

# The College Alcohol Personality Survey<sup>®</sup>

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**Learn how to establish the size and shape of alcohol problems on your college campus and where to use your efforts for the most impact.**



Resources, Training & Action on Alcohol Issues

# The College Alcohol Personality Survey®

*“Universities are often afraid to reveal that they have a problem with alcohol, although everyone knows it anyway. But we’ve seen important benefits from focusing on the problem and taking a tough stand. Applications are up, student quality is up, more students are participating in activities like drama and music, and alumni giving has increased. I know that support for the University has grown with our reputation for taking strong ethical positions and sticking with them.”*

Robert L. Carothers, President  
University of Rhode Island

*“It is not realistic to expect that colleges can eradicate alcohol problems among students, given the complexity of the issues and the role of alcohol in the broader social culture. But we can work to prevent alcohol-induced behavior that violates our sense of peace and security and that makes us passive contributors to the degradation of student lives.”*

Edward A. Mallow, President  
University of Notre Dame

FACE wishes to extend our appreciation to The Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention for their assistance in the preparation of this document. The Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention is a tremendous resource to colleges and universities that choose to take action on alcohol issues. They can be accessed online at [www.highereducationcenter.org](http://www.highereducationcenter.org). Additionally, the entire *College Alcohol Risk Assessment Guide* can be accessed online at <http://www.edc.org/hec/pubs/cara/html>. **The College Alcohol Personality Survey®** may be downloaded free from the FACE website at [www.faceproject.org](http://www.faceproject.org).

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## Planning Process

The intent of this document is to help you see the alcohol problem as it exists on your campus. It will act as the fundamental basis that will give you immediate focus. And it will be the tool to which you will refer to over and over again.

**The College Alcohol Personality Survey<sup>®</sup>** (CAPS) is a combination of content taken from two important documents created for colleges and universities: the *College Alcohol Risk Assessment Guide* written by Barbara E. Ryan, Tom Colhurst and Lance Segars under a grant from the U.S. Department of Education, Fund for the Improvement of Post-Secondary Education (FIPSE) and the promising strategies outlined in *A Call To Action: Changing the Culture of Drinking at U.S. Colleges* prepared by the Task Force of the National Advisory Council on Alcohol Abuse and Alcoholism.

## The College Alcohol Personality Survey<sup>®</sup>

*is divided into four unique parts:*

### **Part One – The College Alcohol Personality Survey<sup>®</sup>**

**The College Alcohol Personality Survey<sup>®</sup>** (or CAPS) acts as radar. It is a method of detecting how big the problem is and where the “hot” spots are. The survey will help you scan your campus and community for the influences that exist that “assist” students in high-risk and underage alcohol use. It will help you establish the size and shape of the problem, expose contributing factors and where to focus your efforts for the most impact.

It will also reveal how your campus and community may be unwittingly contributing to the problem.

### **Part Two – Identifying the Problem(s)**

This quick section will help you to name and prioritize high-risk drinking problems that are present on your campus and in your community. The issue itself is so broad, it can easily feel overwhelming. But by identifying and prioritizing specific problems, you can begin to identify solutions that work.

### **Part Three – Contributing Factors**

Problems from high-risk drinking do not happen in isolation. There are countless underlying factors that contribute to the problem. Draw from your observations in part one to identify “themes” in part three.

### **Part Four – Research-based Strategies**

Once you have completed the first three parts in **The College Alcohol Personality Survey<sup>®</sup>**, you will have valuable information to begin implementing strategies as part of an action plan to reduce high-risk drinking on your campus.

## Part One – The College Alcohol Personality Survey®

This first part consists of a comprehensive list of questions taken from the *College Alcohol Risk Assessment Guide* for you to answer about your campus and community. Answer these as thoroughly as possible. If you are part of a campus or community coalition, photocopy the questions, let everyone answer individually and then discuss your answers. Remember, this first part is about finding out the characteristics of your campus and community and its relationship to alcohol. There is no right or wrong answers. Many times, we don't realize the many ways our campus or community unintentionally supports the use of alcohol. And while it may not be on purpose, it sends a strong message to students.

### A Quick Profile of Risks for Alcohol Problems

**WHAT** is your campus like? Colleges and universities have different cultures and risk factors for alcohol problems. Do certain areas quickly come to mind when you think about the role of alcohol in problems at your school? Are there factors that are specific to your campus that make the risk for problems higher or lower?

**USE** this exercise to record your impressions of your campus to highlight environmental factors that may be contributing to alcohol use and adverse consequences. Take a moment to contemplate the state of your campus and note your impressions on this form. Use the scale from low to high to rate your impressions of the visibility, influence, or awareness of the following activities and issues on your campus. Share your impressions with a group of others concerned with campus health and well being. Sit around a table to talk about your campus environment and the things you think can be changed to reduce risks for problems.

**WHEN** should you use this exercise? Scanning to identify risks can help • new prevention coordinators get started • organize or reinvigorate campus committees • involve students and faculty by gaining academic (extra) credit as part of discipline-specific course work • annual cycles of campus review.

#### CAMPUS LIFE

<i>What are your impressions of the visibility and level of opportunities for socializing on your campus? The lack of on-campus social and recreational activities may be an environmental risk factor for isolated campuses but less important for urban institutions.</i>	PLACE AN X TO INDICATE YOUR INITIAL IMPRESSION OF THE VISIBILITY OF EACH		
	LOW	MODERATE	HIGH
<b>On-campus social activities</b> (e.g., dances, social hours, concerts, movies, things to do)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Nearby campus-oriented commercial services</b> (e.g., restaurants, bars, coffee houses, shops, theaters)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Athletic activity</b> (e.g., inter- and intramural sports, sports facilities, opportunities for exercising)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Special events</b> (e.g., Winterfest, Halloween, spring festivals, fairs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Greek life</b> is an indicator of high-risk drinking practices. How active are fraternities and sororities in campus life (e.g., Rush Week, Greek-sponsored parties and events)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Alumni activity:</b> Alumni often influence the campus culture, through contributions and involvement (e.g., Homecoming, alumni parties).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Health and counseling services:</b> How visible are campus health services?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Health promotion activities:</b> How visible are activities such as smoke-outs and alcohol or AIDS awareness weeks?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Alcohol and other drug prevention responsibilities:</b> Level of awareness of persons whose job descriptions include these responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### ALCOHOL ISSUES

<i>What level of visibility do alcohol problems and issues command on your campus?</i>	LOW	MODERATE	HIGH
<b>Awareness of alcohol policies:</b> Do people know what your campus policies are?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Support for alcohol policies:</b> Do people support campus policies?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Enforcement of alcohol policies:</b> Do people believe they will suffer consequences if they violate campus policies? Do they think policies are consistently enforced?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Communicating alcohol policies:</b> How easy is it to learn your campus policies (e.g., in orientation materials, residential life information, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Influence of alcohol task force:</b> If you have a campus task force, how influential is it? Is it a force on campus?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Perceptions that alcohol contributes to problems:</b> Do people think alcohol use contributes to problems on your campus?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Visibility of alcohol use:</b> Do people drink in public places on campus? Is visible intoxication accepted on the part of faculty, staff, or students? Are there environmental indicators of drinking (e.g., party promotions, alcohol litter)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Looking Around Your Campus and Community

**WHAT** does your campus and community look like? An easy way to gauge issues surrounding alcohol use at your school is to look around to find indicators regarding alcohol use.

**USE** this exercise to help you develop a picture of your campus environment regarding alcohol use and problems. Take time to walk around campus and neighboring areas to look for environmental indicators of alcohol use. Carry a camera and take photographs. The environment may vary by time of day, day of week, or around special times like spring break. Changes can be instructive, so vary the times you scan your campus. Jot down what you see so you can share your impressions with others. Note the date: \_\_\_\_\_ and time: \_\_\_\_\_ you scanned your campus.

### ALCOHOL AVAILABILITY AND PROMOTION

<i>How is alcohol promoted and made available to campus members?</i>	YES	NO	N/A
Do bulletin boards sport party notices, banners, or posters advertising or promoting alcohol-related activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Are they for on-campus events?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Off-campus events?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Are they from commercial alcohol outlets such as bars, taverns, restaurants, liquor stores, or grocery stores?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do people distribute handouts for parties or other social events?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• If so, do the messages focus on alcohol consumption rather than the event itself?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• Are high-risk activities part of the message?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do most of the posting appear to be on alcohol-related?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is alcohol sold on campus?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• If so, do on-campus alcohol outlets promote or advertise alcohol sales?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are there alcohol outlets near campus or in neighborhoods with large concentrations of student residents?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• If so, do they target the campus through advertisements and promotions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other impressions:			

### MEDIA ENVIRONMENT

*Pick an assortment of papers and periodicals distributed on campus, including official and underground publications. Glance through them to find out how alcohol is covered.*

	YES	NO	N/A
Do they advertise or promote alcohol-related activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• If so, are they for on-campus events?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• If so, are they for off-campus events?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do the messages focus on alcohol consumption rather than the event itself?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are high-risk activities part of the message?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does the editorial content of the publications address alcohol use and/or adverse consequences?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are there advertisements for alcoholic beverages or alcohol-related activities on the campus radio station?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do messages focus on consumption or high-risk drinking?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do community radio stations target your campus?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
• If so, do they advertise alcoholic beverages or alcohol-related activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does the campus media include health promotion messages?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## WHAT'S ON THE WALLS

*Walk the residence halls to get a feel for student living environments; glance in open doors to student rooms to see how they are decorated.*

	YES	NO	N/A
Do posters, banners, and flyers decorate the walls and ceilings, including common areas and doors to student rooms?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> <li>Are they alcohol related (e.g., party promotions, beer advertising posters)?</li> </ul>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are there health promotion posters or banners?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do students decorate their rooms with alcohol-related items (e.g., neon beer signs, beer posters)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do room window shelves sport pyramids of beer cans or beer advertisements?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are doors to student rooms decorated with beer posters?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are trash cans filled with beer cans and bottles after the weekend?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do residence halls appear damaged (e.g., holes in walls, graffiti)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are there health promotion posters or banners?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other impressions:			

## STUDENT NEIGHBORHOOD ENVIRONMENTS

*Walk around neighborhoods where students live, whether immediately adjacent to campus or not.*

	YES	NO	N/A
Do beer banners hang from apartments and houses?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are there pyramids of beer cans in the window?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are notices and posters advertising or promoting alcohol-related activities posted on telephone poles?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are there alcohol outlets in the neighborhood?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do they target students in their advertisements and promotions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do messages focus on alcohol or high-risk drinking (e.g., price discounts, student happy hours)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are there alcohol billboards or other messages on the paths that approach campus?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other impressions:			

## WORKING ENVIRONMENTS

*Stop by student-oriented drinking environments such as taverns, bars, or clubs both on- and off-campus. Pick times when students gather.*

	YES	NO	N/A
Are walls decorated with alcohol promotional material (e.g., posters, neon beer signs)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do servers check for identification?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does the ambience appear to encourage drinking?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are other activities available (e.g., pool tables, newspaper racks, air-hockey tables, darts, dancing)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do servers appear to monitor drinking rates of patrons?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## NEIGHBORHOODS AROUND CAMPUS

*Take a walk through neighborhoods and commercial areas around your campus.*

	YES	NO	N/A
Is there a wide variety of retailers tailored to the campus?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are there alcohol outlets (e.g., liquor stores, mini-marts, restaurants, taverns, bars, pubs)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do they target students with ads or flyers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are there billboards or other types of advertisements for alcohol products?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other impressions:			

## PARTIES AND EVENTS

*Stop by on- and off-campus activities such as openly advertised parties, receptions, dances, and residence hall parties. Consider stopping by later in the event to get a sense of how it went.*

	YES	NO	N/A
Is alcohol permitted at events?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are other activities such as non-drinking games, dancing, or other recreational activities available?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is appetizing food available?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are non-alcoholic beverages available?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is faculty drinking with underage students condoned?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are sober monitors present?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are measures taken to prevent underage drinking?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other impressions:			

## CAMPUS BOOKSTORES

*Stop by the campus bookstore or bookstores near campus. Walk the aisles.*

	YES	NO	N/A
Does it carry a variety of campus-related merchandise?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does it carry alcohol-related merchandise (e.g., beer mugs, shot glasses)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does alcohol-related merchandise sport your school's name, crest, or mascot?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do posters or clothing sport pro-drinking messages?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do posters or clothing sport health promotion messages?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other impressions:			

## WHAT ELSE?

Does anything stand out as contributing to problems on your campus?  
List those indicators picked up by scanning your environment.

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# Party Risk Assessment

Use this form to identify practices at on- and off-campus social events where alcohol is served that may increase the likelihood of high-risk drinking. In addition, depending on state and local laws, event organizers and servers may be liable for injuries and damage caused by guests. Practices that may increase alcohol liability risk include:

- serving alcoholic beverages to obviously intoxicated persons
- serving alcoholic beverages to persons under 21 years of age
- mismanaging intoxicated persons

## OBSERVING CURRENT PRACTICES

PRACTICES TO DE-FOCUS ALCOHOL	YES	NO
<i>Was the party advertised and promoted on the basis of the theme and social aspects rather than alcohol?</i>	<input type="radio"/>	<input type="radio"/>
Is there a theme and decorations?	<input type="radio"/>	<input type="radio"/>
Did the party include desirable activities other than drinking (e.g., dancing)?	<input type="radio"/>	<input type="radio"/>
Are different areas clearly identified for different activities (i.e., dance area, socializing area, serving area)?	<input type="radio"/>	<input type="radio"/>

PRACTICES TO CONTROL ACCESS TO ALCOHOL	YES	NO
Is campus ID required for admission to a party?	<input type="radio"/>	<input type="radio"/>
Is age ID required for access to alcohol?	<input type="radio"/>	<input type="radio"/>
Is a procedure used to identify guests over 21 (e.g., wristbands)?	<input type="radio"/>	<input type="radio"/>
Is self-service of alcohol prohibited?	<input type="radio"/>	<input type="radio"/>
Are parking and outside areas patrolled for drinking?	<input type="radio"/>	<input type="radio"/>

PRACTICES TO DISCOURAGE/ENCOURAGE INTOXICATION	YES	NO
Is a variety of food served in several locations?	<input type="radio"/>	<input type="radio"/>
Are attractive non-alcoholic beverages offered at the same locations as alcohol?	<input type="radio"/>	<input type="radio"/>
Is the strength and size of drinks standardized?	<input type="radio"/>	<input type="radio"/>
Are drinking games observed?	<input type="radio"/>	<input type="radio"/>
Are special drinks (e.g., poppers) used to focus activity on drinking?	<input type="radio"/>	<input type="radio"/>

PRACTICES TO CONTROL CONSEQUENCES OF INTOXICATION	YES	NO
Are non-drinking monitors present and visible?	<input type="radio"/>	<input type="radio"/>
Is alcohol service refused to obviously intoxicated guests?	<input type="radio"/>	<input type="radio"/>
Do monitors stop dangerous and disruptive guests' behavior?	<input type="radio"/>	<input type="radio"/>
Is there a limit on the number of drinks guests can obtain per visit to the bar? (e.g., 1 drink per guest per visit)?	<input type="radio"/>	<input type="radio"/>
Is alcohol service stopped at least one hour before the event ends?	<input type="radio"/>	<input type="radio"/>
Do monitors prevent intoxicated guests from leaving without safe transportation home?	<input type="radio"/>	<input type="radio"/>

**USE THESE QUESTIONS IN AN INTERVIEW WITH A REPRESENTATIVE OF THE EVENT ORGANIZER (RESIDENCE HALL FRATERNITY, CAMPUS ORGANIZATION, ETC.)**

PRACTICES TO DE-FOCUS ALCOHOL	YES	NO
Does your residence/organization have a written policy on alcohol service?	<input type="radio"/>	<input type="radio"/>
Do you discuss this policy and procedure at a house/organization meeting at least once a quarter/semester?	<input type="radio"/>	<input type="radio"/>
Do all party planners follow the written guidelines?	<input type="radio"/>	<input type="radio"/>
Do servers follow a written job description that includes a requirement for training?	<input type="radio"/>	<input type="radio"/>
Do monitors follow a written job description that includes a requirement for training?	<input type="radio"/>	<input type="radio"/>
Do servers and monitors know the number of drinks required for men and women of various weights to reach legal intoxication?	<input type="radio"/>	<input type="radio"/>
Can servers and monitors identify signs of intoxication?	<input type="radio"/>	<input type="radio"/>
Do you assign monitors on the basis of number of guests (e.g., 1 monitor for every 50 guests)?	<input type="radio"/>	<input type="radio"/>

## On-Premise Alcohol Outlet Risk Assessment

Use this form to assess the alcohol environment and related risks at bars, pubs, taverns, and restaurants frequented by college students. Find out the names of popular drinking establishments by talking to students, noting which establishments target students in their ads.

For each establishment use two observers to independently record their findings. Observers should review their results and discuss any discrepancies in what they found. By visiting outlets regularly you can assess changes over time and those that occur at significant times, such as spring break and finals.

By recording observations of the alcohol serving and patron monitoring practices of licensed on-sale alcohol outlets, you can identify factors that may increase risks for underage sales and intoxication. Those factors can lead to the development of interventions aimed at reducing the risk of alcohol-related problems.

### ESTABLISHMENT

Name

---

Address

---

Approximate number of miles from campus

Date

---

Observer

Arrive Time

Depart Time

---

### OUTSIDE AREA (check all that apply)

### NOTES

People congregating around building or in parking lots

People drinking alcohol around building or in parking lots

Empty alcohol containers around building or in parking lots

Security or staff observing or patrolling area

Parking and surrounding areas well lit and clearly visible

### ENTRANCE (check all that apply)

### NOTES

Entrance will be lit and visible

Must be 21 years of age to enter

Age identification checked at door

Observed person being refused entrance because of no proper identification

Observed person being refused entrance because of intoxication

<b>SEATING (check all that apply)</b>	<b>NOTES</b>
Bar/lounge separated from dining/restaurant area	
Estimated number of patrons in bar/lounge area	
Estimated number of employees in bar/lounge area	
Staff easily identified through uniforms, badges, etc.	
Tables cleared, clean and uncluttered with glasses	
Age identification checked at table	
<b>BEVERAGE SERVICE (check all that apply)</b>	<b>NOTES</b>
Patrons seated by staff	
Order taken by server or bartender at seat	
Patrons go to bar for service	
Food promoted	
Server suggests buying rounds	
Server suggests keeping a tab	
Staff observed consuming alcohol	
<b>BEVERAGES (check all that apply)</b>	<b>NOTES</b>
Alternative non-alcoholic drinks promoted	
Special alcoholic drinks such as poppers, shooters or large serving sizes are promoted	
Price promotion for students	
Pitcher sales promoted	
<b>INTOXICATION (check all that apply)</b>	<b>NOTES</b>
Intoxicated patrons observed	
Intoxicated persons refused service	
Transportation arrangements made for intoxicated patrons	
Management called and involved with intoxicated patrons	
Law enforcement called to deal with intoxicated patrons	
<b>OTHER OBSERVATIONS</b>	

## Part Two – Identifying Ongoing Alcohol-Related Problems

Check the alcohol-related problems that you see on your campus and surrounding community as a result of underage/high-risk drinking. Then prioritize your list into your top three problems.

### Check all problems that apply.

- |  |   |
|--|---|
| <input type="checkbox"/> Emergency room admissions                         | <input type="checkbox"/> College dropouts   |
| <input type="checkbox"/> Assaults (fights, acquaintance rape, etc.)        | <input type="checkbox"/> Unplanned pregnancy/sexual transmitted diseases (STDs)                   |
| <input type="checkbox"/> Binge drinking/alcohol overdose                   | <input type="checkbox"/> Addiction  |
| <input type="checkbox"/> Community property damage/vandalism/litter        | <input type="checkbox"/> Lack of treatment services   |
| <input type="checkbox"/> Campus property damage - holes in walls, graffiti | <input type="checkbox"/> Drinking and driving   |
| <input type="checkbox"/> Vehicle Crashes                                   | <input type="checkbox"/> Wild house parties in residential neighborhoods                          |
| <input type="checkbox"/> Second-hand effects                               | <input type="checkbox"/> Disturbing the peace (public intoxication at parks, campus events, etc.) |
| <input type="checkbox"/> Suicide attempts                                  | <input type="checkbox"/> Drowning   |
| <input type="checkbox"/> Easy access to alcohol                            | <input type="checkbox"/> Falls  |
| <input type="checkbox"/> Fires   | <input type="checkbox"/> Problems at sporting events (tailgating)                                 |
| <input type="checkbox"/> Poor/reduced academic performance                 | <input type="checkbox"/> Other _____  |
| <input type="checkbox"/> Missed classes                                    |   |

#1 Problem \_\_\_\_\_ #2 \_\_\_\_\_ #3 \_\_\_\_\_

## Part Three – Contributing Factors

From the following list of contributing factors, check the ones that apply to high-risk drinking on your campus.

### Check all problems that apply.

- |   |   |
|---|---|
| <input type="checkbox"/> Campus alcohol policies not known, not enforced or doesn't exist     | <input type="checkbox"/> Abundance of cheap, low-cost alcohol (specials, happy hours, etc.)             |
| <input type="checkbox"/> Community alcohol policies not known, not enforced, or doesn't exist | <input type="checkbox"/> Lack of screening and treatment services for individuals with alcohol problems |
| <input type="checkbox"/> Lack of administrative support on campus                             | <input type="checkbox"/> Law enforcement authority undermined   |
| <input type="checkbox"/> Lack of alcohol-free activities available                            | <input type="checkbox"/> Retailers sell/Bars serve  |
| <input type="checkbox"/> Campus culture tolerant of drinking by students                      | <input type="checkbox"/> Residential advisors have insufficient training                                |
| <input type="checkbox"/> Students have no sense of "larger community"                         | <input type="checkbox"/> Lack of parental and alumni support for alcohol policies                       |
| <input type="checkbox"/> Easy availability of alcohol   | <input type="checkbox"/> Widely advertised alcohol sales promotions                                     |
| <input type="checkbox"/> Advertising (posters, flyers of off-campus parties)                  | <input type="checkbox"/> Others _____   |
| <input type="checkbox"/> High percentage of students are fraternity and sorority members      |   |
| <input type="checkbox"/> Other _____  |   |

## Part Four – Researched-Based Strategies

This section contains the science-based strategies outlined in *A Call To Action: Changing the Culture of Drinking at U.S. Colleges* written by the College Task Force of the National Advisory Council on Alcohol Abuse and Alcoholism.

In order to change the culture of drinking on campus, the Task Force recommends that all colleges and universities adopt an overarching approach to program development and then select appropriate strategies from those identified here to tailor programs to the special needs of your individual schools.

The research strongly supports the use of comprehensive integrated programs with multiple complementary components that target the following tiers:

1. **Individuals, including at-risk and dependent drinkers.**
2. **The student population as a whole.**
3. **The college and the surrounding community.**

### Tier 1: Individuals Including At-Risk or Alcohol-Dependent Drinkers

The risk for alcohol problems exists along a continuum. Targeting only those with identified problems misses students who drink heavily or misuse alcohol occasionally. In fact, nondependent, high-risk drinkers account for the majority of alcohol-related problems (Lemmens, 1995; Kreitman, 1986).

It is crucial to support strategies that assist individual students identified as problem, at-risk, or alcohol-dependent drinkers.

### Tier 2: Student Body as a Whole

The key to affecting the behavior of the general student population is to address the factors that encourage high-risk drinking (DeJong and Langenbahn, 1996; DeJong and Linkenbach, 1999; DeJong and Langford, 2002; Perkins, 2002; Toomey and Wagenaar, 2002; Toomey et al., 1993).

They include:

- Widespread availability of alcoholic beverages to underage and intoxicated students
- Aggressive social and commercial promotion of alcohol
- Large amounts of unstructured student time
- Inconsistent publicity and enforcement of laws and campus policies
- Student perception of heavy alcohol use as the norm

### Tier 3: College and Surrounding Community

Mutually reinforcing interventions between the college and surrounding community can change the broader environment and help reduce alcohol abuse and alcohol-related problems over the long term. When college drinking is reframed as a community as well as a college problem, campus and community leaders are more likely to come together to address it comprehensively. The joint activities that typically result help produce policy and enforcement reforms that, in turn, affect the total drinking environment. Campus and community alliances also improve relationships overall and enable key groups such as student affairs offices, residence life directors, local police, retail alcohol outlets, and the court system to work cooperatively in resolving issues involving students (Hingson and Howland, 2002; Holder et al., 1997a, 2000; Perry and Kelder, 1992).

## Tier 1 Strategies:

### **Combining cognitive-behavioral skills with norms clarification and motivational enhancement interventions.**

*Cognitive-behavioral skills training* strives to change an individual's dysfunctional beliefs and thinking about the use of alcohol through activities such as altering expectancies about alcohol's effects, documenting daily alcohol consumption, and learning to manage stress.

*Norms or values clarification* examines students' perceptions about the acceptability of abusive drinking behavior on campus and uses data to refute beliefs about the tolerance for this behavior as well as beliefs about the number of students who drink excessively and the amounts of alcohol they consume.

*Motivational enhancement* strategies are based on the theory that individuals alone are responsible for changing their drinking behavior and complying with that decision (Miller et al., 1992). In motivational enhancement interventions, interviewers assess student alcohol consumption using a formal screening instrument. Results are scored and students receive nonjudgemental feedback on their personal drinking behavior in comparison with that of others and its negative consequences. Students also receive suggestions to support their decisions to change.

**Offering brief motivational enhancement interventions.** Students who receive brief (usually 45-minute), personalized motivational enhancement sessions, whether delivered individually or in small groups, reduce alcohol consumption. This strategy can also reduce negative consequences such as excessive drinking, driving after drinking, riding with an intoxicated driver, citations for traffic violations, and injuries (D'Amico and Fromme, 2000; Larimer and Cronce, 2002; Marlett et al., 1998; Monti et al., 1999).

**Challenging alcohol expectancies.** This strategy works by using a combination of information and experimental learning to alter students' expectations about the effects of alcohol so they understand that drinking does not necessarily produce many of the effects they anticipate such as sociability and sexual attractiveness (Darkes and Goldham, 1993, 1998; Jones et al., 1995).

## Tier 2 Strategies:

**Increased enforcement of minimum drinking age laws.** (Toomey and Wagenaar, 2002; Wagenaar and Toomey, 2002). The minimum legal drinking age (MLDA) law is the most well-studied alcohol control policy. Compared to other programs aimed at youth in general, increasing the legal age for purchase and consumption of alcohol has been the most successful effort to date in reducing underage drinking and alcohol-related problems.

**Implementation, increased publicity, and enforcement of other laws to reduce alcohol-impaired driving.** Injury and deaths caused by alcohol-impaired driving and related injuries and deaths can be reduced by lowering legal blood alcohol limits to .08 percent for adult drivers (Dec, 2001; Hingson et al., 1996a, 2000; Shults et al., 2001; Voas et al., 2000); setting legal blood alcohol content (BAC) for drivers under age 21 at .02 percent or lower (Hingson et al., 1994; Wagenaar et al., 2001); using sobriety check points (Castle et al., 1995; Lacey et al., 1999; Shults et al., 2001); providing server training intervention (Gliksman et al., 1993; Lange et al., 1998; Russ and Geller, 1987; Saltz, 1987; Shults et al., 2001); and instituting administrative license revocation laws (Klien, 1989; Voas et al., 2000; Zador et al., 1989). Safety belt laws, particularly primary enforcement belt laws, have been shown in numerous studies to reduce traffic deaths and injuries (Dinh-Zaar et al., 2001).

**Restrictions on alcohol retail outlet density** (Scribner et al., 1995; Gruenewald et al., 1995). Studies of the number of alcohol licenses or outlets per population size have found a relationship between the density of alcohol outlets, consumption, and related problems such as violence, other crime, and health problems (Toomey and Wagenaar, 2002).

**Increased prices and excise taxes on alcoholic beverages.** A substantial body of research had shown that higher alcoholic beverage prices or taxes are associated with lower levels of alcohol consumption and alcohol-related problems (Leung and Phelps, 1993; Kenkel and Manning, 1996; Chaloupka et al., 1998; Cook and Moore, 2002).

**Responsible beverage service policies in social and commercial settings** (Saltz and Stangetta, 1997; Holder et al., 1997b). Studies suggest that bartenders, waiters, and others in the hospitality industry would welcome written policies about responsible service of alcohol and training in how to implement them appropriately. Policies could include serving alcohol in standard sizes, limiting sales of pitchers, cutting off service of alcohol to intoxicated patrons, promoting alcohol-free drinks and food, and eliminating last-call announcements. Servers and other staff could receive training in skills such as slowing alcohol service, refusing service to intoxicated patrons, checking age identification, and detecting false identification. To prevent sales to underage patrons, it is important to back identification policies with penalties for noncompliance.

**The formation of a campus and community coalition involving all major stakeholders may be critical to implement these strategies effectively.** A number of comprehensive community efforts have been designed to reduce alcohol and other substance use and related negative consequences among underage youth, including college students, and among adults (Chou et al., 1998; Hingson et al., 1996b; Holder et al., 1997b; Pentz et al., 1989; Perry et al., 1996; Treno and Holder, 1997; Wagenaar et al., 2000); and their outcomes demonstrate the potential effectiveness of this approach in college communities.

### **Tier 3 Strategies:**

**Adopting campus-based policies and practices that appear to be capable of reducing high-risk alcohol use.** The following activities are particularly appealing because straightforward and relatively brief evaluations should indicate whether they would be successful in reducing high-risk drinking on a particular campus.

- Reinstating Friday classes and exams to reduce Thursday night partying; possibly scheduling Saturday morning classes.
- Implementing alcohol-free, expanded late-night student activities.
- Eliminating keg parties on campus where underage drinking is prevalent.
- Establishing alcohol-free dormitories.
- Employing older, salaried resident assistants or hiring adults to fulfill that role.
- Further controlling or eliminating alcohol at sports events and prohibiting tailgating parties that model heavy alcohol use.
- Refusing sponsorship gifts from the alcohol industry to avoid any perception that underage drinking is acceptable.
- Banning alcohol on campus, including at faculty and alumni events.

**Increasing enforcement at campus-based events that promote excessive drinking** (DeJong and Langenbahn, 1996; Gulland, 1994). Campus police can conduct random spot checks at events and parties on campus to ensure that alcohol service is monitored and that age identification is checked.

**Increasing publicity about and enforcement of underage drinking laws on campus and eliminating “mixed messages.”** As indicated previously, active enforcement of minimum legal age drinking laws results in declines in sales to minors (Grube, 1997; Lewis et al., 1996; Preusser et al., 1994; Wagenaar et al., 2000). Lax enforcement of state laws and local regulations on campus may send a “mixed message” to students about compliance with legally imposed drinking restrictions.

**Consistently enforcing disciplinary actions associated with policy violations** (DeJong and Langford, 2002). Inconsistent enforcement of alcohol-related rules may suggest to students that “rules are made to be broken.” To test the effectiveness of this approach would likely require staff and faculty training, frequent communication with students, and the implementation of a research component.

**Conducting marketing campaigns to correct student misperceptions about alcohol use** (Berkowitz, 1997; Clapp and McDonnell, 2000; Dejong and Linkenbach, 1999; Johannessen et al., 1999; Page et al., 1999; Perkins and Wecshler, 1996). On the basis that the students overestimate the amount of drinking that occurs among their peers and then fashion their own behavior to meet this perceived norm, many schools are now actively conducting “social norming” campaigns to correct many of these misperceptions.

**Provision on “safe ride” programs** (DeJong, 1995). Safe rides attempt to prevent drinking and driving by providing either free or low-cost transportation such as taxis or van shuttles from popular student venues or events to residence halls and other safe destinations. They have been criticized as potentially encouraging high-risk drinking, and this possibly should be considered in design, promotion, and monitoring.

**Regulation of happy hours and sales** (Toomey and Wagenaar, 2002.) Happy hours and price promotions—such as two drinks for the price of one or women drink for free—are associated with higher consumption among both light and heavy drinkers. Research shows that as the price of alcohol goes up, consumption rates go down, especially among younger drinkers. Because many bars surrounding campuses attract students by promoting drink specials, restrictions on happy hours have the potential to reduce excessive consumption off campus.

**Informing new students and their parents about alcohol policies and penalties before arrival and during orientation periods.** There is some anecdotal evidence that experiences during the first 6 weeks of enrollment affect subsequent success during the freshman year. Because many students begin drinking heavily during this time, they may be unable to adapt appropriately to campus life. Alerting parents and students to this possibility early on (e.g., through preadmission letters to parents and inclusion of information in orientation sessions and in presidents’ and student leaders’ welcoming speeches) may help prevent the development of problems during this critical, high-risk period.

# 3-in-1 FRAMEWORK OVERVIEW

Tier	Strategy	Level of Operations		
		Individuals, including At-Risk and Dependent Drinkers	Student Population as a Whole	Community
<b>1: Effective among college students</b>	Combining cognitive-behavioral skills with norms clarification & motivational enhancement intervention	Yes	No	No
	Offering brief motivational enhancement interventions in student health centers and emergency rooms	Yes	No	No
	Challenging alcohol expectancies	Yes	No	No
<b>2: Effective with general populations</b>	Increased enforcement of minimum drinking age laws	No	Yes	Yes
	Implementation, increased publicity, and enforcement of other laws to reduce alcohol-impaired driving	No	Yes	Yes
	Restrictions on alcohol retail density	No	No	Yes
	Increased price and excise taxes on alcoholic beverages	No	No	Yes
	Responsible beverage service policies in social and commercial settings	No	Yes	Yes
	The formation of a campus/community coalition	No	Yes	Yes
<b>3: Promising</b>	Adopting campus-based policies to reduce high-risk use (e.g., reinstating Friday classes, eliminating keg parties, establishing alcohol-free activities and dorms)	No	Yes	No
	Increasing enforcement at campus-based events that promote excessive drinking	No	Yes	No
	Increasing publicity about enforcement of underage drinking laws/eliminating "mixed" messages	No	Yes	Yes
	Consistently enforcing campus disciplinary actions associated with policy violations	No	Yes	No
	Conducting marketing campaigns to correct student misperceptions about alcohol use on campus	No	Yes	No
	Provision of "safe rides" programs	No	Yes	Yes
	Regulation of happy hours and sales	No	Yes	Yes
	Enhancing awareness of personal liability	Yes	Yes	Yes
	Informing new students and parents about alcohol policies and penalties	Yes	Yes	No
<b>4: Ineffective</b>	Informational, knowledge-based or values clarification interventions when used alone	N/A	N/A	N/A

## Putting Assessment into Action

Once you have completed Part 1, Part 2 and Part 3, you will have important information and perceptions regarding high-risk drinking on campus and in the larger community. The next step is to gather as much data as you can to support your findings. For example, perhaps you have found that off-campus parties are a contributing problem. Go to the police department and find out if neighborhood complaints have been made. If so, have complaints been “mapped” to identify specific geographical problem areas for off-campus parties? It is important to obtain as much current data as possible to support your findings.

### Analyze your findings

1. Look at the patterns of problems.
2. Match them with the corresponding contributing factor(s).
3. Tie your problem and contributing factors to research-based strategies. (Part Four)

### Example:

Problem	Contributing Factor(s)	Strategy/Actions
1. Wild Parties at off-campus residential housing.	Disconnect or lack of communication between students and residents	<ul style="list-style-type: none"> <li>• Formation of a campus community coalition</li> </ul>
	Absentee landlords	<ul style="list-style-type: none"> <li>• Enhancing awareness of personal liability</li> <li>• Increasing “Open House” party ordinances</li> </ul>
	Easy access to alcohol	<ul style="list-style-type: none"> <li>• Increased enforcement of minimum drinking-age laws               <ul style="list-style-type: none"> <li>• increased fines</li> <li>• community service</li> <li>• parental notification</li> </ul> </li> <li>• Implementing beer keg registration or, eliminating beer kegs</li> <li>• Instituting responsible alcohol sales and service training in commercial and social settings</li> <li>• Consistent implementation of compliance checks</li> </ul>
	Campus culture tolerant of drinking by students	<ul style="list-style-type: none"> <li>• Consistently enforcing campus disciplinary actions associated with policy violations</li> <li>• Increased enforcement of minimum drinking-age laws</li> </ul>

**NOTE: You may find your community already has alcohol policies “on the books” but they are not consistently implemented. The action then becomes finding out why and working toward consistent implementation.**

# Evaluation Considerations

According to the College Task Force of the National Advisory Council on Alcohol Abuse and Alcoholism, the prospects for genuine progress in addressing underage and excessive student drinking are enhanced substantially when colleges and universities can:

1. Assess their problems realistically.
2. Adopt research-based strategies to confront them.
3. Adjust program activities to meet institution-specific needs
4. Define outcomes for drinking programs that reflect desired changes that can be measured.

It is important to remember that while alcohol-related problems have similar contributing factors, each college or university has unique challenges. The CAP Survey can help you assess and plan efforts to reduce these problems, but it is vital to measure the results. The following questions represent a starting point for evaluating your efforts.

1. What problem did you address?
2. What strategy(s) did your group implement?
3. How did your strategy(s) change things?
4. How did your strategy(s) help reduce underage and high-risk drinking on your campus? (outcomes)
5. How did you verify what is different? Examples include: changes in data; laws; ordinances, policies, and practices and changes in community environments.
6. Have you designated someone to track changes in policies and practices to ensure implementation?  
How are observations being communicated to others?
7. What are the key learnings? (need leadership support, communication is critical, etc.)

For more information on evaluation tools, contact:

The Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention  
Phone: 1-800-676-1730 • Fax: (617) 928-1537 • Website: [www.edc.org/hec/](http://www.edc.org/hec/)

Best of luck in your work.

# Notes



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