

The U.S. Department of Education's
HIGHER EDUCATION CENTER for Alcohol,
Drug Abuse, and
Violence Prevention

Strategic Planning 101: How to Develop Effective Campus Alcohol Prevention

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The Higher Education Center

*Higher Education Center for Alcohol, Drug Abuse,
and Violence Prevention* www.higheredcenter.org

The U.S. Department of Education www.ed.gov

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Today's Presenters

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Associate Center Director
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Pre-Assignment

Prior to this Webinar, you were instructed to review the following information:

- Webinar: "Thinking Strategically: Using Data and Research in Planning"
<http://www.higheredcenter.org/services/training/webinars/thinking-strategically>
- NIAAA College Drinking Report: *A Call to Action: Changing the Culture of Drinking at U.S. Colleges* summary page:
<http://www.higheredcenter.org/prevention/reports/niaaa>
- NIAAA 4 Tiers Evidence of Effectiveness Handout
- Strategic Planning Work Sheet
 - Identify a problem statement you can use throughout the Webinar based on your local data.

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Webinar Goals

- Apply the strategic planning process to your campus.
- Focus on a specific issue you want to address.
- Develop skills to apply to various problems you want to tackle.
- Use a strategic planning work sheet to identify problems, goals, resources, partners, and effective strategies to bring about long-lasting changes.

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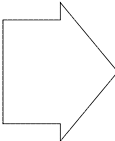
Alcohol and Other Drug (AOD) Abuse Prevention: Best Practices

- Implement comprehensive prevention that
 - Addresses multiple contributors at both individual and environmental levels (social ecological model)
 - Uses multiple initiatives simultaneously
 - Includes prevention, early intervention, *and* treatment
- Use evidence-based strategies.
- Think and plan strategically.
- Always evaluate programs for effectiveness.

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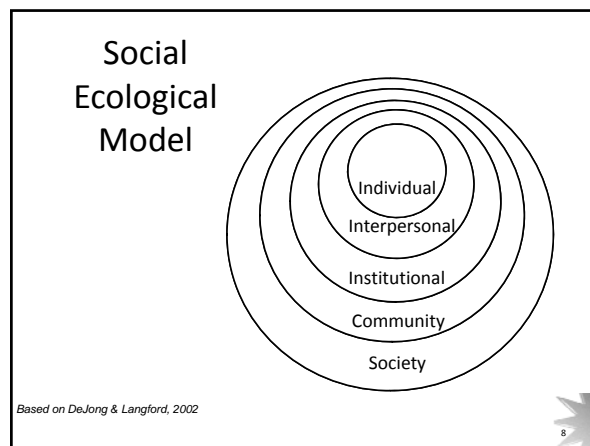
Social Ecological Model in AOD Prevention

- **Individual factors = students**
 - Beliefs and attitudes
 - Skills
 - Knowledge
- **Interpersonal factors = other students**
 - Perceived norms
 - Group-level policies
- **Institutional factors**
 - Campus policies/enforcement
 - Action/inaction by personnel
- **Community factors**
 - Community policies/laws
 - Community structures
 - Community procedures & practices
- **Public policy/Society**
 - State policies/laws



Environmental Management

DeJong and Langford, 2002 7



Comprehensive Approach

Areas of Strategic Intervention	Program and Policy Levels (Social Ecological Model)				
	Individual	Group	Institution	Community	State & Federal Policy
Knowledge, attitudes, skills, self-efficacy, behavioral intentions					
Environmental contributors to AOD abuse 1. Substance-free Options 2. Normative Environment 3. AOD Availability 4. Marketing & Promotion 5. Policy Development & Enforcement					
Health protection					
Intervention and treatment					

Langford & DeJong 2008 9

- ### Strategic Planning
- Developing a Strategic Plan around AOD Abuse Prevention allows you to:
- Identify your campus-specific problems
 - Address prevention challenges *before* implementing strategies
 - Select evidence-based initiatives appropriate to your local culture
 - Build on past efforts and utilize resources effectively
 - Coordinate implementation and evaluation
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- ### Key Steps in Strategic Planning
1. Conduct a problem analysis
 2. Establish long-term goals and objectives
 3. Select evidence-based prevention strategies
 4. Create a strategic plan
 5. Evaluate plan and program effectiveness; use the results for improvement
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- ### Step 1: Problem Analysis
1. **Conduct a problem analysis**
 - Gather data on the nature and scope of the problem nationwide and on your campus.
 - Examine existing campus resources and assets.
 - Analyze and summarize the information to clarify needs and opportunities.
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Step 2: Long-term Goals & Objectives

2. Establish long-term goals and objectives

- Decide, based on your data, what changes you would like to see on your campus.
- Focus on environmental changes, not just individual behavior.
- Use terms such as “decrease,” “increase,” and “reduce.”

We will have an opportunity to practice this later in the presentation.

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Step 3: Evidence-based Prevention

3. Select evidence-based prevention strategies

- Focus resources on strategies shown to be effective with college students, the general population, or show promise.
- Emphasize quality over quantity.
- Avoid reinventing the wheel; tailor initiatives for your specific campus population, concerns, and environment.
- Keep in mind: Informational, knowledge-based, or values clarification interventions are not effective when used alone.

This will:

- **Improve chances of achieving your goals and objectives**
- **Utilize staff time and campus resources wisely**

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A Call to Action: Changing the Culture of Drinking at U.S. Colleges The 3-in-1 Framework

Effective strategies target 3 primary audiences:

1. **Individuals, including at-risk or alcohol-dependent drinkers**
2. **Student body as a whole**
3. **Campus and the surrounding community**



NIAAA, 2002

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NIAAA: Evidence of Effectiveness 4 Tiers of Programs

- Tier 1: Evidence of effectiveness among college students
- Tier 2: Evidence of success with general populations
- Tier 3: Evidence of logical and theoretical promise
- Tier 4: Evidence of ineffectiveness

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Tier 1: Evidence of Effectiveness Among College Students

- Combining cognitive-behavioral skills with norms clarification and motivational enhancement interventions
- Offering brief motivational enhancement interventions
- Challenging alcohol expectancies

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Tier 2: Evidence of Success with General Populations That Could Be Applied to College Environments

- Increased enforcement of minimum drinking-age laws
- Implementation, increased publicity, and enforcement of other laws to reduce alcohol impaired driving
- Restrictions on density of retail alcohol outlets
- Increased price and excise taxes on alcoholic beverages
- Responsible beverage service policies (social and commercial setting)

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REPORTS

Tier 3: Evidence of Logical and Theoretical Promise

These approaches require more comprehensive evaluation to demonstrate effectiveness:

- Reinstating Friday classes and exams and Saturday morning classes
- Implementing alcohol-free, expanded late-night student activities
- Employing older, salaried resident assistants or hiring adults
- Further controlling or eliminating alcohol at sports events and prohibiting tailgating
- Refusing sponsorship gifts from the alcohol industry
- Banning alcohol on campus, even at faculty and alumni events

NIAAA, 2002
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REPORTS

Tier 3: Evidence of Logical and Theoretical Promise (*continued*)

- Increasing enforcement at campus-based events that serve alcohol
- Increasing publicity about enforcement of underage drinking laws
- Consistently enforcing disciplinary actions associated with policy violations
- Conducting marketing campaigns to correct student misperceptions of alcohol use
- Providing “safe rides” programs
- Regulating “happy hours” and sales
- Informing new students and their parents about alcohol policies and penalties before arrival and during orientation

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REPORTS


Tier 4: Evidence of Ineffectiveness

- Informational, knowledge-based, or values clarification interventions about alcohol and the problems related to its excessive use (when used alone)
- Providing blood alcohol concentration (BAC) feedback to students who are drinking

NIAAA, 2002
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Questions?

Please type questions into the long white box at the bottom of the Q&A box.



NIAAA, 2002
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Step 4: Create a Strategic Plan

4. Create a strategic plan

- Determine the problem(s) you want to address, the outcome(s) you want to achieve, what you will do, and whom you will need to involve.

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Strategic Planning Work Sheet

Problem Statement & Population		
Goal Statement		
Existing Efforts	Evidence-Based Strategies Available	
Possible Partners	Resources Available	Potential Barriers

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Strategic Planning Work Sheet

Problem Statement & Population

What are the problems?/What is the focus population?

For example:

- Too many problems are a result of high-risk drinking at house parties.
- Too much underage drinking occurs at local nightclubs.
- Too many students are drinking and driving.
- Too many first-year students are transported to the student health center for alcohol overdose.

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Chat 1

Please share the problem statement you identified based on your local data.

Type your answer here →

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Strategic Planning Work Sheet

Goal Statement

- **Articulate your intended outcome.**

For example:

“Decrease the number of students who are engaging in high-risk drinking at house parties.”

Note: “Increased awareness” should not be the goal, but perhaps one strategy toward achieving your goal.

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Strategic Planning Work Sheet

Existing Efforts

- **What’s already in place? What are others (on- and off-campus) doing to address this problem?**

Using house parties as an example:

- What enforcement efforts are currently used by local police?
- Do landlords have an organized association? What are they doing?
- What are the local ordinances that hold party hosts and intoxicated persons accountable for out-of-control parties? What are the penalties and are they consistently enforced?
- Does your college or university hold students accountable for off-campus arrests or citations?

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Chat 2

- **Please share your existing efforts to address the problem you identified earlier.**

Type your answer here →

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Strategic Planning Work Sheet

Evidence-Based Strategies Available

According to the research, what strategies would be most effective?

Using the house party example:

- Increasing enforcement of laws and policies
- Strengthening local ordinances pertaining to parties
- Restrictions on outlet density
- Implementing landlord lease agreements
- Encouraging cooperation between campus and community
- Providing education to community members: Only when used in conjunction with environmental strategies listed above.

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Strategic Planning Work Sheet

Possible Partners

- **Who can help you to achieve your goal or intended outcome? Think broadly about your allies and resources.**

Using the house party example:

- Police—local and campus
- Local residents
- Local elected officials
- Landlords
- Dean of students/judicial affairs office
- Students
- Others?

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Chat 3

- Please share the potential partners you can enlist in achieving your goal for this problem.

Type your answer here →

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Strategic Planning Work Sheet

Resources Available

- **Think creatively: What opportunities and resources currently exist on campus or in your community that can support and facilitate change?**

For example:

- Key stakeholders (whom does the issue affect?)
- Data about the scope of the problem on your campus
- Recent incidents that may galvanize concerned community members

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Chat 4

- Please share the resources you have available to help you reach your goal.

Type your answer here →

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Strategic Planning Work Sheet

Potential Barriers

- **What or who might impede your progress?**
 - Lack of knowledge of the problem and how to address
 - Key stakeholders not on your side. *Why?*
 - Intervention not seen as feasible
 - Concerned about resource allocation
 - Wary of negative press
 - Lack of local data to support efforts
 - Lack of leadership
 - Lack of staff or resources
 - Low campus and/or community readiness

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Assess Campus Readiness for Change

Stages of Campus Readiness

- | | |
|---------------------------|---|
| 1. Tolerance/No Knowledge | 6. Initiation |
| 2. Denial | 7. Institutionalization/
Stabilization |
| 3. Vague Awareness | 8. Confirmation/Expansion |
| 4. Preplanning | 9. Professionalization |
| 5. Preparation | |

1 2 3 4 5 6 7 8 9

Tri-Ethnic Center for Prevention Research, Colorado State University

Chat 5

- Please share the possible barriers you face in reaching your goal.
- At what stage of readiness is your campus?

Type your answer here →

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Step 5: Evaluate Plan and Program Effectiveness and Use Results for Improvement

5. Evaluate effectiveness to ensure your efforts are appropriate and efficient

Three types of evaluation:

- **Process**
 - What are we doing?
- **Outcome**
 - What is each activity accomplishing?
- **Impact or summative**
 - What effect are we producing across all initiatives?

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How to Evaluate

1. Describe the intervention.
2. Identify process measures: Document the nature, extent, and quality of program implementation.
3. Identify outcome measures: Assess a program's success at achieving short-term, intermediate, and long-term objectives.
4. Select a research design: Outline when and where data will be collected to study effects of the program.
5. Analyze and report evaluation results to partners, allies, and potential opponents.
6. Utilize results to adjust and strengthen the program.
7. Change strategies as needed.

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Questions?

Please type questions into the long white box at the bottom of the Q&A box.



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Summary and Next Steps

- Collect campus-specific data if you don't have it.
- Use the data to determine areas of concern.
- Convene a group of allies and partners.
- Discuss priorities with task group/coalition partners.
- Use (or modify) the strategic planning work sheet for each specific problem area you wish to address.
 - Duplicate the process for each problem.

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Summary and Next Steps

- Select evidence-based strategies tailored to your campus/community environment:
 - Social Ecological Model
 - NIAAA 4 Tiers of Effective Strategies
- Implement strategies.
- Think creatively to turn obstacles into opportunities.
- Evaluate your efforts and adjust programs accordingly.
- Contact the Higher Education Center with questions or for assistance.

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More Information: Webinars

Higher Education Center's Webinar page
www.higheredcenter.org/services/training/webinars
 (Home > Trainings & Learning opportunities > Webinars)

- Slides and recording from this Webinar
- Information about future Center Webinars

Higher Education Center's Services

The Center provides:

- General information and assistance
- Publications, including *Prevention Updates*
- Trainings, Webinars, and other online and in-person learning opportunities
- Evaluation support and assistance
- Web content on multiple AODV topics in higher education and specific, evidence-based prevention strategies
- HEC/News *E-Digest*, a weekly electronic digest of news and information relating to AOD and violence prevention
- HEC/Forum, a discussion board for YOU! Visit to share information and post questions about higher education AODV issues.

Contact Us!

U.S. Department of Education's

**Higher Education Center for Alcohol,
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**Please fill out the Webinar
evaluation.**

Thank you!