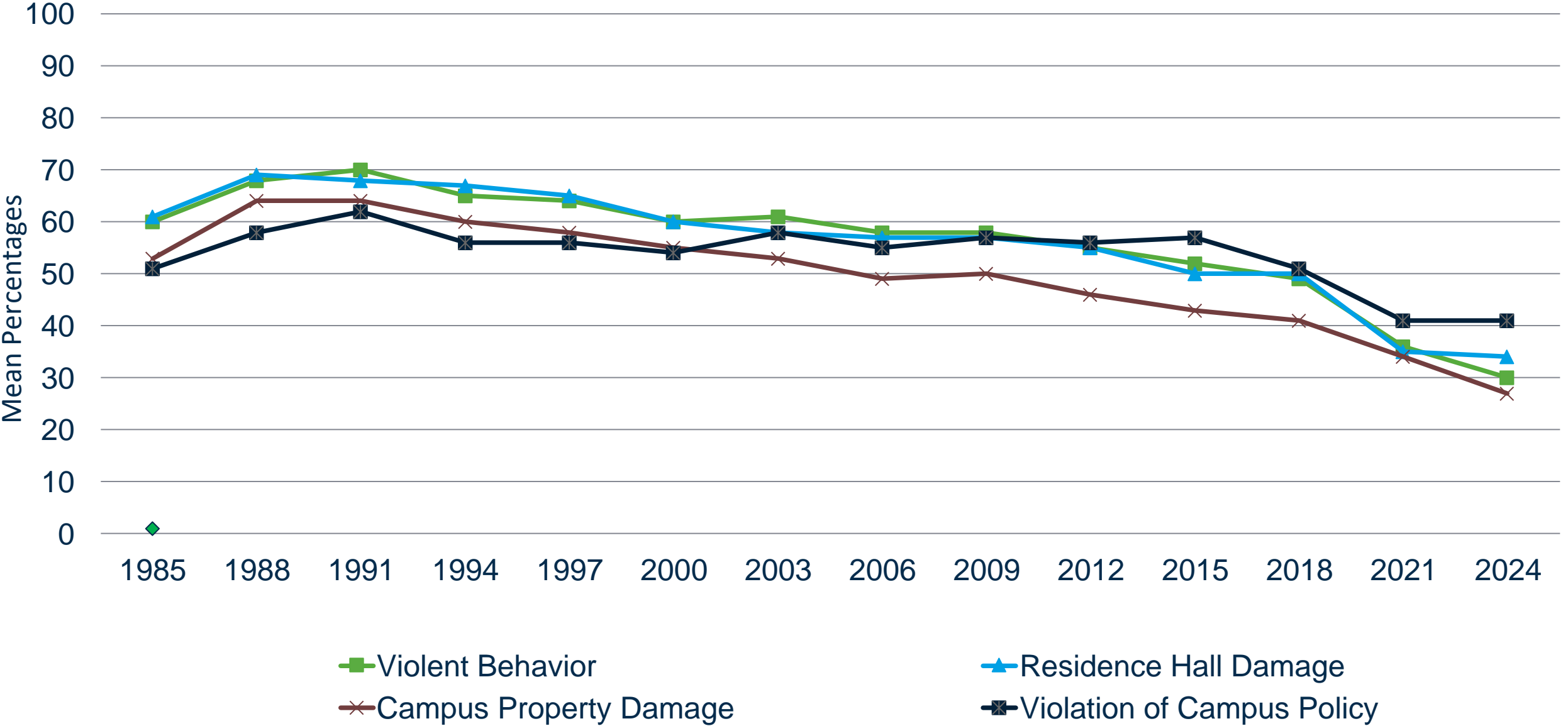
Response rate for 4-year schools ranges from 36% – 71% (2024 was 37.6%)
Response rate for 2-year schools was 14.5% (2024)

Results are available at www.caph.gmu.edu and www.chartingyourcourse.net
and at the Higher Education Center hecaod.osu.edu

SCOPE OF PROBLEMS

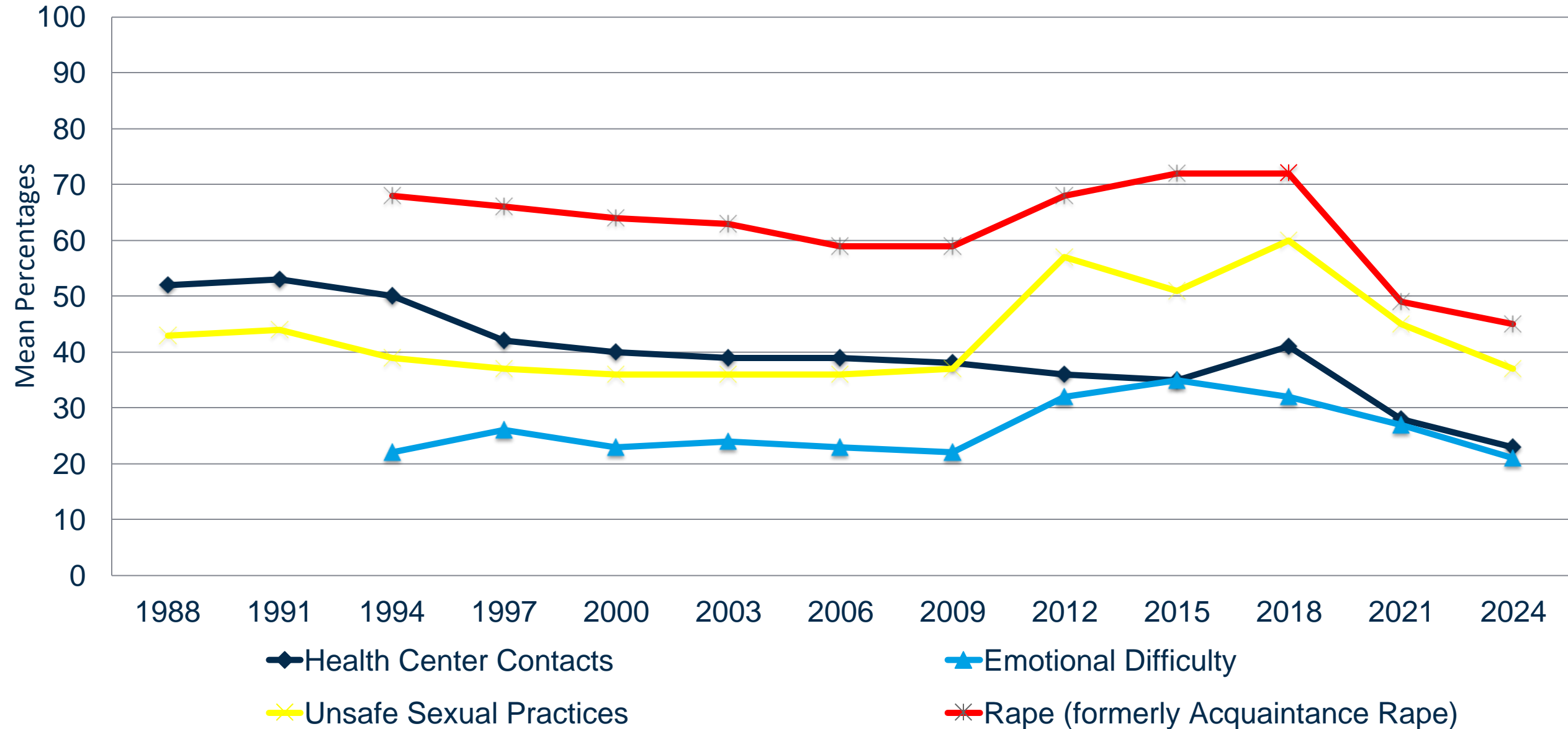
Alcohol's Involvement With Campus Behaviors

QUESTION 30



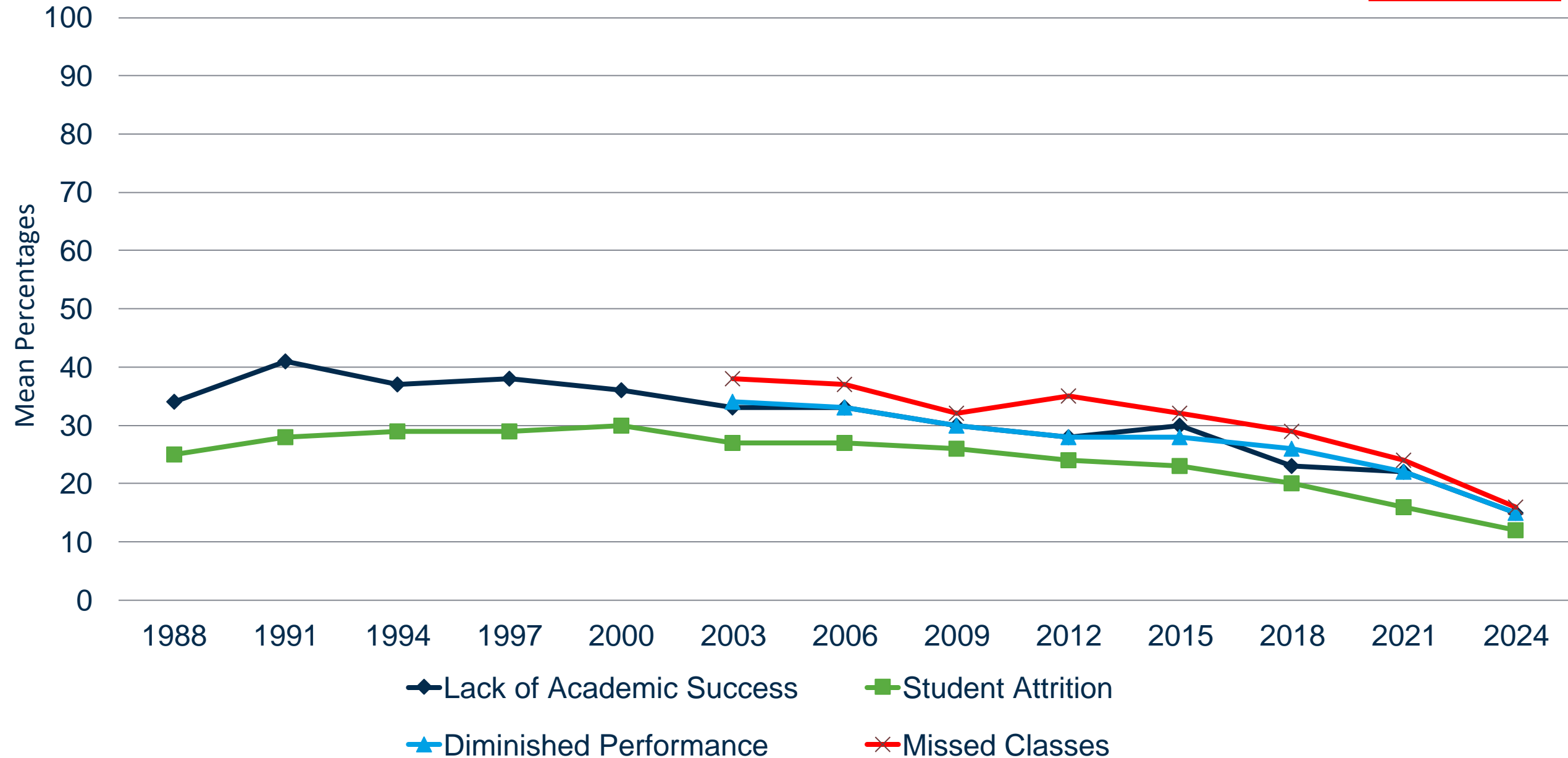
Alcohol's Involvement with Personal Behaviors

QUESTION 30



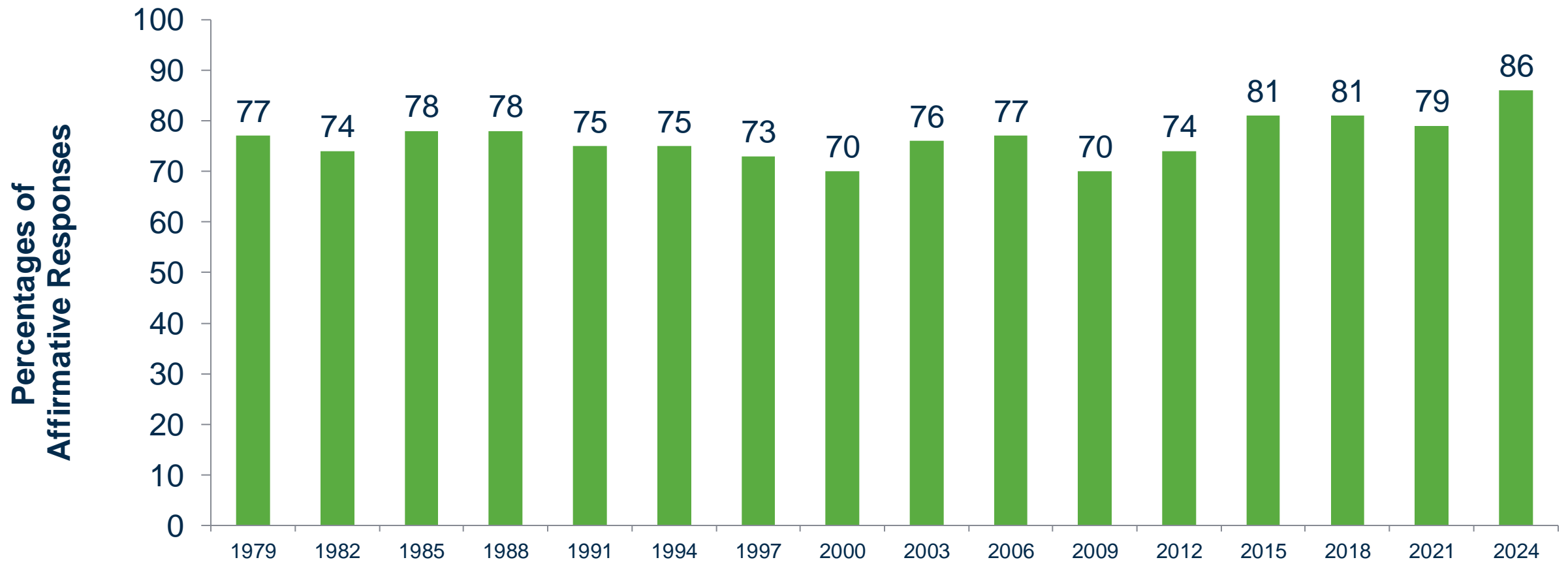
Alcohol's Involvement With Academic Problems

QUESTION 30



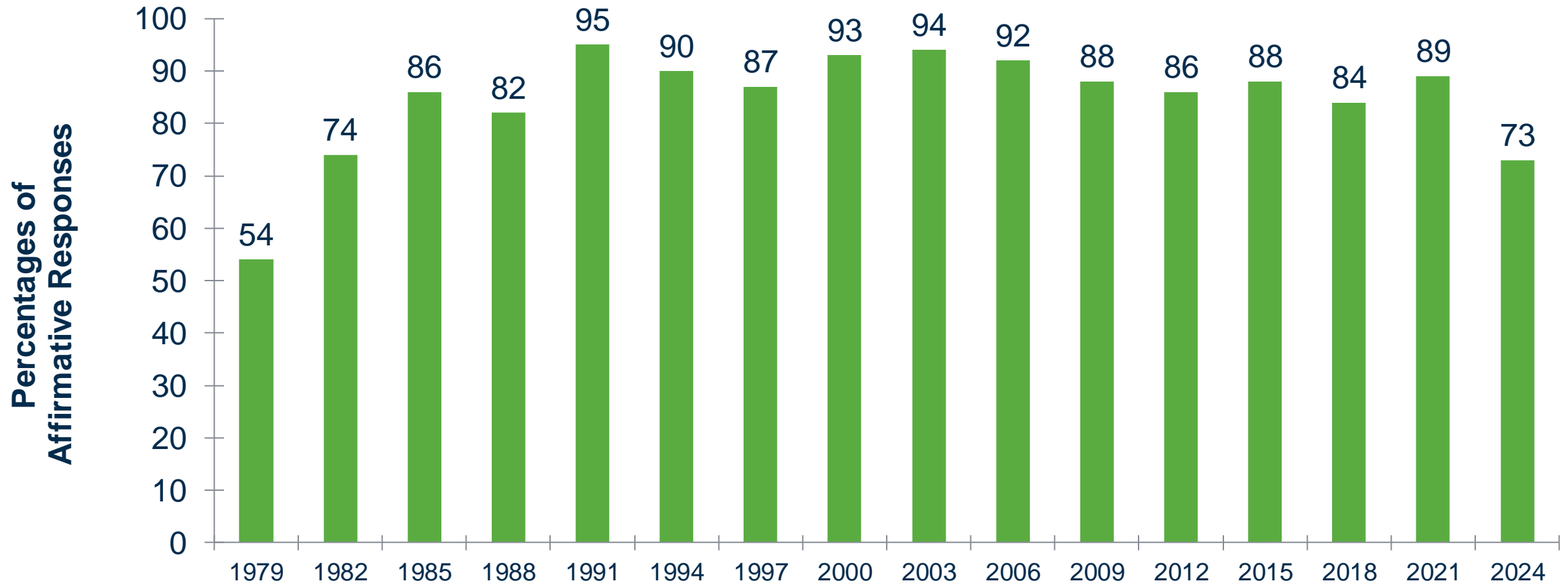
POLICIES and PROCEDURES

Alcohol Allowed on Campus

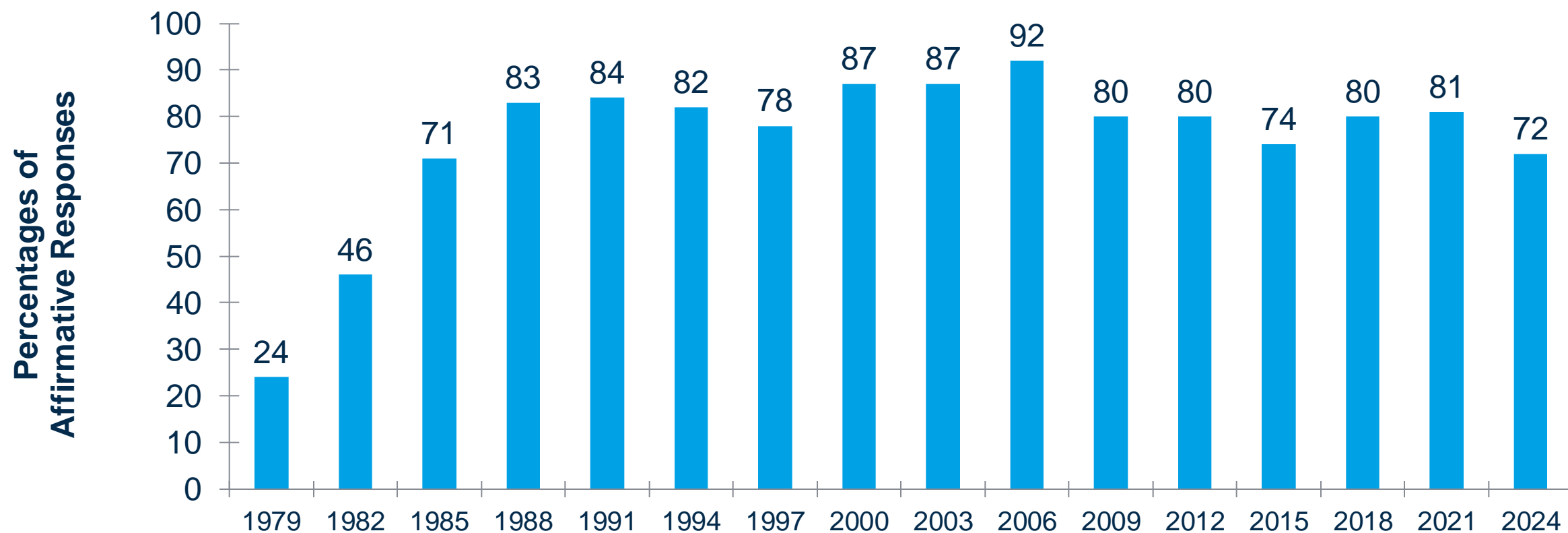


Alternative Beverage Required When Alcohol Is Served

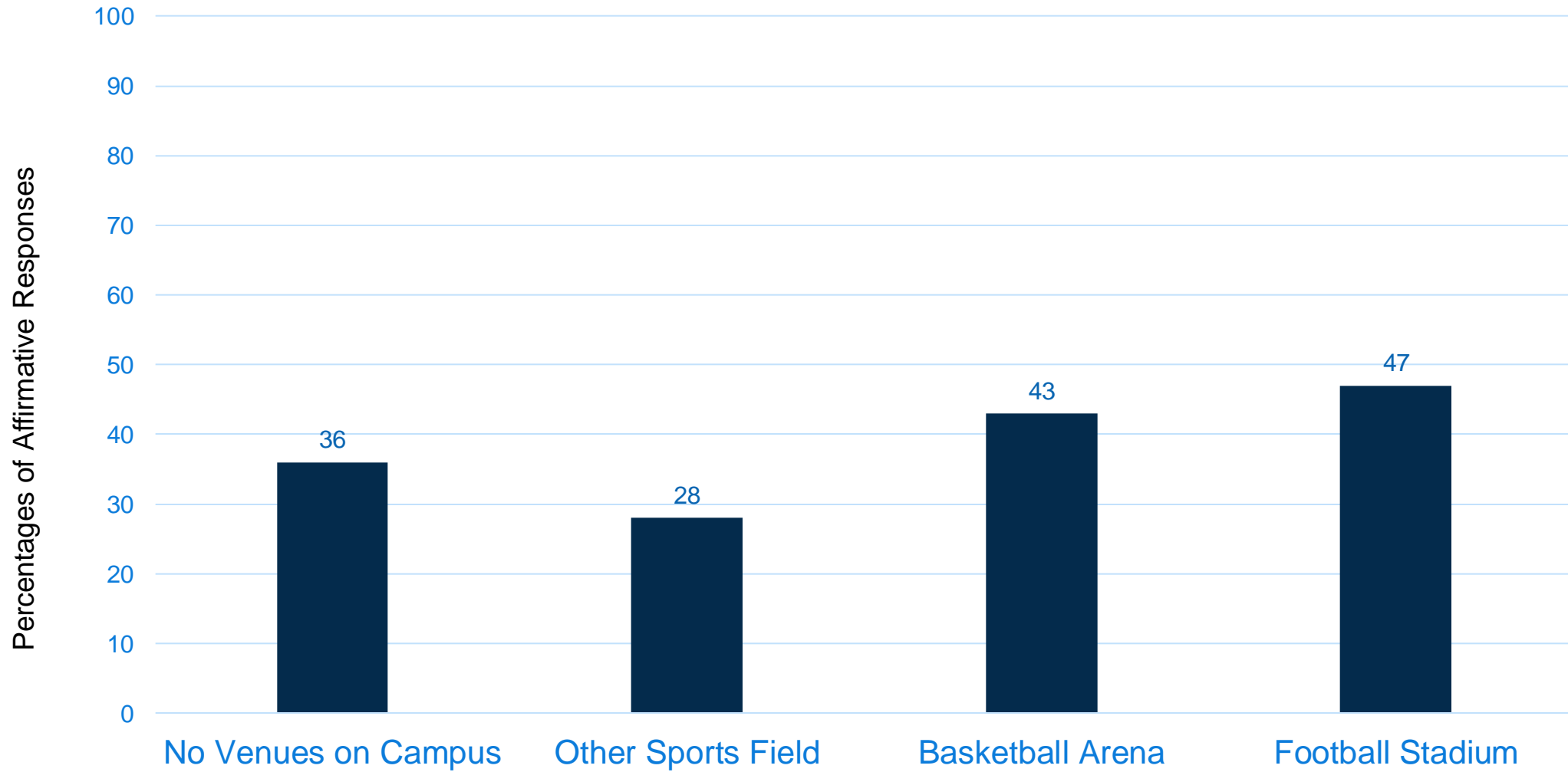
QUESTION 4



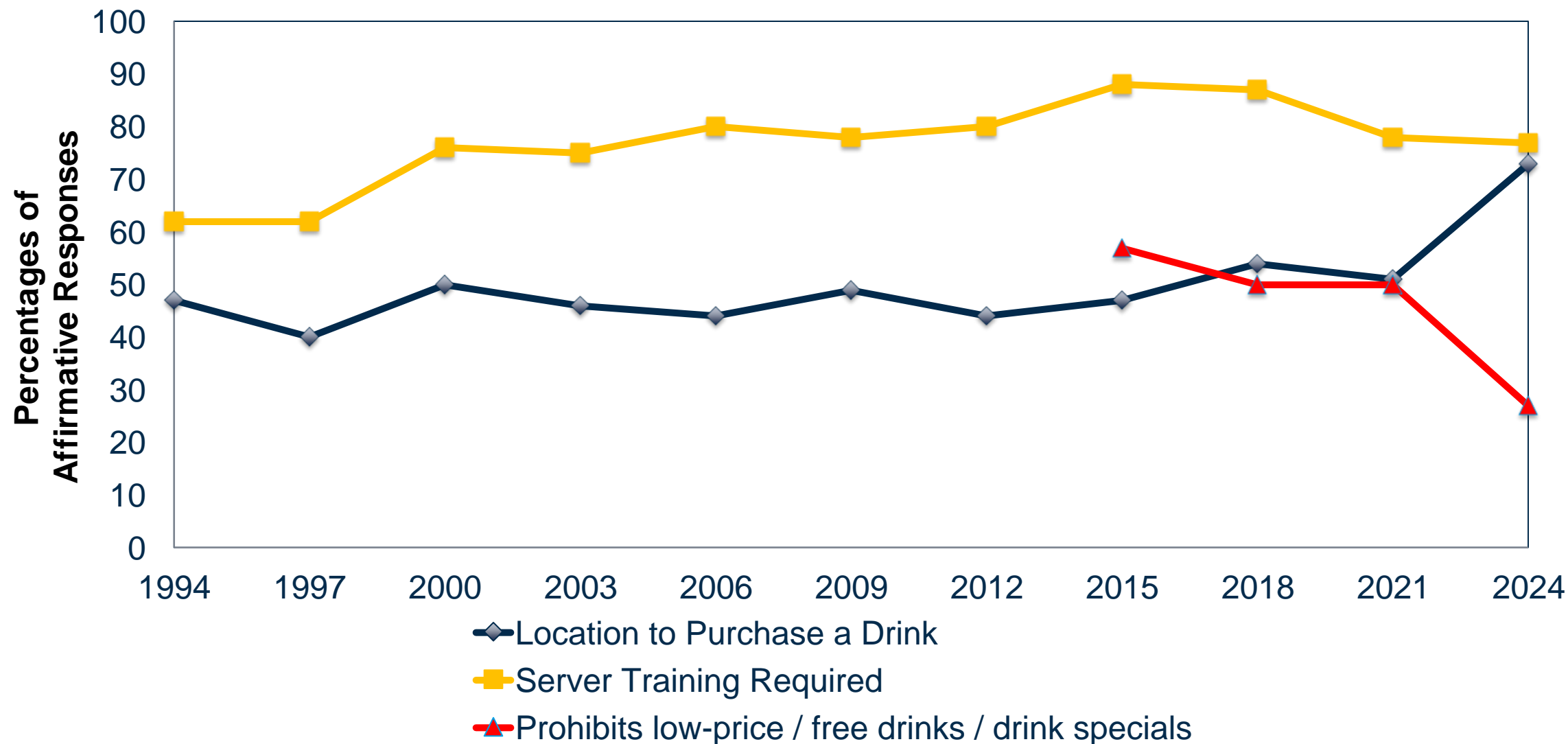
Food Required When Alcohol is Served



Alcohol Permitted in Athletic Venues: 2024

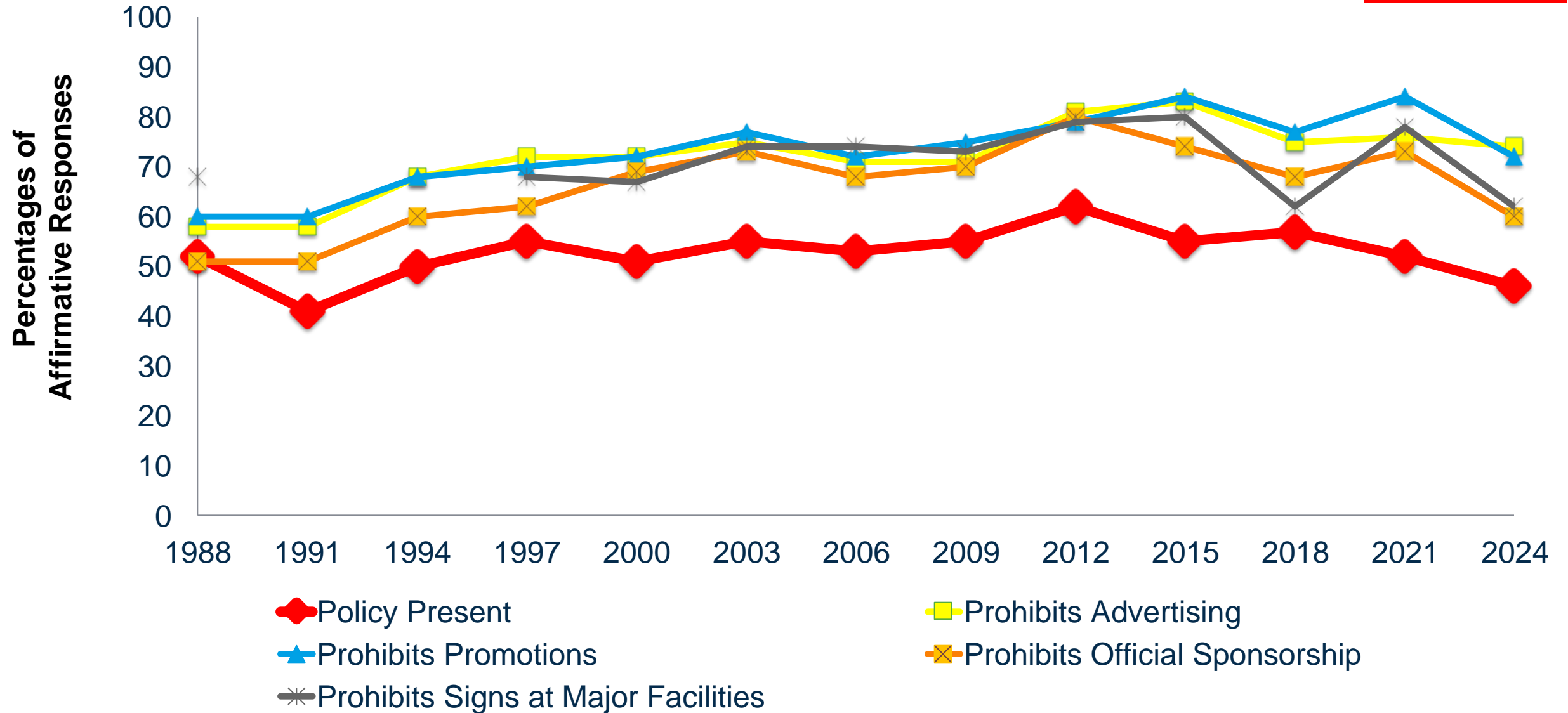


Accessibility to Alcohol on Campus

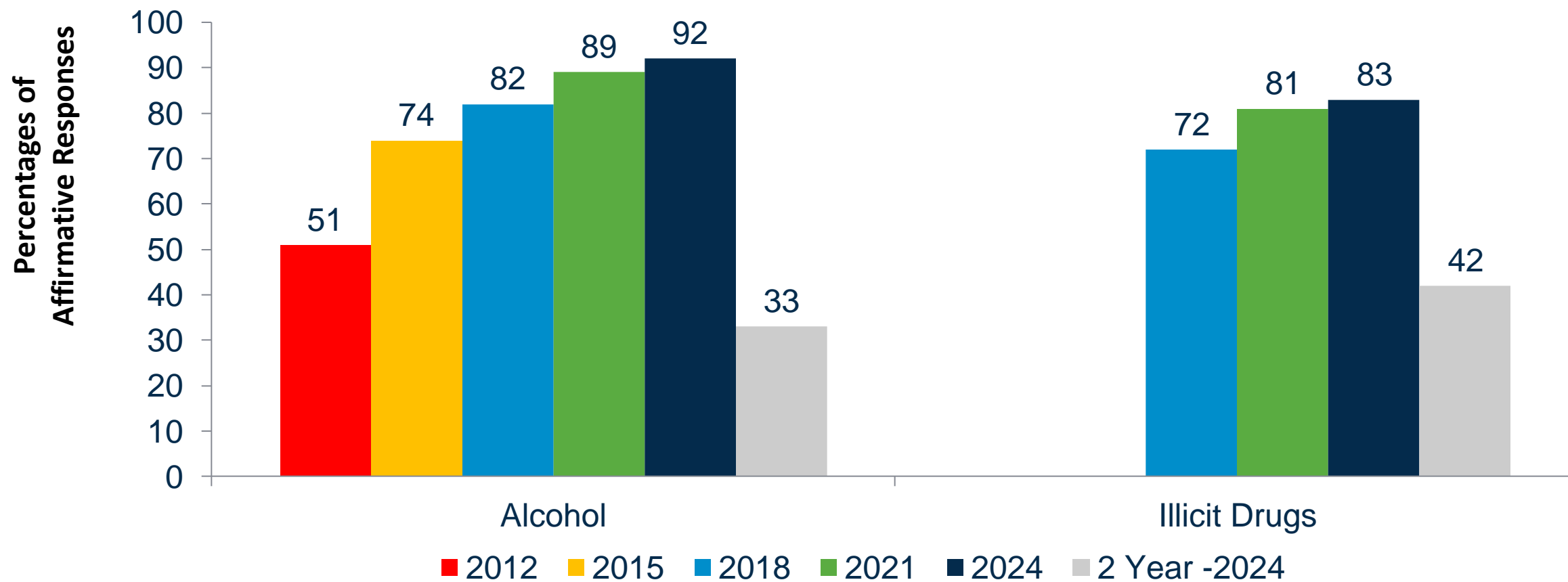


Campus Policies on Alcohol Industry Sponsorship

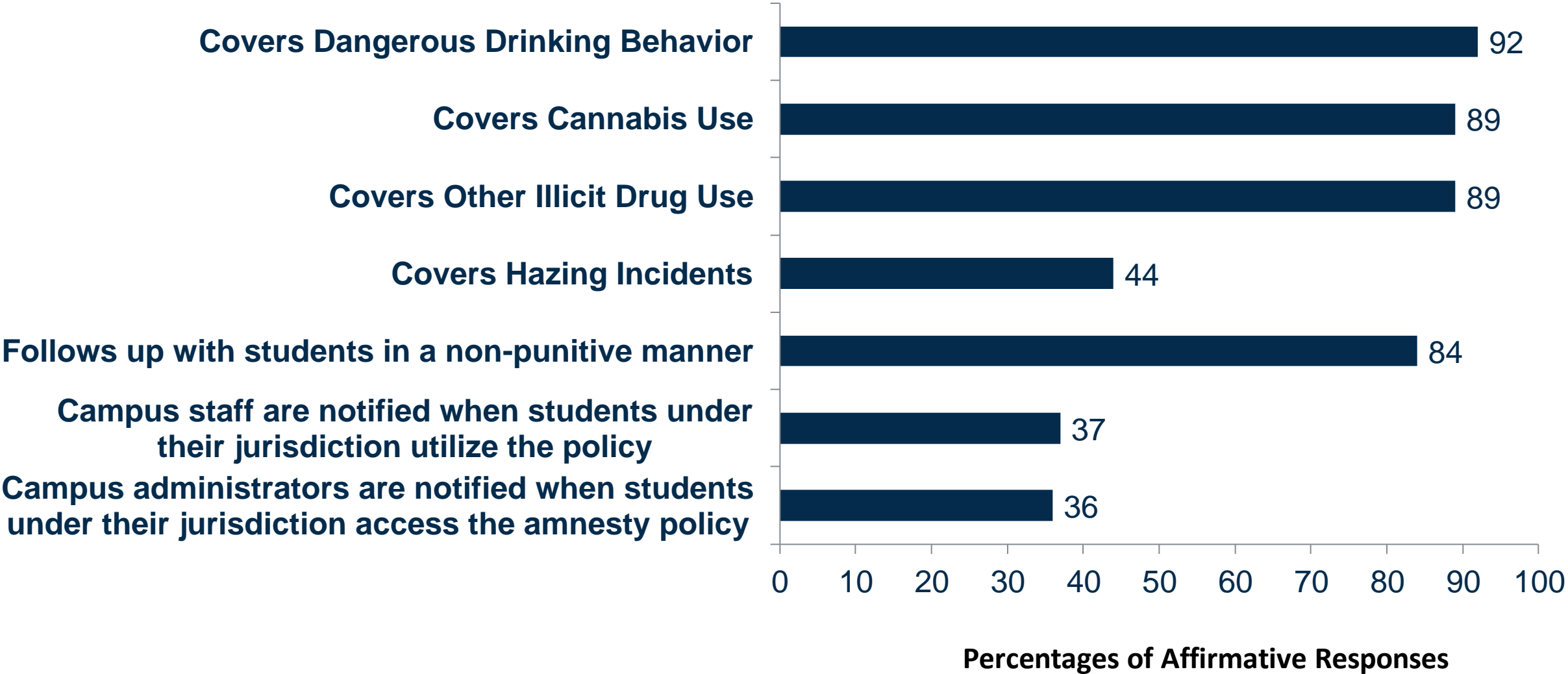
QUESTION 11



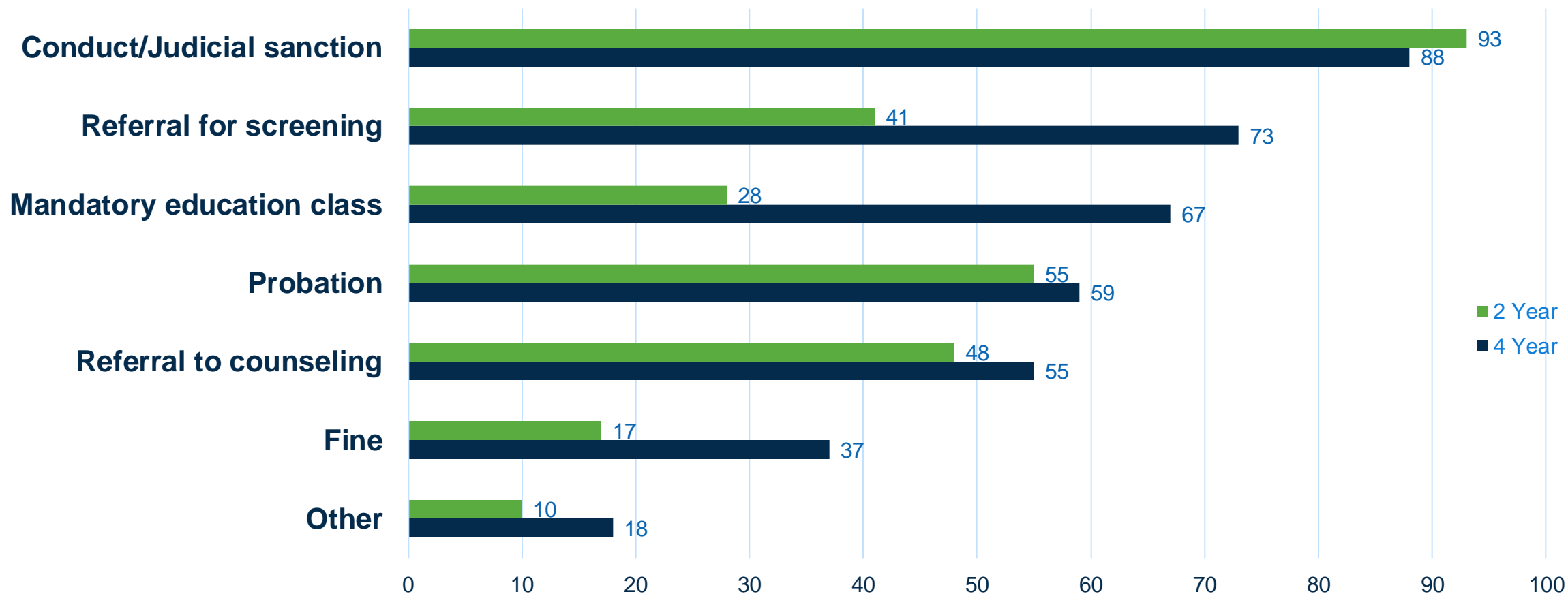
Amnesty or “Good Samaritan” Policy



Amnesty or “Good Samaritan” Policy: 2024

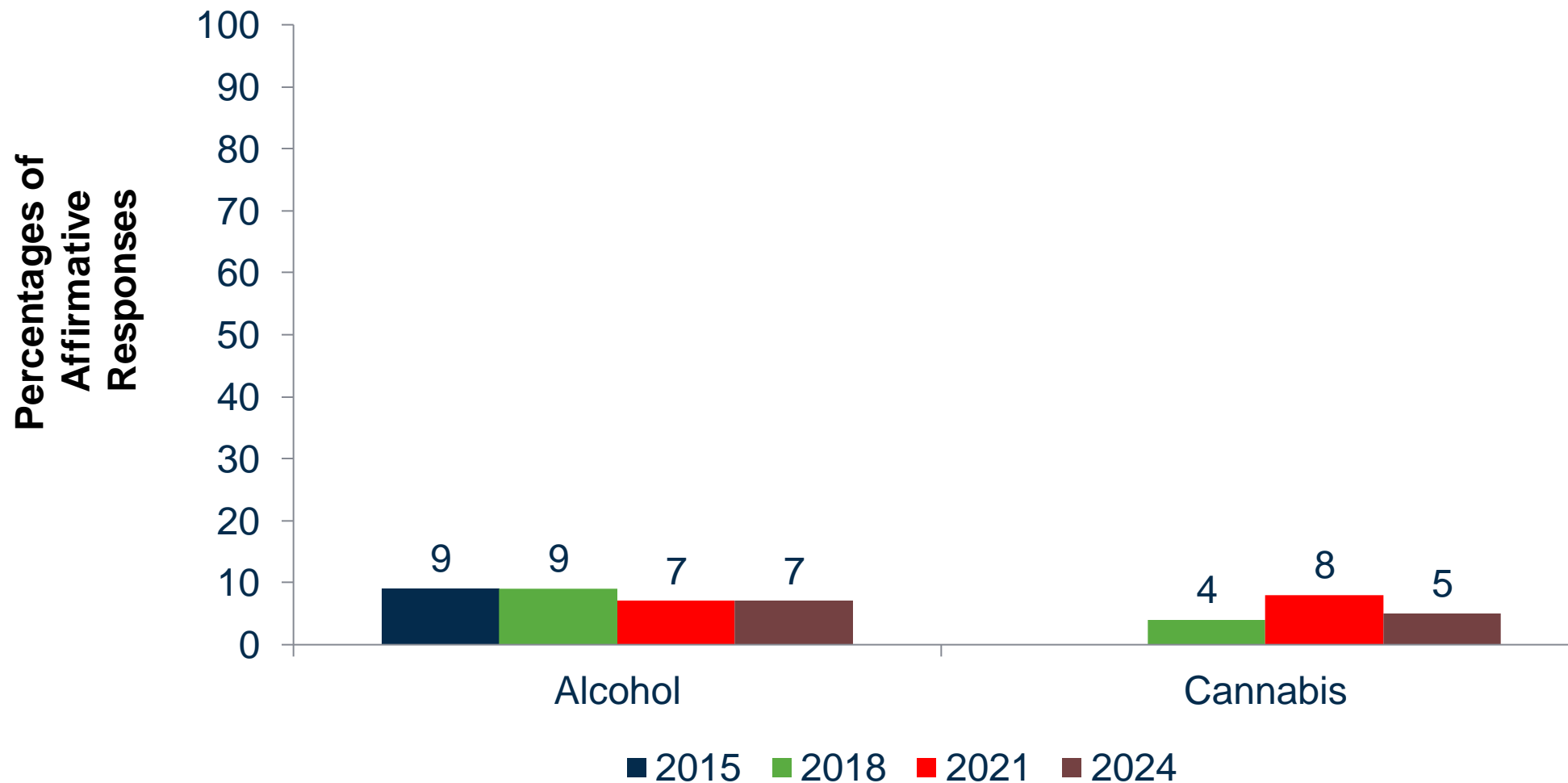


Campus Consequences for Cannabis Policy Violations: 2024

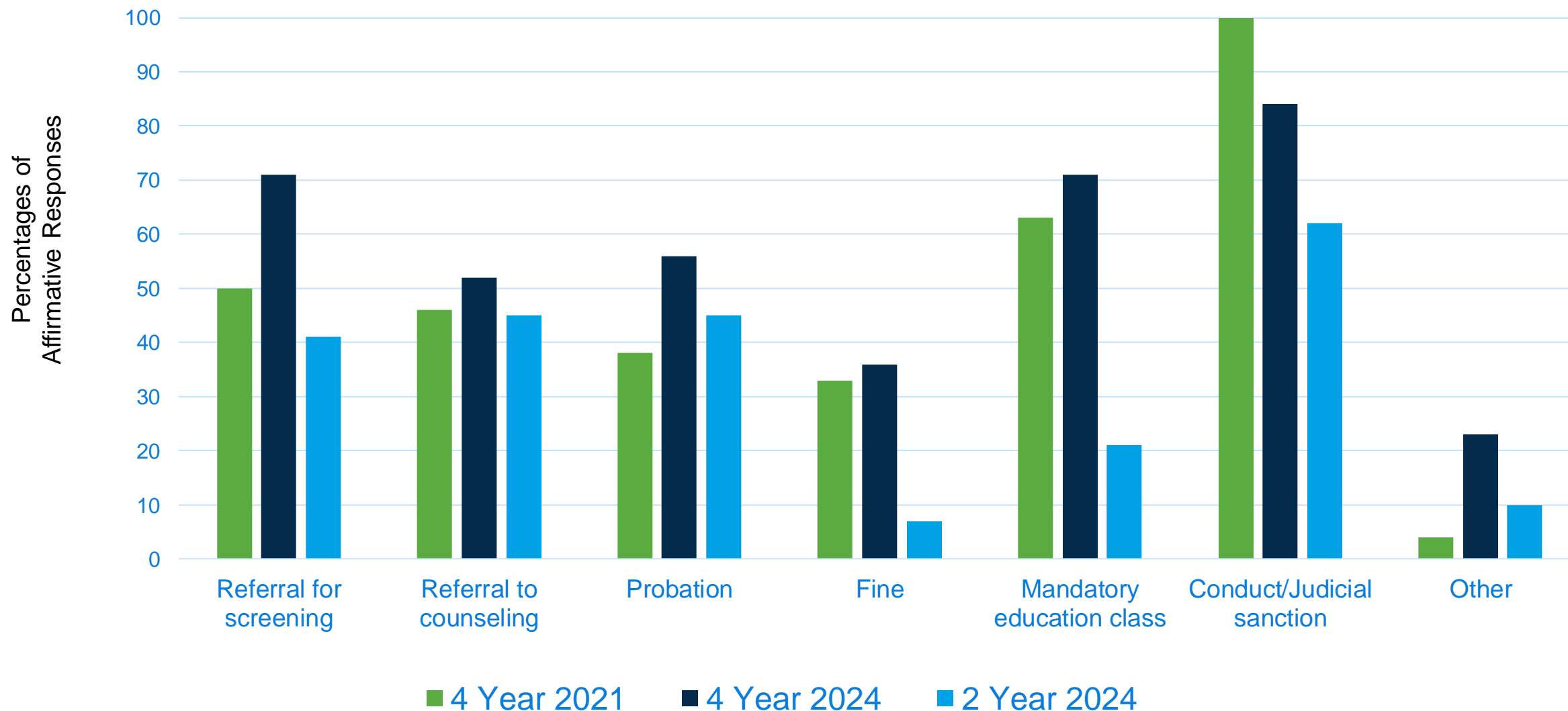


Percentages of Affirmative Responses

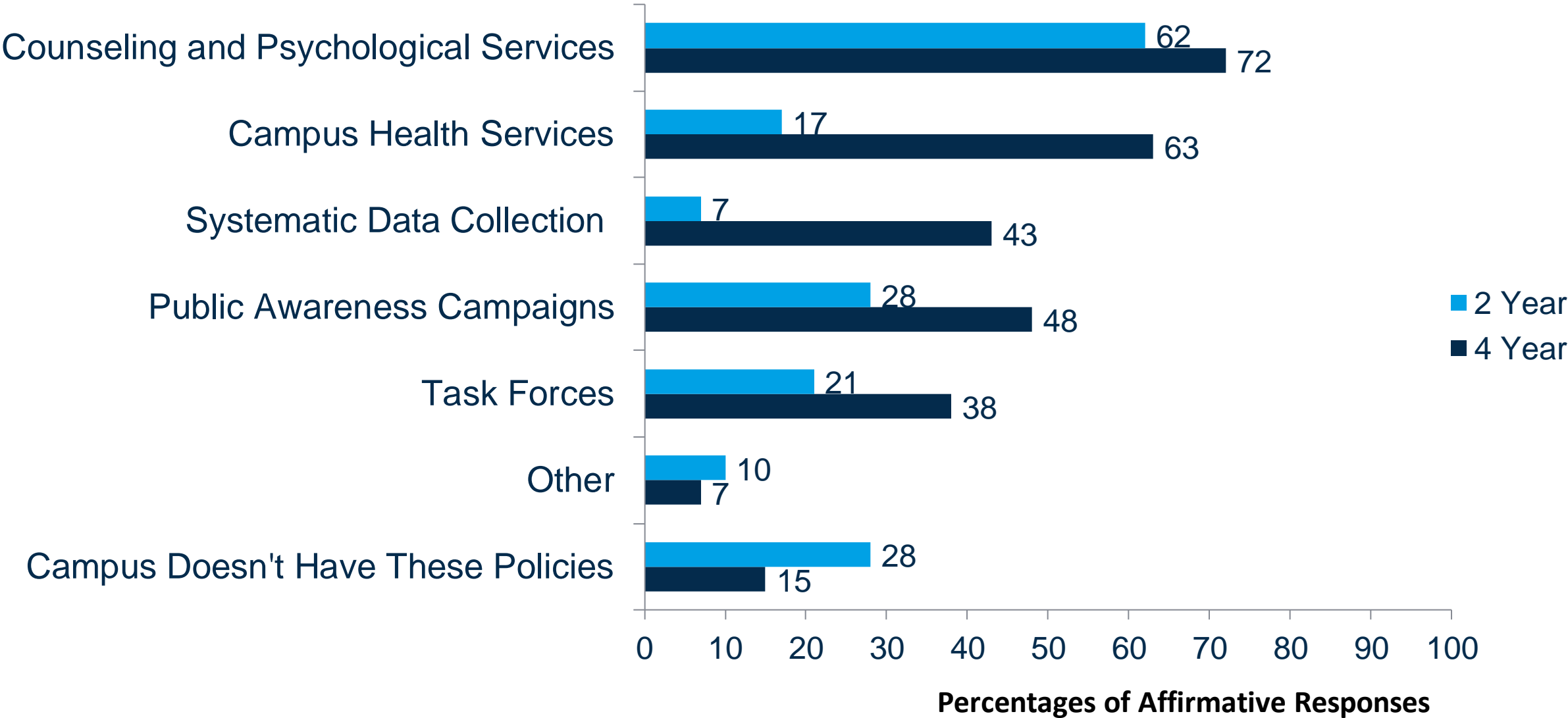
Campus has Input into the Licensing Process Associated with Off-Campus Outlets that Sell and/or Serve.....



Consequences for Campus Alcohol Policy Violations

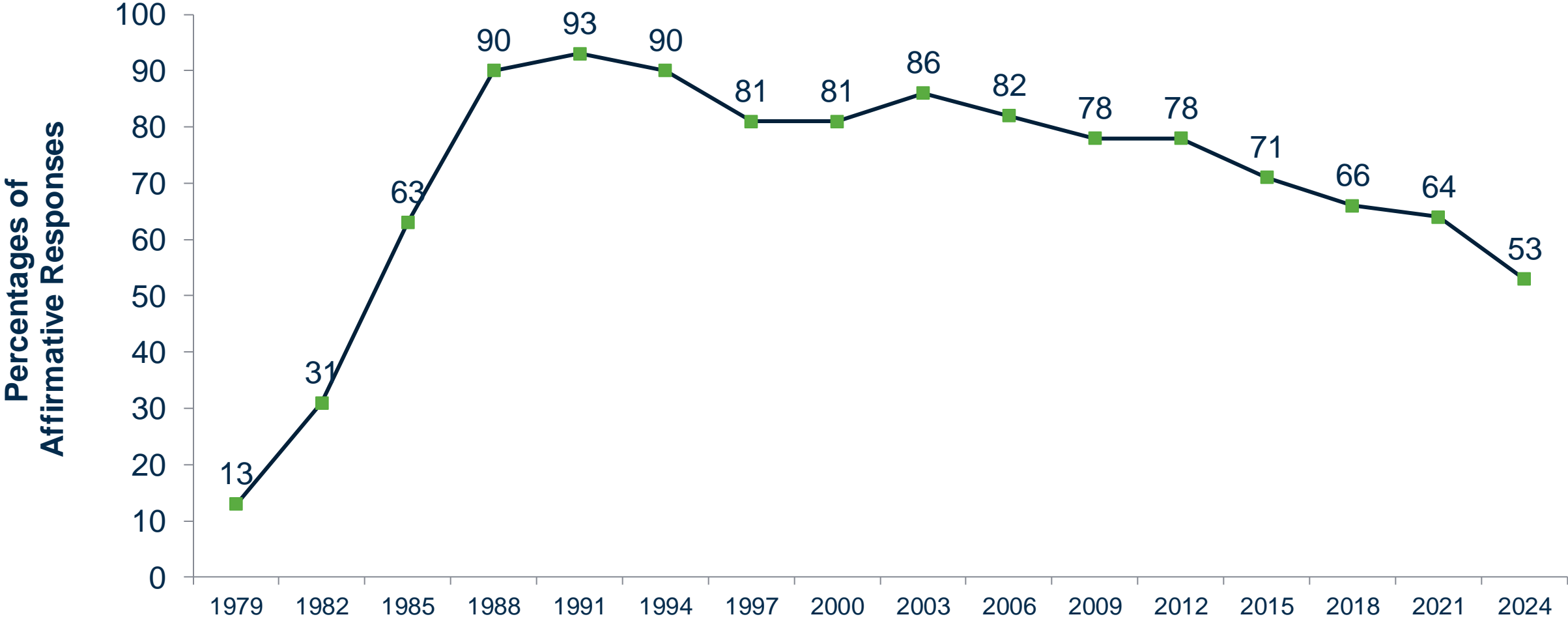


Campus Policies That Help Address the Nexus Between Student Mental Health Issues and Drug or Alcohol Misuse: 2024

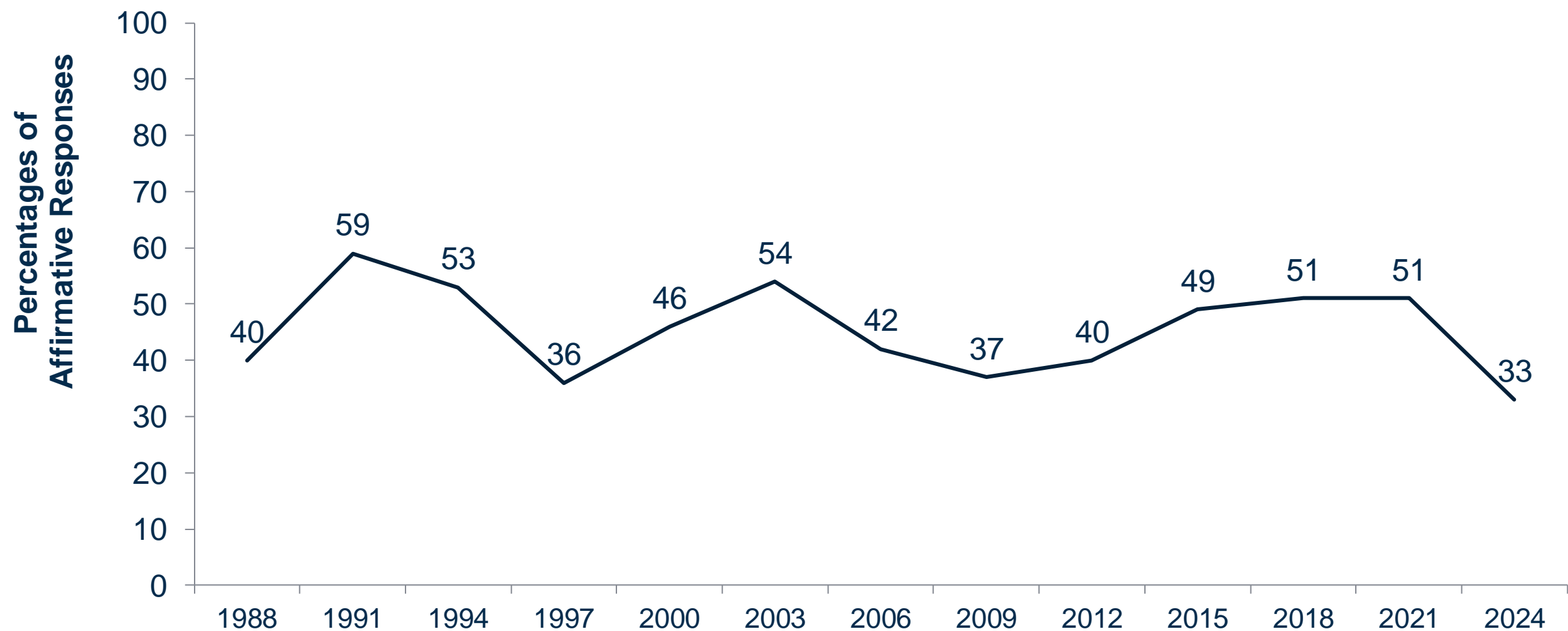


PREVENTION, EDUCATION and TRAINING

Focused Period of Time on Alcohol Education and Prevention

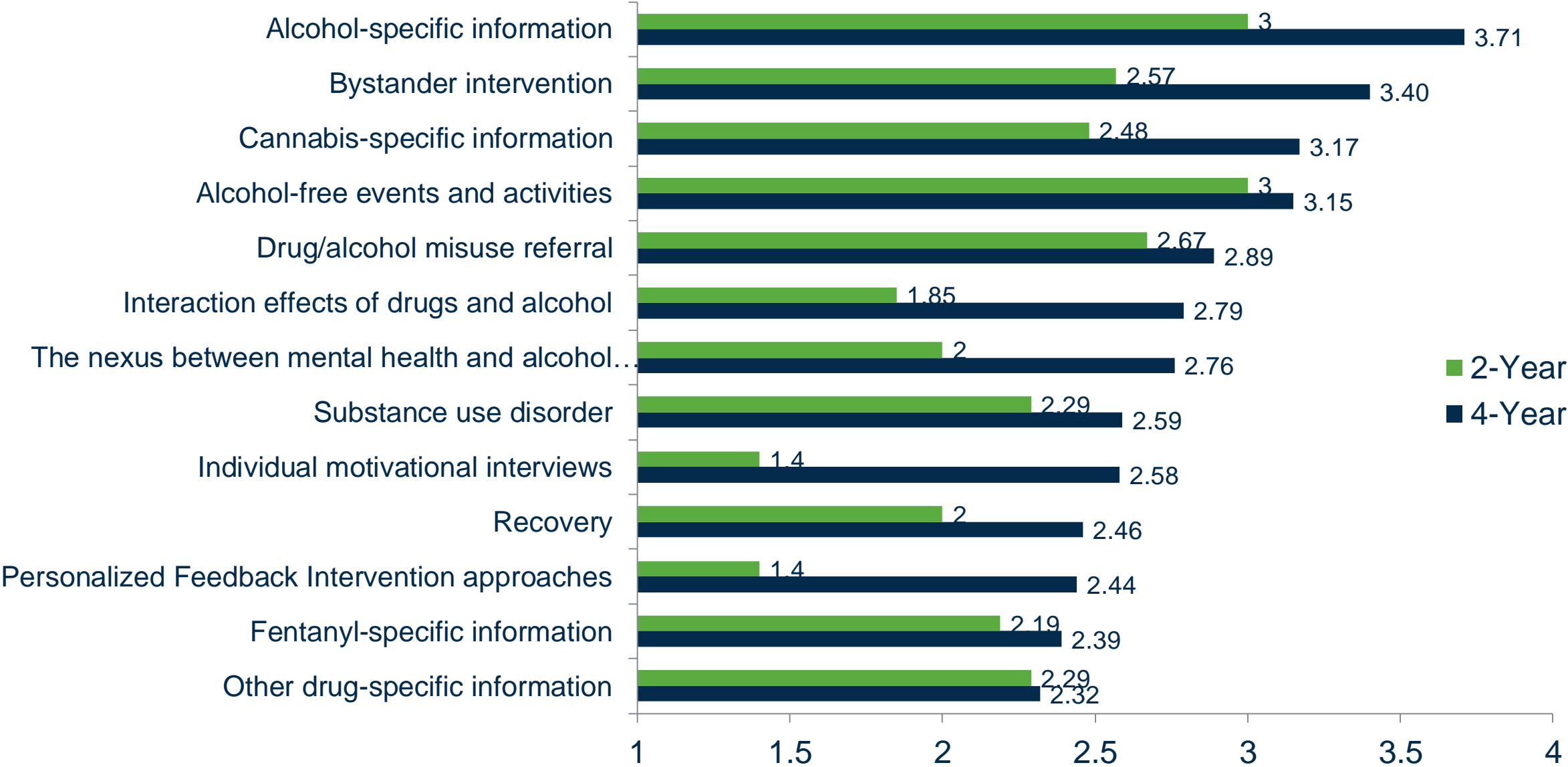


Focused Period of Time For Drug Education and Prevention



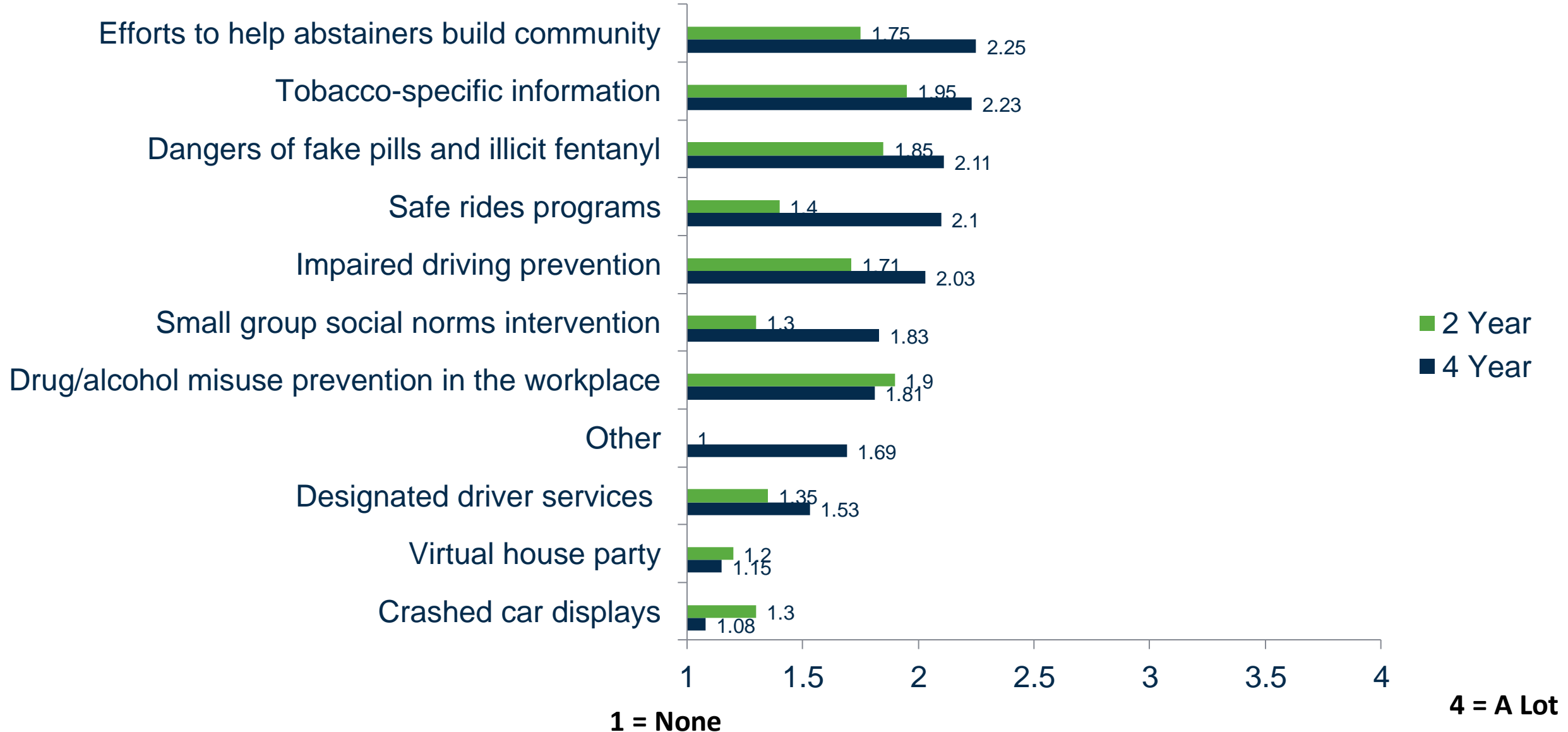
Content Areas Included in Campus Prevention Effort: 2024

QUESTION 42



Content Areas Included in Campus Prevention Effort: 2024

QUESTION 42

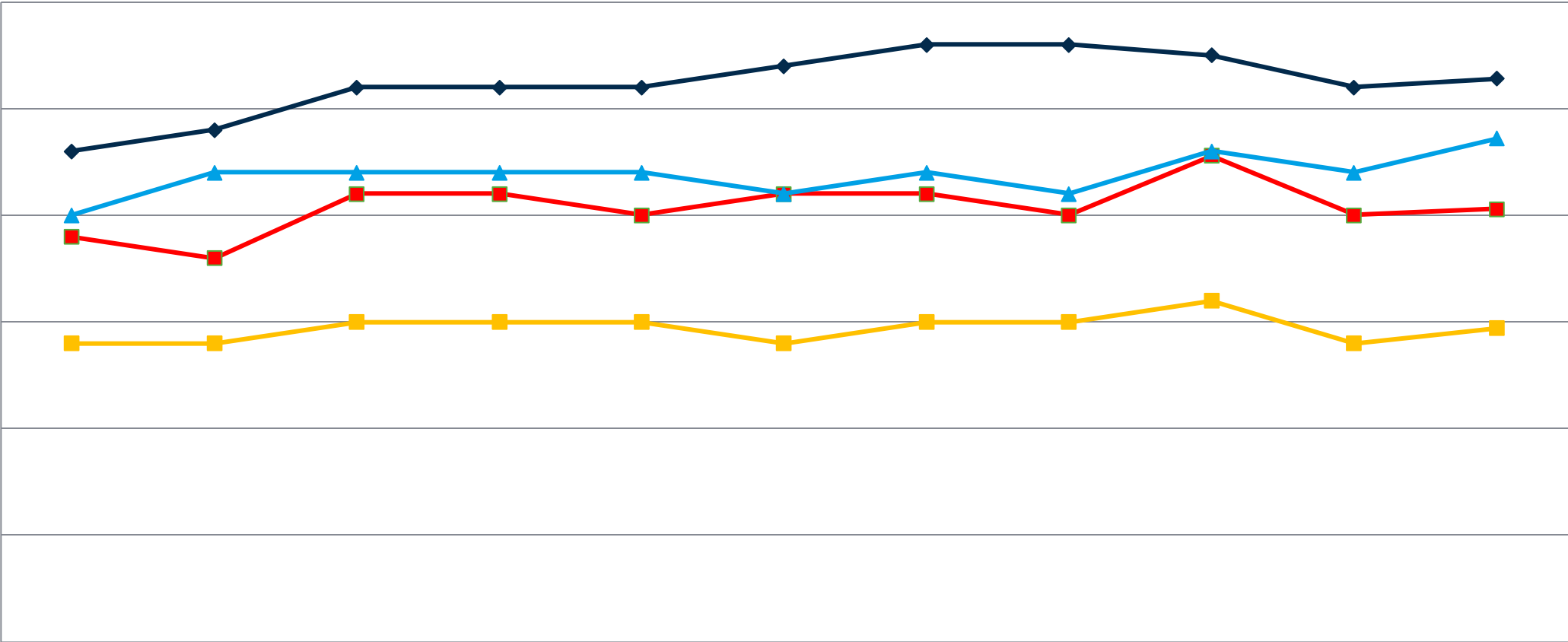


Special Attention is Paid to the Special Needs of Subpopulation of Students

QUESTION 44

A Lot

None



◆ First-Year Students

■ Student-Athletes

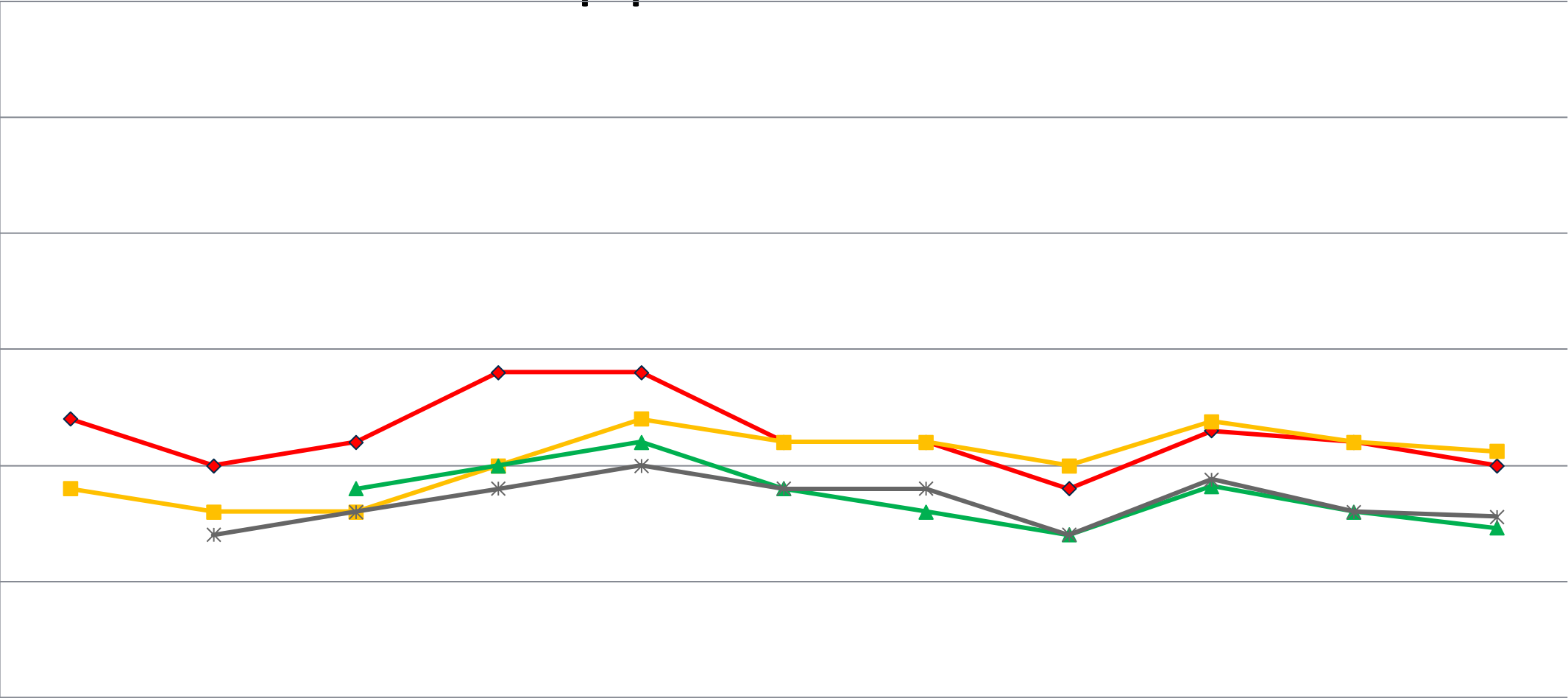
▲ Fraternity/Sorority

■ Women

Special Attention is Paid to the Special Needs of Subpopulation of Students

A Lot 4

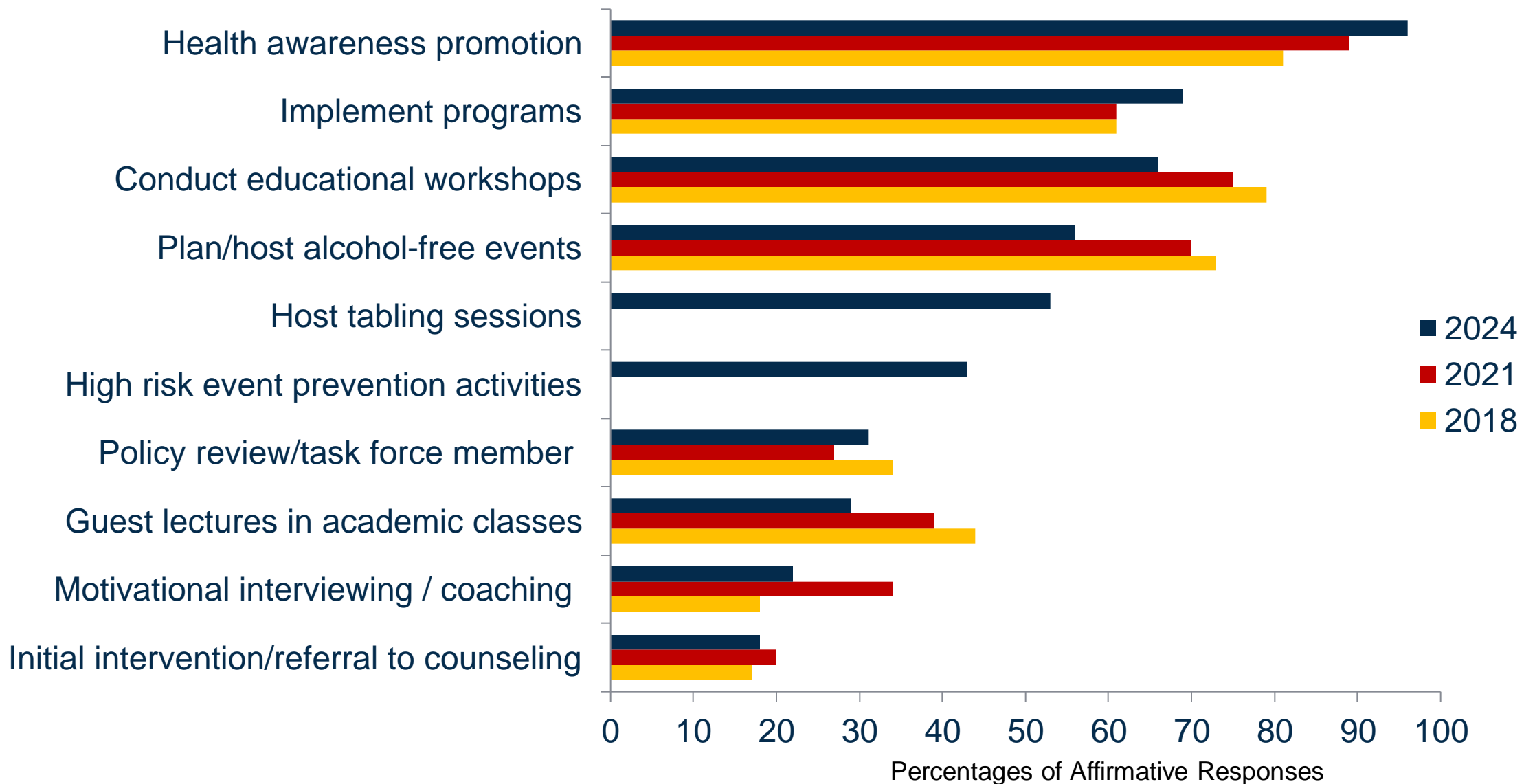
None 1



◆ Black, Hispanic/Latino, Asian/PI (formerly People of Color) ■ LGBTQIA+ (formerly Gays/Lesbians/ Bisexuals)
▲ Commuters * Disability

Roles of Peers with Primary Focus on Alcohol and Substance Misuse: 2018 - 2024

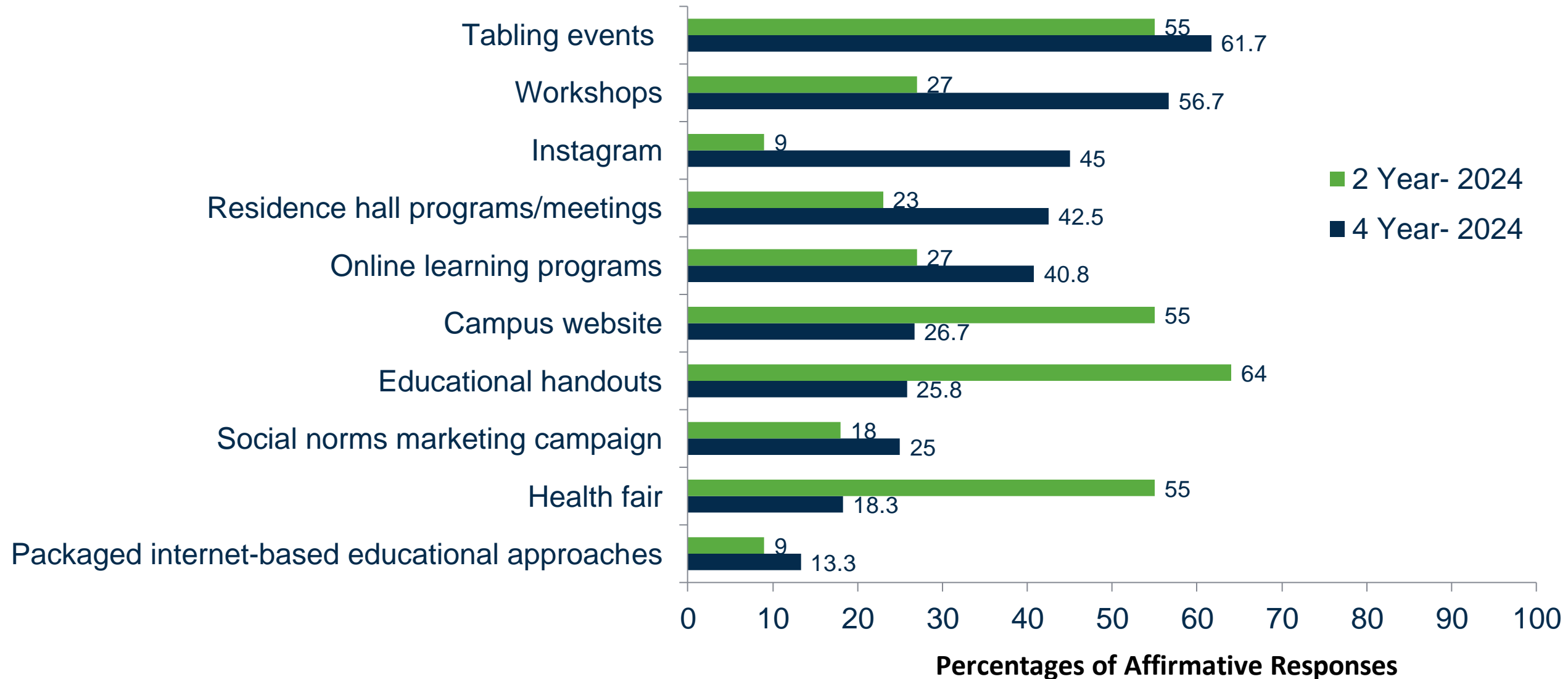
QUESTION 41



Top Channels Used to Reach Students Regarding Prevention of Drug/Alcohol Misuse: 2024

(Responses report those including the item as one of the top five)

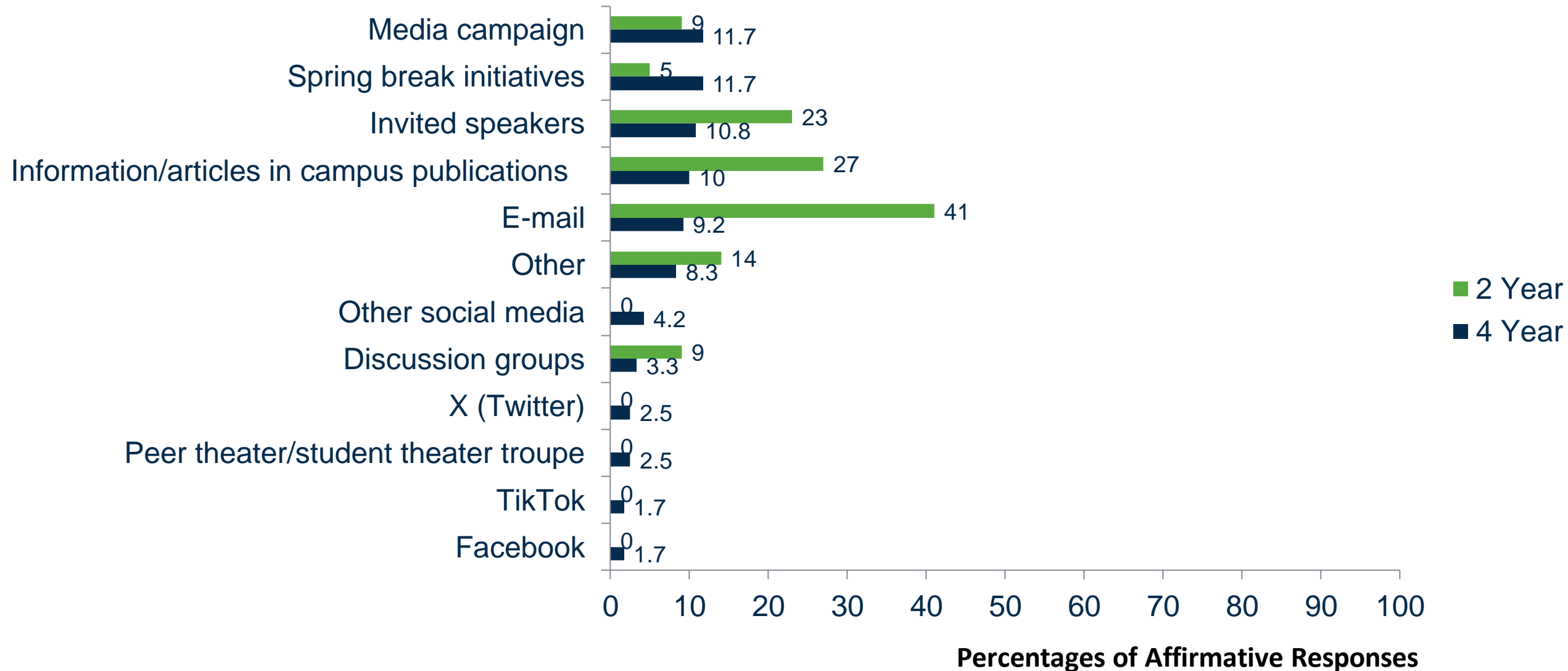
QUESTION 43



Top Channels Used to Reach Students Regarding Prevention of Drug/Alcohol Misuse: 2024

(Responses report those including the item as one of the top five)

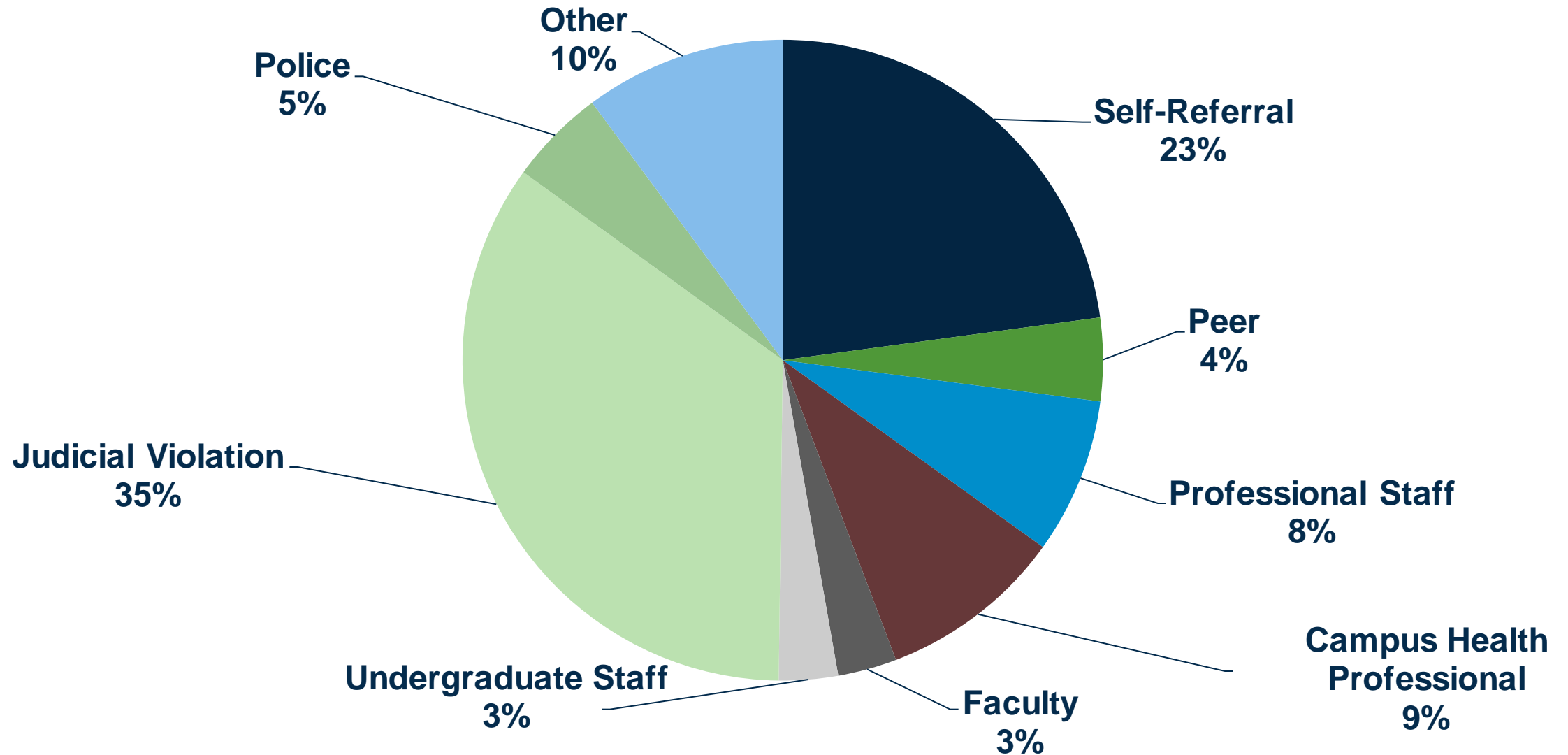
QUESTION 43



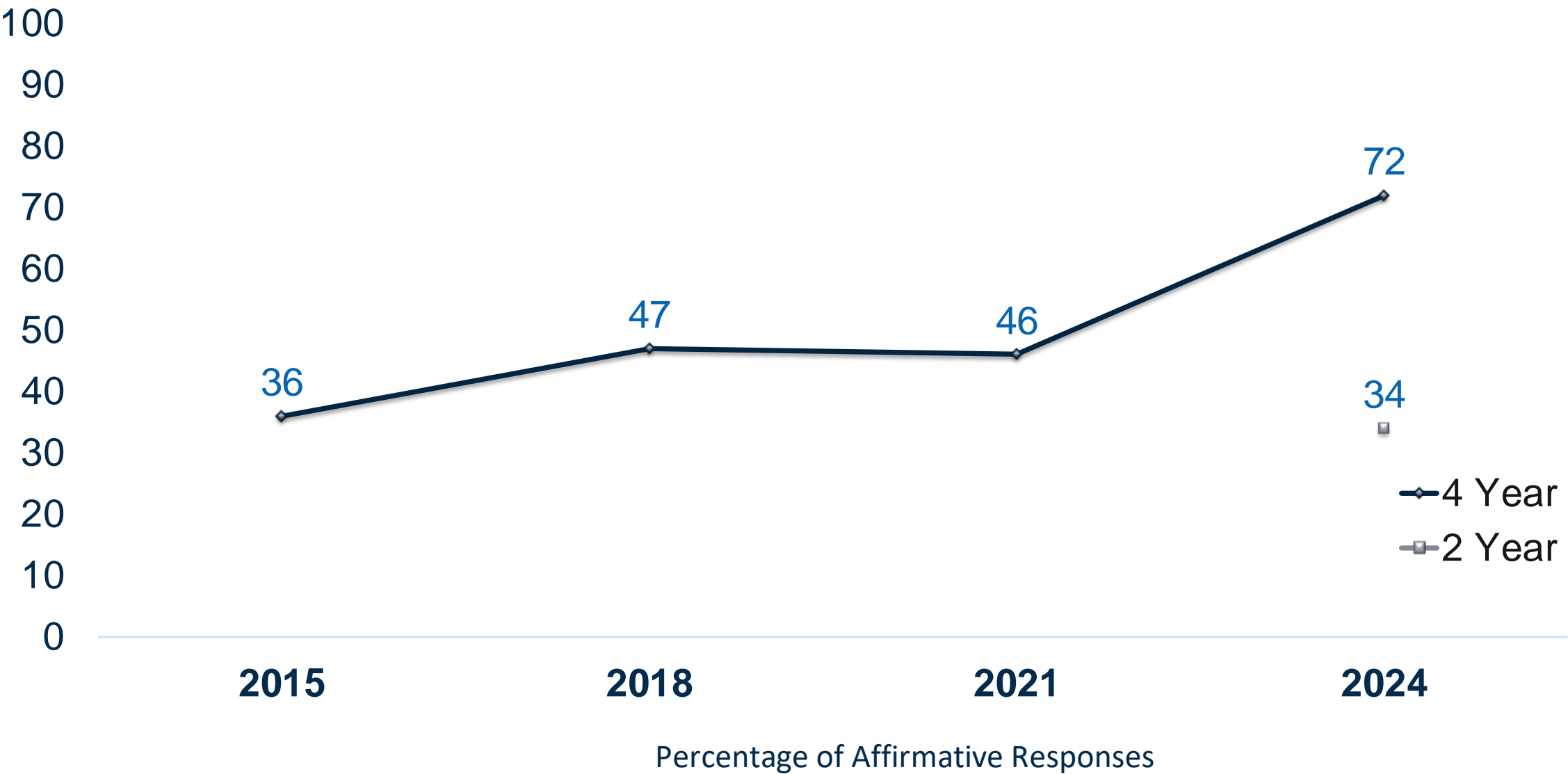
SUPPORT SERVICES

Source of Referrals for Students Screened by a Health Professional for Problems with Drugs or Alcohol: 2024

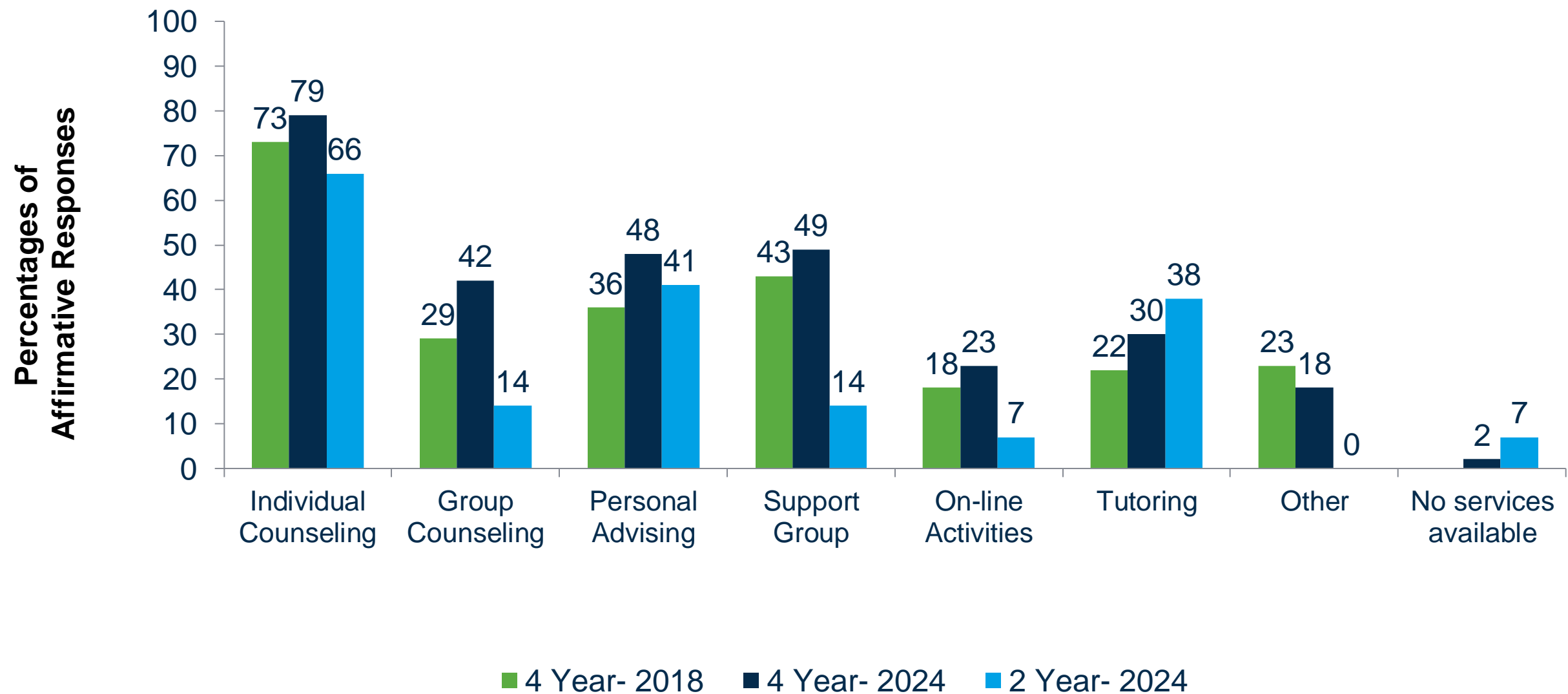
QUESTION 61



Substance Misuse Recovery Services



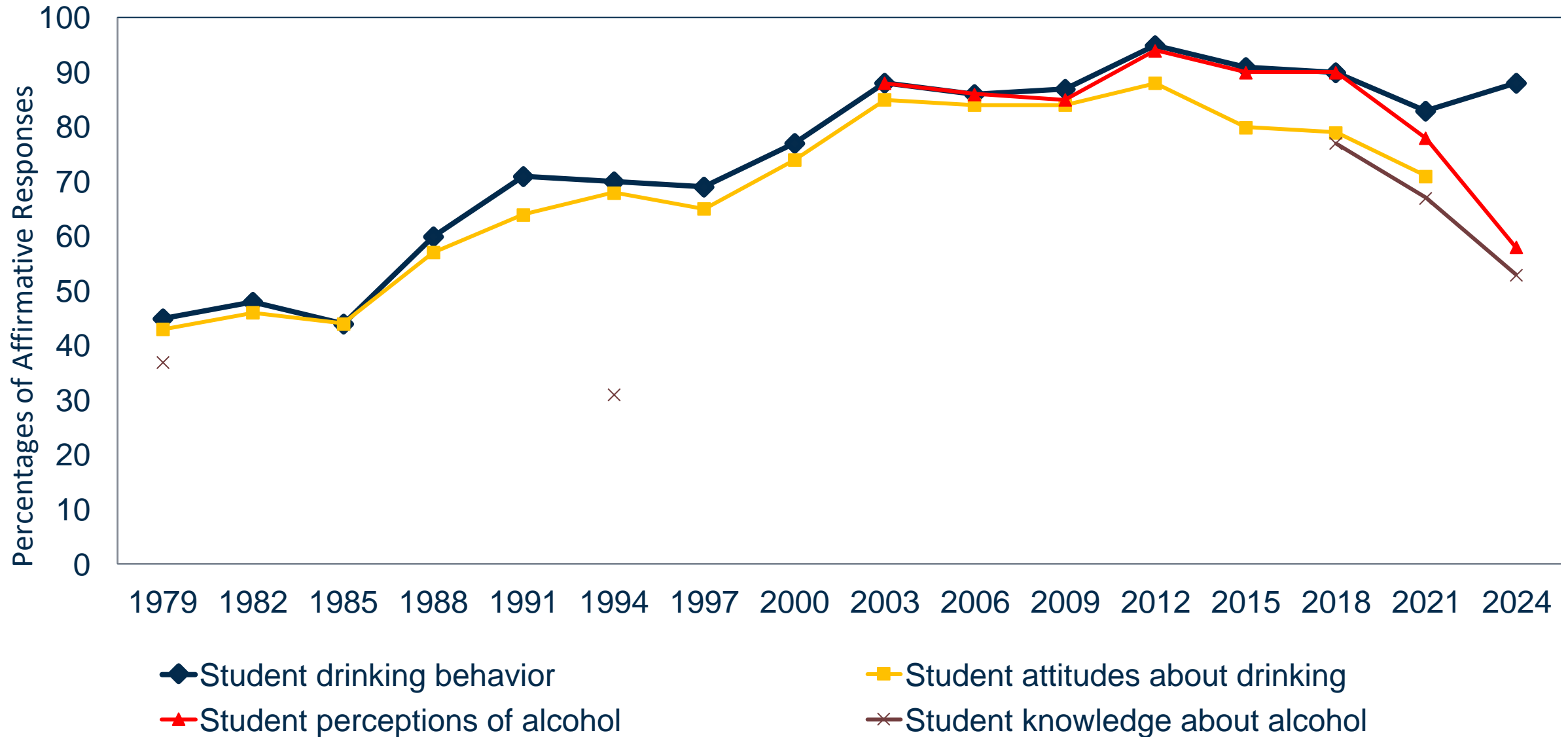
Support Services for Students in Recovery: Campus Transition Programs



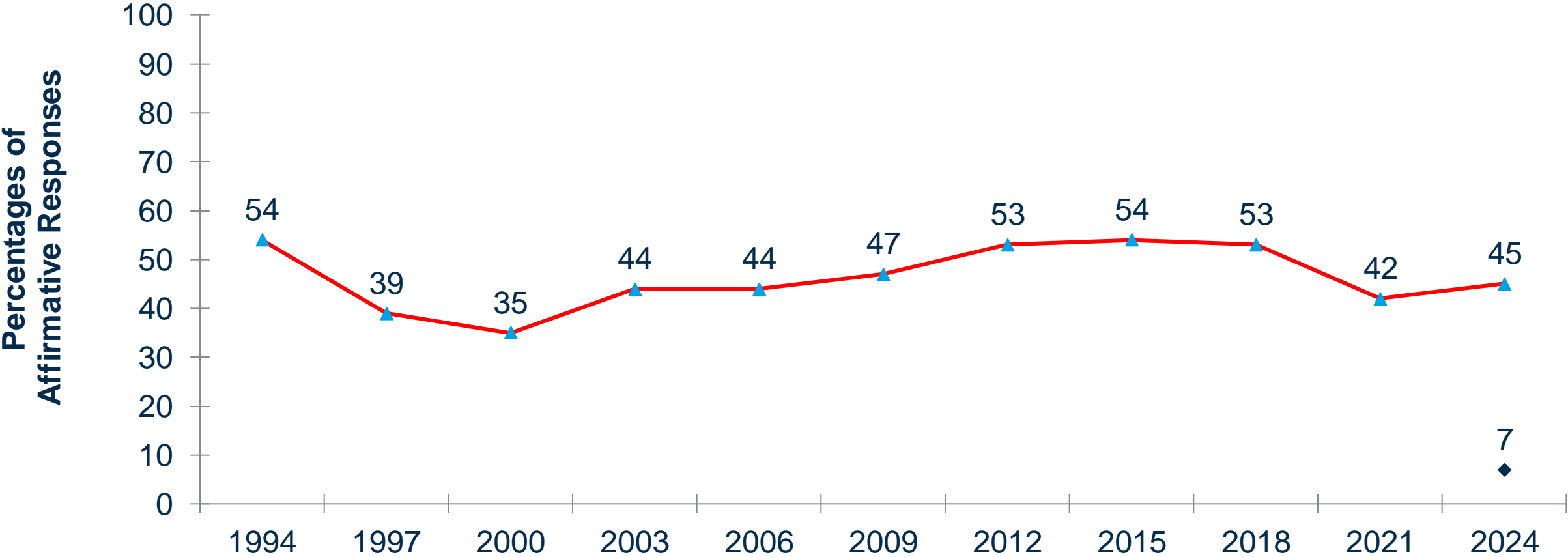
EVALUATION and DATA COLLECTION

Campus Survey Done on Alcohol Use

QUESTION 21

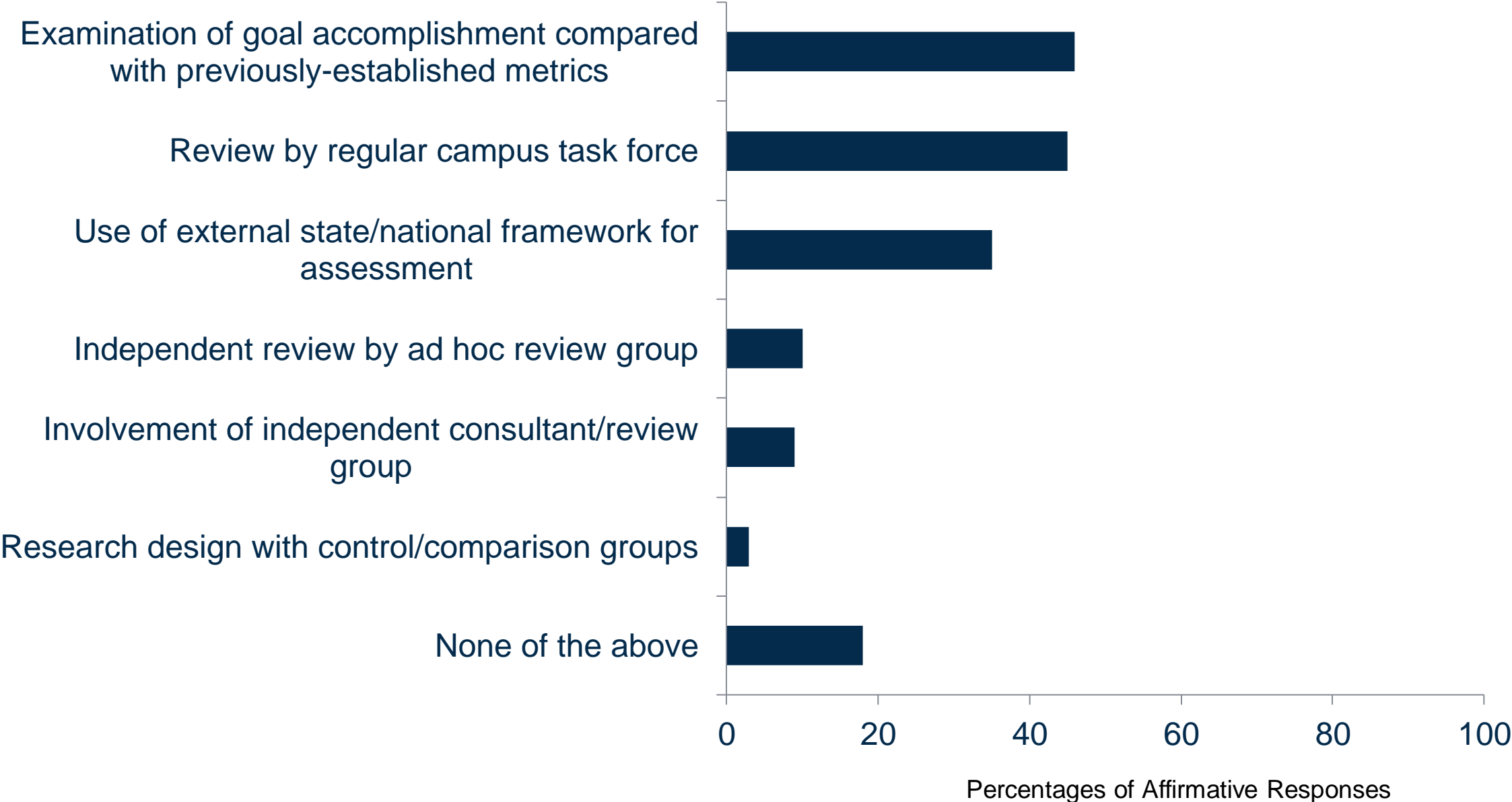


Conducted Formal Assessment of Effectiveness of Drug and Alcohol Misuse Prevention Program *(in last 3 years)*



Approaches Used to Measure Campus Efforts: 2024

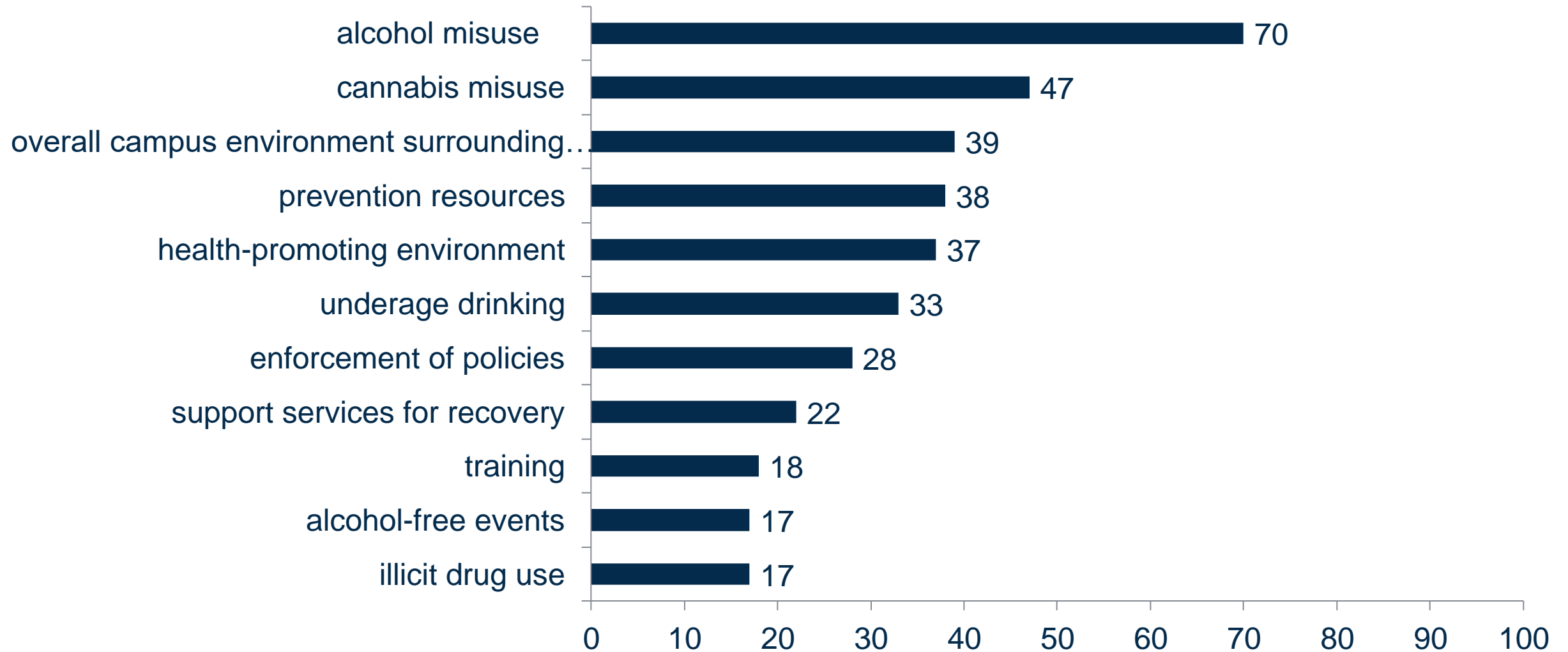
QUESTION 32



Focus of Measures Used to Monitor Campus Efforts to Address Drug/Alcohol Problems: 2024

QUESTION 33

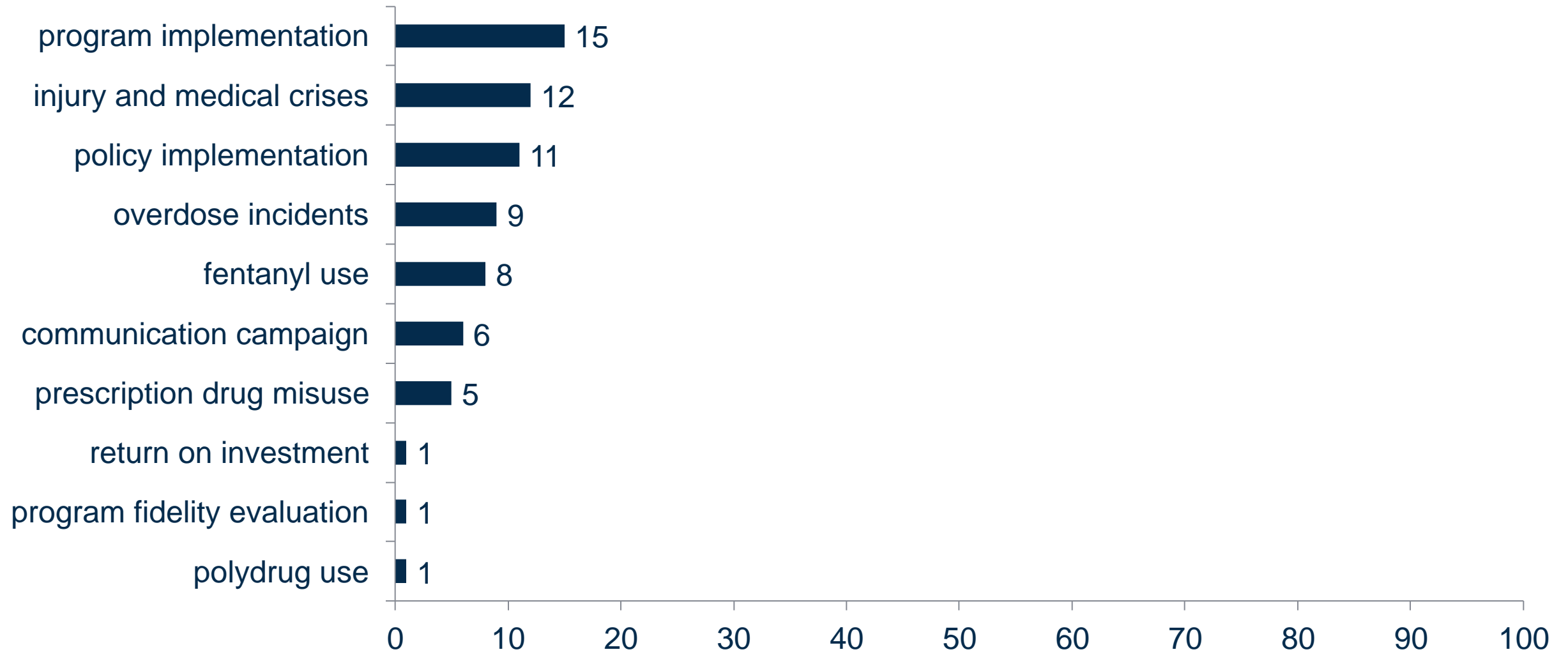
(Responses report those including the item as one of the top five)



Focus of Measures Used to Monitor Campus Efforts to Address Drug/Alcohol Problems: 2024

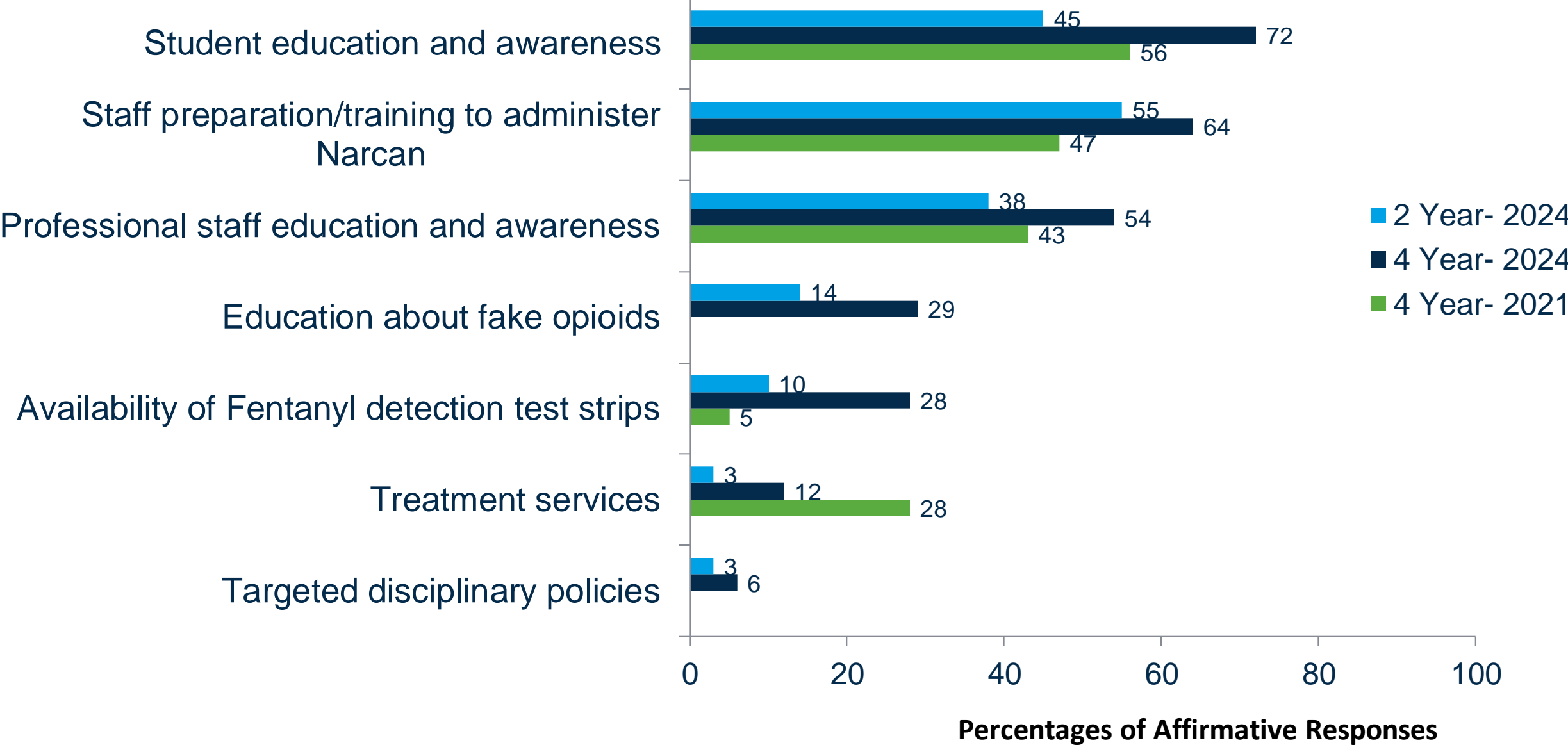
QUESTION 33

(Responses report those including the item as one of the top five)

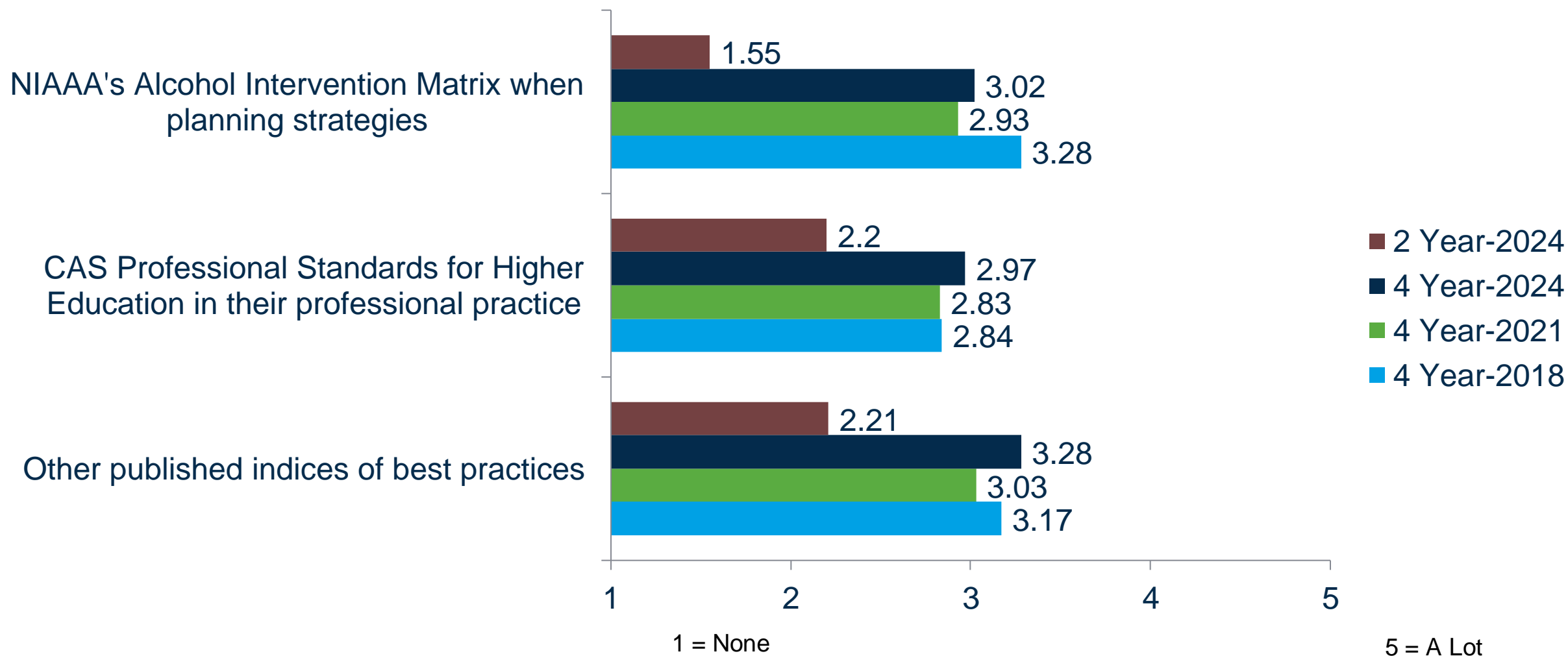


STRATEGIC PLANNING and ORGANIZATION

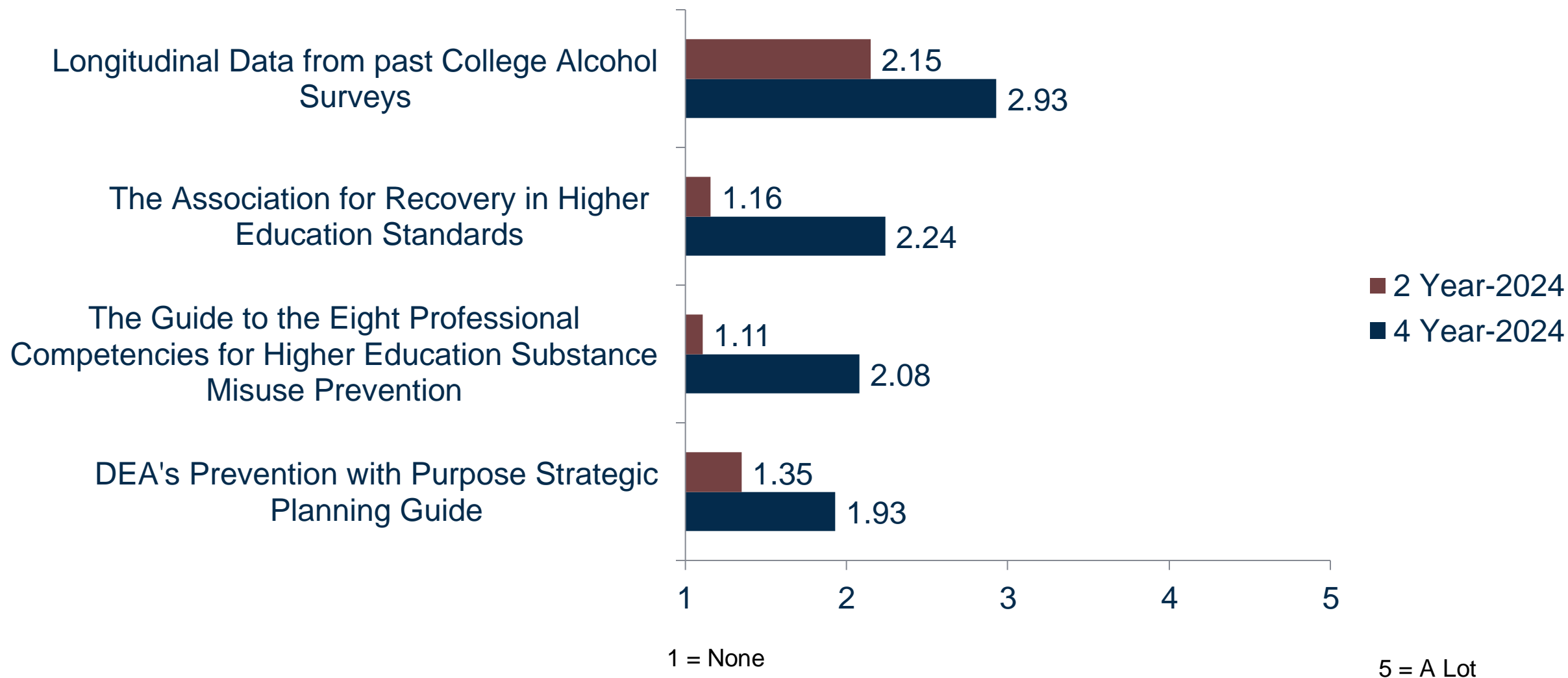
Strategies Modified to Address Opioid Use



Campus Use of Designated Resources: 2018 - 2024



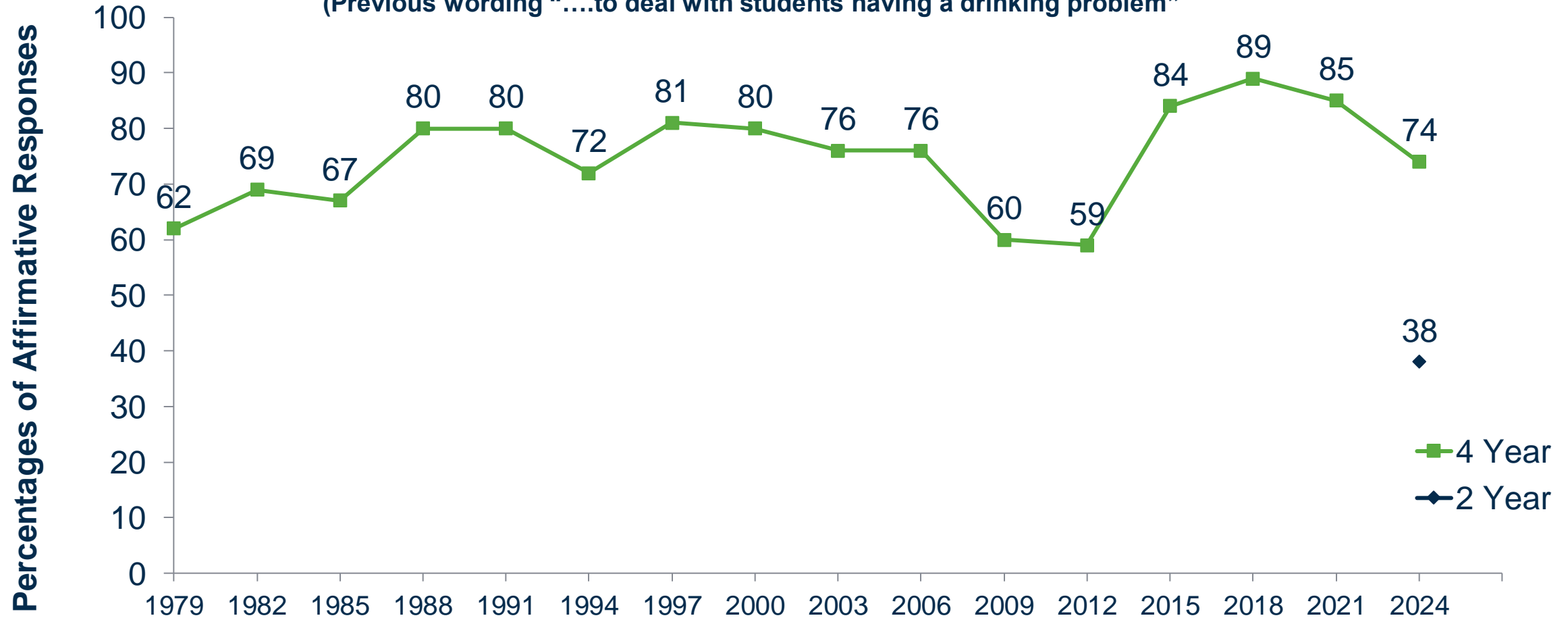
Campus Use of Designated Resources: 2024 New Items



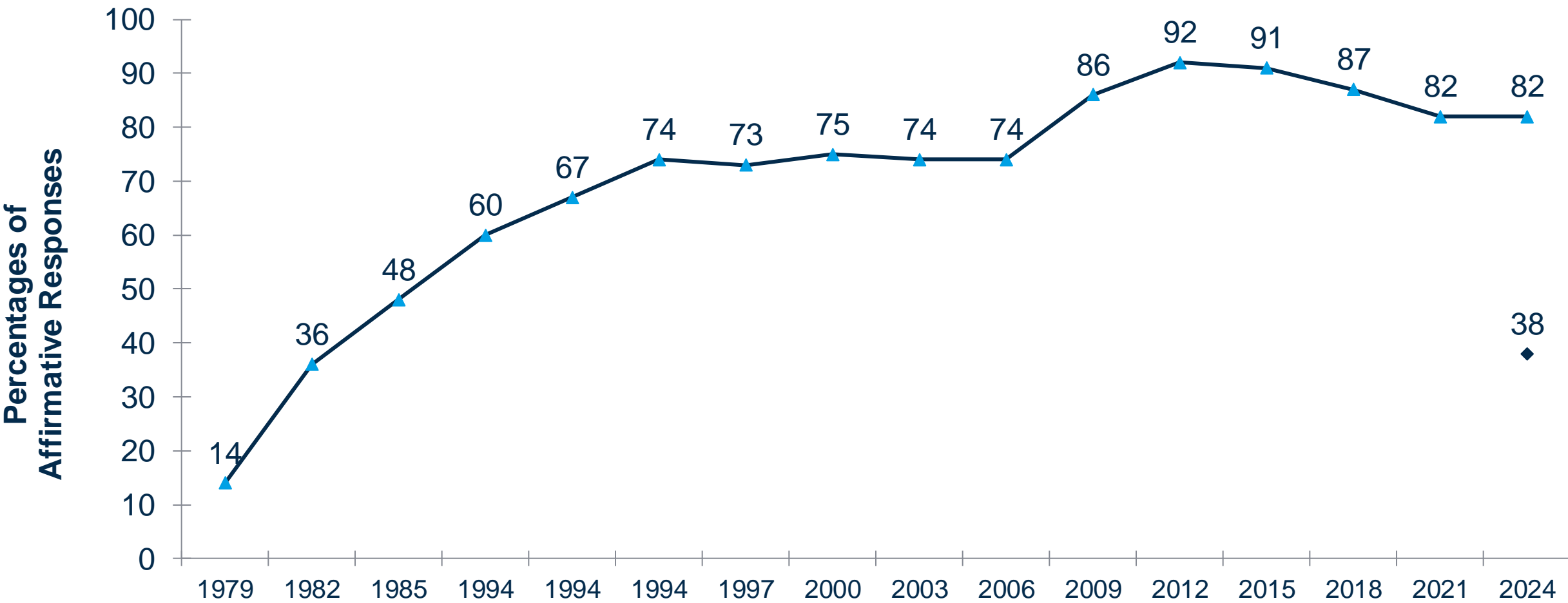
Paraprofessional Staff Receives Training To Identify and Refer Students with Substance Misuse/Substance Use Disorder

QUESTION 38

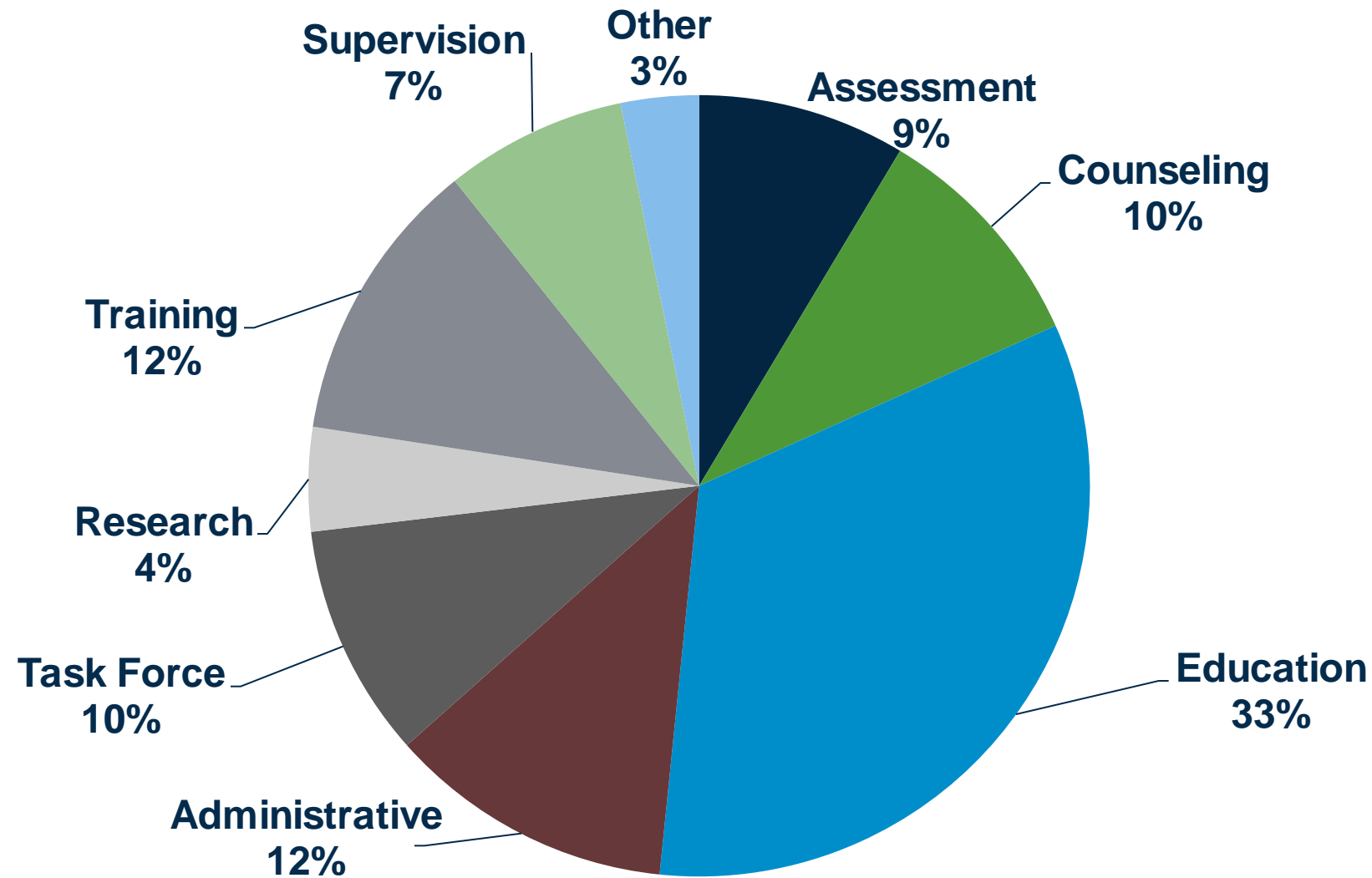
(Previous wording “....to deal with students having a drinking problem”)



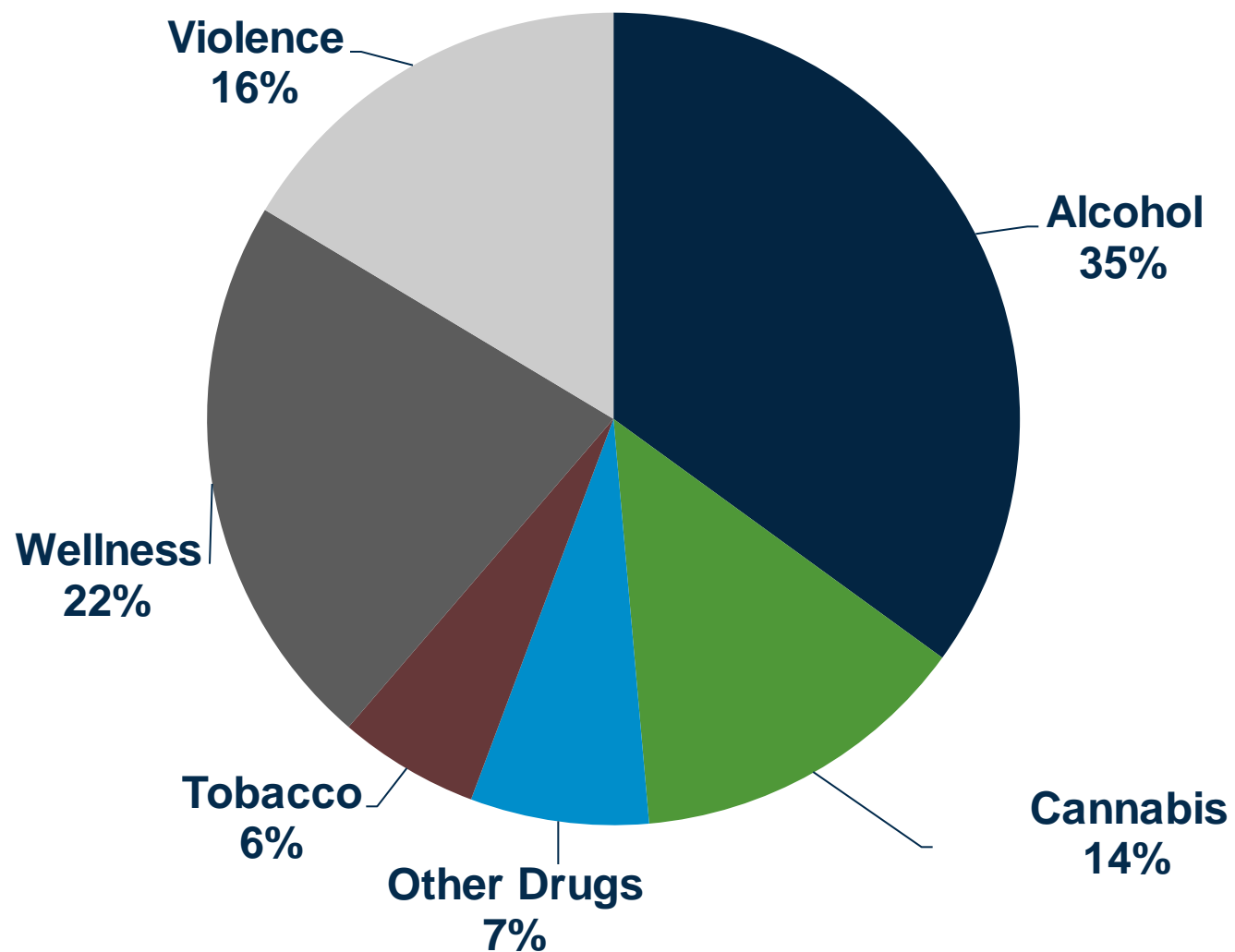
Designated Alcohol/Substance Misuse Educator or Specialist



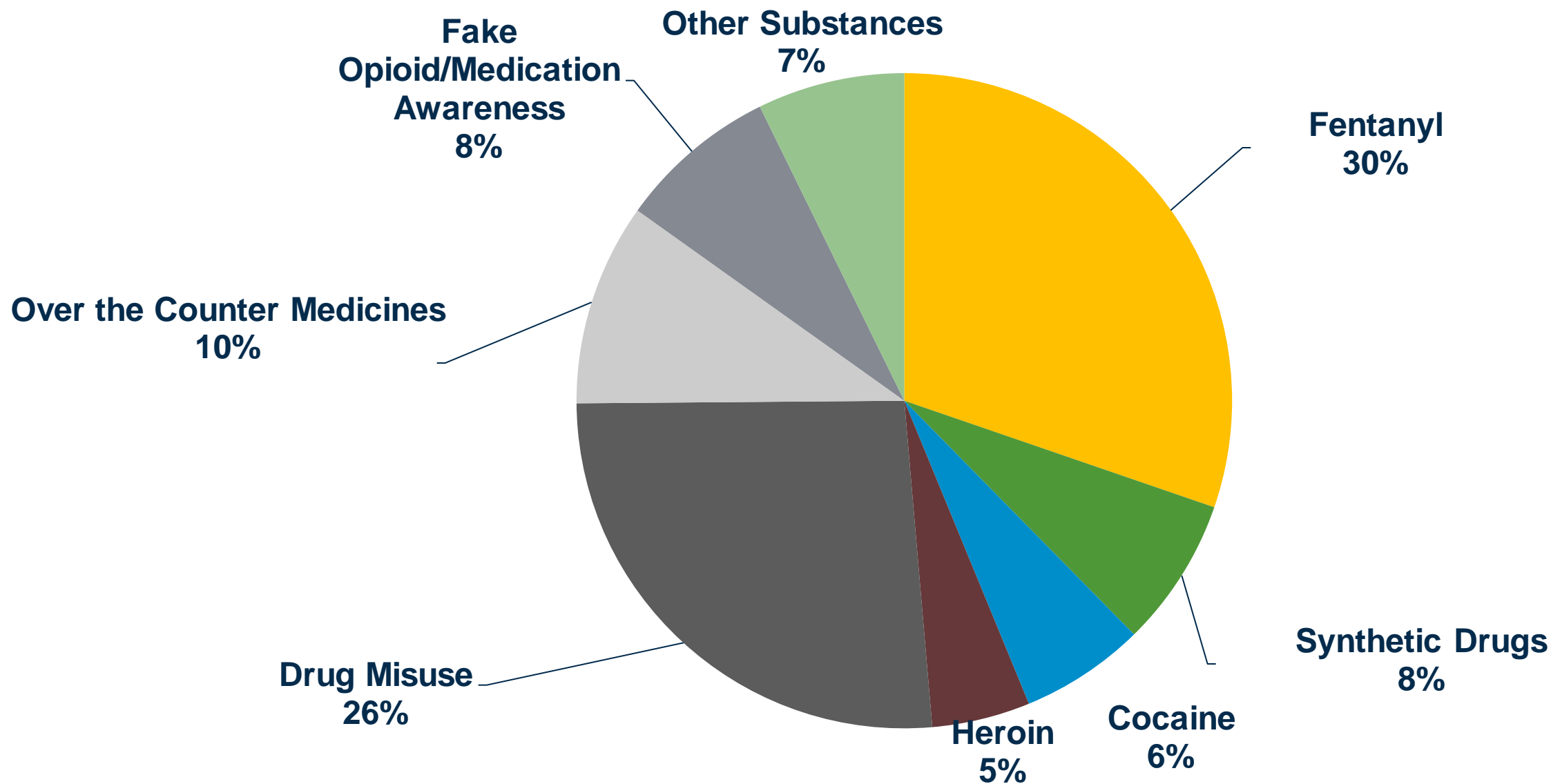
Specialist Time Allocations Based on Role/Responsibility: 2024



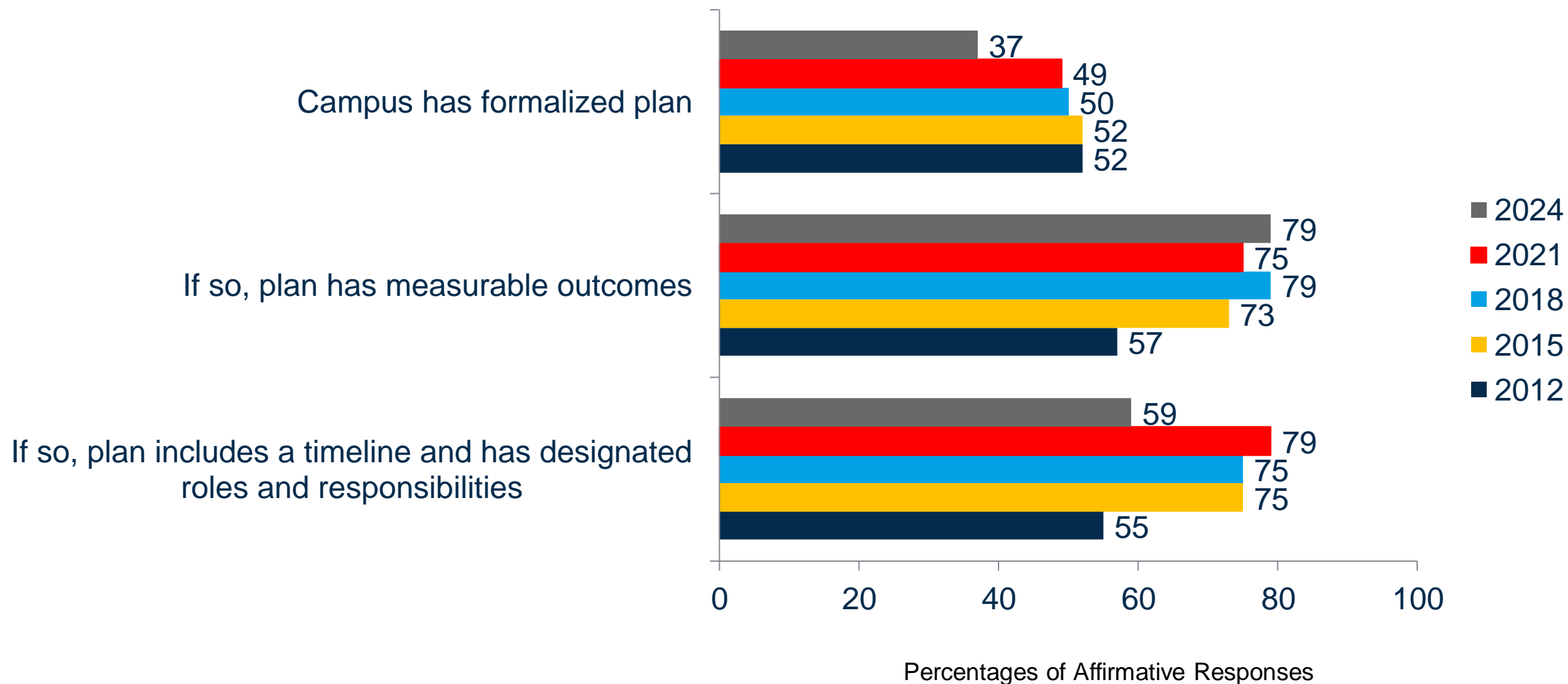
Specialist Time Allocations Based on Topic/Issue: 2024



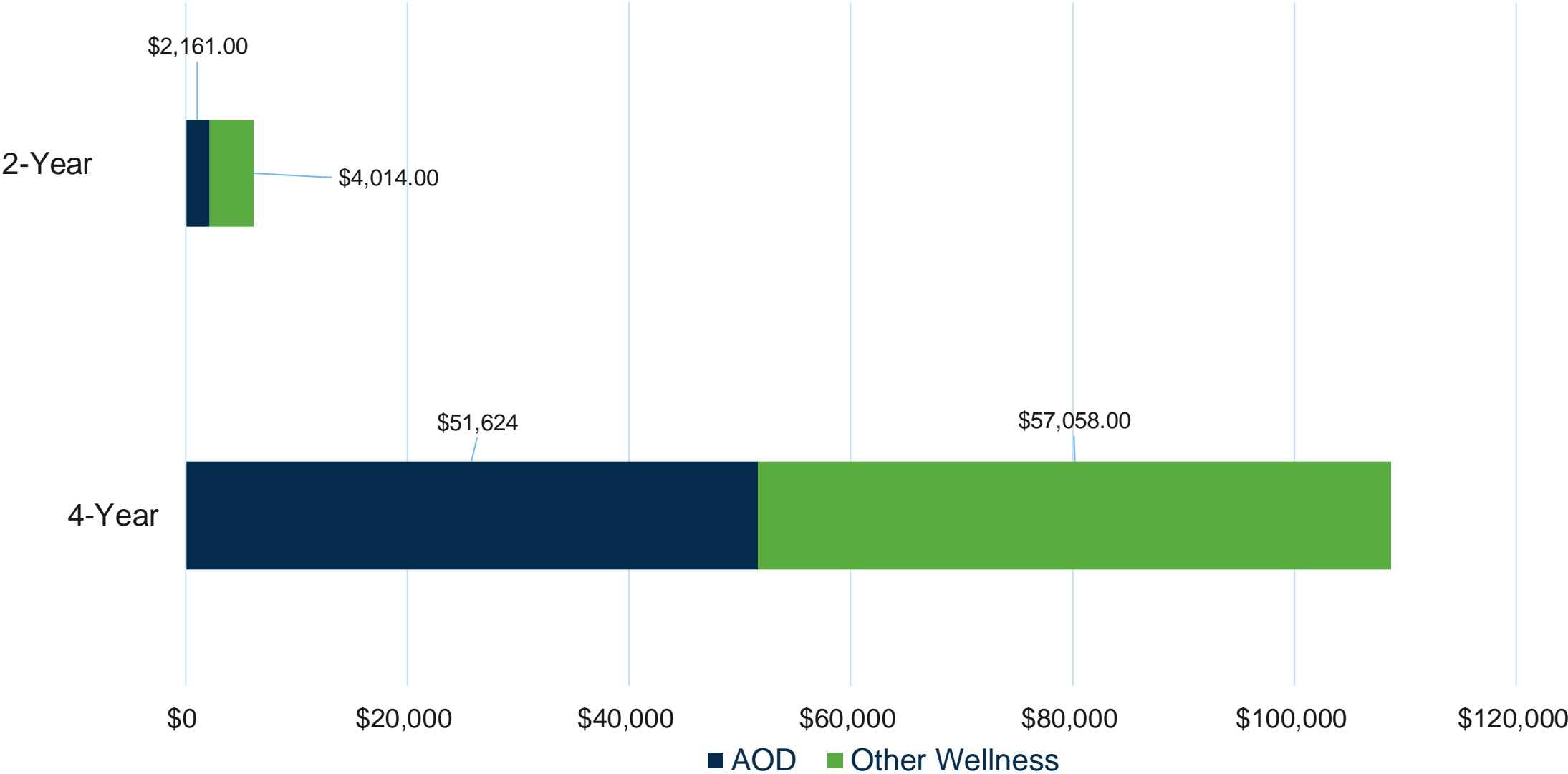
Specialist Time Allocation Within Drugs Area: 2024



Strategic Plan for Addressing Alcohol and Substance Misuse Issues



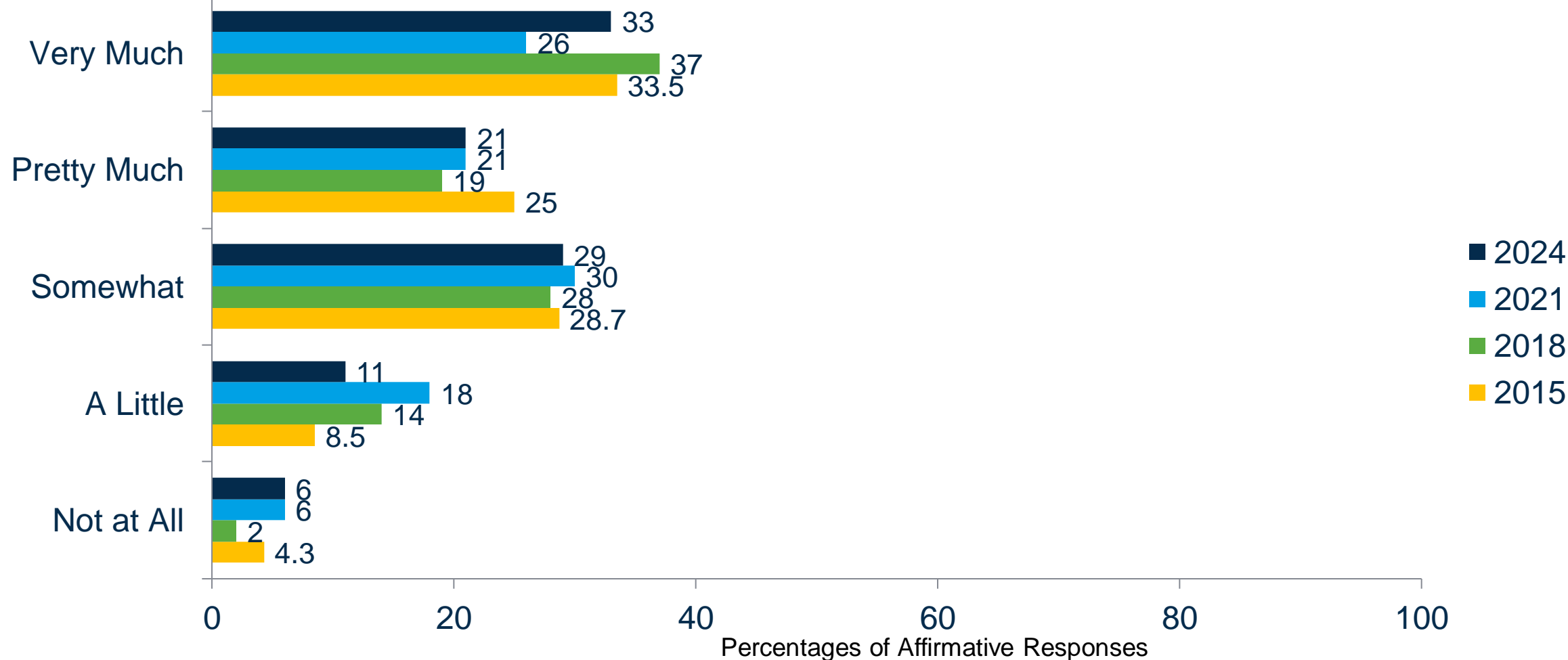
Annual Funding for AOD/Wellness Programming



President / Chancellor Support: 2015 - 2024

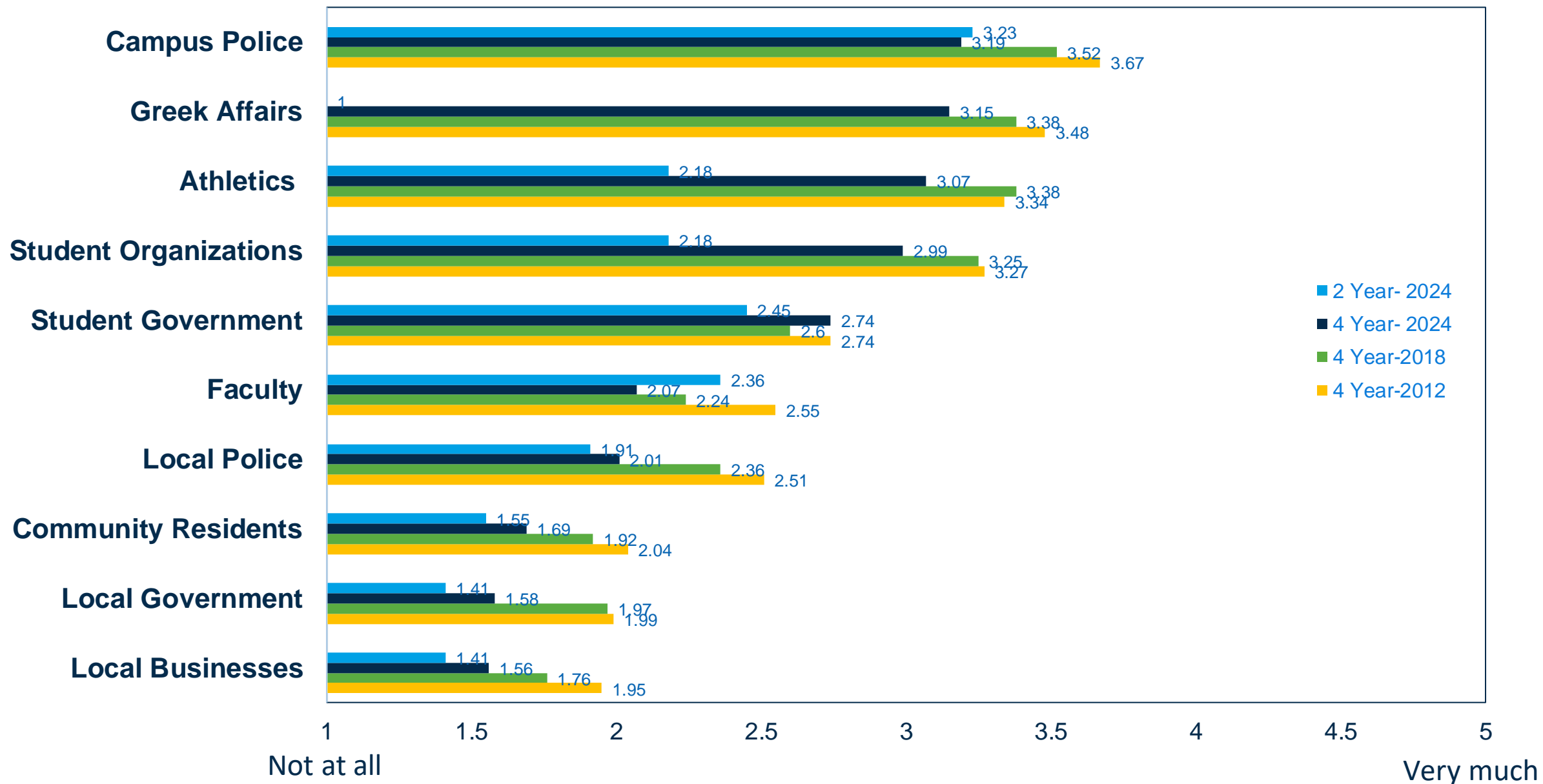
4-Year Mean Score: 3.71 (2024) 3.43 (2021) 3.75 (2018) 3.75 (2015)
2-Year Mean Score: 4.41 (2024)

where 1 = not at all and 5 = very much

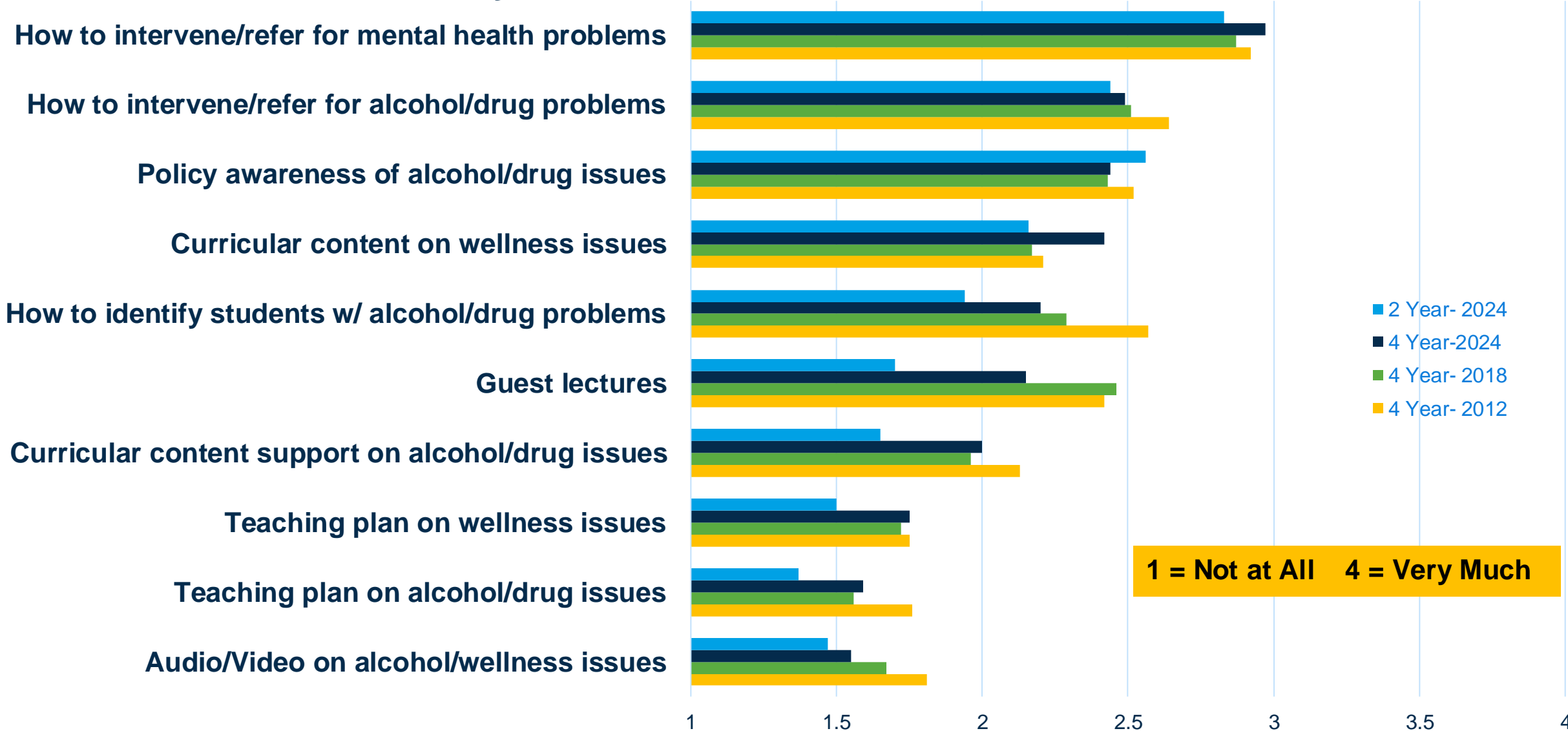


Collaboration Between Coordinator and Campus Groups

QUESTION 47

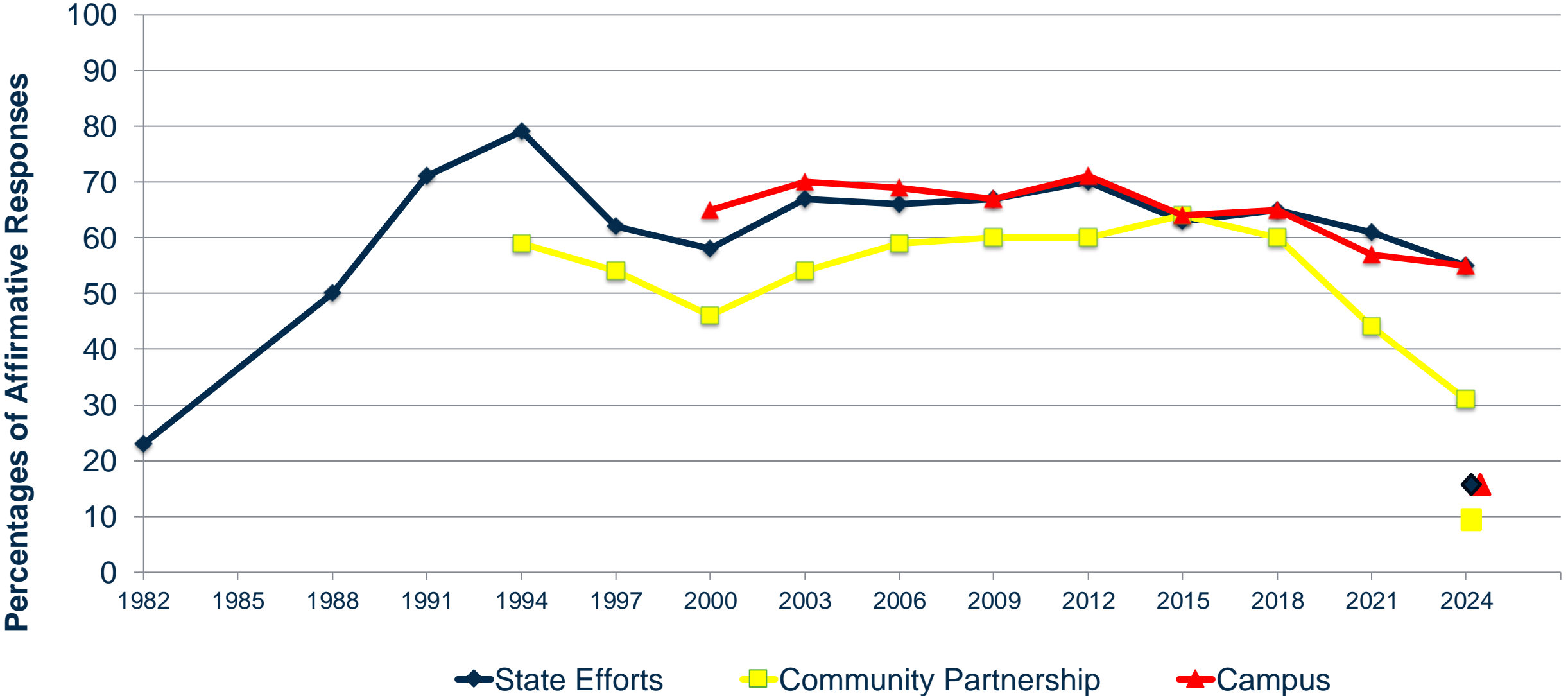


Assistance for Faculty on Alcohol and Other Substance Use Issues

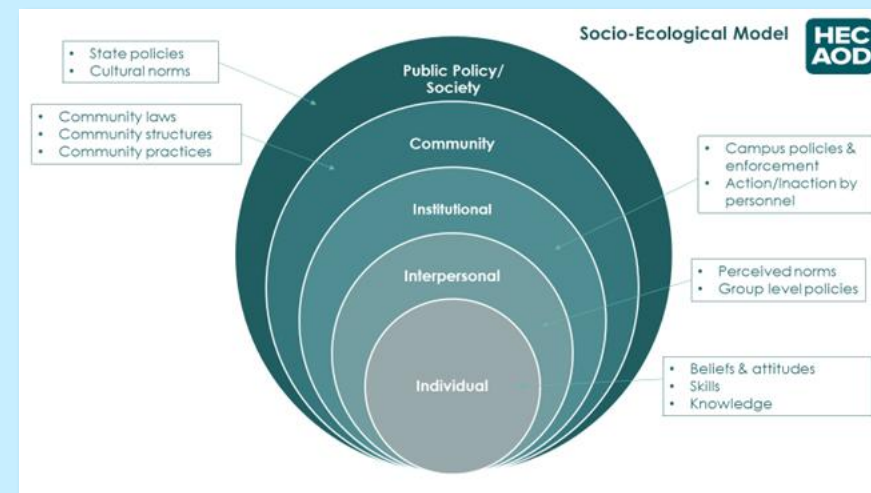
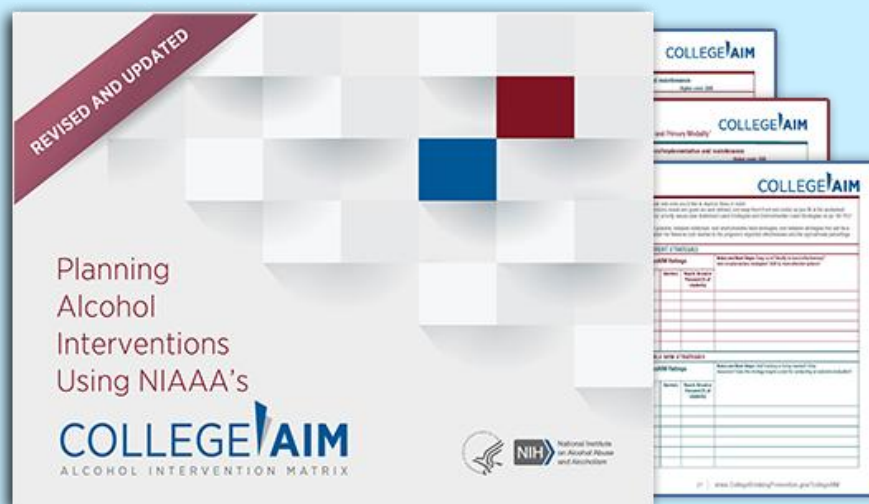
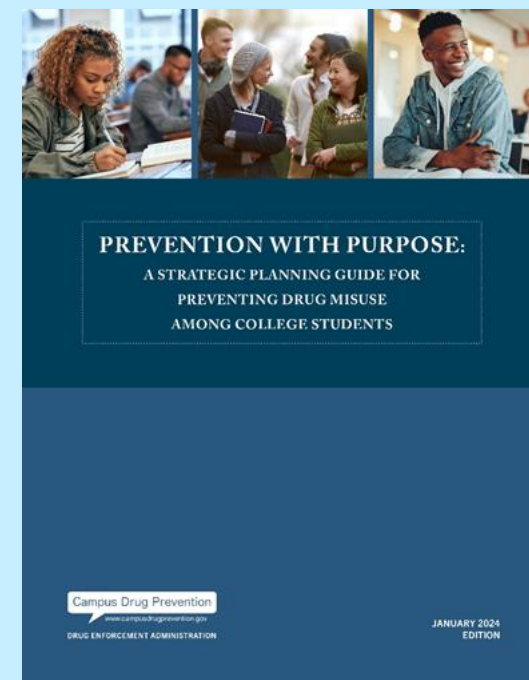
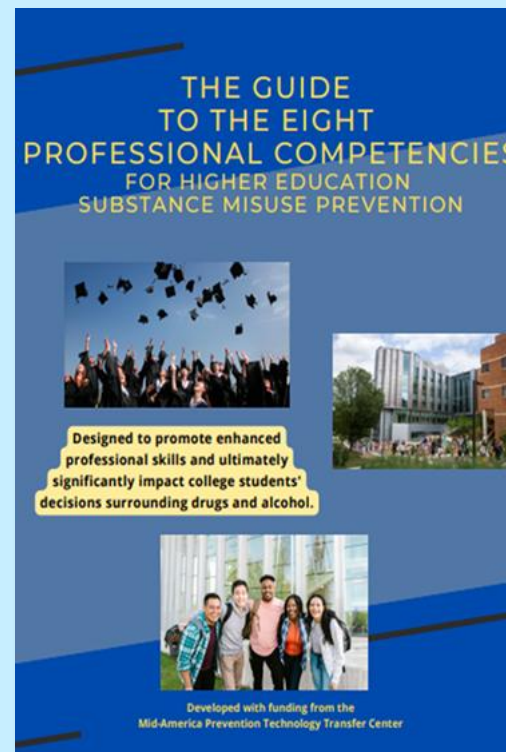
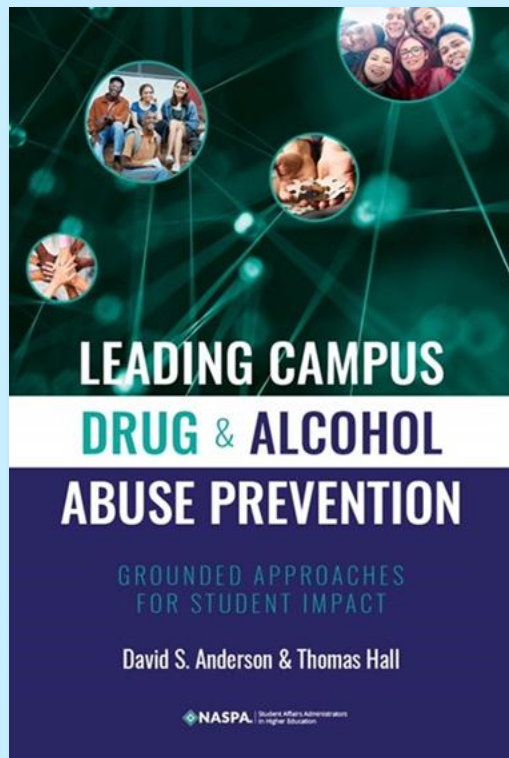


Campus, Community and State Efforts to Address Alcohol and Other Drug Misuse Concerns

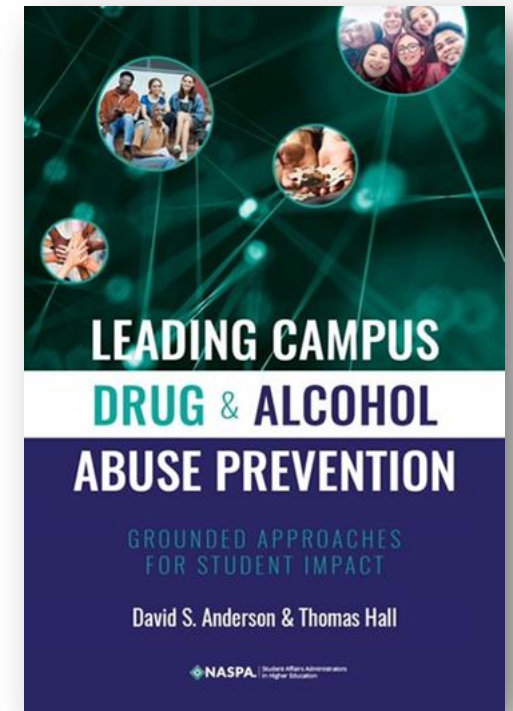
QUESTION 51, 52, 53



ACTIONABLE LEADERSHIP STRATEGIES



CONTEXT	The Impact of Substance Abuse on Campus
	Changing the Campus Culture: Norms and Assumptions
	Frameworks for Action
CONTENT	Policy and Procedural Interventions
	Universal Prevention Strategies
	Selective Prevention Strategies
	Indicated Prevention Strategies
	Staff, Student and Student Leader Training
	Measuring the Impact of Prevention Efforts
COLLABORATION	Planning Processes: How to Mobilize Resources
	Coalition Building: Engaging Partners in Prevention
	Promotion and Advocacy
CHOICES	Reporting Results and Processes
	Identifying and Celebrating Progress



NASPA Publications
May, 2021



A Strategic Planning Model

Foundations and Impetus

Organizing Groups

Core Foundations

Baseline Needs

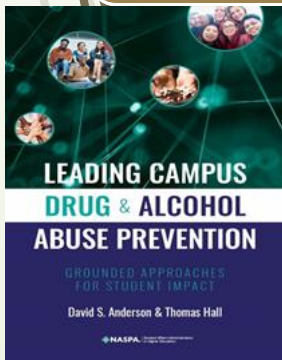
Areas of Focus

Plans and Strategies

Evaluative Approaches

Review and Revise

Institutionalization



Anderson, David and Hall, Thomas
Leading Campus Drug and Alcohol Misuse Prevention
NASPA Publications, 2021

THE GUIDE TO THE EIGHT PROFESSIONAL COMPETENCIES FOR HIGHER EDUCATION SUBSTANCE MISUSE PREVENTION

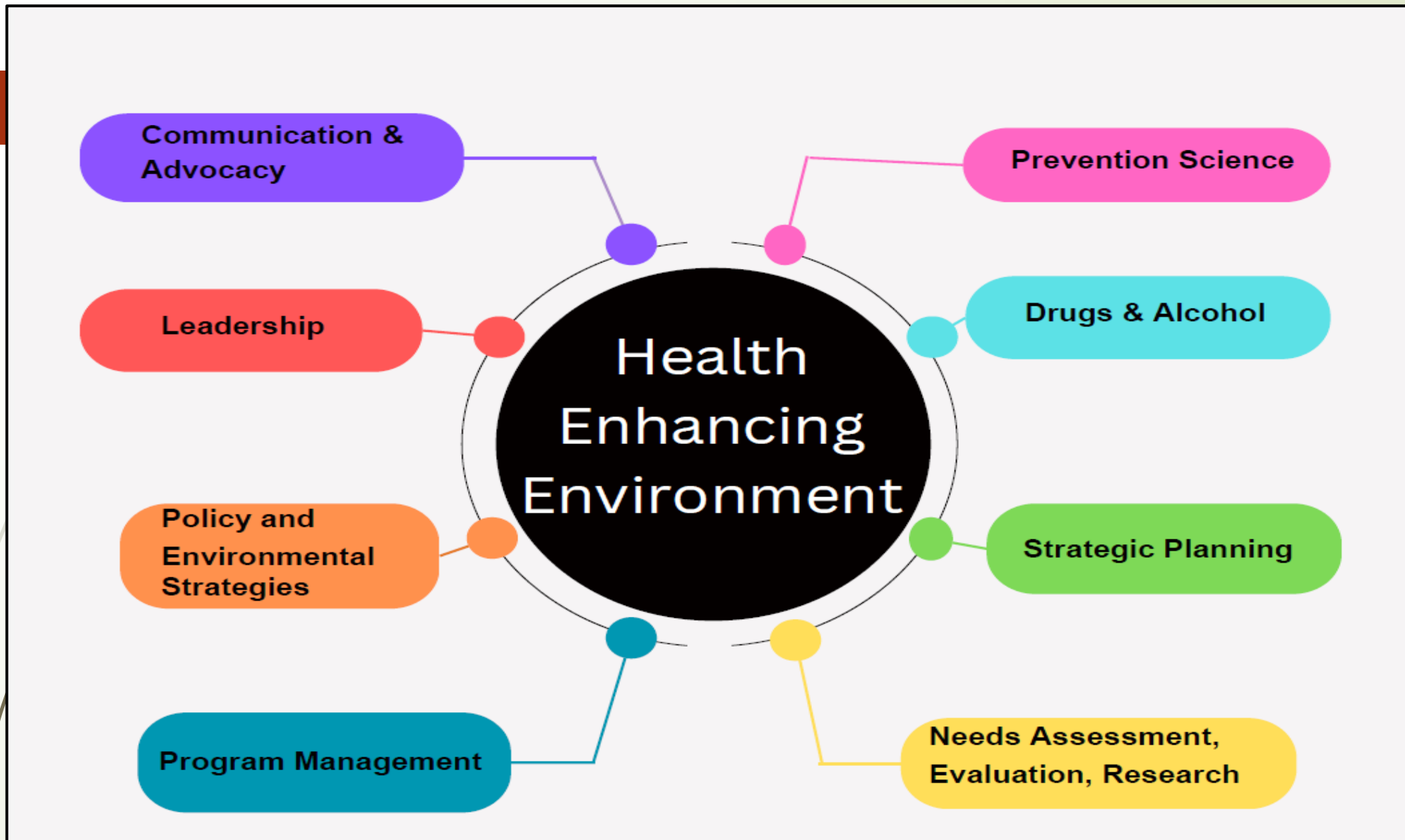


Designed to promote enhanced professional skills and ultimately significantly impact college students' decisions surrounding drugs and alcohol.



Developed with funding from the
Mid-America Prevention Technology Transfer Center

www.preventioncompetencies.org



<https://pttcnetwork.org/centers/mid-america-pttc/home>
<https://www.campusdrugprevention.gov/enhancing-professional-competencies>
www.preventioncompetencies.org

Webinar Series!!



ENHANCING PROFESSIONAL COMPETENCIES FOR PREVENTING DRUG AND ALCOHOL MISUSE AMONG COLLEGE STUDENTS

The [Guide to the Eight Professional Competencies for Higher Education Substance Misuse Prevention](#) is "brought to life" with an eight-part, DEA-produced webinar series, highlighting each of the individual competencies. Check out all of the episodes in this hub.

[Watch Now](#)

<https://pttcnetwork.org/centers/mid-america-pttc/home>

<https://www.campusdrugprevention.gov/enhancing-professional-competencies>
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Figure 3. Strategic Prevention Framework

The five questions listed above relate to the five steps of the SPF, which will be detailed in individual chapters in the guide:

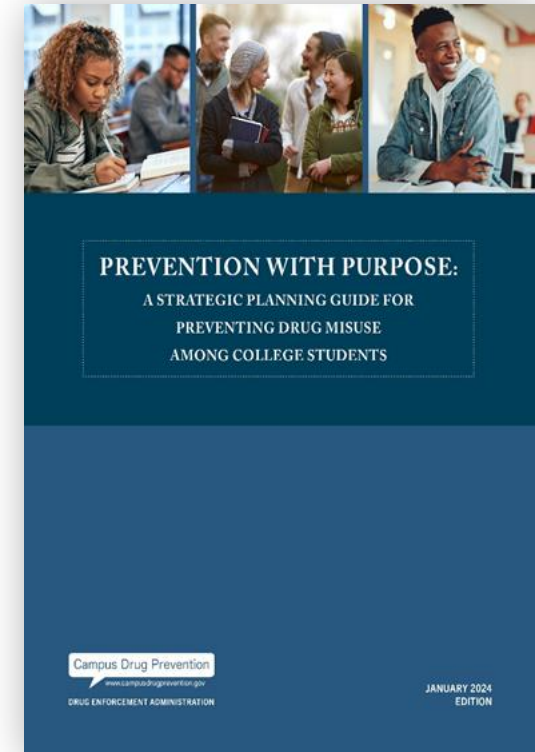
STEP 1: Assessment. Identify local prevention needs based on data. *Related question: What is the problem?*

STEP 2: Capacity. Build local resources and readiness to address prevention needs. *Related question: What do I have to work with?*

STEP 3: Planning. Find out what works to address prevention needs and how to do it well. *Related question: What should I do, and how should I do it?*

STEP 4: Implementation. Deliver evidence-based interventions as needed. *Related question: How can I put my plan into action?*

STEP 5: Evaluation. Examine the process and outcomes of interventions. *Related question: Is my plan succeeding?*



College AIM

- Filled with interventions and programs that have put through rigorous evaluation research
- But that also is its limitation. What is easiest to study is what gets included
- Studies are rarely done with an eye towards disparate outcomes



<https://www.collegedrinkingprevention.gov/collegeaim>

Being Strategic with Measurement

- Data is important for strategic planning, but your collection approach should be equally strategic

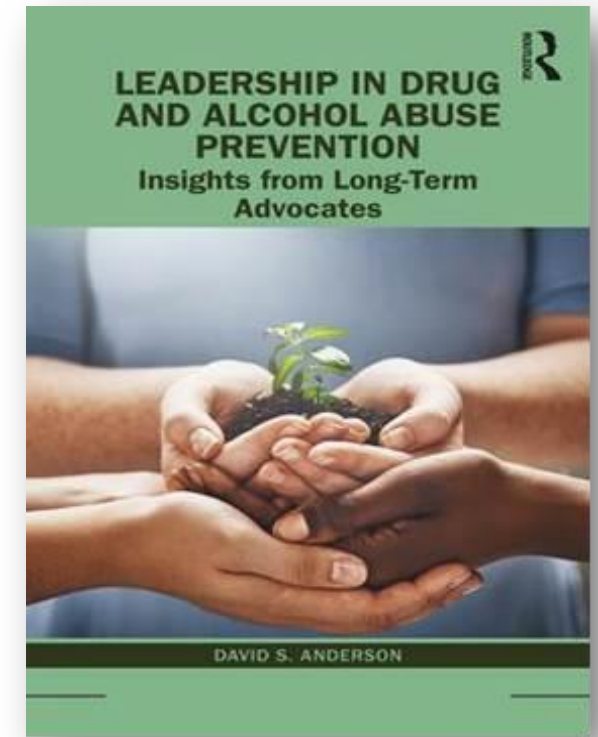
Aspect	Improvement	Accountability	Research
<u>Aim</u>	Improvement of systems	Comparison, choice, reassurance, spur for change	New knowledge
<u>Methods:</u>	Test observable	No test, evaluate current performance	Test blinded or controlled
• Test Observability			
• Bias	Accept consistent bias	Measure and adjust to reduce bias	Design to eliminate bias
• Sample Size	“Just enough” data, small sequential samples	Obtain 100% of available, relevant data	“Just in case” data
• Flexibility of Hypothesis	Hypothesis flexible, changes as learning takes place	No hypothesis	Fixed hypothesis
• Testing Strategy	Sequential tests	No tests	One large test
• Determining if a change is an improvement	Run charts or Shewhart control charts	No change focus	Hypothesis, statistical tests (t-test, F-test, chi square), p-values
• Confidentiality of the data	Data used only by those involved with improvement	Data available for public consumption and review	Research subjects' identities protected

Chart provided by Allison Smith of NYU's Action Network for Equitable Wellbeing through correspondence on July 21, 2023.

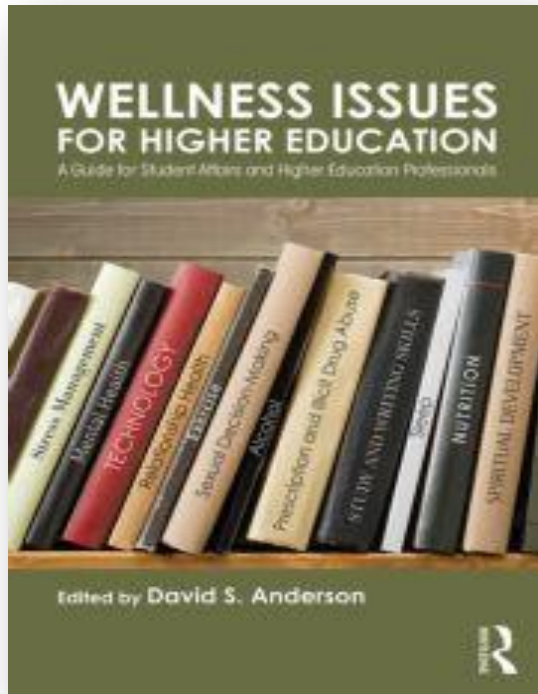
Lief Solberg, Gordon Mosser and Sharon McDonald *Journal on Quality Improvement* vol. 23, no. 3, (March 1997), 135-147

LEADERSHIP IN DRUG AND ALCOHOL MISUSE PREVENTION

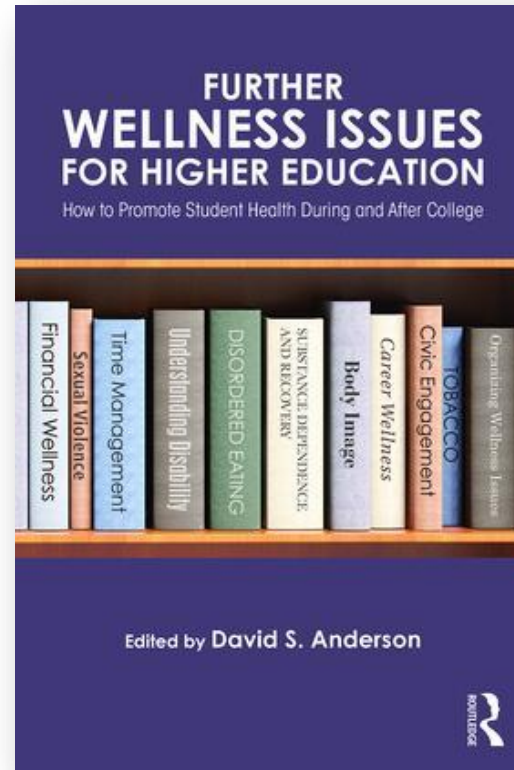
COMPETENCE	Nature of the Concern: Individual
	Nature of the Concern: Environmental
	Why Be Concerned
	Foundational Factors
	Intervention, Treatment and Recovery
	Prevention and Education
CONFIDENCE	Helpful Processes
	Resourceful Approaches
	Personal and Professional Strategies
COMMITMENT	Leadership and Advocacy
	Believing in Yourself
	Vision for the Future



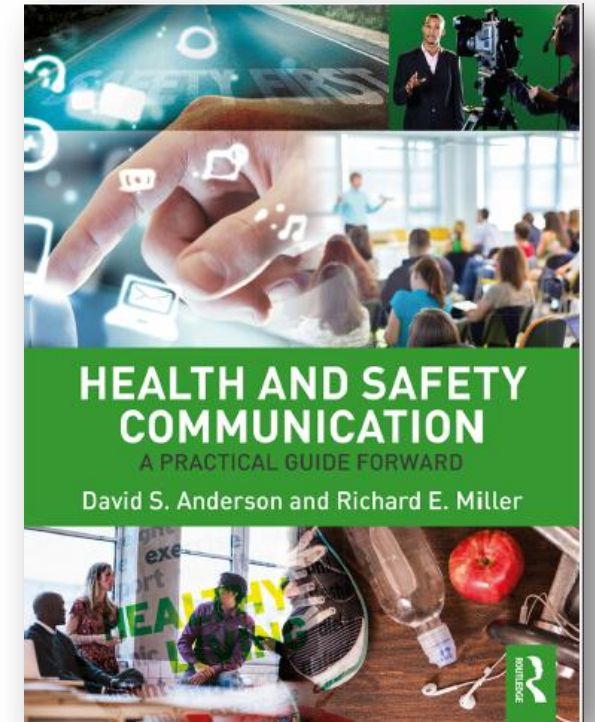
Additional Resources



2016



2017



2017

www.routledge.com

THANK YOU!

The College Drug and Alcohol Survey

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Higher Education Center
for Alcohol and Drug Misuse Prevention and Recovery

An Overview of Current Campus Prevention: Policies, Programs, Services and Implementation

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