

Understand Campus Alcohol Use

An understanding of the data is the foundation for success.

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

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

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

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

If your campus doesn't already collect survey data, 360 Proof offers Student Alcohol Use Survey Questions that can be administered as a campus-based survey by your institution (page 23).

A small team of partners, including someone who can advise you on data collection and evaluation and a representative of your institutional research department, if your campus has one, can be assigned to plan for survey implementation and the gathering together of other data that is already available on your campus. The Data Collection Tip Sheet (page 13) contains a list of surveys available and suggestions for other data you may want to look at, such as campus safety reports and emergency transports.

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

Policies:

What policies are in place and to which specific groups of students do they apply?

How are they communicated?

Enforcement:

What kind of enforcement of those policy measures is happening?

Education:

What education programs do you have, who conducts them, and to what groups of students?

Prevention/Intervention Strategies:

This section covers an assortment of additional programs and policies.

Taken together, these four categories cover both the individual student and the environment that creates the conditions for success or failure. We want individually-targeted alcohol prevention efforts on campus to be conducted in an environment that also gives students the chance to succeed.

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

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

This feedback is important whether you succeed or fail.

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

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

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

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

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

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

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

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

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



Action Items:

- A. Review the Campus Self Study instrument. Check out the Self Study (pages 16-22) and the online form in 360Proof.org and consider how your team can help you get all referenced information. You may want to refer back to the Step 2 Worksheet to identify team members to coordinate the Self Study.
- B. Compile Data. Access the Step 3 Data Collection Tip Sheet (page 13) for ideas on where to find this data. Once you have data, consider involving an evaluator to help you identify salient findings.
- C. Conduct Team Meeting. Use the Step 3 Sample Meeting Agenda (page 15) or other meeting agenda to discuss the key findings of the Self Study.

Step 3: Data Collection Tip Sheet



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

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

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

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

<http://core.siu.edu>

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

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

http://www.acha-ncha.org/pubs_rpts.html

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

- **The 360 Proof Student Alcohol Use Survey Questions.**

360 Proof offers a survey instrument that can be administered as a campus-based survey by your institution. This is different than the Personalized Feedback Index, which is not a survey. It can be found on page 23.

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

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

Step 3: Data Collection Tip Sheet



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

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

Examples of archival data include:

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

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

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

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

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

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

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

Step 3: Sample Meeting Agenda: Understanding Your Data



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

Introduction:

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

Part 1 of the Self Study:

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

What more do we need to know?

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

Part 2 of the Self Study:

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

Summary and Next Steps:

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



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

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

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

INSTRUCTIONS: This tool has two parts:

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

The checklist is arranged by four main categories:

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

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

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

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

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



HOW TO USE THIS TOOL:

[Use of the Self Study is covered in the 360 Proof learning module, Understand Student Alcohol Use and Consequences.]

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

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

Information Checklist Example

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

Step 3 Campus Self Study



Part 1: Information Checklist

Type of Information	Are we collecting this information? (Circle Yes or No)	How is it collected?	How often are we collecting it?
<p><i>Student drinking behavior, including:</i></p> <p>Percentage of students who report drinking in past year</p> <p>Percentage of students who drank 5 or more drinks at least 1x in the past 2 weeks</p> <p>Average number of drinks per occasion</p> <p>Number of drinks consumed in a typical week</p>	<p>Yes No</p> <p>Yes No</p> <p>Yes No</p> <p>Yes No</p>	<p>(This data can be collected via the 360 Proof Survey Questions or through national surveys like the CORE or the NCHA.)</p>	
<p>Location of drinking – where students report that they drink <i>(residence halls, off-campus residence, bar, other)</i></p>	<p>Yes No</p>	<p>(This data can be collected via the 360 Proof Survey Questions or through national surveys like the CORE or the NCHA.)</p>	
<p>Percentage of students on campus who do not drink alcohol</p>	<p>Yes No</p>	<p>(This data can be collected via the 360 Proof Survey Questions or through national surveys like the CORE or the NCHA.)</p>	
<p>Percentage of underage students drinking</p>	<p>Yes No</p>	<p>(This data can be collected via the 360 Proof Survey Questions or through national surveys like the CORE or the NCHA.)</p>	
<p>Percentage of students reporting at least one harm to themselves because of their drinking <i>(e.g., hangover, blacking out, falling behind academically, missed class, was injured, etc.)</i></p>	<p>Yes No</p>	<p>(This data can be collected via the 360 Proof Survey Questions or through national surveys like the CORE or the NCHA.)</p>	
<p>Percentage of students reporting at least one harm to themselves because of someone else's drinking <i>(interruption of sleep or study, unwanted sexual contact, insulted, property damage, etc.)</i></p>	<p>Yes No</p>	<p>(This data can be collected via the 360 Proof Survey Questions or through national surveys like the CORE or the NCHA.)</p>	
<p>Number of students reporting drinking and driving</p>	<p>Yes No</p>	<p>(This data can be collected via the 360 Proof Survey Questions or through national surveys like the CORE or the NCHA.)</p>	
<p>Student source of alcohol <i>(from friends, with fake ID, with real ID, from parents, etc.)</i></p>	<p>Yes No</p>	<p>(This data can be collected via the 360 Proof Survey Questions or through national surveys like the CORE or the NCHA.)</p>	

Step 3 Campus Self Study



Part 1: Information Checklist *continued*

Type of Information	Are we collecting this information? (Circle Yes or No)	How is it collected?	How often are we collecting it?
Percentage of students who are aware of our policies (school, team) and can recognize them accurately.	Yes No	(This data can be collected via the 360 Proof Survey Questions or through national surveys like the CORE or the NCHA.)	
What holidays or events tend to be associated with higher drinking rates or consequences/harms?	Yes No	(Might be through historical data from police services, conduct/judicial, etc.)	

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

Policy

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

Step 3 Campus Self Study



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

Policy *continued*

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

Enforcement

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

Step 3 Campus Self Study



Education

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

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Prevention / Intervention Strategies

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

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

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

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



360 Proof Student Alcohol Use Survey Questions

The 360 Proof Self Study asks for 12 data points on student alcohol use, consequences and perceptions.

1. Percentage of students who drink in the past year
2. Percentage of students who drink 5+ at least 1x in past 2 weeks
3. Average number of drinks per occasion
4. Number of drinks consumed in a typical week
5. Location of drinking – where students report that they drink
6. Percentage of students who do not drink alcohol
7. Percentage of underage students drinking
8. Percentage of students reporting at least one harm to themselves because of their drinking
9. Percentage of students reporting at least one harm to themselves because of someone else's drinking
10. Number of students reporting drinking and driving
11. Student source of alcohol
12. Percentage of students aware of our policies and can recognize them accurately

This data can be collected via a national or campus-based survey. For those institutions that choose to use a campus-based survey, 360 Proof offers the following list of questions to address all the data points in the 360 Proof self study. **Please see the appendix for a guide on how to insert survey findings into the 360 Proof Self Study.**

Some aspects of the survey instrument may introduce a level of risk to the participants. Individual campuses should consult with their human subjects research review office to determine the appropriate level of review for this survey.



Demographic Information

1. What was your sex at birth?

- Male
- Female
- Other

2. What is your current gender identity?

- Male
- Female
- Other
- If not listed, *(please describe)*: _____

3. What is your ethnicity?

- Hispanic or Latino/a
- Not Hispanic or Latino/a

4. What is your racial identity?

- Asian/Asian American
- Black/African American
- White/Caucasian
- Alaskan Native/American Indian
- Native Hawaiian/Pacific Islander
- More than one race *(please specify)*: _____
- Other *(please specify)*: _____

5. How old are you?

_____ years old

6. How much do you weigh? (We need this to *calculate* your Blood Alcohol Content.)

_____ lbs.

7. What is your year in school? (*choose one*)

- 1 2 3 4 5 6th or more

Student Survey



8. Class Standing *(please check one):*

- Freshman
- Sophomore
- Junior
- Senior
- Graduate student

9. At this moment, how are you enrolled?

- As a full-time student
- As a part-time student seeking a degree
- As a part-time student not seeking a degree

10. Most recent Quarter's/Semester's G.P.A.: _____

11. Past Quarter's/Semester's G.P.A.: _____

12. Are you a member of a Greek System Fraternity/Sorority?

- Yes
- No

13. Are you an intercollegiate athlete?

- Yes
- No

14. Where are you living while you attend college?

- In an on-campus/school residence hall
- In an off-campus residence hall that is owned by the college
- In fraternity/sorority housing
- In an apartment/house/residence hall that is not campus-owned (not with parents)
- At home, with my parents
- Somewhere else *(please specify):* _____

Student Survey



The following questions will ask about alcohol use among typical students at your school. Please take your time to carefully consider the questions and answer them honestly.

For all questions, one drink equals:

- 12 oz. beer (i.e., most bottle or canned beer)
- 5 oz. wine
- 1.25 oz. drink of hard alcohol (i.e., one shot)

If you don't know an exact amount, please give your best estimate.

FOR EXAMPLE:

- If on a typical Thursday you drink 3, 12oz. regular beers, you would type in 3 drinks.
- If on a typical Friday you drink 1 mixed drink that contains 3, 1.25oz. shots of 80-proof liquor, you would type in 3 drinks.

15. How often do you think a typical student at your college/university consumes alcohol?

- | | | |
|---|--|--|
| <input type="checkbox"/> Never | <input type="checkbox"/> Three times a month | <input type="checkbox"/> Four times a week |
| <input type="checkbox"/> Less than once per month | <input type="checkbox"/> Once a week | <input type="checkbox"/> Five times a week |
| <input type="checkbox"/> Once a month | <input type="checkbox"/> Two times a week | <input type="checkbox"/> Six times a week |
| <input type="checkbox"/> Two times a month | <input type="checkbox"/> Three times a week | <input type="checkbox"/> Every day |

16. How many drinks on average do you think a typical student at your college/university consumes on a given occasion?

- | | | |
|-----------------------------------|------------------------------------|--|
| <input type="checkbox"/> 0 drinks | <input type="checkbox"/> 9 drinks | <input type="checkbox"/> 18 drinks |
| <input type="checkbox"/> 1 drink | <input type="checkbox"/> 10 drinks | <input type="checkbox"/> 19 drinks |
| <input type="checkbox"/> 2 drinks | <input type="checkbox"/> 11 drinks | <input type="checkbox"/> 20 drinks |
| <input type="checkbox"/> 3 drinks | <input type="checkbox"/> 12 drinks | <input type="checkbox"/> 21 drinks |
| <input type="checkbox"/> 4 drinks | <input type="checkbox"/> 13 drinks | <input type="checkbox"/> 22 drinks |
| <input type="checkbox"/> 5 drinks | <input type="checkbox"/> 14 drinks | <input type="checkbox"/> 23 drinks |
| <input type="checkbox"/> 6 drinks | <input type="checkbox"/> 15 drinks | <input type="checkbox"/> 24 drinks |
| <input type="checkbox"/> 7 drinks | <input type="checkbox"/> 16 drinks | <input type="checkbox"/> 25 or more drinks |
| <input type="checkbox"/> 8 drinks | <input type="checkbox"/> 17 drinks | |

17. Overall, what percentage of students here do you think consume no alcoholic beverages at all?

(Give your best estimate) _____ %

18. Overall, what percentage of students here do you think consumed five or more drinks in a row on at least one occasion in the last two weeks?

(Give your best estimate) _____ %



Alcohol use: General

19. Which statement is most accurate for you related to alcohol use?

- I have never tried alcohol
- I have tried alcohol in the past, but am currently an abstainer
- I have used alcohol at least once in the past year

20. In the past year, how often have you consumed alcohol?

- | | | |
|---|--|--|
| <input type="checkbox"/> Never | <input type="checkbox"/> Three times a month | <input type="checkbox"/> Four times a week |
| <input type="checkbox"/> Less than once per month | <input type="checkbox"/> Once a week | <input type="checkbox"/> Five times a week |
| <input type="checkbox"/> Once a month | <input type="checkbox"/> Two times a week | <input type="checkbox"/> Six times a week |
| <input type="checkbox"/> Two times a month | <input type="checkbox"/> Three times a week | <input type="checkbox"/> Every day |

21. Do you consider yourself to be in recovery from alcohol or other drugs?

- Yes
- No



Alcohol use: Frequency & Quantity

The next section asks you to report on your drinking over the past month.

For all questions, one drink equals:

- 12 ounces of beer (i.e., most bottle or canned beer)
- 5 ounces of wine
- 1.25 oz. drink of hard alcohol (i.e., one shot)

22. Think of the **occasion you drank the most** this **past month**. How **much** did you drink?

- | | | | | | |
|-----------|-------------------|-----------|-----------|-----------|-----------|
| 0 drinks | 1 drink | 2 drinks | 3 drinks | 4 drinks | 5 drinks |
| 6 drinks | 7 drinks | 8 drinks | 9 drinks | 10 drinks | 11 drinks |
| 12 drinks | 13 drinks | 14 drinks | 15 drinks | 16 drinks | 17 drinks |
| 18 drinks | 19 drinks | 20 drinks | 21 drinks | 22 drinks | 23 drinks |
| 24 drinks | 25 or more drinks | | | | |

23. Think of the **occasion you drank the most** this **past month**. How **many HOURS** did you spend drinking?

- | | | | | | |
|-----------|-----------|------------|------------|-----------|-----------|
| 0-1 hours | 1-2 hours | 2-3 hours | 3-4 hours | 4-5 hours | 5-6 hours |
| 6-7 hours | 7-8 hours | 9-10 hours | 9-10 hours | 10+ hours | |

24. On a given **weekend evening** during the **past month**, how **much** alcohol did you typically drink?
Estimate for the past month.

- | | | | | | |
|-----------|-------------------|-----------|-----------|-----------|-----------|
| 0 drinks | 1 drink | 2 drinks | 3 drinks | 4 drinks | 5 drinks |
| 6 drinks | 7 drinks | 8 drinks | 9 drinks | 10 drinks | 11 drinks |
| 12 drinks | 13 drinks | 14 drinks | 15 drinks | 16 drinks | 17 drinks |
| 18 drinks | 19 drinks | 20 drinks | 21 drinks | 22 drinks | 23 drinks |
| 24 drinks | 25 or more drinks | | | | |

25. On a given **weekend evening** during the **past month**, how **many HOURS** did you spend drinking?
Estimate for the past month.

- | | | | | | |
|-----------|-----------|------------|------------|-----------|-----------|
| 0-1 hours | 1-2 hours | 2-3 hours | 3-4 hours | 4-5 hours | 5-6 hours |
| 6-7 hours | 7-8 hours | 9-10 hours | 9-10 hours | 10+ hours | |

26. How many days of the week did you drink alcohol during the past month?

- I do not drink at all
- About once a month
- Two to three times a month
- Once or twice a week
- Three to four times a week
- Nearly every day
- Once a day or more

Student Survey



The next section asks you to report on your drinking over the past three months.

For all questions, one drink equals:

- 12 ounces of beer (i.e., most bottle or canned beer)
- 5 ounces of wine
- 1.25 oz. drink of hard alcohol (i.e., one shot)

27. Consider a typical week during the last three months. How much alcohol, on average (measured in number of drinks), do **you** drink on each day of a typical week? For example, if you drank zero drinks Sunday through Thursday and two drinks each on Friday and Saturday, in the spaces provided you would enter "0" for Sunday through Thursday and "2" for Friday and Saturday.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Number of drinks							

28. Consider a typical week during the last three months. Over how many hours do **you** drink the above number of drinks.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Number of hours							

29. Think back over the **last two weeks**. How many times have **you** had **5 or more drinks in a row**?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14+



Alcohol use: Consequences

30. How many times did the following things happen to you **while** you were drinking or **because of** your alcohol use during the last 3 months?

	NEVER	1 to 2 TIMES	3 to 5 TIMES	6 to 10 TIMES	MORE THAN 10
1. Not able to do your homework or study for a test?	0	1	2	3	4
2. Got into fights, acted bad, or did mean things?	0	1	2	3	4
3. Missed out on other things because you spent too much money on alcohol?	0	1	2	3	4
4. Went to work or school high or drunk?	0	1	2	3	4
5. Caused shame or embarrassment to someone?	0	1	2	3	4
6. Neglected your responsibilities?	0	1	2	3	4
7. Relative avoided you?	0	1	2	3	4
8. Felt that you needed more alcohol than you used to use in order to get the same effect?	0	1	2	3	4
9. Tried to control your drinking by trying to drink only at certain times of the day or in certain places?	0	1	2	3	4
10. Had withdrawal symptoms, that is, felt sick because you stopped or cut down on drinking?	0	1	2	3	4
11. Noticed a change in your personality?	0	1	2	3	4
12. Felt that you had a problem with alcohol?	0	1	2	3	4
13. Missed a day (or part of a day) of school or work?	0	1	2	3	4
14. Tried to cut down or quit drinking?	0	1	2	3	4
15. Suddenly found yourself in a place that you could not remember getting to?	0	1	2	3	4
16. Passed out or fainted suddenly?	0	1	2	3	4
17. Had a fight, argument or bad feelings with a friend?	0	1	2	3	4
18. Had a fight, argument or bad feelings with a family member?	0	1	2	3	4
19. Kept drinking when you promised yourself not to?	0	1	2	3	4
20. Felt you were going crazy?	0	1	2	3	4
21. Had a bad time?	0	1	2	3	4
22. Felt physically or psychologically dependent?	0	1	2	3	4
23. Was told by a friend or neighbor to stop or cut down drinking?	0	1	2	3	4
24. Drove shortly after having more than two drinks?	0	1	2	3	4
25. Drove shortly after having more than four drinks?	0	1	2	3	4
26. Drove shortly after having one drink?	0	1	2	3	4



Alcohol use: Unwanted Effects Due to Other People's Alcohol Use (included with permission from Toben Nelson)

31. Since the beginning of the school year, how often have you experienced any of the following **because of other students' drinking?** Choose one answer in each row.

	Not at all	Once	2 or 3 times	4 or more times
a. Been insulted or humiliated				
b. Had a serious argument or quarrel				
c. Been pushed, hit, or assaulted				
d. Had your property damaged				
e. Had to "baby-sit" or take care of another student who drank too much				
f. Found vomit in the halls or bathroom of your residence				
g. Had your studying or sleep interrupted				
h. Experienced an unwanted sexual advance (verbal or physical)				
i. Been a victim of sexual assault (someone having sexual contact with you, without your consent)				

Obtaining alcohol

32. During the past 30 days, how did you get the alcohol you drank? Check all that apply:

- I did not drink during the past 30 days
- As someone over 21, I bought it using my ID in a store, restaurant, or bar
- As someone under 21, I bought it from a store (using a fake ID)
- As someone under 21, I bought it from a store (NOT using a fake ID)
- I got it at a party
- I gave money to someone to get it for me
- I got it from my parents with their permission
- I took it from my parents without their permission
- I got it from friends
- I stole it from a store
- I got it from my sister/brother/other family member
- I got it some other way (please explain): _____



Alcohol use: Where people drink (adapted from measure provided with permission for use by John Clapp)

33. In the past 30 days, on which of the following occasions have you consumed alcohol?

(Check all that apply)

- I did not drink in the past 30 days
- A fraternity or sorority party
- A planned party other than a fraternity/sorority party
- A residence hall party
- An intercollegiate athletic event
- A professional athletic event
- A concert
- Just socializing with others, not a specific party or event

34. In the past 30 days, in which of the following settings have you consumed alcohol?

(Check all that apply)

- I did not drink in the past 30 days
- An on-campus apartment or residence hall
- A fraternity or sorority house
- My home
- Someone else's home
- In a bar or night club
- At a restaurant



Policies

35. We are interested in learning your opinions about the substance use policies on your campus.

On the following scale, please rate your perception of the following by checking the corresponding box

	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
I am aware of the substance use policies on my campus.							
I support the substance use policies on my campus.							
The substance use policies on my campus are too strict.							
The substance use policies on my campus are too lenient.							
The substance use policies on my campus are enforced.							
The substance use policies on my campus are effective.							

Student Survey



APPENDIX: Reference Guide to Insert Survey Data into the 360 Proof Self Study

Self Study Data Point	360 Proof Survey Questions	CORE	NCHA
Percentage of students who drink in the past year	Questions #19 and #20	Item #17	Not assessed
Percentage of students who drink 5+ at least 1x in past 2 weeks	Question #29	Item #14	Item #13
Average number of drinks per occasion	Question #22 for peak, Question #24 for typical	Not assessed	Not assessed
Number of drinks consumed in a typical week	Calculate with Question #27	Item #15	Not assessed
Location of drinking – where students report that they drink	Questions #33 and #34	Item #20	Not assessed
Percentage of students who do not drink alcohol	Questions #19 and #20	Estimate from past year rates in item #17	Estimate from past 30 day rates (#8a) or last time (#10)
Percentage of underage students drinking	In conjunction with #5, Questions #20 and #22	Estimate from past year rates (#17) and age (#2)	Estimate from age (#46) and past 30 day (#8a) or last time (#10)
Percentage of students reporting at least one harm to themselves because of their drinking	Question #30	Item #21	Item #16
Percentage of students reporting at least one harm to themselves because of someone else's drinking	Question #31	Item #39	Not assessed
Number of students reporting drinking and driving	Question #30, items 24, 25, and 26	Items 21g and 21m	Item #14
Student source of alcohol	Question #34	Not assessed	Not assessed
Percentage of students aware of our policies and can recognize them accurately	Question #35	Item #12	Not assessed