

**CHANGING  
CAMPUS CULTURES  
TO SPARK  
BEHAVIOR CHANGE**

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**AUGUST 3, 2016**

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# TWEET WITH US!

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# OBJECTIVES

- Basics of environmental strategies suited for a college campus (including examples of strategies with evidence of effectiveness).
- How to build a culture of support for environmental strategies on their campus (engaging in systems-change efforts).
- Identification of indicator data to guide data-driven environmental strategy decisions.

# MISSOURI PARTNERS IN PREVENTION

A statewide coalition composed of institutions of higher education in Missouri and relevant state agencies to collaboratively develop strategies for promoting positive, healthy choices among Missouri's college students.



*Housed at the University of Missouri's  
Wellness Resource Center in Columbia, Missouri*

*2009 CADCA Got Outcomes! Coalition of Excellence Award, Coalition in Focus Award*

*2008 National Exemplary Award for Innovative Substance Abuse Prevention Programs, Practices and Policies,  
National Prevention Network*

# ABOUT PARTNERS IN PREVENTION

- Originally founded in 1999 to reduce and prevent high-risk drinking among Missouri's college students at public colleges and universities.
- Expanded in 2009 to include seven private campuses and in 2011 to include one technical college.
- Provide funding to each campus to specifically reduce high risk and underage drinking.
- Provide support, materials, and training to each campus to address suicide and mental health, problem gambling, and roadway safety issues.
- Funded through a diverse array of government and private funding sources with infrastructure support from the Missouri Division of Behavioral Health, Missouri Department of Mental Health.

# INSTITUTIONAL INVOLVEMENT

- Lincoln University
- Missouri Southern State University
- Missouri State University
- Missouri Western State University
- Northwest Missouri State University
- Southeast Missouri State University
- Truman State University
- University of Central Missouri
- University of Missouri
- University of Missouri-Kansas City
- Missouri University of Science and Technology
- University of Missouri-St. Louis
- Columbia College
- Drury University
- Evangel University
- Maryville University of St. Louis
- Rockhurst University
- Saint Louis University
- Westminster College
- Linn State Technical College

# PRIMARY OUTCOMES OF THE MISSOURI PARTNERS IN PREVENTION PROJECT

- The overall binge drinking rate\* of college students in the state has decreased from 34% in 2007 to 26% in 2013. \*% of students having 5 or more drinks in a 2 hour period
- Since 2007, there has been a significant reduction in the number of underage students engaging in binge drinking at campuses served by the coalition.

CHANGES IN RISKY ALCOHOL BEHAVIORS among underage Missouri College Students, 2007-2012	2007 (n=2763)	2012 (n=2970)	% REDUCTION*
<b>STUDENTS YOUNGER THAN 21</b>			
Consumed alcohol in the past year	74%	72%	3%
Engaged in binge drinking (5+ drinks in <b>2-hour period</b> )	35%	28%	23%
Engaged in binge drinking (5+ drinks in <b>one sitting</b> )	31%	27%	13%
Experienced a blackout or memory loss due to alcohol	28%	29%	4%
Hurt or injured due to alcohol use	14%	13%	14%
Drove after drinking	26%	17%	38%
Drank at bars	15%	9%	40%

\*Percent reduction found using the percent difference formula: (2007 Percentage - 2012 Percentage) / 2007 Percentage

# THE SPHERES OF ACTION



US Department of Education's Higher Education Center

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**COMMUNITY COALITIONS ARE NOT THEMSELVES INTERVENTIONS BUT INSTEAD PROVIDE INFRASTRUCTURE TO SUPPORT PLANNING AND SERVICES TO ADDRESS A SPECIFIC COMMUNITY CONCERN. THOSE SERVICES AND PLANS SHOULD BE BASED ON THE MOST CURRENT RESEARCH AND LOCAL DATA.**

From Assessing Community Coalitions

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# NATIONAL BEST PRACTICE: CRITICAL CAMPUS PARTNERSHIPS

- Shared Responsibility
  - Responsibility for individual behavior is shared between the individual and the environment
  - All stakeholders within the environment need to share the responsibility for the condition of the environment
  -
- Inclusive Process
  - All stakeholders have responsibility, and therefore a place at the table
  - Focusing on a common vision for an ideal environment leads to consensus
  - Community-wide consensus is critical for long-term environmental change

# ESSENTIAL PROCESS: DEVELOPING A FRAMEWORK OR MODEL OF CHANGE

- 1. Insure clarity on precisely how the group intends to make a difference.
- 2. Establish a common language for how things will improve.
- 3. Keep the focus on outcomes.
- 4. Integrate planning, implementation and evaluation.

# STRATEGY TYPES

## INDIVIDUAL STRATEGIES

- Strategies that seek to change individual behavior, skills, knowledge, or attitudes, typically in a one-on-one or classroom setting
- AlcoholEdu, BASICS, e-Chug

## ENVIRONMENTAL STRATEGIES

- Prevention efforts aimed at changing or influencing community standards, institutions, structures, or attitudes that shape people's behavior.
- Social marketing campaigns, Increased enforcement, Policy change

# CHANGING THE ENVIRONMENT

## ASSUMPTIONS

- Your campus environment is not as healthy as it could be
- You don't have the support necessary to change it
- You aren't sure what to do

## SUPPORTING ACTIONS

- Define campus problems and identify what needs to be changed
- Build a culture of support
- Identify appropriate strategies

# STRATEGIC PREVENTION FRAMEWORK

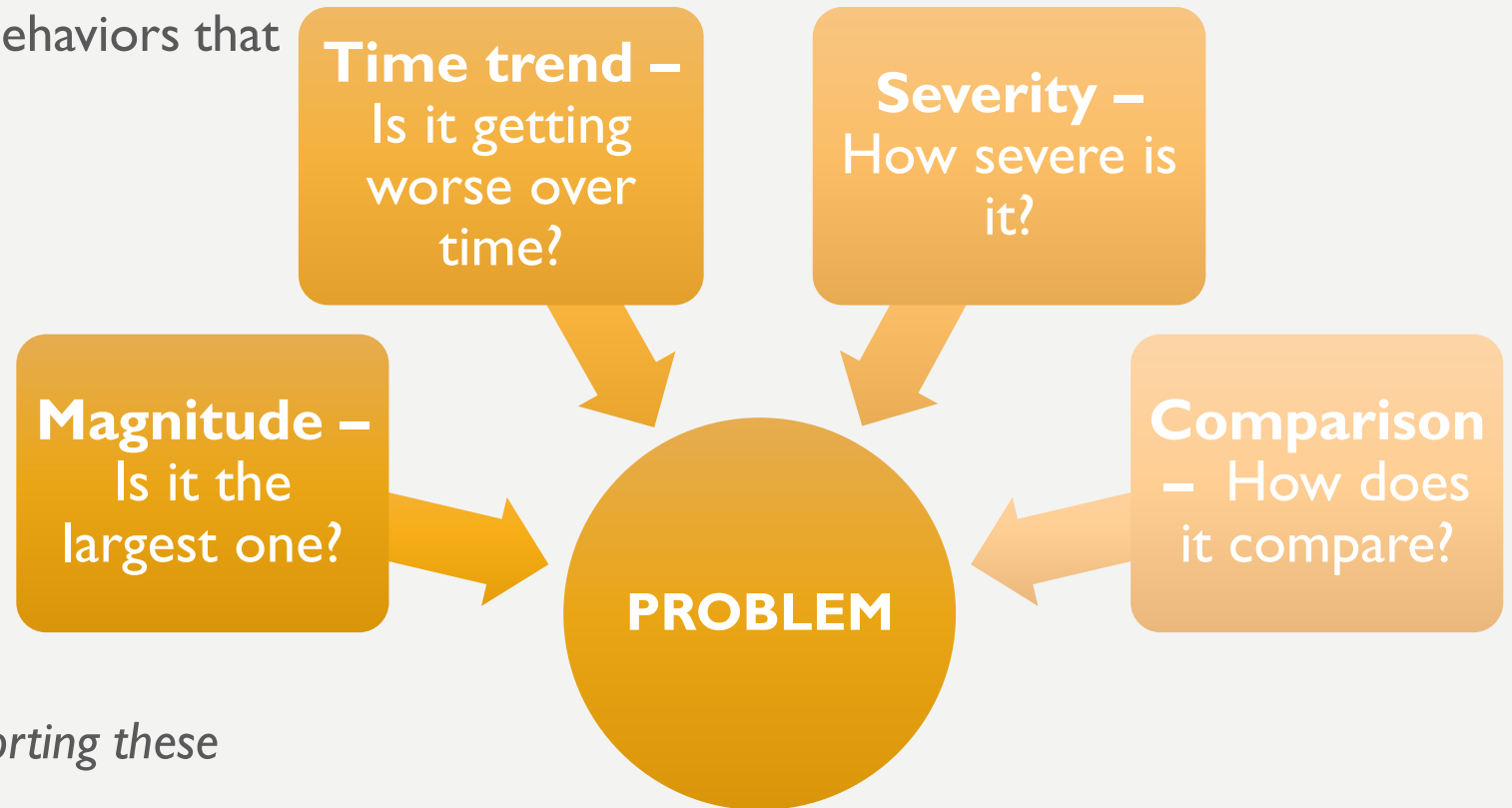


# ASSESS THE ENVIRONMENT

Problem Behaviors: unhealthy behaviors that result in individual and societal consequences

\*Pay attention to data related to the environment in which your population is existing

*What in the environment is supporting these behaviors?*



# POSSIBLE ENVIRONMENTAL DATA

Question	2013	2014	2015	2016
Do you believe your campus alcohol policies are consistently enforced?	55%	55%	57%	56%
Do you believe your campus alcohol policies are effectively enforced? (on-campus & off-campus)	NA	48%	50%	30% (12%)
Prefer smoke free outdoor university areas	58%	77%	80%	76%
Prefer to go to a restaurant/bar that was completely smoke free?	77%	84%	83%	82%



# IDENTIFYING ENVIRONMENTAL CHANGES

- What would you like campus to look like?
- What needs to be changed to make that happen?
- Stay realistically optimistic
  - Within the bounds of things that **can** change and **will** make a difference

# SELECTING STRATEGIES

- Is the strategy effective?
- Will it impact the selected risk factor?
- Is it feasible for the community?
- College Alcohol Intervention Matrix (CAIM)
- Is the community ready for it?



# WHAT STRATEGIES MIGHT FIT?

- Do you believe your campus policies are consistently enforced?
- Do you believe your campus policies are efficiently enforced?
- Prefer smoke-free outdoor university areas?
- Prefer to go to a restaurant or bar that is completely smoke free?
- Others?

# ENVIRONMENTAL-LEVEL STRATEGIES:

Estimated Relative Effectiveness, Costs, and Barriers; Public Health Reach; and Research Amount/Quality<sup>1</sup>

## COSTS: Combined program and staff costs for adoption/implementation and maintenance

Lower costs \$

Mid-range costs \$\$

Higher costs \$\$\$

EFFECTIVENESS: Success in achieving targeted outcomes

Effectiveness	Lower costs \$	Mid-range costs \$\$	Higher costs \$\$\$
Higher effectiveness ★★★	<b>ENV-16</b> Restrict happy hours/price promotions [###, B, ●●●] <b>ENV-21</b> Retain ban on Sunday sales (where applicable) [##, B, ●●●●] <b>ENV-22</b> Retain age-21 drinking age [##, B, ●●●●]	<b>ENV-11</b> Enforce age-21 drinking age (e.g., compliance checks) [##, B, ●●●●] <b>ENV-23</b> Increase alcohol tax [###, B, ●●●●]	
Moderate effectiveness ★★	<b>ENV-17</b> Retain or enact restrictions on hours of alcohol sales [##, B, ●●●●] <b>ENV-34</b> Enact social host provision laws [##, B, ●●●]	<b>ENV-3</b> Prohibit alcohol use/sales at campus sporting events [##, F, ●●●●] <b>ENV-25</b> Enact dram shop liability laws: Sales to intoxicated [##, B, ●●●●] <b>ENV-26</b> Enact dram shop liability laws: Sales to underage [##, B, ●●●] <b>ENV-30</b> Limit number/density of alcohol establishments [###, B, ●●●●] <b>ENV-35</b> Retain state-run alcohol retail stores (where applicable) [###, B, ●●●●]	<b>ENV-31</b> Enact responsible beverage service training laws [##, B, ●●●]
Lower effectiveness ★		<b>ENV-1</b> Establish an alcohol-free campus [###, B, ●●●] <b>ENV-7</b> Conduct campus-wide social norms campaign <sup>2</sup> [#, B, ●●●●]	<b>ENV-12</b> Restrict alcohol sponsorship and advertising [##, B, ●●●] <b>ENV-14</b> Implement beverage service training programs: Sales to intoxicated [C = #, S/L = ##, B, ●●●] <b>ENV-15</b> Implement beverage service training programs: Sales to underage [C = #, S/L = ##, B, ●●●●] <b>ENV-28</b> Enact keg registration laws [##, B, ●●●]
Too few robust studies to rate effectiveness—or mixed results ?	<b>ENV-4</b> Prohibit alcohol use/service at campus social events [##, B, 0] <b>ENV-5</b> Establish amnesty policies <sup>2</sup> [#, F, ●●●] <b>ENV-8</b> Require Friday morning classes <sup>2</sup> [#, B, ●●] <b>ENV-9</b> Establish standards for alcohol service at campus social events [#, B, ●●●] <b>ENV-10</b> Establish substance-free residence halls <sup>2</sup> [#, F, ●●] <b>ENV-13</b> Prohibit beer kegs [C = #, S/L = ###, B, ●●●] <b>ENV-18</b> Establish minimum age requirements to serve/sell alcohol [##, B, ●●●●] <b>ENV-19</b> Implement party patrols [##, B, ●●●] <b>ENV-24</b> Increase cost of alcohol license [##, B, 0] <b>ENV-27</b> Prohibit home delivery of alcohol [##, B, ●●] <b>ENV-29</b> Enact noisy assembly laws [##, B, 0]	<b>ENV-6</b> Implement bystander interventions <sup>2</sup> [#, F, 0]	<b>ENV-2</b> Require alcohol-free programming <sup>2</sup> [#, F, ●●] <b>ENV-20</b> Implement safe-rides program <sup>2</sup> [##, F, ●●] <b>ENV-32</b> Conduct shoulder tap campaigns [##, B, ●●] <b>ENV-33</b> Enact social host property laws [##, B, 0] <b>ENV-36</b> Require unique design for state ID cards for age < 21 [##, B, 0]

### Legend

#### Barriers:

### = Higher  
 ## = Moderate  
 # = Lower  
 C = Barriers at college level  
 S/L = Barriers at the state/local level

#### Research amount/quality:

●●●● = 5 or more longitudinal studies  
 ●●● = 5 or more cross-sectional studies or 1 to 4 longitudinal studies  
 ●● = 2 to 4 studies but no longitudinal studies  
 ● = 1 study that is not longitudinal  
 0 = No studies

#### Public health reach:

B = Broad  
 F = Focused

See brief descriptions and additional ratings for each environmental-level strategy on the summary table beginning on page 19.

<sup>1</sup> **Effectiveness** ratings are based on estimated success in achieving targeted outcomes. **Cost** ratings are based on a consensus among research team members of the relative program and staff costs for adoption, implementation, and maintenance of a strategy. Actual costs will vary by institution, depending on size, existing programs, and other campus and community factors. **Barriers** to implementing a strategy include cost and opposition, among other factors. **Public health reach** refers to the number of students that a strategy affects. Strategies with a broad reach affect all students or a large group of students (e.g., all underage students); strategies with a focused reach affect individuals or small groups of students (e.g., sanctioned students). **Research amount/quality** refers to the number and design of studies (see legend).

<sup>2</sup> Strategy does not seek to reduce alcohol availability, one of the most effective ways to decrease alcohol use and its consequences.

# BUILDING CAPACITY & SUPPORT



# COMPONENTS OF SUCCESSFUL ALCOHOL AND OTHER DRUG PREVENTION PROGRAMS

- Comprehensive
- Strong Presidential Leadership
- Faculty involvement
- Staff involvement
- Student involvement
- Community involvement
- Parental involvement

# PRESIDENT'S LEADERSHIP GROUP

“College student binge drinking and the many problems that arise from it are among the most serious threats faced by our nations’ institutions of higher education. Many of the things we worry about—student death and injury, weak academic performance, property damage and vandalism, strained town-gown relations, negative publicity—are linked to student alcohol abuse”

# RECOMMENDATIONS: BE VOCAL, VISIBLE, AND VISIONARY

- Support the work of the Prevention Professionals on your campus
- Task others on campus to share in the responsibility of prevention
- Provide leadership on consistent messaging to students regarding the culture of drinking on campus
- Lead a broad exploration of the institutional traditions, expectations, and culture that may support a high-risk drinking culture



# TAKING A DEEPER LOOK: BE VOCAL, VISIBLE, AND VISIONARY

- Review the prevention strategic plan and relevant campus data annually with key administrators and Partners in Prevention coalition members.
- Support the implementation of evidence-based education, policy, and enforcement to address the behavior of high-risk drinkers on campus, such as Greeks and/or student athletes.
- Task others such as marketing, alumni relations, conduct officers, orientation and parent relations, and safety representatives on campus to share in the responsibility of prevention.
- Explore opportunities to revise, codify, and consistently enforce campus policy that supports healthy community norms.
- Explore potential opportunities to partner with the surrounding community to share positive community norms.
- Examine how high-risk drinking events affect the culture of drinking on campus.
- Utilize faculty as an ally in prevention. Consider the effect class scheduling and test/assignment schedules as well as overall faculty expectations all have on high-risk behavior.

# LESSONS LEARNED

- Collaborative effort collects data and helps review strategic plans annually
- Provide campus administrators with chance to work together
- Evidence-based data driven programs are key
- Task others to share in the responsibility of prevention
- Explore opportunities to revise, codify, and consistently enforce campus policy that supports healthy community norms
- Utilize faculty as an ally in prevention

# COMPREHENSIVE PREVENTION

- Environmental change strategies have specific advantages over strategies that focus exclusively on the individual. Because they target a much broader audience, they have the potential to produce widespread changes in behavior at the population level. Further, when implemented effectively, they can create shifts in both individual attitudes and community norms that can have long-term, substantial effects. – SAMHSA
- HOWEVER...
- Comprehensive (and the best approach) prevention is one which includes BOTH environmental and individual strategies.

# CONNECT WITH US!

- Kathleen Anderson, Indiana University, [Kathleen@Indiana.edu](mailto:Kathleen@Indiana.edu)
  - Indiana Prevention Resource Center, [www.drugs.Indiana.edu](http://www.drugs.Indiana.edu)
- Joan Masters, Partners in Prevention, [MastersJ@Missouri.edu](mailto:MastersJ@Missouri.edu)
  - Partners in Prevention, [www.pip.missouri.edu](http://www.pip.missouri.edu)