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ABSTRACT

This guide presents detailed descriptions of potentially effective approaches to preventing impaired driving by college students due to alcohol abuse. Chapter 1 provides an overview of alcohol-impaired driving and discusses changes in public attitudes, the scope of the problem, involvement of teens and young adults, and the challenge of reaching college students. Chapter 2, on increasing awareness, discusses typical awareness messages, national awareness programs ("Students Against Driving Drunk" and "Boost Alcohol Consciousness Concerning the Health of University Students" (BACCHUS)), and designing awareness messages for young adults. A chapter on alternative transportation programs reviews the designated driver program and safe ride programs. Next, a review of responsible beverage service programs includes the "Training for Intervention Procedures by Servers of Alcohol" (TIPS) program, and the "Stanford Community Responsible Hospitality Project". Deterrence strategies to prevent alcohol-impaired driving are discussed in the fifth chapter and include use of sobriety checkpoints, controlling student access to alcohol, and school-imposed penalties. The final chapter is a call for public action. Appendices provide a Risk Assessment Form from the Stanford project, sources of other information and resources, and a list of publications. (MAH)

GUIDE

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Preventing Alcohol-Related Problems *on* Campus:

Impaired Driving

Preventing Alcohol-Related Problems on Campus: Impaired Driving

A Guide for Program Coordinators

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Preface

Preventing Alcohol-Related Problems on Campus: Impaired Driving has been written primarily for alcohol and other drug (AOD) prevention coordinators at postsecondary institutions and for other campus administrators who are interested in implementing, improving, or expanding impaired driving prevention programs. The guide begins with an executive summary written especially for top-level school administrators, including presidents, vice presidents, and deans.

The guide's primary purpose is to present ***detailed descriptions of potentially effective approaches to preventing impaired driving***. The guide presents:

- a wide range of interventions that some colleges and universities have already implemented that other institutions of higher education can either include in a new impaired driving prevention program or add to an existing program;
- the pitfalls that other colleges have encountered in initiating or expanding impaired driving prevention activities and suggestions for overcoming these obstacles; and
- a call for college officials to join with local and state officials to seek changes in policy that will help stem student involvement in alcohol-related traffic crashes.

This publication attempts to provide accurate and authoritative information and is provided with the understanding that The Higher Education Center for Alcohol and Other Drug Prevention is not engaged in the rendering of legal services. If legal advice is required, the services of an attorney should be sought.

Because of special concerns about the impaired driving problem, school administrators have implemented several programs that focus on getting students to separate the acts of drinking and driving. It is these programs, specific to the prevention of alcohol-impaired driving, that are the subject of this guide.

These programs are only part of the total effort that is needed to reduce foreseeable risks related to student alcohol use and create a safer school environment. Worries about students driving under the influence are justified. However, students who engage in high-risk drinking but do not drive after drinking also face significant health and safety risks.

What is necessary, then, is a more general approach that focuses on changing a broad array of environmental conditions that encourage students' high-risk drinking. The strategies reviewed here should be developed in the context of that broader effort.

Use of the Word *Prevention*

This guide uses the terms *prevent* and *prevention* to describe efforts to eliminate impaired driving. However, impaired driving is a crime that will never be eradicated completely. As a result, these terms should be construed to mean *minimize* or *reduce* the problem *to the fullest extent possible*.

Some of the information in the guide comes from available literature, but most of it is based on telephone interviews with administrators, program coordinators, and other staff at more than 30 colleges and universities. Many of the schools were identified by the Network of Colleges and Universities Committed to the Elimination of Alcohol and Drug Abuse, the U.S. Department of Education, professional organizations and associations, and the individuals listed in the acknowledgments. Some of the schools were identified from reports, articles, and other documents on impaired driving.

Because of limited time and resources, it was impossible to contact the many other schools that have also made concerted efforts to curb impaired driving. However, an effort was made to include the experiences of a wide range

of schools in terms of geographic location, size, funding sources, and student population.

Preventing Alcohol-Related Problems on Campus: Impaired Driving is published by The Higher Education Center for Alcohol and Other Drug Prevention, funded by the U.S. Department of Education. Other Center publications are listed below.

An electronic version of these publications can be downloaded from the electronic bulletin board system for the Center for Substance Abuse Prevention (CSAP), PREVline (PREVention online), which is operated by the National Clearinghouse for Alcohol and Drug Information. PREVline can be accessed via the Internet (path: telnet ncadi.health.org; then press the "enter" key; user-ID: new) or by direct dial-up [telephone (301) 770-0850, user-ID: new]. This file and others can be located by conducting a keyword search on The Higher Education Center for Alcohol and Other Drug Prevention publications in the online library.

For more information, contact the U.S. Department of Education, Drug Prevention Program, FIPSE, ROB 3, 7th and D Streets, S.W., Washington, DC 20202-5175.

Student Flyer

Alcohol and Acquaintance Rape: Strategies to Protect Yourself and Each Other

Guides

Preventing Alcohol-Related Problems on Campus: Acquaintance Rape

Preventing Alcohol-Related Problems on Campus: Impaired Driving

Bulletins

Binge Drinking on Campus: Results of a National Study

Enforcing the Minimum Age Drinking Law: A Survey of College Administrators and Security Chiefs

Institutionalizing an Alcohol and Other Drug Prevention Program

Preventing Alcohol-Related Problems on Campus: Vandalism

Newsletters

Catalyst

The Law, Higher Education, and Substance Use Prevention

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Executive Summary

A Note to Presidents, Vice Presidents, and Deans

The primary purpose of *Preventing Alcohol-Related Problems on Campus: Impaired Driving* is to present ***detailed descriptions of potentially effective approaches to preventing impaired driving***. This executive summary was written especially for top-level school administrators, including presidents, vice presidents, and deans.

Copies of the guide should be made available to the policy-setting committee assigned to develop and revise school policies and to the school's coordinator for alcohol and other drug prevention.

Other members of the college community who have a special interest in preventing impaired driving—faculty, students, program directors, campus security, and other staff—will also find *Preventing Alcohol-Related Problems on Campus: Impaired Driving* a useful introduction.

Because of special concerns about the impaired driving problem, school administrators have implemented several programs that focus on getting students to separate the acts of drinking and driving. It is these programs, specific to the prevention of alcohol-impaired driving, that are the subject of this guide.

Rigorous evaluation of most school-based DUI prevention programs is lacking. The relative value of those activities can still be assessed through evaluations of similar off-campus programs and through a general consideration of good prevention practice, based on years of work in the field of public health.

Alcohol-Impaired Driving: A Continuing Problem

Greater awareness of the dangers of driving after drinking has led school administrators, faculty, and students to experiment with a wide range of approaches to preventing alcohol-impaired driving. In general, school administrators have tried a two-pronged approach: programs to reduce student misuse of alcohol and programs to prevent driving after drinking.

A recent survey of U.S. college students by the Harvard School of Public Health showed that the problem of driving after drinking is largely confined to students who engage in *binge drinking*. Compared to non-binge drinkers, frequent binge drinkers (those who binge drink three or more times during a two-week period) were 10 times more likely to have driven after drinking alcohol and 16 times more likely to have ridden with a driver who was high or drunk.

Changing this pattern of behavior among college students is an immense challenge. Young people in their late teens and early 20s can be especially difficult to reach with prevention messages because of the central role that alcohol use can play in their transition to adulthood.

The prevention strategies reviewed in this guide are specifically focused on the prevention of alcohol-impaired driving. Clearly, school-based programs that encourage students to separate the acts of drinking and driving are vital.

These programs are only part of the total effort that is needed to reduce foreseeable risks related to student alcohol use and create a safer school environment. Worries about students driving under the influence are justified, but students who engage in high-risk drinking but do not drive after drinking also face significant health and safety risks.

What is also necessary, then, is a more general approach that focuses on changing a broad array of environmental conditions that encourage students' high-risk drinking. The strategies reviewed here should be developed in the context of that broader effort.

Increasing General Awareness

General awareness programs are essential to remind students about the risks of driving after drinking, a message that needs constant reinforcement. At the same time, it is clear that *accurate information alone is unlikely to motivate students who drink and drive to stop doing so*. Thus, general awareness programs are best combined with other programs, in particular those focused on individual behavior change and enhanced law enforcement.

A college program developed by Students Against Driving Drunk (SADD) is built around the "Contract for Life," which calls on students to sign a pledge to their friends that they will avoid driving after drinking. If students are ever in a situation where a friend or date who is driving has been drinking, they promise to seek safe, sober transportation home. The national SADD organization provides chapters with a long list of ideas for information campaigns.

Like SADD, the national student organization Boost Alcohol Consciousnes Concerning the Health of University Students (BACCHUS) seeks to foster peer-to-peer education programs that will discourage the misuse of alcohol and prevent impaired driving. With partial funding from the alcohol industry, BACCHUS headquarters provides at low cost a number of training and support services to local chapters, including a 13-week certified peer educator training program. BACCHUS also develops complete materials for two national campaigns each year, National Collegiate Alcohol Awareness Week and the BACCHUS Safe Spring Break.

Those who design health education messages for students will want to keep the following guidelines in mind:

- Prevention messages directed to young people are best when they feature peers, not older adults.
- Prevention messages should avoid being preachy.
- Prevention messages are more successful when they give greater emphasis to the **social** consequences of high-risk behavior compared to its life-threatening consequences.
- Using celebrities in prevention messages should be approached with caution.
- Prevention messages should in general avoid the use of fear appeals in favor of appeals that emphasize the positive benefits of behavior change.

General awareness programs directed to college students are most likely to succeed if they seek to reinforce an emerging shift in norms against alcohol-impaired driving. To do so, these programs might seek to stigmatize alcohol-impaired driving. This is a shift from current practice where the focus has been on addressing students as potential perpetrators.

General awareness programs can also attack the existing system of knowledge and beliefs that operate to sustain current drinking and driving norms. Key points include the following:

- An alcohol-related crash is the foreseeable result of someone's decision to drive after drinking, a decision for which they should be held accountable.
- Every act of impaired driving is a serious offense, whether it happens to result in a crash or not.
- Even small amounts of alcohol can greatly reduce a person's ability to respond to road emergencies and to drive safely.
- The risk of causing a motor vehicle crash is greatly magnified even at blood alcohol concentration (BAC) levels as low as .05 percent.

Concern about causing or being hurt or killed in an alcohol-related crash can be channeled into support for campus policies that will address the problem. Student, faculty, and staff support for changing these policies is more likely to be achieved when they understand that people are more likely to make the right choices when their environment supports those choices.

Alternative Transportation Programs

There are a number of actions college students can take as individuals to prevent alcohol-impaired driving. Two of the strategies stressed by formal college programs are using designated drivers and using safe ride programs.

In using a designated driver, a couple or a group of friends selects one person to abstain from alcohol and to be

responsible for driving. The others are free to drink or not as they choose. Advocates of this approach note that use of designated drivers serves to legitimize the appropriateness of not drinking alcohol at social events.

The designated driver concept has gained wide currency among college students. A Harvard survey of U.S. college students found that 33 percent had served as a designated driver at least once in the past 30 days and that 32 percent had ridden with a designated driver at least once during that period. Some schools have established formal programs to promote the use of designated drivers among their students.

The most common criticism leveled against the designated driver concept is that it might encourage or give tacit approval to high-risk drinking by the driver's companions. Critics also argue that the designated driver concept might undermine a strong no-use message for underage youth, since messages to promote the idea cannot be targeted narrowly to adults over age 21.

Recent research suggests that, among college students, the use of designated drivers appears to be providing a positive net benefit. The use of designated drivers is associated with some non-driving students drinking excessively but only to a limited extent. This is far outweighed by the number of students who typically binge drink but do not do so when they serve as the designated driver.

Safe ride programs are another approach to help students avoid driving after drinking. Typically, when someone is unable to drive home safely and needs a ride, either that person or someone else, such as a party host or a server at a bar or restaurant, will call a company that provides or arranges for transportation.

Safe rides can be arranged informally. The advantage of a formal program, however, is its ready availability and its reliability. Moreover, promotion of a formal program serves as another reminder to students that there is no excuse for alcohol-impaired driving.

Critics of safe rides programs worry that by removing one of the major reasons for students to restrict their alcohol use—the need to get home safely—these programs encourage the misuse of alcohol. Proponents of these programs point out that there is no evidence that students are currently limiting their drinking for want of a safe ride home. Moreover, alcohol-impaired driving is one of the leading causes of death among teens and young adults. As a result, by providing safe transportation, the programs will save lives.

Responsible Beverage Service Programs

Responsible beverage service programs, which teach people how to serve alcohol properly, are beginning to catch on at colleges and universities. These programs have three goals:

- to prevent the service of alcohol to minors;
- to reduce the likelihood of drinkers becoming intoxicated; and
- to prevent those who are impaired from driving.

The TIPS (Training for Intervention Procedures by Servers of Alcohol) training program, which has been offered at over 200 colleges nationwide, uses a variety of interactive learning techniques to teach participants about the effects of alcohol consumption, the social and legal responsibilities associated with serving alcohol, ways to recognize potential problems, and techniques for intervening with people who drink too much.

The Stanford Community Responsible Hospitality Project at Stanford University targets three types of servers: students; faculty and staff; and the hospitality industry, which includes bars, restaurants, and beverage distributors both on- and off-campus.

Trained peer educators, called The Party Pro's, serve as consultants to students who are planning parties by offering help in formulating a party budget; fund-raising; training student bartenders, party monitors, and escort coordinators; and promoting the party. In addition, the Stanford project helps student groups, including fraternities and sororities, develop policies for their social activities.

The Stanford project also established a Hospitality Alliance to promote responsible beverage service both on- and off-campus. The alliance includes owners and man-

agers of bars, restaurants, hotels, and other hospitality businesses; public safety and law enforcement officials; professional event planners; members of the local chamber of commerce; and members from a community-based alcohol and drug prevention task force. What joins these parties together is their mutual interest in promoting safe and healthy social environments.

A community-wide responsible beverage service program has four key components:

- community oversight, involving a task force to establish guidelines and monitor the program;
- management policies and procedures that establish clear expectations about what the responsible service program requires;
- server practices, introduced through training as part of an overall program to change community and business owners' expectations; and
- patron awareness, encouraged through press conferences, special community events, and other promotions.

Deterrence Strategies for Preventing Alcohol-Impaired Driving

One of the most important ways in which school administrators can collaborate with local community officials to combat alcohol-impaired driving is by giving the school's full support to firm and consistent law enforcement.

The key to deterring alcohol-impaired driving is not to be found in boosting the severity of punishment for the small minority of impaired drivers who are arrested but in increasing the public's perception of the likelihood of detection and punishment and to do this on a consistent basis.

A key strategy for deterring alcohol-impaired driving that campus police can consider is sobriety checkpoints. Checkpoints are police roadblocks set up to check for drivers who have been drinking. Checkpoints serve two purposes: 1) to apprehend impaired drivers and 2) to increase the perceived risk of apprehension by those who might otherwise decide to drive after drinking.

How a college works with the local police in conducting sobriety checkpoints depends on the type of campus security force and the scope of its police powers. In some cases, campus police have the same jurisdictional authority as a regular police department. In other cases, the campus police are akin to a private security force, in which case, the officers will play a more circumscribed role in helping conduct the checkpoints.

Campus police can collaborate with local officials to control student access to alcohol in the community, primarily through stricter enforcement of existing laws to stop the sale and distribution of alcohol to minors. Decoy operations, which involve sending underage persons into retail establishments to attempt to buy alcohol, are an important enforcement tool. Just as campus police can play a role in conducting sobriety checkpoints, so can they play a role in decoy operations, depending on their jurisdictional authority.

School-imposed penalties are another important part of a total enforcement effort against driving under the influence. The absence of school-imposed penalties sends a mixed message to students that the law is not taken seriously and can be disregarded with impunity. To demonstrate that the school is doing whatever it can to deal with foreseeable risks and create a safe campus, school officials need to be prepared to impose meaningful penalties, including in certain cases suspension and even expulsion, against students who commit serious infractions of the law such as alcohol-impaired driving.

Calling for Public Action

To deal effectively with the problem of student drunk driving, school officials can lend their voice to the public's call for changes in policy that will change the social, legal, and economic environment in which people make decisions about their drinking and driving behavior. Taking on this responsibility will require officials to make a significant shift in their approach to reducing alcohol-impaired driving by students.

The principal way that school officials can change the environment that contributes to driving under the influence (DUI) is to work for policy change at the state and local levels. There are several measures that school

officials can help put in place that might make a significant dent in the DUI problem among college students:

- per se limits for drivers under age 21, usually .02% BAC;
- administrative license revocation, which allows the prompt removal of a driver's license if a driver is tested and found to have a BAC higher than the legal limit; and
- higher excise taxes on alcohol, with future increases indexed to consumer price inflation.

More laws and programs are also needed to promote compliance with the minimum age drinking law. These include distinctive and tamper-proof licenses for drivers under 21 and passage of "use and lose" laws that impose driver's license penalties on minors found in possession of alcohol.

Laws or regulations could also be imposed to eliminate advertising and marketing practices by the alcohol industry that are likely to promote drinking by minors. In a related action, college administrators could ban sponsorship of events and other on-campus marketing by the alcohol industry. Advertising is the chief means by which the alcohol industry communicates its message to students.

Because of their institutional authority, school officials are in a position to make a significant difference in public policy related to DUI prevention. To maximize their impact, school officials can learn *media advocacy* skills. Media advocacy involves the strategic use of the mass media, including student newspapers and other campus-based news media, to affect policy change.

Chapter 1

Alcohol-Impaired Driving: A Continuing Problem

Chapter Summary

- Greater awareness of the dangers of driving after drinking has led school administrators, faculty, and students to experiment with a wide range of approaches to preventing alcohol-impaired driving. In general, school administrators have tried a two-pronged approach: programs to reduce student misuse of alcohol and programs to prevent driving after drinking.
- A recent survey of U.S. college students by the Harvard School of Public Health showed that the problem of driving after drinking is largely confined to students who engage in *binge drinking*. Compared to non-binge drinkers, frequent binge drinkers (those who binge drink three or more times during a two-week period) were 10 times more likely to have driven after drinking alcohol and 16 times more likely to have ridden with a driver who was high or drunk.
- Changing this pattern of behavior among college students is an immense challenge. Young people in their late teens and early 20s can be especially difficult to reach with prevention messages because of the central role that alcohol use can play in their transition to adulthood.
- The prevention strategies reviewed in this guide are specifically focused on the prevention of alcohol-impaired driving. Clearly, school-based programs that encourage students to separate the acts of drinking and driving are vital.
- **These programs are only part of the total effort that is needed to reduce foreseeable risks related to student alcohol use and create a safer school environment.** Worries about students driving under the influence are justified, but students who engage in high-risk drinking but do not drive after drinking also face significant health and safety risks.
- What is necessary, then, is a more general approach that focuses on changing a broad array of environmental conditions that encourage students' high-risk drinking. The strategies reviewed here should be developed in the context of that broader effort.

To address the problem of alcohol-impaired driving by college students, school administrators have tried a two-pronged approach: programs to reduce student misuse of alcohol and programs to prevent driving after drinking.

Most college-based programs are designed to deal with the more general problem of student drinking, and usually include general awareness education, sponsorship of alcohol-free events, and policies designed to regulate alcohol use on campus.

In fact, this is where the primary emphasis should be. The value of this approach is that it is not limited to only one of the specific consequences of alcohol impairment but instead addresses their common provenance—the availability of cheap alcohol to students, plus school policies,

a social climate, and other local conditions that encourage high-risk drinking.

At the same time, because of special concerns about the impaired driving problem, school administrators have also implemented programs that focus more narrowly on getting students to separate the acts of drinking and driving.

It is these programs, specific to the prevention of alcohol-impaired driving, that are the subject of this guide.

Current prevention programs can be divided into two broad types: 1) programs that seek to increase general awareness of the problem of alcohol-impaired driving, and 2) programs that promote individual behavior change to avoid driving after drinking. The latter category includes designated driver programs, safe ride programs, and responsible beverage service programs.

A Fall Term Tragedy

The three young men had just attended a late-night party at the College where Rob was a freshman. Now they sped down Route 128, the major highway that circumscribes metro Boston, headed for home in Rob's Camaro.

Driving at 117 m.p.h., Rob lost control of his car. The Camaro spun off the highway, tore through a guardrail, flew 50 yards in the air, and exploded upon impact, ejecting its occupants.

Rob was pronounced dead from head trauma at a nearby hospital. His friends survived but sustained severe injuries: Sam, a broken pelvis; Tim, a fractured spine.

Police at the scene found open beer containers in the car. When interviewed later, Sam and Tim admitted to police that they had been drinking on their way home from the party.

In addition, some school administrators collaborate with local law enforcement to stop alcohol-impaired driving and the illegal sale of alcohol to minors. Support for firm and consistent law enforcement is consonant with a campus policy of zero tolerance for alcohol-related violence, which includes alcohol-impaired driving.

School administrators also have an important role to play in the arena of public action. Officials from some colleges have moved in this direction already. For example, some school administrators work with local retailers and other community leaders to limit student access to alcohol and to prevent people who are impaired from driving.

Other administrators are working for changes in state and local policy that will modify the social, legal, and economic environment in which students make decisions about their drinking and driving behavior. One of the best ways to reduce alcohol-impaired driving among students is to push for new laws and regulations that will affect the community as a whole.

Before describing these types of college-based programs, it is important to establish a context for these activities. The remainder of this chapter notes the progress that the United States has made in combatting alcohol-impaired driving since the early 1980s. Despite this progress, however, the problem still remains a very serious one, especially for teens and young adults, including college students.

Alcohol-Impaired Driving: An Overview

There was a time—actually, not so long ago—when most Americans viewed alcohol-impaired traffic crashes as a regrettable but largely unavoidable aspect of modern life.

The thinking was this: Americans drink, and Americans drive automobiles. It is inevitable, then, that some people will drive while impaired and get into an accident and that some people will be seriously injured or killed.

Accident: the very word conveyed the message that there was little that anyone could do about the problem.

During this time, it was common for people to joke about their escapades in getting home after a night of drinking. Hollywood got into the act, too. Movie audiences roared

A Spring Term Tragedy

The single-car crash happened early Friday morning on Flagstaff Road, a two-lane road in the foothills near the University. Later that day, David, an 18-year-old freshman, was charged with vehicular homicide and reckless driving under the influence of alcohol.

According to the police report, David was driving a Toyota 4-Runner with four passengers. At about 2:35 a.m., the car left the right side of the road, went up the mountainside, turned over, and landed back on the road on its roof.

Anne, also a freshman, was trapped under the overturned car, suffered massive head injuries, and was pronounced dead an hour after the crash. She was riding on the Toyota's roof at the time of the crash.

with laughter as they watched the fraternity brothers of *Animal House* head off on a beer-fueled "road trip" to a women's college.

Changes in Public Attitudes

Today, alcohol-impaired driving is no longer a source of easy laughs, nor is it shrugged off as an inevitable cost of modern life. Rather, most Americans view it as a serious public danger—a *violent crime* that results from a person's decision to drive while impaired.

Hollywood has picked up on, and has even contributed to, this change. Today's movies and television shows sometimes portray characters making plans to use designated drivers or intervening to prevent friends from driving while impaired.[1]

The most important reason for this dramatic change in public attitudes is a national grassroots movement led by Mothers Against Drunk Driving (MADD).[2] MADD was founded in 1980 in Sacramento, California, by a mother whose young daughter was killed by a driver with multiple convictions for driving under the influence of alcohol. Speaking with the legitimacy of the victim's voice, MADD has been vocal and effective.

Alcohol-impaired driving is a violent crime.

Scope of the Problem

The widespread change in public attitudes, coupled with hundreds of tougher laws to prevent alcohol-impaired driving, has led to a drop in alcohol-related fatalities from 25,165 in 1982 to 17,859 in 1992 and 17,461 in 1993,[3] according to the National Highway Transportation Safety Administration (NHTSA).

While the number of alcohol-related fatalities is the lowest since NHTSA began tracking this information, the fact remains that *about two in five Americans will be involved in an alcohol-related crash during their lifetime.*

A Gallup poll conducted in 1993 for Mothers Against Drunk Driving found that about 40 percent of U.S. adults personally knew someone who was killed or injured by a drunk driver. Just over one-half said they knew someone who had sustained property damage caused by an alcohol-impaired driver.[4]

In 1993, 35 percent of all traffic fatalities occurred in crashes in which at least one driver or pedestrian was intoxicated. Some amount of alcohol was present in 44 percent of all fatal crashes.[5]

Teens and Young Adults

The change in public attitudes can be seen on the nation's college campuses, too. Greater awareness of the dangers of driving after drinking has led school administrators, faculty, and students to experiment with a wide range of approaches to preventing alcohol-impaired driving.

Some progress has been made. Since 1982, the greatest percentage drop in alcohol-related traffic fatalities has been among drivers under age 21.[6] Among the most important reasons for this reduction is the increase in the minimum drinking age to 21.[7]

Even so, the problem of alcohol-impaired driving by teens and young adults remains a serious concern. In 1992, there were 7,189 alcohol-related traffic fatalities among drivers ages 16 to 20 years, making this problem still among the leading causes of death for people in this age group.[8]

College students are a big part of the problem. Research reported by the Core Institute at Southern Illinois University at Carbondale shows that 36 percent of U.S. college students (43 percent males, 30 percent females) said they had driven a car one or more times during the past year while under the influence of alcohol or drugs.[9]

A recent survey of U.S. college students by the Harvard School of Public Health showed that the problem of driving after drinking is largely confined to students who engage in *binge drinking*.[10]

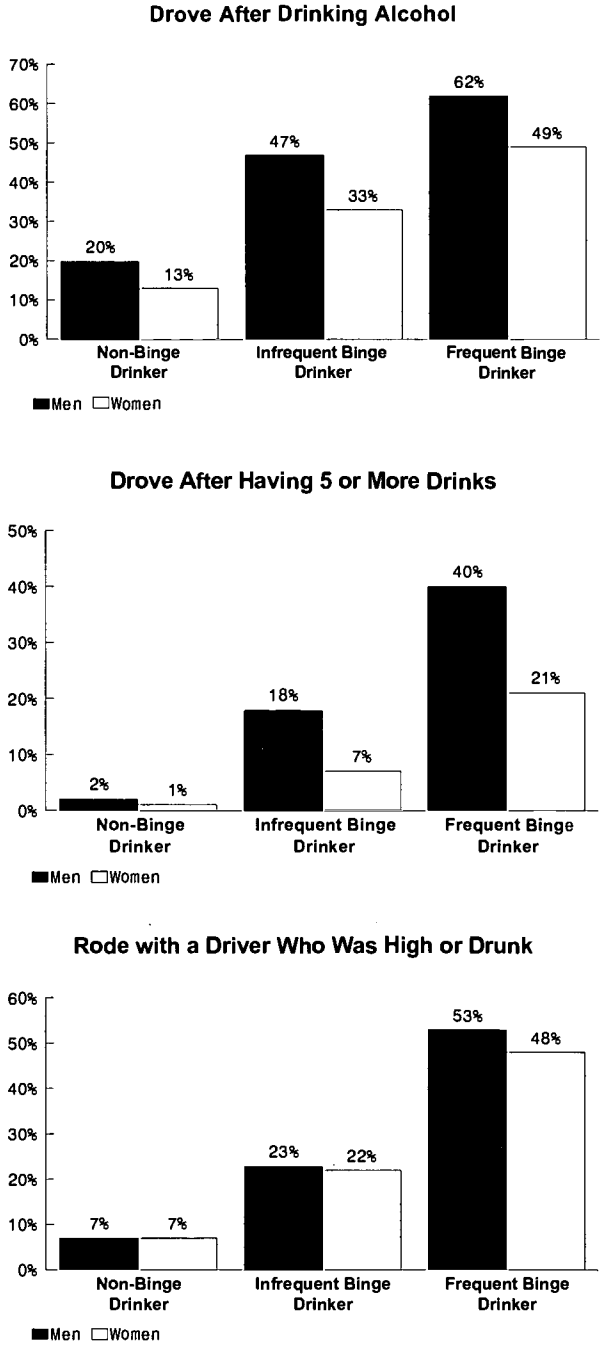
The Harvard study defined binge drinking for *men* as drinking *five* or more drinks in a row in the past two weeks and, for *women*, as drinking *four* or more drinks in a row. The study defined frequent binge drinking as binge drinking *three or more times* within the past two weeks.

> *We were on our way to a party at another college. We were following a drunk friend because we didn't know the way there. He was driving crazy, sometimes even over the center line of the road. Then, while going around a sharp bend, he turned on two wheels, lost control, and crashed into another car. Four of my friends were hospitalized.*
>
> —Anonymous Student, College Alcohol Study, Harvard School of Public Health, 1993

Nationally, almost half of the students—50 percent of men and 39 percent of women—were binge drinkers. About half of the binge drinkers, or about one in five students overall, were classified as frequent binge drinkers. Two in five students drank during the school year but were not binge drinkers. One in six were non-drinkers.

The data displayed in figure 1 show the percentage of students who reported that, in the past 30 days, they had driven after drinking alcohol or had ridden with a driver

Figure 1. Percentage of Students Reporting Alcohol-Related Driving in the Past 30 Days by Type of Drinker



Source: Wechsler, H., Davenport, A., Dowdall, G., Moeykens, B., and Castillo, S. Health and Behavioral Consequences of Binge Drinking in College: A National Survey of Students at 140 Campuses. *Journal of the American Medical Association* 272: 1672-1677, 1994.

who was high or drunk. Compared to non-binge drinkers, frequent binge drinkers were:

- *10 times* more likely to have driven after drinking alcohol;
- *74 times* more likely have driven after having five or more drinks; and
- *16 times* more likely to have ridden with a driver who was high or drunk.

The Challenge of Reaching College Students

Changing this pattern of behavior among college students is an immense challenge. Young people in their late teens and early 20s can be especially difficult to reach with prevention messages—especially messages from adults in authority—because of the central role that alcohol use can play in their transition to adulthood.[11]

At their stage of psychological development, teens and young adults are in the process of developing an identity apart from their parents. A key element of that process is maintaining meaningful connections with a peer group. Because being accepted by that group is of utmost importance, peers can be an extremely powerful motivator of behavior and a primary influence on the self-concept of the group's members.[12]

Furthermore, many teens and young adults see themselves as immortal, with luck constantly at their side. Such beliefs may function as a psychological defense against feeling small and helpless.[13] Because they see themselves as invincible, they are more willing to take part in risky activities without concern about possible negative consequences.

This analysis highlights several reasons why teens and young adults are motivated to drink—and often to drink to excess:

- Drinking emulates adult behavior while simultaneously signaling a rebellion against adult authority.
- Drinking can supply a young person with an enhanced feeling of self-esteem and personal security.
- Drinking fulfills a need to regress—that is, drinking allows the person to escape temporarily to a more relaxed state or to act "crazy" and "out of control."
- Alcohol consumption allows for the strengthening of group bonds and eases socializing.
- Alcohol lets the two sexes mingle without inhibitions and makes it easier to "connect."

In sum, for many college students, drinking as part of a group is an integral part of emerging adulthood. Drinking supplies them with the illusion of being an adult but also facilitates having fun, group bonding, and the expression of a sexual identity. Cementing these motives is a social climate that values intoxication plus strong internal pressures to conform to the peer group's expectations.

This helps clarify why, when nearly all teens and young adults know that impaired driving is dangerous, many of them still drink and drive. While college students may know intellectually that drinking and driving is not a smart thing to do, their common sense can be overwhelmed by the powerful process of the social drinking ritual. For such students, drinking is primary. How to get back home is an afterthought.

For those students who are most prone to take risks, alcohol can enhance their sense of being invulnerable to danger, thereby reducing whatever inhibitions they may have had against impulsive, dangerous behavior when they were still sober.

Another challenge to reducing alcohol-impaired driving by college students is that many of them (and, actually, many people of all ages) have driven while impaired without incident—often many times.[14] This fact can sustain a driver's belief in his or her ability to avoid a crash after drinking, even when the person is beyond the point of illegal impairment.

Moreover, a driver's belief in his or her good luck can reinforce the idea that an alcohol-related crash is a lamentable accident rather than the foreseeable outcome of impaired driving. Having avoided serious consequences can even reinforce the misconception that impaired driving is neither especially risky nor a serious offense worthy of severe penalties.

The next five chapters describe how college administrators can try to meet the challenge of decreasing the prevalence of alcohol-impaired driving among their students. Each of these chapters describes a major category of prevention strategies.

Drug-Free Schools and Campuses Act

While college administrators have long been concerned about student alcohol and other drug use, the driving force behind recent prevention activity has been the passage of the Drug-Free Schools and Campuses Act, codified as Part 86 of EDGAR (34 CFR Part 86). Failure to meet the Part 86 of EDGAR requirements can put a school's federal funding in jeopardy.

Part 86 of EDGAR requires that every institution of higher education, as a condition of receiving any federal financial assistance, must provide the following information to each student and employee:

- *a description of the health risks associated with the use of alcohol and illicit drugs;*
- *a description of any drug or alcohol counseling, treatment, or rehabilitation programs available to students and employees;*
- *standards of conduct that clearly prohibit the unlawful possession, use, or distribution of alcohol and illicit drugs by students and employees on school property or as part of any school activities;*
- *a description of the applicable legal sanctions under local, state, or federal law for the unlawful possession, use, or distribution of alcohol and illicit drugs;*
- *a clear statement that the school will impose disciplinary sanctions on students and employees who violate the standards of conduct; and*
- *a description of the sanctions, up to and including expulsion, termination of employment, and referral to local law enforcement.*

The regulations also require schools to prepare a written review of their program every two years to 1) determine its effectiveness and implement any needed changes, and 2) ensure that the school's sanctions are being consistently enforced. The written biennial review must be made available to anyone who asks for a copy.

Chapter 2 Educational programs to increase general awareness of alcohol-impaired driving and its consequences.

Chapter 3 Alternative transportation programs, including designated driver programs and safe ride programs.

Chapter 4 Responsible beverage service programs.

Chapter 5 Deterrence strategies, especially restricting youth access to alcohol and deploying sobriety checkpoints.

Chapter 6 Changes in public policy that would modify the overall social, legal, and economic environment that affects students' drinking and driving behavior.

The prevention strategies reviewed in this guide are specifically focused on the prevention of alcohol-impaired driving. Clearly, school-based programs that encourage students to separate the acts of drinking and driving are vital.

These programs are only part of the total effort that is needed to reduce foreseeable risks related to student alcohol use and create a safer school environment. Worries about students driving under the influence are justified, but students who engage in high-risk drinking but do not drive after drinking also face significant health and safety risks.

What is also necessary, then, is a more general approach that focuses on changing a broad array of environmental conditions that encourage students' high-risk drinking. The strategies reviewed here should be developed in the context of that broader effort.

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Chapter 2

Increasing General Awareness

Chapter Summary

- General awareness programs are essential to remind students about the risks of driving after drinking, a message that needs constant reinforcement. At the same time, it is clear that *accurate information alone is unlikely to motivate students who drink and drive to stop doing so*. Thus, general awareness programs are best combined with other programs, in particular those focused on individual behavior change and enhanced law enforcement.
- A college program developed by Students Against Driving Drunk (SADD) is built around the "Contract for Life," which calls on students to sign a pledge to their friends that they will avoid driving after drinking. If students are ever in a situation where a friend or date who is driving has been drinking, they promise to seek safe, sober transportation home. The national SADD organization provides chapters with a long list of ideas for information campaigns.
- Like SADD, the national student organization BACCHUS seeks to foster peer-to-peer education programs that will discourage the misuse of alcohol and prevent impaired driving. With partial funding from the alcohol industry, BACCHUS headquarters provides at low cost a number of training and support services to local chapters, including a 13-week certified peer educator training program. BACCHUS also develops complete materials for two national campaigns each year, National Collegiate Alcohol Awareness Week and the BACCHUS Safe Spring Break.
- Those who design health education messages for students will want to keep these guidelines in mind:
  - Prevention messages directed to young people are best when they feature peers, not older adults.
  - Prevention messages should avoid being preachy.
  - Prevention messages are more successful when they give greater emphasis to the **social** consequences of high-risk behavior compared to its life-threatening consequences.
  - Using celebrities in prevention messages should be considered cautiously.
  - Prevention messages should in general avoid the use of fear appeals in favor of appeals that emphasize the positive benefits of behavior change.
- General awareness programs directed to college students are most likely to succeed if they seek to reinforce an emerging shift in norms against alcohol-impaired driving. To do so, these programs might seek to stigmatize alcohol-impaired driving. This is a shift from current practice, where the focus has been on addressing students as potential perpetrators.
- General awareness programs can also attack the existing system of knowledge and beliefs that

Chapter Summary (cont'd)

operate to sustain current drinking and driving norms. Key points include the following:

- An alcohol-related crash is the foreseeable result of someone's decision to drive after drinking, a decision for which that person should be held accountable.
- Every act of impaired driving is a serious offense, whether it happens to result in a crash or not.
- Even small amounts of alcohol can greatly reduce a person's ability to respond to road emergencies and to drive safely.
- The risk of causing a motor vehicle crash is greatly magnified even at BAC levels as low as .05 percent.

- Concern about causing or being hurt or killed in an alcohol-related crash can be channeled into support for campus policies that will address the problem. Student, faculty, and staff support for changing these policies is more likely to be achieved when they understand that people are more likely to make the right choices when their environment supports those choices.

The main purpose of general awareness programs is to increase student recognition of the alcohol-impaired driving problem and to establish it as a primary concern among school administrators, faculty, and students. These types of programs are essential to remind students about the risks of driving after drinking, a message that needs constant reinforcement.

At the same time, it is clear that *accurate information alone is unlikely to motivate students who drink and drive to stop doing so.* Because general awareness programs are insufficient, they are best combined with other programs, in particular those focused on individual behavior change and enhanced law enforcement.

In a 1993 study of college administrators and security chiefs, about two-thirds of the administrators said they offer educational programs for their students on drinking and driving. Attendance at these sessions is mainly voluntary, however. Only one out of 20 administrators reported that their school requires every student to attend.[1]

Typical Awareness Messages

General awareness programs usually address college students as potential perpetrators and conclude with an appeal not to drink and drive. Often, efforts are made to motivate students to take the problem seriously by appending to this appeal a moving story about a victim, a recitation of alcohol-impaired driving statistics, or a review of relevant laws and penalties.

Another type of general awareness campaign tries to change the social meaning of driving after drinking and thereby bring about a shift in norms. A typical message using this approach emphasizes that alcohol-impaired driving is not an accident, but the end-result of a person's deliberate decision to drive after drinking.

Fort Hays State University in Kansas has a number of general awareness programs that incorporate these standard elements of college-based campaigns. Examples include the following:

- *Tiger by the Tale.* A peer theater group presents dramatic vignettes on health-related issues and then leads open discussions with the audience. Topics include alcohol abuse, drinking and driving, and

acquaintance rape, among others. The student actors do not claim to be health educators but communicators who facilitate peer discussion and self-evaluation. The troupe performs regularly at Fort Hays and at other Kansas colleges.

- *Strings Attached.* Before one of the home basketball games, students release balloons, each attached to a 15-foot string, to represent last year's victims of alcohol-impaired driving in Kansas. "As you leave the coliseum tonight," the student narrator says, "remember that whenever you are faced with drinking choices, there are strings attached."
- *37 Seconds of Silence.* Before one of the home football games, the Fort Hays football coach announces that each member of the competing football teams is wearing the number 37 on his helmet in memory of the 37 college-age drivers who were killed in Kansas last year in alcohol-related traffic crashes. Fans are then asked to observe 37 seconds of silence. The actual number used varies from year to year; when the program was first used in 1991 the number was 44.
- *Links for Life.* Strips of red and green paper are handed out at sporting events and other student gatherings. Students are asked to write their names on a strip, pledging to make "safe choices" over the December holiday season. The strips are collected and then formed into links in a "chain for life."

In 1994, educators at the University of Northern Colorado started an inventive awareness program with funds from a one-year renewable grant from the Colorado Department of Health. The central idea of the Impaired Driving Prevention Project is to incorporate instruction about impaired driving into a "ropes course," an adventure

Knowing the Limits of "Safe" Drinking

Alcohol industry-sponsored commercials with slogans such as "Know When to Say When" imply that alcohol-impaired driving is a problem because people do not know when their blood alcohol concentration (BAC) has reached the legal limit.[2]

Some general awareness programs stress the same theme, encouraging students to use charts or formulas to calculate how much they can drink "safely." While this may strike school officials as an obvious and straightforward prevention message, there are good reasons for omitting it.

First, while each state defines what BAC level is illegal, from a safety standpoint this level—currently either .10% BAC or .08% BAC—is not a meaningful cut-off point. A BAC-level of .05% is high enough to reduce virtually everyone's driving ability.[3]

Second, figures on BAC charts are averages that ignore variations in tolerance among people of the same weight and fluctuations for the same person drinking under differing circumstances (e.g., on an empty stomach versus after a big meal).[4]

Third, for some people—minors under age 21, problem drinkers, pregnant women or those trying to get pregnant —no amount of alcohol consumption is appropriate. Focusing on knowing the limits of "safe drinking" obscures that point.

The only "moderation" message that school administrators can safely stress is one based on the U.S. Dietary Guidelines: men should not consume more than two alcoholic beverages per day, while women should consume no more than one.[5]

program that highlights risk assessment and group teamwork as students face the physical challenges of an intricate obstacle course.

In one instructional session, student facilitators lead a discussion about the participants' perceptions of what the school's drinking norms are and then contrast those perceptions with the actual rates of binge drinking and driving under the influence (DUI). The main point is that, contrary to most students' impressions, the majority of students at most colleges do not engage in high-risk drinking or drive after drinking. The discussion concludes with a brainstorming session on how to get even more students to make healthy and safe choices.

Handouts include a review of Colorado state laws. For example, people under age 21 who purchase alcohol can lose their driver's license for three months, while those who drive under the influence can lose their license for a year. Another handout spells out the financial costs to first-time DUI offenders, which range between about $2,800 and $6,700 in Colorado.

At Bowling Green State University in Ohio, students formed an awareness program called "Never Again" after two fraternity members were killed by an alcohol-impaired driver. Members organized a letter writing campaign by local third and fourth graders who gave reasons why college students should not drink. The letters were published in the school newspaper.

National Awareness Programs

Two national organizations can help school officials who want to start up or improve a general awareness program on alcohol-impaired driving: Students Against Driving Drunk (SADD) and Boost Alcohol Consciousness Concerning the Health of University Students (BACCHUS).

Students Against Driving Drunk (SADD)

Although best known for its work in high schools, SADD also has a college program. The original high school program was founded on the proposition that young people "have the power and motivation to reach their peers with effective prevention messages." SADD's college program echoes this theme. One of its objectives is to demonstrate that the majority of college students are "responsible adults" with a "genuine concern" for addressing the DUI problem.

The SADD college program is built around the "Contract for Life," which calls on students to sign a pledge to their friends that they will avoid DUI situations. Specifically, if students are ever in a situation where a friend or date who is driving has been drinking, they promise to seek safe, sober transportation home. Students who are old enough to drink legally promise that they will seek safe, sober transportation home if they, themselves, are too impaired to drive.

SADD was once criticized for "Contract for Life" because the pledge did not include a clear "no use" message for students under age 21. This has been rectified. In signing the contract, students are stating their opposition to drug abuse, drinking and driving, and underage drinking. SADD's policy in support of state minimum drinking age laws is clearly stated at the bottom of the contract.

Students, faculty, or administrators can initiate the formation of a SADD chapter on campus. The program cannot work without students, however, so faculty and administrators who take the initiative need to get students involved from the beginning. Likewise, students who take the initiative need to select a faculty member to serve as an advisor to the chapter and as a liaison with the administration and faculty.

The national organization provides new chapters with a long list of ideas for information campaigns. Speakers arranged through the national office are available to visit schools and help get new chapters started.

There is no set program, since the national office believes that the student members of each chapter should decide what types of awareness programs will work best on their campus. What is essential, according to SADD officials, is that these programs communicate the value of choosing a drug-free lifestyle, adhering to state liquor laws, and avoiding driving after drinking.

Activities suggested by SADD for increasing student awareness of the risks of alcohol-impaired driving include the following:

Drinking and Driving Simulation. Under the supervision of police or campus security, an obstacle course is set up (e.g., using orange highway cones) in a remote parking lot. Volunteers drive the course after drinking measured amounts of alcohol and taking breathalyzer tests to establish their BAC (blood alcohol concentration) level.

Wrecked Car Display. An automobile that was badly damaged in an alcohol-related crash is towed to a central location on campus for display. A sign is placed in front of the car to describe the crash and its aftermath and to review the statistics on alcohol-related traffic fatalities.

Mock Arrest and Trial. A student drives to the campus dining hall, followed by a police car with blaring sirens. The police take the student into the dining room, where he is given field sobriety tests, arrested, and booked. Two local attorneys and a district court judge then stage a mock trial, which leads to the student's "conviction."[6]

Mock Traffic Crash. Students are placed in a wrecked car as simulated crash victims. An area rescue team arrives on the scene. One student is pronounced "dead," while another is driven off in an ambulance. The police conduct field sobriety tests on the driver, arrest and handcuff him, and take him away in a police car.[7]

Mock Funeral. Helped by a local minister, student actors stage a funeral march through the campus. The procession stops at a busy intersection, where a mock funeral is conducted. The student driver who was "killed" is eulogized and sadness is expressed over his or her premature death.[8]

Mock Graveyard. A student dresses as the Grim Reaper. To symbolize the frequency at which alcohol-related traffic deaths occur in the United States, the student adds a new tombstone to a mock graveyard every 22 minutes.

Boost Alcohol Consciousness Concerning the Health of University Students (BACCHUS)

BACCHUS is a national student organization with more than 500 affiliated chapters at institutions of higher education. Like SADD, BACCHUS seeks to foster peer-to-peer education programs that will discourage the misuse of alcohol and prevent impaired driving.

Unlike SADD,[9] BACCHUS receives partial financial support from the alcoholic beverage industry, making the program controversial among some alcohol and drug prevention advocates. Indeed, the very name of the organization evokes concern among some advocates: Bacchus was the Greek god of wine, who was honored in drunken feasts called Bacchanalia.

BACCHUS has a specialized program called GAMMA (Greeks Advocating Mature Management of Alcohol) which applies the BACCHUS approach to fraternities and sororities. Both BACCHUS and GAMMA chapters can be found on some campuses. Together, these chapters constitute what BACCHUS calls the BACCHUS and GAMMA Peer Education Network.

To affiliate with BACCHUS, a campus-based organization must be focused on peer education and be run by students. Each chapter must also have a professional advisor—e.g., a faculty member, an alcohol educator from the student health center, or a staff member from residence life. The advisor is the liaison between the chapter and BACCHUS's national headquarters.

BACCHUS headquarters provides at low cost a number of training and support services to local chapters, including 1) a monthly 16-page newsletter, *The BACCHUS Beat*; 2) a videotape series; 3) an information clearinghouse; 4) an annual national conference, *The BACCHUS General Assembly*; 5) regional workshops; and 6) regionally-based consultants. BACCHUS's newsgroup designation on the Internet is *alt.bacchus*.

BACCHUS also has a 13-week certified peer educator training program. The training focuses on the role of the peer educator, listening and confrontation skills, and program development. Offered at $295 per chapter, the training comes with a two-and-a-half hour videotape, facilitator's manual, and student workbooks. Students who go through the training are nationally certified by BACCHUS as peer educators.

BACCHUS also develops complete materials for two national campaigns each year, National Collegiate Alcohol Awareness Week and the BACCHUS Safe Spring Break. A full complement of pamphlets, brochures, and posters is also available for sale on subjects such as women and alcohol and how to help a friend with a drinking problem.

Dedicated materials on alcohol-impaired driving are not available, but many of the program ideas that BACCHUS suggests to the chapters are designed to increase general awareness about the DUI problem. BACCHUS also developed a designated driver program, *Zero Hero*, discussed in chapter 3. The campaign handbook also includes several ideas for creating student awareness of the costs of alcohol-impaired driving.

Designing Awareness Messages for Young Adults

As noted above, being accepted by a peer group is of utmost importance to teens and young adults, which makes peer expectations a powerful motivator of their behavior. Those who design health education messages for students will want to keep these guidelines in mind:

Prevention messages directed to young people are best when they feature peers, not older adults. There are exceptions to this rule, but in general messages related to alcohol and other drug issues are best given as peer-to-peer communications.

Prevention messages should avoid being preachy. Even a peer who delivers a moralizing message is likely to be perceived as a stand-in for adult sponsors.

Prevention messages are more successful when they give greater emphasis to the ***social*** *consequences of high-risk behavior rather than to its life-threatening consequences.* It is the threat to life and physical well-being that motivates school officials to take action, but the danger often seems improbable to young adults.

A good example of a prevention message that incorporates these ideas is a television commercial developed in 1991 by Project TEAM (Techniques for Effective Alcohol Management) and the National Collegiate Athletic Association (NCAA). The purpose of the ad was to discourage students from riding with an impaired driver.

In the commercial, viewers saw a close-up of an attractive woman student who tells a story about her date with a high-risk drinker. She concluded her story as follows: "It was a good party. But after he'd been drinking a while, he was out of control, and people were looking at me like, you're with *this* guy? I had someone else drive me home."

The Great Safe Holiday Break

The Great Safe Holiday Break was developed by the Florida office of the BACCHUS and GAMMA Peer Education Network. Students sign a pledge card promising that, during the December holiday period, they will buckle up their safety belts, not drink and drive, not ride in an automobile with an impaired driver, and not let friends drive while impaired.

As part of the program, institutions of higher education in Florida are encouraged to enter an annual competition. Half of the contest points are based on the percentage of students who sign a pledge card, while the other half is based on the quality of the school's anti-drunk driving program (goals, activities, and number of students participating). Schools are encouraged to have their own contest to see which campus group or organization can gather the most pledge cards.

Using celebrities in prevention messages should be considered cautiously. Many campaigns to prevent alcohol-impaired driving have used celebrities, hoping that "star power" will bring attention and credibility to their message. Celebrities usually donate their time because they are committed to the cause or because they want the media exposure and good public relations that these campaigns can bring them.

Ideally, the celebrity will have a public image that fits the campaign's underlying strategy. To be credible, the celebrity should also have a legitimate connection with the issue in question.

There are risks to using celebrity endorsements, however, and for these reasons program designers will want to approach this possibility with caution.[10]

- The message may be overwhelmed by the celebrity and ultimately forgotten.

- Celebrities can lose their lustre. Among young people in particular, perceptions of entertainment and sports stars often change very quickly.
- Celebrities can suddenly become newsworthy in ways that directly undermine the campaign (e.g., DUI arrest) or are otherwise inappropriate.
- College students often view celebrity messages skeptically, because they suspect the celebrity was paid to deliver the message or because they believe that many stars have problems with alcohol and other drugs.

Prevention messages should in general avoid the use of fear appeals in favor of appeals that emphasize the positive benefits of behavior change. The use of fear appeals (sometimes called "scare tactics") is based on a belief that people can be scared into stopping a health- or life-threatening behavior. Such appeals have long been a staple of student campaigns against alcohol-impaired driving. There is no debate about the need to remind students that impaired driving can have dire consequences. What is at issue is the emotional charge given to those messages.

While a fear-based approach has strong intuitive appeal, research has shown that such campaigns rarely succeed, primarily because fear appeals are so difficult to execute properly. Indeed, there is even a risk that fear appeals will backfire and inadvertently make the problem even more resistant to change.[11]

If a fear appeal is to have any chance of working, the onset of a *moderate* level of fear should be followed by the simple, concrete steps that people can take to avoid the problem. Immediately afterwards, the fear-arousing elements of the appeal should end, which reinforces the desired behavior and confirms its effectiveness.[12]

In practice, this is difficult to do, especially in mass communications. For this reason, fear appeals are generally not recommended. It is usually far more effective to identify positive benefits that people will get from taking certain actions rather than threatening them with punishment for failing to act.

The Focus of Future Campaigns

A key to achieving further reductions in alcohol-related traffic fatalities is to reinforce an emerging shift in U.S. social norms against alcohol-impaired driving. For increasing numbers of Americans, including college students, driving while impaired is no longer seen as socially acceptable.

This shift in thinking about alcohol-impaired driving is important for two reasons. First, what people will and will not do is affected by their perceptions of what other people expect of them. Second, when social norms shift, support emerges for policies that will enforce those norms. This is especially important in preventing alcohol-impaired driving, where the national experience has shown that the key is the enforcement of policies that change the legal, social, and economic environment in which people make decisions about their drinking and driving behavior.

General awareness programs directed to college students are most likely to succeed if they seek to reinforce this shift in norms. To do so, these programs might seek to stigmatize alcohol-impaired driving. This requires that students hear two messages:

- Impaired driving emerges from a series of free choices that the driver has made.
- Impaired driving by other people may have severe consequences for them, their friends, and their loved ones.

This is a shift from current practice, where the focus has been on addressing students as potential perpetrators. To reinforce the change in social norms, more progress can be made by addressing the students as *potential victims* of impaired driving.

On a second front, general awareness programs can attack the existing system of knowledge and beliefs that operate to sustain current drinking and driving norms. The following messages are a crucial part of this attack:

- The phrase "drunk driving accident" obscures the cause-and-effect relationship between driving after drinking and motor vehicle crashes. An alcohol-related crash is the foreseeable result of someone's decision to drive after drinking, a decision for which they should be held accountable.
- Every act of impaired driving puts other lives at risk. Hence, the very act of impaired driving is a serious offense, whether it happens to result in a crash or not.

- Many drivers, especially teens and young adults, underestimate their degree of impairment and its impact on their driving skills. Even small amounts of alcohol can greatly reduce a person's ability to respond to road emergencies and to drive safely.
- The risk of causing a motor vehicle crash is greatly magnified even at BAC levels as low as .05 percent. In fact, the current limit in most states, .10 percent BAC, represents an extremely dangerous level of impairment.

Ultimately, concern about causing or being hurt or killed in an alcohol-related crash can be channeled into support for campus policies that will address the problem. Driving after drinking happens when students make that choice, but what course of action they choose is influenced by their environment. In turn, that environment is partly shaped by school policies. Student, faculty, and staff support for changing these policies is more likely to be achieved when they understand that people are more likely to make the right choices when their environment supports those choices.

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Chapter 3

Alternative Transportation Programs

Chapter Summary

- There are a number of actions college students can take as individuals to prevent alcohol-impaired driving. Two of the strategies stressed by formal college programs are using designated drivers and using safe ride programs.
- In using a designated driver, a couple or a group of friends selects one person to abstain from alcohol and to be responsible for driving. The others are free to drink or not as they choose. Advocates of this approach note that use of designated drivers serves to legitimize the appropriateness of not drinking alcohol at social events.
- The designated driver concept has gained wide currency among college students. A Harvard survey of U.S. college students found that 33 percent had served as a designated driver at least once in the past 30 days and that 32 percent had ridden with a designated driver at least once during that period. Some schools have established formal programs to promote the use of designated drivers among their students.
- The most common criticism leveled against the designated driver concept is that it might encourage or give tacit approval to high-risk drinking by the driver's companions. Critics also argue that the designated driver concept might undermine a strong no-use message for underage youth, since messages to promote the idea cannot be targeted narrowly to adults over age 21.
- Recent research suggests that, among college students, the use of designated drivers appears to be providing a positive net benefit. The use of designated drivers is associated with non-driving students drinking excessively, but only to a limited extent. This is far outweighed by the number of students who normally binge drink but do not do so when they serve as the designated driver.
- Safe ride programs are another approach to help students avoid driving after drinking. Typically, when someone is unable to drive home safely and needs a ride, either that person or someone else—such as a party host or a server at a bar or restaurant—will call a company that provides or arranges for transportation.
- Safe rides can be arranged informally. The advantage of a formal program, however, is its ready availability and its reliability. Moreover, promotion of a formal program serves as another reminder to students that there is no excuse for alcohol-impaired driving.
- Critics of safe ride programs worry that by removing one of the major reasons for students to restrict their alcohol use—the need to get home safely—these programs encourage the misuse of alcohol. Proponents of these programs point out that there is no evidence that students are currently limiting their drinking for want of a safe ride home. Moreover, alcohol-impaired driving is one of the leading causes of death among teens and young adults. As a result, by providing safe transportation, the programs will save lives.

There are a number of actions college students can take as individuals to prevent alcohol-impaired driving. At one level, a widespread recognition that there are several simple and easily adopted prevention practices that students can implement will support the idea that driving after drinking is neither inevitable nor acceptable, which in turn reinforces the shift in social norms that has been under way. More importantly, if widely followed, these practices will bring about a reduction in the number of impaired student drivers.

Ways for people to avoid alcohol-impaired driving include the following:

1) *When planning to drive . . .*

   Decide in advance to avoid or limit alcohol consumption.

2) *When planning to drink . . .*

   Decide in advance to use a designated driver, a cab, public transportation, or a safe ride program.

3) *When hosting a party . . .*

   Prevent friends from driving while impaired by:

   - offering non-alcoholic beverages as an alternative;
   - providing ample food when serving alcohol;
   - asking arriving guests "Who's driving?" and offering the driver a non-alcoholic beverage;
   - making alcohol no longer available at least one hour before the party ends; and
   - if necessary, refusing to serve a guest any more alcohol.

   Actively intervene if someone is prepared to drive while impaired by:

   - driving the person home;
   - arranging for a cab or other transportation;
   - inviting the person to stay until sober (even if overnight);
   - taking the keys away; or
   - calling the police.

   Ensure that an impaired driver's passengers also have a safe ride home.

Formal college programs have stressed three of these strategies: 1) using designated drivers, 2) using safe ride programs, and 3) being a responsible host. Efforts to promote designated driver and safe ride programs are reviewed below. Programs to promote responsible beverage service are described in chapter 4.

Designated Driver Programs

During the 1980s, with strong support from traffic safety advocates, television and radio broadcasters, journalists,

Intervening with a Friend: A Television Message to College Students

Close-up of an attractive woman. The camera slowly moves around her while she speaks until, with her last line, she looks directly at the camera. Woman (expressing sadness, mixed with anger):

"I've known Jenny since high school, so everybody agreed it was up to me. I went over there. We talked about the party. I asked her if she remembered me driving her home.

"Then, I told her about all this stuff she did when she was drunk. She got really mad, but I said,' Hey, Jen, it's me, and you need to know.'"

Closing graphic: "You're not as cool as you think when you drink."

—National Collegiate Athletic Association and Project TEAM

and the alcohol beverage industry, the designated driver concept moved quickly from a relatively obscure idea to a household word.

According to the 1993 Gallup poll, 64 percent of U.S. adults say they or their friends assign a designated driver when they go out for social events where alcoholic beverages are consumed, up from 58 percent in a similar 1991 survey.[1]

The designated driver concept is a simple one. In essence, a couple or a group of friends selects one person to abstain from alcohol and to be responsible for driving. The others are free to drink or not as they choose.

In practice, some designated drivers might limit alcohol intake but not abstain, meaning that the designated driver might be less intoxicated than other members of the group but not necessarily competent to drive.[2]

The designated driver concept has several apparent advantages as a prevention strategy:

- A formal designated driver program may be helpful but is not necessary for large numbers of people to adopt the practice.
- Designated drivers can be used in virtually any setting where drinking occurs and at no cost.
- The selection of a designated driver requires a discussion, which helps spread the idea and reinforce its social acceptability.

Advocates of this approach also note that use of designated drivers serves to legitimize the appropriateness of not drinking alcohol at social events.[3]

Guidelines for promoting the designated driver concept include the following:[4]

- Stress the importance of planning ahead so that the designated driver abstains.
- Show how the subject of choosing a designated driver can be brought up and how resistance to the idea can be overcome (*see the sidebar, "A Night Out with the Guys," for an example directed to couples*).
- Present being the designated driver as a rewarding role that allows one to have fun and remain an accepted member of the group.

A Night Out with the Guys: A Television Message Directed to Couples

Opening graphic: "A night out with the guys." A man in his 30s adjusts the lapels on his leather jacket as a woman stands next to him, smoothing the front of his coat.

Man: "So, what do you think?" Woman: "Sensational."

Man: "Okay, I'm ready." Woman: "You sure?"

Man: "What do you mean?" Woman: "Who's driving?"

Man: "What do you mean, who's driving?"

Woman: "Who's the designated driver?"

Man (puzzled): "Well, the guy with the car."

Woman: "No, no. Somebody has to be responsible not to drink for the whole night so you guys get home safely."

Man: "Honey, you mean you want me to go to the guys and say, 'Hey, you're the desig—, uh, des—, you're the—'"

Woman: "The designated driver. Yeah, why don't you do it?"

Man: "Sure."

Woman: "Good." They kiss briefly. "Have fun."

Closing graphic: "Choose a Designated Driver. A CBS Public Awareness Message."

—Columbia Broadcasting System (CBS)

- Do not suggest that having a designated driver gives others license to drink without regard to consequences.
- Do not emphasize that being the designated driver is the "mature" or "socially responsible" thing to do, because this message might backfire with young males who are fun-seeking and rebellious against authority.

In 1993, the Center for Substance Abuse Prevention and the National Highway Traffic Safety Administration issued an official policy statement endorsing the designated driver concept within a comprehensive framework for addressing alcohol-related traffic crashes.[5] According to the statement:

"By encouraging drivers to remain alcohol-free, the designated driver [concept] both promotes a social norm of not mixing alcohol with driving and fosters the legitimacy of the non-drinking role. . . The use of designated drivers by the public and designated driver programs by servers of alcoholic beverages is encouraged for those over age 21."[6]

The designated driver concept has gained wide currency among college students. The Harvard survey of U.S. college students found that 33 percent had served as a designated driver at least once in the past 30 days and that 32 percent had ridden with a designated driver at least once during that period.[7] Table 1 shows that the use of designated drivers is especially common among frequent binge drinkers who binge drank three or more times within the past two weeks.

Formal Programs

Some schools have established formal programs to promote the use of designated drivers among their students. At the University of Missouri-Columbia, for example, Project ADAPT (Alcohol and Drug Abuse Prevention Team), the school's substance abuse office, works with the local BACCHUS chapter to oversee a designated driver program involving 30 local bars and restaurants that are frequented by the college community.

The program, founded in 1986, is designed to promote the concept among students, faculty, and staff and to elicit the cooperation of bar and restaurant owners to offer dis-

Table 1. Percentage of Students Reporting Use of Designated Drivers in the Past 30 Days by Type of Driver

	Percentage of Students Reporting the Behavior		
	Non-Binge Drinkers	Infrequent Binge Drinkers	Frequent Binge Drinkers
In the past 30 days			
Served as a designated driver one or more times	29%	41%	47%
Rode with a designated driver one or more times	20%	48%	58%

Source: DeJong, W., Moeykens, B.A., and Wechsler, H. The Use of Designated Drivers by U.S. College Students: A National Study. Paper Presented at the Annual Meeting of the American Public Health Association, Washington, D.C., 1994.

counted food, soft drinks, or other incentives to patrons who volunteer to refrain from alcohol and be the designated driver.

The University of Missouri program has expanded its operations statewide under the name "Cheers to the Designated Driver." Currently, there are four active chapters at state universities and colleges, while three others are being reactivated.

Some designated driver programs provide participating bars and restaurants with posters, window decals, menus, napkins, coasters, table tents, and other promotional items free of charge. In return, the bars and restaurants offer designated drivers complimentary beverages such as coffee or soft drinks. A program could also encourage owners to do the following:

- provide coupons to the designated driver that can be applied to future purchases;
- promote and serve food at the bar; and
- add a wide assortment of attractive non-alcoholic beverages to the menu.

To maximize its effectiveness, the bar managers should be trained to run the program. In addition, the managers will most likely need to offer incentives to the servers to keep them motivated to execute the program.

School officials can work with local bars and restaurants to develop designated driver programs. One of the challenges to be faced is the disincentives that discourage these establishments from implementing or continuing such programs.

Quite simply, a formal program requires an establishment to invest both time and money. Some bar and restaurant owners might even be afraid that they will lose money by giving out free non-alcoholic drinks to designated drivers.[9] This could happen, unless the provision of a safer drinking environment generates additional business.

It is essential, then, for the program to take steps to keep owners motivated. At a minimum, the program should call or visit every participating establishment once a month to see if it needs any supplies or has comments on how the program is running. Paid advertising in the college newspaper or other local media that promotes the establishment's participation is another way to maintain owner motivation.

Working Agreement for a Formal Designated Driver Program[8]

The college program representative agrees to do the following:

1. *Provide advertising and publicity on a regular basis for the bar or restaurant.*
2. *Maintain a working relationship with the establishment including personal contact and task force meetings.*
3. *Maintain communication ties with the program participants through distribution of a program newsletter.*
4. *Use advertising in the student media to promote the establishment as a caring and respectable part of the community.*
5. *Provide a poster and other promotional materials to the establishment.*

The establishment agrees to do the following:

1. *Provide free soft drinks for the night to all designated drivers who are accompanied by at least one person consuming alcoholic beverages.*
2. *Use the poster and other promotional items to promote the program to the establishment's patrons.*
3. *Maintain a working relationship with the program by attending task force meetings and notifying the program representative when difficulties arise.*

Another way around the financial barrier is for bars and restaurants to impose eligibility requirements, such as a minimum group size, but this limits the program's impact. Another solution is for the establishment to promote the concept without offering free drinks, or to do so on a more limited basis as part of special promotions.

Short-term profits may not be the owners' only concern. The motivation for some owners to install a designated driver program is their belief that it will protect their business from legal liability. Actually, these programs provide some, but not total, liability protection. Because patrons' behavior cannot be controlled once they leave the premises, and because designated driver programs do not protect patrons from other problems caused by the misuse of alcohol, the programs do not completely protect an establishment from lawsuits. In contrast, responsible server programs, which stress not letting any patron drink to excess, do increase this protection.[10] Ideally, a designated driver program will be part of this broader effort. Responsible server programs are reviewed in chapter 4.

In 1988, BACCHUS (Boost Alcohol Consciousness Concerning the Health of University Students) developed a designated driver program model, "Zero Hero," in cooperation with the National Highway Transportation Safety Administration. BACCHUS sells posters, buttons, table tents, cups, keychains to promote the designated driver, the "true life of the party."

Limitations

With or without a formal program in place, there are limited circumstances in which drinkers find it practical or convenient to have a designated driver.[12]

- The strategy only works when drinkers are part of a group. By definition, designated driver programs cannot provide safe transportation for the solitary drinker.
- It is sometimes impractical for groups to use a designated driver unless their starting points and destinations afterward are geographically close.
- Having a designated driver requires advance planning so that members of the group arrive and depart at the same times.

Some individuals find the designated driver role to be unattractive when they are with only one other person, are at "mixers" or other social activities designed to bring together people who do not know each other well, or are at events where drinking is viewed as an integral part of the social activity.[13] These are especially important considerations among college students.

Research on Effectiveness

The designated driver concept may be simple, but it has led to a complex debate among public health and traffic safety experts over what is and is not an appropriate strategy for combatting alcohol-impaired driving.[14]

The most common criticism leveled against the concept is that it might encourage or give tacit approval to high-risk drinking by the driver's companions. This would be of special concern regarding college students, many of whom engage in binge drinking.

Critics also argue that the designated driver concept might undermine a strong no-use message for underage youth,

On Offering Free Drinks to the Designated Driver:

An Opposing View[11]

"In most programs, the designated driver is given free nonalcoholic drinks as a kind of reward for not drinking alcohol. This contradicts a basic premise and message of [responsible beverage service] that nonalcoholic beverages are in demand, are an appropriate alternative to alcohol beverages, and can provide an important source of revenue for the establishment."

—James F. Mosher, Marin Institute

since messages to promote the idea cannot be targeted narrowly to adults over age 21.

In essence, then, critics of the approach argue that it might be *enabling*—that is, for the designated driver's companions, use of this DUI prevention strategy could remove a barrier to and may even encourage excessive alcohol consumption, especially among groups of teens and young adults.

Proponents of the designated driver concept are quick to note that, because of the psychological needs that can be met through ritualized social drinking, it is common for *all* members of a social group to drink to excess, including the driver.[15] As a practical matter, therefore, proponents argue that there is a compelling need to promote the designated driver concept to save lives on our nation's highways.

The ideal solution to this problem would be the elimination of drinking by minors and the achievement of significantly reduced alcohol intake by adults who drink. Proponents of the designated driver concept agree that long-term efforts to obtain these results must continue. But in the short-term, they insist, there is a critical need to get the driver to abstain.

These competing claims of proponents and critics of the designated driver concept can only be answered by research. A recent study suggests that, among college students, a group known for its very high levels of binge drinking, the use of designated drivers appears to be providing a positive net benefit.[16]

As noted, one issue is whether having a designated driver is associated with higher rates of high-risk drinking. A standard measure of high-risk alcohol use is binge drinking, which is defined for men as five or more drinks in a row on a single occasion and for women as four or more drinks. Of particular interest, then, are those students who do not usually binge drink, but did drink at this higher level the last time they rode with a designated driver.

Here are the figures: Overall, 4,676 college students in the national sample said they had ridden with a designated driver during the past 30 days. Of these students, only 1,031 (or 22 percent) were not usually binge drinkers but binge drank the last time they had a designated driver. That number has to be put in context. For some students, the addition of only a single drink would move them into the binge-drinking category.

Also at issue is the behavior of the designated drivers themselves. According to the study, when students serve as the designated driver they seldom binge drink. In fact, most abstain from alcohol altogether, thereby reinforcing a new social norm that the driver does not drink.

Consider this result: Overall, 4,746 students reported they had served as a designated driver during the past 30 days. Of these, 1,908 (or 40 percent) were *chronic binge drinkers who reported not binge drinking the last time they served as the designated driver, with the vast majority either abstaining or having only one drink.*

In summary, is the use of designated drivers helping keep binge drinkers off the roads? Yes. Is the use of designated drivers associated with some non-driving students drinking excessively? Yes, but only to a limited extent. The bottom line is that, among college students, the use of designated drivers appears to be doing far more good than harm.

Safe Ride Programs

Another approach to help students avoid driving after drinking is to provide drivers for people who would otherwise drive or ride with an impaired driver. These are usually referred to as safe ride programs.

Typically, when someone is unable to drive home safely and needs a ride, either that person or someone else, such as a party host or a server at a bar or restaurant, will call a company that provides or arranges for transportation. The ride is provided either for free or at a reduced rate. In a variation of this program, transportation is provided both to and from drinking locations on a pre-arranged schedule.

One advantage of the safe ride program is that it can work for solitary drinkers. A key disadvantage is that drivers who decide to use the program only after they have been drinking must leave their cars behind and retrieve them later.[17]

Safe ride can be arranged informally, of course. The advantage of a formal program, however, is its ready availability and its reliability. Moreover, promotion of a

formal program serves as another reminder to students that there is no excuse for alcohol-impaired driving.

At the University of California-Davis, a student organization called Associated Students created a safe ride program called "Tipsy Taxi." Originally, the program operated using a local taxi company. Currently, student drivers operate vans that are leased from the university garage. The Tipsy Taxi vans run on Thursday, Friday, and Saturday nights from 11 p.m. to 2:00 a.m. To be eligible for a ride, passengers must have a valid student card. The fee is only 50 cents.

Associated Students explains that one of the program's most important objectives is to serve as a "visible reminder that drinking and driving is of concern to all UC-Davis students." For that reason, an aggressive publicity effort is a vital part of the program, especially signs placed in local drinking establishments and other locations.

Working with a local taxicab company was more expensive than the current student-run shuttle service. In addition to regular mileage fees, the program also paid the company a "stand-by fee" to ensure that at least one taxi was at the program's disposal during the hours of operation. The current operation, which uses volunteer drivers and university vans, is less expensive to operate. On the downside, however, this arrangement means greater liability risk to the university.

Safe ride programs have generated their own controversy, which is similar to the argument surrounding designated driver programs. Critics of safe ride programs worry that by removing one of the major reasons for students to restrict their alcohol use—the need to get home safely—these programs encourage the misuse of alcohol. The mixed message that students hear, critics say, is that drinking is not the problem, only driving after drinking.

This criticism is even more telling when a safe ride program screens riders to make sure they meet a requirement that riders be intoxicated. This is a dangerous mistake, because students need not be obviously intoxicated to be too impaired to drive. Moreover, this requirement could create an incentive for students to drink until they are obviously drunk.

Proponents of these programs make the same arguments as do those who favor designated driver programs. First, there is no evidence that students are currently limiting their drinking for want of a safe ride home. Second, alcohol-impaired driving is one of the leading causes of death among teens and young adults. As a result, by providing safe transportation, the programs will save lives.

Ultimately, it will take sound evaluation research to determine whether, on balance, safe ride programs are a cost-effective way to reduce impaired driving. To date, such research is lacking.

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Chapter 4

Responsible Beverage Service Programs

Chapter Summary

- Responsible beverage service programs, which teach people how to serve alcohol properly, are beginning to catch on at colleges and universities. These programs have three goals:
  - to prevent the service of alcohol to minors;
  - to reduce the likelihood of drinkers becoming intoxicated; and
  - to prevent those who are impaired from driving.
- The TIPS (Training for Intervention Procedures by Servers of Alcohol) training program, which has been offered at over 200 colleges nationwide, uses a variety of interactive learning techniques to teach participants about the effects of alcohol consumption, the social and legal responsibilities associated with serving alcohol, ways to recognize potential problems, and techniques for intervening with people who drink too much.
- The Stanford Community Responsible Hospitality Project at Stanford University targets three types of servers: students; faculty and staff; and the hospitality industry, which includes bars, restaurants, and beverage distributors both on- and off-campus.
- Trained peer educators, called The Party Pro's, serve as consultants to students who are planning parties by offering help in formulating a party budget; fundraising; training student bartenders, party monitors, and escort coordinators; and promoting the party. In addition, the Stanford project helps student groups, including fraternities and sororities, develop policies for their social activities.
- The Stanford project also established a Hospitality Alliance to promote responsible beverage service both on- and off-campus. The alliance includes owners and managers of bars, restaurants, hotels, and other hospitality businesses; public safety and law enforcement officials; professional event planners; members of the local chamber of commerce; and members from a community-based alcohol and drug prevention task force. What joins these parties together is their mutual interest in promoting safe and healthy social environments.
- A community-wide responsible beverage service program has four key components:
  - community oversight, involving a task force to establish guidelines and monitor the program;
  - management policies and procedures that establish clear expectations about what the responsible service program requires;
  - server practices, introduced through training as part of an overall program to change community and business owners' expectations; and
  - patron awareness, encouraged through press conferences, special community events, and other promotions.

People who serve alcoholic beverages, either for profit or as a social host, are responsible for the well-being of those they serve. Greater social consciousness about impaired driving and other consequences of high-risk drinking, combined with justified concerns about legal liability, have led to the development of responsible beverage service programs that teach people how to serve alcohol properly.

These programs have three goals:

- to prevent the service of alcohol to minors;
- to reduce the likelihood of drinkers becoming intoxicated; and
- to prevent those who are impaired from driving.[1]

The comprehensiveness of responsible beverage service programs makes them an improvement over designated driver and safe ride programs (see chapter 3). Obviously, it is important to prevent the illegal or dangerous misuse of alcohol in the first place, not just deal with its consequences.

Training for Intervention Procedures by Servers of Alcohol (TIPS)

Responsible beverage service programs are beginning to catch on at many colleges and universities. Health Communications, Inc., in Washington, D.C., has provided a responsible service training program called TIPS (Training for Intervention Procedures by Servers of Alcohol) at over 200 colleges nationwide.

Trainers for TIPS, who have been certified after completing a two-day workshop, are located at several institutions of higher education, including Cornell University, Gallaudet University, Massachusetts Institute of Technology, Oberlin College, and the University of Virginia.

The two-hour TIPS training program is appropriate for anyone who sells or serves alcohol: faculty, alumni groups, campus dining services, campus pubs, and fraternities and sororities. Through a variety of interactive learning techniques, the training participants learn about the effects of alcohol consumption, the social and legal responsibilities associated with serving alcohol, ways to recognize potential problems, and techniques for intervening with people who drink too much.

Stanford Community Responsible Hospitality Project

The Stanford Community Responsible Hospitality Project, a responsible beverage service program at Stanford University, targets three types of servers: students; faculty and staff; and the hospitality industry, which includes bars, restaurants, and beverage distributors both on- and off-campus. Original funding for the project, begun in 1991, came from a three-year grant from the California Office of Traffic Safety.

In training members of the Stanford community, the project embeds the responsible host message within an overall program on how to have a more successful party. The key is to be creative in choosing party themes, entertainment, decorations, food, and beverages, both alcoholic and nonalcoholic. Presenting the message this way avoids preachiness and makes the responsible beverage service message more acceptable, especially to students.

Students are the main focus of the project. Trained peer educators, called The Party Pro's, serve as consultants to students who are planning parties by offering help in: 1) formulating a party budget, 2) fund-raising, 3) training student bartenders, party monitors, and escort coordinators, and 4) promoting the party. The peer educators offer the party-givers samples of nonalcoholic beverages and encourage them to make these drinks available at their party.

An important element of the Stanford project is the use of student volunteers to watch over the party. Sober monitors watch the party guests to ensure that minors are not drinking and that anyone who shows signs of impairment is not served additional drinks. The escort coordinator encourages guests to have a designated driver and makes prior transportation arrangements with the campus safe ride program, a taxi company, or student volunteers.

In addition, the Stanford project helps student groups, including fraternities and sororities, develop policies for their social activities. To facilitate this process, the project developed a risk assessment form to encourage student organization leaders to reflect on their current practices (see Appendix A). With the form, students are led to think about techniques for controlling guests'

access to alcohol, discouraging intoxication, and avoiding the hazardous consequences of intoxication.

An evaluation of the Stanford project revealed that its training workshops are having a positive effect on the school's drinking environment at parties. This effect was evident in the following ways:

- smaller and fewer "open" parties,
- more frequent ID checks,
- presence of sober monitors,
- more parties with bartenders,
- more parties with food served, and
- a posted alcohol policy.

What Is Responsible Beverage Service?[2]

Post the organization's alcohol policy at the entrance and at each alcohol serving location.

Require a campus ID for admission to the party.

Do not allow intoxicated guests to join the party.

Require proof of age for access to alcohol. Use wristbands to identify guests over age 21.

Prohibit self-service of alcohol.

Limit the percentage of the party's budget spent on alcohol.

Serve a variety of food and have enough to last for the entire party.

Offer nonalcoholic beverages at the same location as alcohol.

Standardize the strength of mixed drinks and do not serve doubles. Use beer cups that are 12 oz. or smaller.

Limit the number of drinks guests can obtain per visit to the bar.

Stop serving alcohol to intoxicated guests.

Stop serving alcohol one hour before the event ends.

Prevent impaired guests from leaving without safe transportation home.

Prevent guests from leaving with alcoholic beverages.

Prevent impaired guests from driving.

Have trained sober monitors assigned to watch the guests and offer assistance (at least one monitor per 50 guests).

Have trained escort coordinators who are responsible for ensuring guests safe transportation home.

The project has developed questionnaires for both students and faculty/staff to assess responsible hospitality practices at campus gatherings.

To ensure that students received a clear and consistent message about responsible alcohol consumption, the Stanford project also established a Hospitality Alliance to promote responsible beverage service both on- and off-campus. The alliance includes owners and managers of bars, restaurants, hotels, and other hospitality businesses; public safety and law enforcement officials; professional event planners; members of the local chamber of commerce; and members from a community-based alcohol and drug prevention task force.

What joins these parties together is their mutual interest in promoting safe and healthy social environments. Everyone can benefit:

- Customers benefit from the lower risk environment, which creates a positive social outing.
- Establishments benefit by training their staff in responsible beverage service practices, which decreases liability and improves business.
- The community benefits from decreased alcohol-related problems.

A community-wide responsible beverage service program has four key components.[3]

Community oversight. To make the responsible beverage service program a high priority, a task force or organization should be formed to establish guidelines and monitor the program. Members should include school officials, business owners, law enforcement officials, and local prevention advocates.

Management policies and procedures. The task force will want to work with retailers and other alcohol servers to establish clear expectations about what the program requires. Management training courses are needed.

Server practices. Servers need to be trained on the new responsible beverage service policies and procedures. This training should not be offered in isolation but as part of an overall program to change community and business owners' expectations.

Patron awareness. Press conferences, special community events, and other promotions are needed to introduce the responsible beverage service program and keep it in front of the public.

The "town-gown" collaboration represented by Stanford's Hospitality Alliance is an important reminder that a college campus does not exist in isolation but is part of a larger community. Trying to lower students' high-risk drinking by focusing on what happens on campus while ignoring what happens in the community as a whole can achieve only limited success.

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Chapter 5

Deterrence Strategies for Preventing Alcohol-Impaired Driving

Chapter Summary

- One of the most important ways in which school administrators can collaborate with local community officials to combat alcohol-impaired driving is by giving the school's full support to firm and consistent law enforcement.
- The key to deterring alcohol-impaired driving is not to be found in boosting the severity of punishment for the small minority of impaired drivers who are arrested but in increasing the public's perception of the likelihood of detection and punishment and to do this on a consistent basis.
- A key strategy for deterring alcohol-impaired driving that campus police can consider is sobriety checkpoints. Checkpoints are police roadblocks set up to check for drivers who have been drinking. Checkpoints serve two purposes: 1) to apprehend impaired drivers and 2) to increase the perceived risk of apprehension by those who might otherwise decide to drive after drinking.
- How a college works with the local police in conducting sobriety checkpoints depends on the type of campus security force the school has and the scope of its police powers. In some cases, campus police have the same jurisdictional authority as a regular police department. In other cases, the campus police are akin to a private security force, in which case the officers will play a more circumscribed role in helping conduct the checkpoints.
- Campus police can collaborate with local officials to control student access to alcohol in the community, primarily through stricter enforcement of existing laws to stop the sale and distribution of alcohol to minors. Decoy operations, which involve sending underage persons into retail establishments to attempt to buy alcohol, are an important enforcement tool. Just as campus police can play a role in conducting sobriety checkpoints, so can they play a role in decoy operations, depending on their jurisdictional authority.
- School-imposed penalties are another important part of a total enforcement effort against driving under the influence (DUI). The absence of school-imposed penalties sends a mixed message to students that the law is not taken seriously and can be disregarded with impunity. To demonstrate that the school is doing whatever it can to deal with foreseeable risks and create a safe campus, school officials need to be prepared to impose meaningful penalties, including in certain cases suspension and even expulsion, against students who commit serious infractions of the law such as alcohol-impaired driving.

To combat alcohol-impaired driving, one of the most important ways in which school administrators can collaborate with local community officials is by giving the school's full support to firm and consistent law enforcement. This stance is a necessary adjunct to a campus policy of zero tolerance for alcohol-related violence, which includes alcohol-impaired driving.

MADD and other advocacy groups frequently criticize the courts for not doing enough to stop impaired driving.[1] Implicit in their reproach is the belief that stronger criminal justice sanctions are the key to successful deterrence. Research has shown, however, that in the absence of enhanced enforcement, increasing the severity of punishment by itself has little deterrent effect. Tough penalties are important but not sufficient. No matter what the penalties are, people learn to ignore laws that are not enforced.[2]

Episodic enforcement crackdowns have a deterrent effect when they are well publicized. Unfortunately, this strategy succeeds only for a short time, because the public quickly discovers when the risk of detection has returned to former levels, and their previous pattern of drinking and driving gradually reappears.[3]

The key to deterring driving under the influence, therefore, is not to be found in boosting the severity of punishment for the small minority of impaired drivers who are arrested but in increasing the public's perception of the likelihood of detection and punishment and to do this on a consistent basis.[4]

Sobriety Checkpoints

A key strategy for deterring alcohol-impaired driving that campus police can consider is sobriety checkpoints. Checkpoints are police roadblocks set up to check for drivers who have been drinking.

Every driver, or a subset of drivers selected on a systematic basis, is stopped. If the police officer detects evidence of alcohol use, the driver is asked to take a preliminary breath test. Alternatively, the officer can use a passive alcohol sensor to detect alcohol on the driver's breath. If the officer suspects that a driver might be impaired, standard investigative procedures are initiated.

Dear Ann Landers:

I am a 21-year-old inmate at the Black River Correctional Center in Wisconsin serving a five-year sentence for reckless homicide (drunk driving). I want to share my story and offer a little advice.

I was your average young man from a good home and graduated from high school with honors, including one for good citizenship. In my senior year I was awarded the Chick Evans Scholarship and went off to Indiana University, where I discovered alcohol.

In the summer of '87, I was involved in an accident that changed my life. After drinking too much, I ran head-on into another car and killed somebody.

Although alcohol was responsible for this tragedy, the authorities agreed that I am not an alcoholic. This is my message, Ann: You don't have to be an alcoholic or even a frequent drinker to be involved in a tragic accident. In fact, I was a strong advocate of not drinking and driving. Many times I was the designated driver. On those nights I never touched alcohol. The night of the accident I should have let someone else drive my car, but I was too childish and stubborn. I was sure I could handle it. (Same old story.)

Now I am paying for my foolishness by spending five years in prison. Of course, the death I caused will be on my conscience forever.

—A Million Regrets in Wisconsin

Checkpoints serve two purposes: 1) to apprehend impaired drivers and 2) to increase the perceived risk of apprehension by those who might otherwise decide to drive after drinking.[5]

Sobriety checkpoints are strongly supported by prevention advocacy groups[6] and the general public. A 1993 Gallup poll sponsored by MADD showed that three-fourths of adults either favor or strongly favor police roadblocks to check for drivers who have been drinking.[7]

"Publicized checkpoints increase public awareness about the dangers of drunken driving, and they serve as a strong deterrent to motorists who might decide to drive impaired. When these drivers know that checkpoints are being conducted, they'll make other transportation arrangements or stay off the roads."

—Beckie Brown, President, MADD

The deterrence value of sobriety checkpoints depends on the publicity they get. Very few people will be detected and arrested at a checkpoint. In fact, very few drivers will even be stopped during a typical operation. Even so, news coverage about checkpoints communicates to the public that law enforcement officers are fully employed to combat this crime. Without this kind of publicity, few members of the public would even know about the checkpoints.[8]

Campus police at the University of Maryland in College Park have worked as partners with the county police department to conduct sobriety checkpoints near the campus on U.S. Route 1. Campus police know that sobriety checkpoints do not yield a high number of arrests but justify their involvement because of the educational function that checkpoints serve.

The checkpoint team consists of 35 officers from both the campus and county police departments. During a four-hour period, the checkpoint team stops between 3,500 and 5,000 cars. About one-fifth of the drivers are found to have consumed alcohol and are asked to submit to additional sobriety field tests. News coverage in the Washington, D.C., area is usually extensive and has frequently included live television news shots.

Standards for Conducting Sobriety Checkpoints

Court rulings on the legality of sobriety checkpoints have made clear that certain standards must be upheld if these operations are to meet Constitutional protections against illegal search and seizure. These standards are reflected in guidelines issued by the National Highway Transportation Safety Administration (NHTSA).[9]

One of the most important requirements is that police establish specific procedures in advance in order to prevent officers from exercising discretion regarding whom they stop (e.g., stopping every fifth motorist unless traffic backs up). The procedures should also ensure that the checkpoints are conducted in a manner consistent with public safety and with minimal inconvenience to motorists.

Collaboration between the two police departments has worked well because of regular planning meetings. County police also serve on a university task force on alcohol and driving under the influence. Funding to conduct two or three checkpoints per school year comes from a grant from the Maryland Department of Transportation. The principal cost is overtime for the police officers.

How a college works with the local police in conducting sobriety checkpoints depends on the type of campus security force the school has and the scope of its police powers. At some colleges, such as the University of Maryland, the campus police have the same jurisdictional authority as a regular police department. At other colleges, the campus police are akin to a private security force, in which case the officers will play a more circumscribed role in helping conduct the checkpoints.

City police officers or county sheriffs sometimes balk at the idea of sobriety checkpoints because implementing them ties up several officers yet results in fewer arrests than DUI patrol strategies in which drivers are stopped on

suspicion of impaired driving. Again, the advantage of checkpoints is their visibility, which increases their value as a deterrent. Such resistance is less likely to be an issue among campus-based security officers since they are frequently deployed to deter student crimes and other violations rather than hunt for wrongdoers.

To have maximum deterrent effect, sobriety checkpoints are best used often, but on an unpredictable schedule—not just a few times each school year, but several times a month. Such frequent use is uncommon because many police believe that, to be effective, sobriety checkpoints must be major operations involving dozens of officers. In fact, recent research has demonstrated that, if they are well publicized, small, relatively mobile checkpoints involving only four to six officers can have as strong a deterrent effect as those involving numerous officers.[10] Obviously, smaller and less costly operations can be repeated on a more frequent basis.

Sobriety checkpoints should not be used alone but as part of a continuing, systematic, and aggressive enforcement program. The key to successful deterrence is to increase the public's perceived risk of apprehension. The use of checkpoints alone will not accomplish this. Checkpoints should therefore be combined with traditional patrol methods such as looking for traffic law violations near bars, fraternities, or other locales frequented by student drinkers.

Combatting DUI Using Preventive Policing

At Eastern Michigan University in Ypsilanti, the main street running between two rows of dormitories was often the scene of cruising and fast driving by intoxicated students.

In a novel attempt to cut down on drunk driving and to reduce the risk of injury to pedestrians, campus police now close off the main street to vehicular traffic each night at 8:00 p.m.

According to Ellen Gold, Director of the school's Snow Health Center, the policy has made it necessary for dormitory residents to walk more, including to and from local bars, thus decreasing the risks of driving under the influence. An increase in vandalism by student pedestrians has not been reported.

Controlling Student Access to Alcohol

Campus police can collaborate with local officials to control student access to alcohol in the community, primarily through stricter enforcement of existing laws to stop the sale and distribution of alcohol to minors.[11] The uniform minimum drinking age of 21 has made a dramatic difference in reducing alcohol-related traffic deaths,[12] but the impact of this law has been undermined through lackadaisical enforcement both on- and off-campus.

Enforcement actions can include decoy operations by police and the state alcohol beverage control commission that involve sending underage persons into retail establishments to attempt to buy alcohol. Penalties for violating the minimum drinking age laws typically include loss of liquor license for repeat offenses.

Just as campus police can play a role in conducting sobriety checkpoints, so can they play a role in decoy operations. Again, what that role will be depends entirely on the campus security force's jurisdictional authority.

School-Imposed Penalties

School-imposed penalties are another important part of a total enforcement effort against driving under the influence. Too often, school administrators do not take sufficient action to communicate to students that acts of alcohol-related violence, including alcohol-impaired driving, will not be tolerated.

A 1993 study of college administrators and security chiefs found that, when a student is arrested for driving under the influence of alcohol, only 42 percent of the administrators said their school takes any disciplinary action.

The more common response, cited by 54 percent, is to refer the student to an educational or counseling program. Seventeen percent leave the matter entirely to the criminal justice system and do nothing.[13]

Promoting Drunk Driving Prevention: A Television Message

Close-up of a young man. The camera slowly moves around him while he speaks until, with his last line, he looks directly at the camera.

Man (expressing exasperation): "It was the night after a game. I wanted to celebrate, so I went out and had some beers. No big deal.

"I felt okay. I was driving slow. It was the breath test I had a problem with. Cops took me in.

"I lost my license. I'm off the team. Everybody's all over me. I wish I'd thought of this before."

Closing graphic: "You're not as cool as you think when you drink."

—National Collegiate Athletic Association and Project TEAM

The absence of school-imposed penalties sends a mixed message to students that the law is not taken seriously and can be disregarded with impunity. To demonstrate that the school is doing whatever it can to deal with foreseeable risks and create a safe campus, school officials need to be prepared to impose meaningful penalties, including in certain cases suspension and even expulsion, against students who commit serious infractions of the law such as alcohol-impaired driving.

Some school administrators have shown imagination in the penalties they apply. At Chico State University in California, the president instituted two policies to cut down on drunk driving.[14] First, the university denies on-campus parking permits to any student with a DUI conviction. Second, when the local newspaper has an article about a student's conviction for DUI, school officials send the student's parents a copy and tell them to contact the dean of students if they want further information.

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Chapter 6

Calling for Public Action

Chapter Summary

- To deal effectively with the problem of student drunk driving, school officials can lend their voice to the public's call for changes in policy that will change the social, legal and economic environment in which people make decisions about their drinking and driving behavior. Taking on this responsibility will require officials to make a significant shift in their approach to reducing alcohol-impaired driving by students.
- The principal way that school officials can change the environment that contributes to DUI is to work for policy change at the state and local level. There are several measures that officials can help put in place which might make a significant dent in the DUI problem among college students:
  - per se limits for drivers under age 21, usually 02% BAC (blood alcohol concentration);
  - administrative license revocation, which allows the prompt removal of a driver's license if a driver is tested and found to have a BAC higher than the legal limit; and
  - higher excise taxes on alcohol with future increases indexed to consumer price inflation.
- More laws and programs are also needed to promote compliance with the minimum age drinking law. These include distinctive and tamper-proof licenses for drivers under 21 and passage of "use and lose" laws that impose driver's license penalties on minors found in possession of alcohol.
- Laws or regulations could also be imposed to eliminate advertising and marketing practices by the alcohol industry that are likely to promote drinking by minors. In a related action, college administrators could ban sponsorship of events and other on-campus marketing by the alcohol industry. Advertising is the chief means by which the alcohol industry communicates its message to students.
- Because of their institutional authority, school officials are in a position to make a significant difference in public policy related to DUI prevention. To maximize their impact, school officials can learn *media advocacy* skills. Media advocacy involves the strategic use of the mass media, including student newspapers and other campus-based news media, to affect policy change.

It is true that fear of causing death or injury and the threat of strong social disapproval will continue to motivate responsible behavior among many drivers, especially those who typically drink in moderation. Indeed, a recent Gallup poll showed that the factor most likely to discourage people from drinking and driving was the realization that they could kill or injure someone.[1]

To reach problem drinkers, however, and even to reach moderate drinkers who occasionally misuse alcohol, public officials will make greater progress if they concentrate on changing the social, legal, and economic environment in which people make decisions about their drinking and driving behavior.[2] This is more likely to happen when public anger about the toll exacted by alcohol-impaired

drivers is channeled into demands for action from public officials.[3]

To deal effectively with the problem of student drunk driving, school officials can lend their voices to the public's call for action.

Taking on this responsibility will require officials to make a significant shift in their approach to reducing alcohol-impaired driving by students. Too often, school officials turn to health education programs, hoping that if these programs can find just the right way to tell students about a health problem and can find just the right way to motivate them, students will take appropriate steps to protect themselves from risk. With many programs, school officials seem to accept the world as it is and then urge students to make the best of it. Going beyond these educational efforts, school officials can also seek to change the broader social, legal, and economic conditions that contribute to the DUI problem.

People's behavior is profoundly shaped by their environment, which in turn is shaped by public policy.

The principal way that school officials can change the environment that contributes to DUI is to work for policy change at the state and local levels. There are several measures that officials can help put in place that might make a significant dent in the DUI problem among college students.

Several states have passed *per se limits for drivers under age 21*, usually .02% BAC (blood alcohol concentration), that are lower than the current limit of .08% or .10% BAC for adults. In states with lower limits for minors, research has shown that the law leads to a dramatic drop in alcohol-related traffic fatalities.[4]

Another priority is *administrative license revocation*, which allows the prompt removal of a driver's license if a driver is tested and found to have a BAC higher than the legal limit.[5] Evaluations of this procedure have shown it to be an effective deterrent for drivers of any age because it represents swift and sure punishment.[6]

As a means to reduce alcohol consumption and thereby reduce death and injury due to alcohol-impaired driving, *excise taxes on alcohol* could be further increased with future increases indexed to consumer price inflation.[7] Because students usually have less money than most adults to spend on alcohol, this is an especially important strategy for deterring youth alcohol consumption.[8]

Through their alcohol beverage control commission, states are responsible for regulating alcohol sales and assuring that regulations are enforced. Accordingly, the states could:

- mandate responsible hospitality training for servers and management;[9]
- ban reduced-price promotions such as "happy hours" and other irresponsible marketing practices;[10] and
- require the posting of warning signs about the dangers of alcohol-impaired driving in retail establishments.[11]

In addition, more laws and programs are also needed to promote compliance with the minimum age drinking law. These include *distinctive and tamper-proof licenses for drivers under 21* and passage of *"use and lose" laws that impose driver's license penalties on minors found in possession of alcohol.*[12]

Also, *strong dram shop laws* are needed to make serving a sober minor a legal cause of action. With such a law, if a minor were served alcohol and then he or she caused injury to another person, the injured party could sue the drinking establishment for compensation.[13]

Laws or regulations could also be imposed to *eliminate advertising and marketing practices by the alcohol industry that are likely to promote drinking by minors.*[14] Specifically, steps could be taken to limit marketing campaigns that:

- use celebrities, music stars, athletes, animals, or cartoon characters that have special appeal to youth;
- show youthful-appearing drinkers;
- associate drinking with driving (e.g., by showing a company-sponsored race car);[15]
- depict sports, rock concerts, or other events with strong appeal to youth; and
- target spring break periods and sites that attract large numbers of people under age 21.

In calling for an end to such practices, school officials can capitalize on the alcohol industry's legal obligation to make sure it does not deliberately entice youth under age 21 to buy or consume its products.[16]

In a related action, college administrators could ban sponsorship of events and other on-campus marketing by the alcohol industry. Advertising is the chief means by which the alcohol industry communicates its message to students. Given the profits the industry makes from sales to underage and problem drinkers and given the mayhem that alcohol misuse creates on college campuses, school administrators may wish to avoid any collaboration with the industry's marketing efforts.[17]

Because of their institutional authority, school officials are in a position to make a significant difference in public policy related to DUI prevention. To maximize their impact, school officials can learn *media advocacy* skills.[18]

Media advocacy is the strategic use of the mass media, including student newspapers and other campus-based news media, to affect policy change. To a large extent, media advocacy is an educational function. Its chief objective is to move policy discussions from a focus on individual blame to a more proper focus on the societal conditions and institutional arrangements that are at the root of the drunk driving problem.[19]

For school administrators who are not used to this kind of advocacy role, speaking out in favor of certain public policies may seem awkward, perhaps even inappropriate. This is a challenge that many officials will want to embrace, however. It is increasingly apparent that efforts to prevent students from misusing alcohol or driving while impaired will result in frustration unless the focus of those efforts is broadened from the campus to include the community as a whole. The choices students make about their drinking and driving behavior are affected by the overall social, legal, and economic environment in which they live and study. The single biggest influence on that environment is public policy.

To learn more about the potential of media advocacy approaches on college campuses, see Raising More Voices Than Mugs: Changing the College Alcohol Environment Through Media Advocacy, *which was prepared by the Advocacy Institute in Washington, D.C. This publication is available through the National Clearinghouse for Alcohol and Drug Information (NCADI) at (800) 729-6686.*

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Appendix A:

Risk Assessment Form

Stanford Community Responsible Hospitality Project

The following is the CHAI Student Phone Survey from the Stanford Community Responsible Hospitality Project.

CHAI STUDENT SURVEY - PHONE

CONTACT LOG

Best time to contact: _____ **Name:** _____

Day Time Phone: _____ **Night Time Phone:** _____

	Date	Time	Survey Completed	Not Willing	Not Home\ Available	Requested Call Back	No Current Number
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							

INTRODUCTION

Hello, my name is *(name)* and I am with *(organization)* at *(college)*. Your participation is requested in a study of college social environments (and factors associated with high risk alcohol consumption). Participants have been chosen randomly and your answers will remain confidential and will be used anonymously in this project.

Your participation will require approximately 8 to 12 minutes.

You are free to decline to answer any question or to discontinue participation in this survey at any time. If you have any questions about the project, you can contact *(name)*, of *(program)* at *(phone)*. If you have questions regarding your rights as a study participant or are dissatisfied at any time with any aspect of this study, you may contact—anonymously if you wish—the Human Subjects Office, *(address), (phone)*.

Throughout this survey, several questions refer to a "social gathering". For this interview we define a social gathering as any event where beverages of any sort are available. For example, friends getting together and going out to a movie and then going directly home would not be considered a social gathering. However, if you got together for dinner or just to hangout before the show or went out for drinks afterwards, we would count these as social gatherings. Several questions also refer to "local" bars, restaurants, and stores. When used in this manner, "local" refers to an establishment within a 5 mile radius of the college's campus.

1a. Have you been involved in planning or hosting a social gathering attended by *(college)* students in the past three months?

1☐ Yes
2☐ No

1b. In last three months, how many times have you been involved in the planning or hosting of a social gathering that involved *(college)* students: _____

1c. Please briefly describe your role (check all that apply):

1☐ - Obtained, Prepared, Provided Food and/or Beverages
2☐ - Organized - Planned Food and/or Beverages
3☐ - Set-up
4☐ - Cleaned-up
5☐ - Hosted, Supervised Event
6☐ - Advertised, Invited Guests
7☐ - Served Food
8☐ - Served Beverages
9☐ - Checked ID
10☐ - Ensured Safe Transportation Home/Designated Driver
11☐ - Other: Specify: _____

1d. Did you, or anyone else involved seek assistance from any college service in planning the social gathering?

1☐ Yes
2☐ No

1e. What was the name of the service or person you sought assistance from? _____

1f. Who initiated your contact with these services?

1☐ The service
2☐ You
3☐ A faculty/staff advisor
4☐ Another third party (e.g. Resident Assistant)
5☐ Other, Specify: _____

Go to Question 2a.

1g. Have you ever sought assistance from any college service in planning a social gathering?

1☐ Yes
2☐ No

1h. What was the name of the service or person you sought assistance from? _____

2a. Have you attempted to obtain alcoholic beverages at a **local off-campus store** in the last 3 months?

1☐ Yes
2☐ No

2b. The last time ycu tried to purchase an alcoholic beverage at a **local off-campus store**, were you asked to show age ID?

1☐ Yes
2☐ No

In the last 3 months, have you been refused the sale of alcoholic beverages at a **local off-campus store** because:

2c. you did not have age ID with you?

1☐ Yes
2☐ No

2d. the clerk suspected that you had had too much to drink?

1☐ Yes
2☐ No

3a. In the last three months, have you gone to an **on-campus bar** *(example)*:

1☐ Yes
2☐ No

The last time ycu went to an **on-campus bar**:

3b. were attractive non-alcoholic beverages available throughout the time you were there (according to your personal definition of attractive)?

1☐ Yes
2☐ No 3☐ Unsure

3c. was appetizing food available throughout the time you were there?

1☐ Yes
2☐ No 3☐ Unsure

3d. were alcoholic drinks available?

1☐ Yes
2☐ No/Unsure

3e. were you aware of any intoxicated guests being served alcoholic beverages?

1☐ Yes
2☐ No

3f. were you aware of any employees offering safe transportation home?

1☐ Yes
2☐ No

3g. How would you rate your overall experience at **on-campus bars** in the last three months?

1☐ Good
2☐ Fair
3☐ Poor

3h. Have you attempted to obtain alcoholic beverages at an **on-campus bar** in the last three months?

1☐ Yes
2☐ No

3i. The last time you tried to obtain an alcoholic beverage at an **on-campus bar**, were you asked to show age ID?

1☐ Yes
2☐ No

In the last three months, have you been refused service or sale of alcoholic beverages at an **on-campus bar** because:

3j. You did not have age ID with you?

1☐ Yes
2☐ No

3k. The server thought that you had drank too much?

1☐ Yes
2☐ No

31. How many times in the last one month did you go to an **on-campus bar**:

4a. In the last three months, have you gone to an **on-campus restaurant** *(example)?*

1☐ Yes
2☐ No

The last time ycu went to an **on-campus restaurant**:

4b. were attractive non-alcoholic beverages available throughout the time you were there (according to your personal definition of attractive)?

1☐ Yes
2☐ No 3☐ Unsure

4c. was appetizing food available throughout the time you were there?

1☐ Yes
2☐ No 3☐ Unsure

4d. were alcoholic drinks available?

1☐ Yes
2☐ No/Unsure

4e. were you aware of any intoxicated guests being served alcoholic beverages?

1☐ Yes
2☐ No

4f. were you aware of any employees offering safe transportation home?

1☐ Yes
2☐ No

4g. How would you rate your overall experience at an **on-campus restaurant** in the last three months?

1☐ Good
2☐ Fair
3☐ Poor

4h. Have you attempted to obtain alcoholic beverages at an **on-campus restaurant** in the last three months?

1☐ Yes
2☐ No

4i. The last time you tried to obtain an alcoholic beverage at an **on-campus restaurant**, were you asked to show age ID?

1☐ Yes
2☐ No

In the last three months, have you been refused service or sale of alcoholic beverages at an **on-campus restaurant** because:

4j. You did not have age ID with you?

1☐ Yes
2☐ No

4k. The server thought that you had drank too much ?

1☐ Yes
2☐ No

41. How many times in the last one month did you go to an **on-campus restaurant**: _____

5a. In the last three months, have you gone to a **local off-campus bar** *(example)?*

1☐ Yes
2☐ No

The last time ycu went to a **local off-campus bar**:

5b. were attractive non-alcoholic beverages available throughout the time you were there (according to your personal definition of attractive)?

1☐ Yes
2☐ No 3☐ Unsure

5c. was appetizing food available throughout the time you were there?

1☐ Yes
2☐ No 3☐ Unsure

5d. were alcoholic drinks available?

1☐ Yes
2☐ No/Unsure

5e. were you aware of any intoxicated guests being served alcoholic beverages?

1☐ Yes
2☐ No

5f. were you aware of any employees offering safe transportation home?

1☐ Yes
2☐ No

5g. How would you rate your overall experience at **local off-campus bars** in the last three months?

1☐ Good
2☐ Fair
3☐ Poor

5h. Have you attempted to obtain alcoholic beverages at a **local off-campus bar** in the last three months?

1☐ Yes
2☐ No

5i. The last time you tried to obtain an alcoholic beverage at a **local off-campus bar**, were you asked to show age ID?

1☐ Yes
2☐ No

In the last three months, have you been refused service or sale of alcoholic beverages at a **local off-campus bar** because:

5j. you did not have age ID with you?

1☐ Yes
2☐ No

5k. the server thought that you had drank too much ?

1☐ Yes
2☐ No

51. How many times in the last one month did you go to an **local off-campus bar**: _____

6a. In the last three months, have you gone to a **local off-campus restaurant**?

1☐ Yes
2☐ No

The last time ycu went to a **local off-campus restaurant**:

6b. were attractive non-alcoholic beverages available throughout the time you were there (according to your personal definition of attractive)?

1☐ Yes
2☐ No 3☐ Unsure

6c. was appetizing food available throughout the time you were there?

1☐ Yes
2☐ No 3☐ Unsure

6d. were alcoholic drinks available?

1☐ Yes
2☐ No/Unsure

6e. were you aware of any intoxicated guests being served alcoholic beverages?

1☐ Yes
2☐ No

6f. were you aware of any employees offering safe transportation home?

1☐ Yes
2☐ No

6g. How would you rate your overall experience at a **local off-campus restuarant** in the last three months?

1☐ Good
2☐ Fair
3☐ Poor

6h. Have you attempted to obtain alcoholic beverages at a **local off-campus restuarant** in the last three months?

1☐ Yes
2☐ No

6i. The last time you tried to obtain an alcoholic beverage at a **local off-campus restaurant**, were you asked to show age ID?

1☐ Yes
2☐ No

In the last three months, have you been refused service or sale of alcoholic beverages at a **local off-campus restaurant** because:

6j. you did not have age ID with you?

1☐ Yes
2☐ No

6k. the server thought that you had drank too much ?

1☐ Yes
2☐ No

61. How many times in the last one month did you go to a **local off-campus restaurant**: _____

7a. In the last three months, have you attended a social gathering in the **on-campus apartments** *(example)?*

1☐ Yes
2☐ No

The last time ycu went to a social gathering in the **on-campus apartments**:

7b. were attractive non-alcoholic beverages available throughout the time you were there (according to your personal definition of attractive)?

1☐ Yes
2☐ No 3☐ Unsure

7c. was appetizing food available throughout the time you were there?

1☐ Yes
2☐ No 3☐ Unsure

7d. were alcoholic drinks available?

1☐ Yes
2☐ No/Unsure

7e. were you aware of any intoxicated guests being served alcoholic beverages?

1☐ Yes
2☐ No

7f. were you aware of anyone associated with the event offering safe transportation home?

1☐ Yes
2☐ No

7g. How would you rate your overall experience at social gatherings in the **on-campus apartments** in the last three months?

1☐ Good
2☐ Fair
3☐ Poor

7h. Have you attempted to obtain alcoholic beverages at social gatherings in the **on-campus apartments** in the last three months?

1☐ Yes
2☐ No

7i. The last time you tried to obtain an alcoholic beverage at a social gathering in an **on-campus apartment**, were you asked to show age ID?

1☐ Yes
2☐ No

In the last three months, have you been refused service of alcoholic beverages at a social gathering in an **on-campus apartment** because:

7j. you did not have age ID with you?

1☐ Yes
2☐ No

7k. the server thought that you had drank too much ?

1☐ Yes
2☐ No

71. How many times in the last one month did you go to a social gathering in the **on-campus apartments**: _____

8a. In the last three months, have you attended a **fraternity** sponsored social gathering?

1☐ Yes
2☐ No

The last time ycu went to a **fraternity** sponsored social gathering:

8b. were attractive non-alcoholic beverages available throughout the time you were there (according to your personal definition of attractive)?

1☐ Yes
2☐ No 3☐ Unsure

8c. was appetizing food available throughout the time you were there?

1☐ Yes
2☐ No 3☐ Unsure

8d. were alcoholic drinks available?

1☐ Yes
2☐ No/Unsure

8e. were you aware of any intoxicated guests being served alcoholic beverages?

1☐ Yes
2☐ No

8f. were you aware of anyone associated with the event offering safe transportation home?

1☐ Yes
2☐ No

8g. How would you rate your overall experience at a **fraternity** sponsored social gathering in the last three months?

1☐ Good
2☐ Fair
3☐ Poor

8h. Have you attempted to obtain alcoholic beverages at a **fraternity** sponsored social gathering in the last three months?

1☐ Yes
2☐ No

8i. The last time you tried to obtain an alcoholic beverage at a **fraternity** sponsored social gathering, were you asked to show age ID?

1☐ Yes
2☐ No

In the last three months, have you been refused service of alcoholic beverages at a **fraternity** sponsored social gathering because:

8j. you did not have age ID with you?

1☐ Yes
2☐ No

8k. the server thought that you had drank too much ?

1☐ Yes
2☐ No

81. How many times in the last one month did you go to a **fraternity** sponsored social gathering: _____

9a. In the last three months, have you attended a **sorority** sponsored social gathering?

1☐ Yes
2☐ No

The last time ycu went to a **sorority** sponsored social gathering:

9b. were attractive non-alcoholic beverages available throughout the time you were there (according to your personal definition of attractive)?

1☐ Yes
2☐ No 3☐ Unsure

9c. was appetizing food available throughout the time you were there?

1☐ Yes
2☐ No 3☐ Unsure

9d. were alcoholic drinks available?

1☐ Yes
2☐ No/Unsure

9e. were you aware of any intoxicated guests being served alcoholic beverages?

1☐ Yes
2☐ No

9f. were you aware of anyone associated with the event offering safe transportation home?

1☐ Yes
2☐ No

9g. How would you rate your overall experience at a **sorority** sponsored social gathering in the last three months?

1☐ Good
2☐ Fair
3☐ Poor

9h. Have you attempted to obtain alcoholic beverages at a **sorority** sponsored social gathering in the last three months?

1☐ Yes
2☐ No

9i. The last time you tried to obtain an alcoholic beverage at a **sorority** sponsored social gathering, were you asked to show age ID?

1☐ Yes
2☐ No

In the last three months, have you been refused service of alcoholic beverages at a **sorority** sponsored social gathering because:

9j. you did not have age ID with you?

1☐ Yes
2☐ No

9k. the server thought that you had drank too much ?

1☐ Yes
2☐ No

91. How many times in the last one month did you go to a **sorority** sponsored social gathering: _____

10a. In the last three months, have you attended a social gathering in the **residence halls or dorms** (example)?

1☐ Yes
2☐ No

The last time ycu went to a social gathering in the **residence halls or dorms**:

10b. were attractive non-alcoholic beverages available throughout the time you were there (according to your personal definition of attractive)?

1☐ Yes
2☐ No 3☐ Unsure

10c. was appetizing food available throughout the time you were there?

1☐ Yes
2☐ No 3☐ Unsure

10d. were alcoholic drinks available?

1☐ Yes
2☐ No/Unsure

10e. were you aware of any intoxicated guests being served alcoholic beverages?

1☐ Yes
2☐ No

10f. were you aware of anyone associated with the event offering safe transportation home?

1☐ Yes
2☐ No

10g. How would you rate your overall experience at a social gathering in the **residence halls or dorms** in the last three months?

1☐ Good
2☐ Fair
3☐ Poor

10h. Have you attempted to obtain alcoholic beverages at a social gathering in the **residence halls or dorms** in the last three months?

1☐ Yes
2☐ No

10i. The last time you tried to obtain an alcoholic beverage at a social gathering in a **residence halls or dorms**, were you asked to show age ID?

1☐ Yes
2☐ No

In the last three months, have you been refused service or sale of alcoholic beverages at a social gathering in the **residence halls or dorms** because:

10j. you did not have age ID with you?

1☐ Yes
2☐ No

10k. the server thought that you had drank too much ?

1☐ Yes
2☐ No

101. How many times in the last one month did you go to a social gathering in the **residence halls or dorms**: _____

11a. In the last three months, have you attended a **faculty, staff, or academic department** sponsored social gathering?

1☐ Yes
2☐ No

The last time ycu went to a **faculty, staff, or academic department** sponsored social gathering:

11b. were attractive non-alcoholic beverages available throughout the time you were there (according to your personal definition of attractive)?

1☐ Yes
2☐ No 3☐ Unsure

11c. was appetizing food available throughout the time you were there?

1☐ Yes
2☐ No 3☐ Unsure

11d. were alcoholic drinks available?

1☐ Yes
2☐ No/Unsure

11e. were you aware of any intoxicated guests being served alcoholic beverages?

1☐ Yes
2☐ No

11f. were you aware of anyone associated with the event offering safe transportation home?

1☐ Yes
2☐ No

11g. How would you rate your overall experience at a **faculty, staff, or academic department** sponsored social gathering in the last three months?

1☐ Good
2☐ Fair
3☐ Poor

11h. Have you attempted to obtain alcoholic beverages at a **faculty, staff, or academic department** sponsored social gathering in the last three months?

1☐ Yes
2☐ No

11i. The last time you tried to obtain an alcoholic beverage at a **faculty, staff, or academic department** sponsored social gathering, were you asked to show age ID?

1☐ Yes
2☐ No

In the last three months, have you been refused service of alcoholic beverages at a **faculty, staff, or academic department** sponsored social gathering because:

11j. you did not have age ID with you?

1☐ Yes
2☐ No

11k. the server thought that you had drank too much ?

1☐ Yes
2☐ No

111. How many times in the last one month did you attend **faculty, staff, or academic department** sponsored social gatherings: _____

12a. In the last three months, have you attended an **off-campus student hosted** social gathering?

1❒ Yes
2❒ No

The last time ycu went to an **off-campus student hosted** social gathering:

12b. were attractive non-alcoholic beverages available throughout the time you were there (according to your personal definition of attractive)?

1❒ Yes
2❒ No 3❒ Unsure

12c. was appetizing food available throughout the time you were there?

1❒ Yes
2❒ No 3❒ Unsure

12d. were alcoholic drinks available?

1❒ Yes
2❒ No/Unsure

12e. Were you aware of any intoxicated guests being served alcoholic beverages?

1❒ Yes
2❒ No

12f. Were you aware of anyone associated with the event offering safe transportation home?

1❒ Yes
2❒ No

12g. How would you rate your overall experience at **off-campus student hosted** social gatherings in the last three months?

1❒ Good
2❒ Fair
3❒ Poor

12h. Have you attempted to obtain alcoholic beverages at an **off-campus student hosted** social gathering, in the last three months?

1❒ Yes
2❒ No

12i. The last time you tried to obtain an alcoholic beverage at an **off-campus student hosted** social gathering, were you asked to show age ID?

1❒ Yes
2❒ No

In the last three months, have you been refused service of alcoholic beverages at an **off-campus student hosted** social gathering because:

12j. you did not have age ID with you?

1❒ Yes
2❒ No

12k. the server thought that you had drank too much ?

1❒ Yes
2❒ No

121. How many times in the last one month did you go to an **off-campus student hosted** social gathering: _____

13. In your own words, and to the best of your ability, briefly describe the key points of (*college's*) alcohol policy:

_____

_____

1☐

2☐

3☐

4☐

5☐

6☐ - Something Other Than Policy

7☐ - Does Not Know

14a. Does your current residence have its own alcohol policy?

1☐ Yes

2☐ No

14b. Do you support this policy?

1☐ Yes

2☐ No

Demographic Data

15. Present Age: _____

16. Gender: 1☐ Male 2☐ Female

17. What is your college level?

1☐ Freshman 2☐ Sophomore 3☐ Junior 4☐ Senior
5☐ 1st year graduate 6☐ 2nd year graduate 7☐ 3rd year graduate 8☐ 4th year graduate
9☐ Not seeking a degree

18. Type of living group?

1☐ Dorm/Residence Hall 2☐ Fraternity House 3☐ On Campus Apartment
4☐ Other On Campus 5☐ Off Campus Housing

19. If you are a U.S. citizen, what is your race/ethnicity? (check all that apply)

1☐ Caucasian 2☐ Asian American 3☐ Chicano/Latino/Hispanic
4☐ Black/African American 5☐ American Indian 6☐ East Asian/Pacific Islander
7☐ Not a U.S. citizen 8☐ Other: _____

Time to complete: _____ Initials: _____

Appendix B: Sources of Other Information

The Higher Education Center for Alcohol and Other Drug Prevention

The Higher Education Center for Alcohol and Other Drug Prevention is a national resource center established by the U.S. Department of Education and managed by Abt Associates Inc. in Bethesda, Maryland.

The Center's goal is to assist colleges and universities as they work to change campus cultures, foster environments that promote healthy lifestyles, and prevent student alcohol and other drug abuse.

The Center offers five types of services: 1) information services, 2) technical assistance, 3) training, 4) national meetings, and 5) publications.

These services are available to all institutions of higher education free of charge. For additional information, contact the Center at the following address:

The Higher Education Center for Alcohol and Other Drug Prevention
William DeJong, Center Director
55 Chapel Street
Newton, MA 02158-1060

e-mail: HigherEdCtr@edc.org

gophersite: gopher.hec.org 7006

phone: Tel: (617) 969-7100
Toll-free: (800) 676-1730 or
(800) 225-4276 in Maryland

fax: (617) 969-5979

Publications

The following publications are recommended for additional information on the prevention of impaired driving among students at institutions of higher education.

Eigen, L.D. *Alcohol Practices, Policies, and Potentials of American Colleges and Universities: An OSAP White Paper*. Rockville, Maryland: U.S. Department of Health and Human Services, Office for Substance Abuse Prevention, 1991. Available from the National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847.

Mothers Against Drunk Driving. *Youth Issues Compendium*. Irving, Texas: MADD, Undated. Available through Mothers Against Drunk Driving, 511 East John Carpenter Freeway, Suite 700, Irving, TX 75062.

Office of the Surgeon General. *Surgeon General's Workshop on Drunk Driving: Proceedings*. Rockville, Maryland: Public Health Service, U.S. Department of Health and Human Services, 1989. Available through the National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847.

Ryan, B.E., and Mosher, J.F. *Progress Report: Alcohol Promotion on Campus*. San Rafael, California: Marin Institute for the Prevention of Alcohol and Other Drug Problems, 1991. Available through the National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847.

Upcraft, M.L., and Welty, J.D. *A Guide for College Presidents and Governing Boards: Strategies for Eliminating Alcohol and Other Drug Abuse on Campuses*. Washington, D.C.: U.S. Department of Education, Office of Educational Research and Improvement, 1990.

Other Resources

Alcohol Policies Project
Center for Science in the Public Interest
1875 Connecticut Avenue, N.W.
Washington, DC 20009
(202) 332-9110

The Alcohol Policies Project publishes *Booze News*, a quarterly newsletter on beer and liquor marketing and efforts to combat the alcohol industry. Offered free of charge to alcohol prevention advocates, readers are encouraged to reproduce and distribute the newsletter. The Center for Science in the Public Interest has also produced several low-cost guides on how to challenge alcohol advertising.

BACCHUS of the U.S., Inc.
P.O. Box 100430
Denver, CO 80250
(303) 871-3068

Boost Alcohol Consciousness Concerning the Health of University Students (BACCHUS) is a national student organization with more than 500 affiliated chapters at institutions of higher education. With partial funding from the alcohol industry, BACCHUS seeks to foster peer-to-peer education programs that will discourage the misuse of alcohol and prevent impaired driving.

BACCHUS & GAMMA Peer Education Network
Tallahassee Community College
444 Appleyard Drive
Tallahassee, FL 32304
(904) 488-4020

BACCHUS has a specialized program called GAMMA (Greeks Advocating Mature Management of Alcohol) which applies the BACCHUS approach to fraternities and sororities. BACCHUS and GAMMA chapters constitute what BACCHUS calls the BACCHUS and GAMMA Peer Education Network.

Mothers Against Drunk Driving (MADD)
511 East John Carpenter Freeway
Suite 700
Irving, TX 75062
(214) 744-6233

With nearly 400 chapters nationwide, Mothers Against Drunk Driving (MADD) is the nation's leading organization for combating impaired driving. MADD's activities include victim services, public awareness programs, youth education, legislative advocacy, and research.

Network of Colleges and Universities
Committed to the Elimination of Alcohol
and Drug Abuse
Office of Educational Research and Improvement
U.S. Department of Education
Washington, D.C. 20202

Established in 1987 by the U.S. Department of Education, the Network's purpose is to provide support to institutions of higher education that are establishing and enforcing policies to prevent the misuse of alcohol and other drugs. The Network has issued a set of standards that operate as criteria for institutional membership in the Network. Currently, over 1,500 institutions of higher education are members.

Stanford Community Responsible Hospitality Project
Stanford University Health Promotion Program
Cowell Student Health Services
606 Campus Drive
Stanford, CA 94305
(415) 723-3429

Started in 1991, the Stanford Community Responsible Hospitality Project is a responsible beverage service program that targets students, faculty and staff, and the hospitality industry. In training members of the Stanford community, the project embeds the responsible host message within an overall program on how to have a more successful party.

Students Against Driving Drunk (SADD)
200 Pleasant Street
P.O. Box 800
Marlboro, MA 01752
(508) 481-3568

Best known for its thousands of high school chapters, SADD also has a college program built around the "Contract for Life" concept, which calls on students to sign a pledge to their family and friends that they will avoid DUI situations. Students, faculty, or administrators can initiate the formation of a SADD chapter on campus.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

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