

Alcohol Task Force (ATF) 2011-2012: Preliminary Findings

A Partnership Between the Vassar Student Association and Office of the Dean
of the College

Prepared for the Vassar Student Association
April 1, 2012

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“Students have an obligation, not only to themselves, but also to the rest of the community, to conduct themselves using good judgment....There is a fine line between use and abuse, and there is never an appropriate time to push the limits of substance use.”

(The Miscellany News, Editorial Board, 2005)

Current State of the Research & Campus

What was unique to Vassar?

Protective Factors	Risk Factors
High academic standards	98% residential
No Greek Life	Multi-year housing/ no freshmen housing
Division III athletics/No football team	Northeastern school
Lower rate of non-drinkers prior to college	

Previously Collected Data — DEC & ACHA Surveys

- Majority of VC students drank four or less drinks when they drank.
- VC students who drank reported that their binge drinking rates were above the national average.

The College Effect

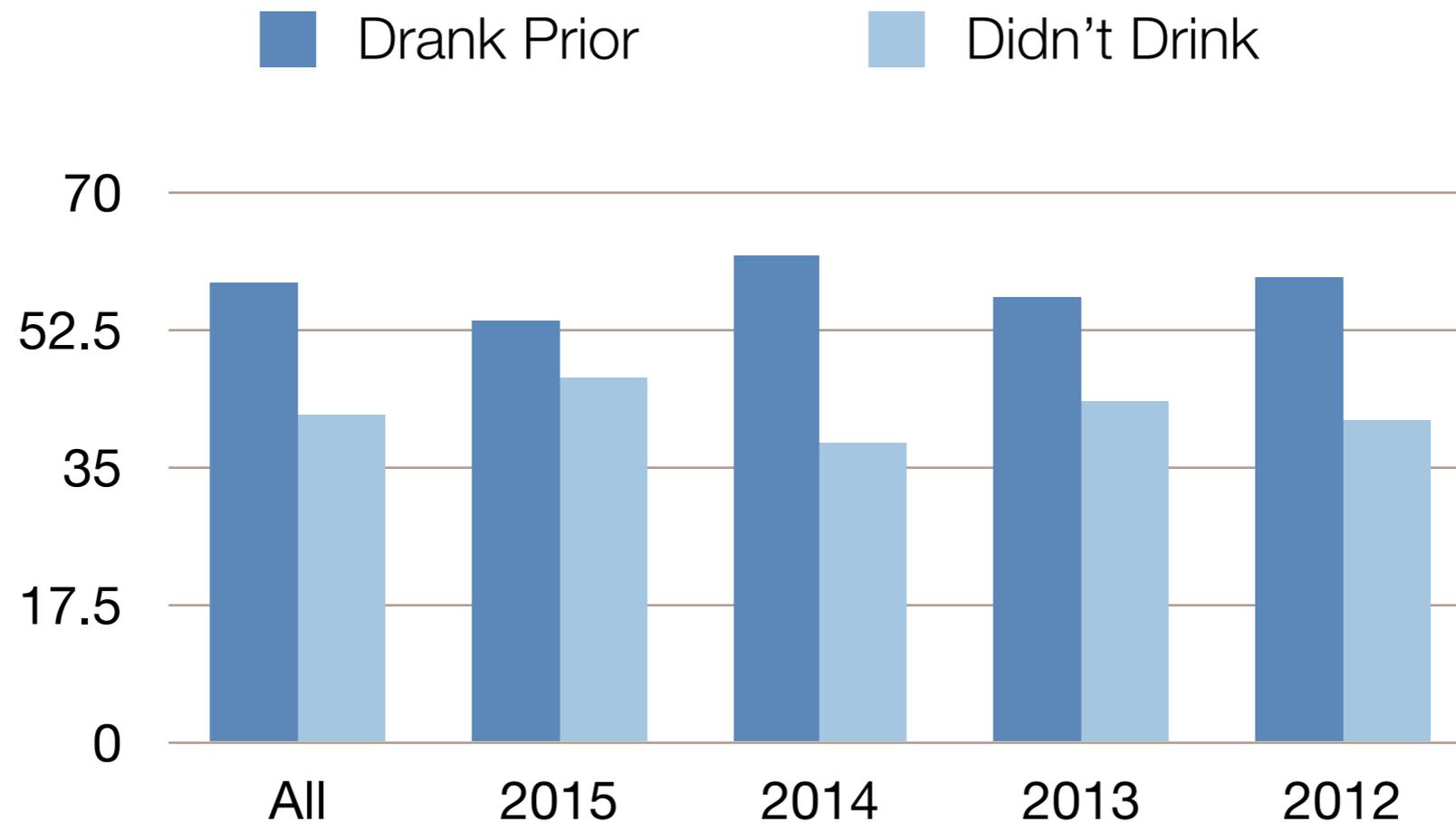
The college effect says that students' drinking rates follow a typical pattern: alcohol use generally rises the summer before a student enters college, and then increases substantially after arriving on campus.

The goal of many prevention efforts directed at college students is to mitigate the college effect.

What do we know about Vassar and the College Effect?

- Prior to college Vassar students drank less than compared to the national average, but once at Vassar increased their drinking and some risk behaviors, at a faster rate than the national average and at times surpassed the national average.
- One of the consistent increased risk behaviors over all five years was an increase in pre-gaming and doing shots.
- Vassar students also reported higher stress drinking, using alcohol to be more confident, more outgoing, and use it to connect with others.
- Vassar students also showed protective factors at a higher rate in the areas of more likely to eat, pace drinking, keep track, make their own drink, not except a drink from a punch bowl, avoid drinking games, alternate alcohol and non-alcohol drinks, and not drink and drive.

Drinking Prior to College



- Majority of students are drinking prior to entering Vassar.
- Students who drink prior to college, especially before the age of 16, more likely to develop problems with alcohol.

What does the research say?

Comprehensive approach termed environmental management:

“This approach is grounded in the social ecological model of public health, which acknowledges and attempts to address a broad array of factors that influence individual health decisions and behaviors on the institutional, community, and public policy levels, in addition to those at the individual and group levels”

(US Department of Education Center Higher Education Center for Alcohol, Drug Abuse, and Violence Prevention)

3-in-1 Framework

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

Interventions to Lower Risk

Primary-Prevention

Secondary-Intervention

Tertiary-Treatment

Four strategies that are common when addressing and changing risk drinking on a college campus

Changing people's knowledge, attitudes, and behavioral intentions regarding alcohol consumption.

Eliminating or modifying environmental factors that contribute to the problem.

Protecting students from the short-term consequences of alcohol consumption ("health protection" or "harm reduction" strategies).

Intervening with and treating students who are addicted to alcohol or otherwise show evidence of problem drinking.

What is being done at Vassar College already?

Individuals, Including At-Risk or Alcohol-Dependent Drinkers:

- Brief motivational enhancement interventions: BASICS (Brief Alcohol Screening Intervention for College Students) and CHOICES workshop.
- Findings from Vassar students after intervention:
 - 84% Drink Less
 - Average 3 drinks less
 - 8% drink the same, but were low risk of 4 or less and only once a week
 - Prior to the intervention--45.5% drank 3x week
 - After Intervention---0% drank 3x week

Student Body as a Whole

	Vassar offers	Vassar offers but could do a better job / unable to measure	Vassar does not offer
Offer and promote social, recreational; extracurricular & public service options that do not include alcohol	<ul style="list-style-type: none"> - Substance free housing - Service learning or volunteer opportunities 	<ul style="list-style-type: none"> - Substance free events 	<ul style="list-style-type: none"> - Extended hours at student center, gym and other substance free settings
Limit availability of alcohol and other drugs on campus	<ul style="list-style-type: none"> - Require responsible beverage service training programs for establishments serving alcohol - Prohibiting kegs 		
Consistent publicity and enforcement of laws and campus policies	<ul style="list-style-type: none"> - Enforcing guidelines for all registered students parties 	<ul style="list-style-type: none"> - Increased enforcement of minimum drinking age 	<ul style="list-style-type: none"> - Increased publicity and enforcement of the laws to reduce alcohol-impaired driving
Student perceptions of heavy alcohol use as the norm and Other Environmental Approaches	<ul style="list-style-type: none"> - Bystander programs: Red Watch Band - Safe Rides - Online alcohol education - Informing new students & parents about alcohol policies and penalties 	<ul style="list-style-type: none"> - Social norms 	<ul style="list-style-type: none"> - 21st birthday cards - Curriculum infusion - Friday classes

College & the Surrounding Community

- Having alcohol outlets to register keg rentals (NY state law no longer requires this after 2011, Vassar moved to ban kegs on campus)
- Limiting number of alcohol outlets near campus
- Limiting low-cost promotion
- Restrict alcohol advertising in campus newspapers
- Restrict alcohol advertising on campus structures (stadiums, fitness centers, etc)
- Community Coalitions

So What Does This Mean?

- Why does motivational interviewing work?
- What will work with Vassar Culture?
- What is Vassar's Culture and how unique is it?

Introduction to the ATF

History & Goals

- Chartered by the Vassar Student Association on October 29, 2011, charged with “conducting extensive campus-specific research and synthesizing that data into a report, to be made available to the VSA and administration, as requested, for the purposes of informing policy and furthering the dialogue around the campus relationship to alcohol.”
- **Composition:**
 - Charlie Dobb, VSA Vice President for Student Life (Co-Chair)
 - Renee Pabst, Director of Health Education (Co-Chair)
 - Alejandro Montoya, VSA Town House President
 - Benedict Nguyen, VSA 2015 Class President
 - Dallas Robinson, VSA Lathrop House President
 - Jeffrey Carter, Head Athletic Trainer & DEC Chair
 - Randy Cornelius, Professor of Psychology
 - Terrence Hanlon, House Advisor & Assistant Director for Residential Wellness Programs

Research Developed & Considered

- DEC Survey: comprehensive campus-wide survey developed in the DEC and based on the CORE survey.
- Tracking Study: two-week study asking students to track daily their alcohol consumption and various potentially contributing factors.
- Focus Groups: six peer-moderated video-recorded focus groups using standardized discussion guide.

Quantitative Methodology: DEC Survey

- DEC Survey is based on the CORE Survey
- Done every 2-3 years
- 1,092 Students Responded
 - Response Rate almost equal across classes
 - Demographics reflective

Quantitative Methodology: Tracking Study

- Developed in cooperation with CIS. Survey was available both on a traditional computer, as well as through a mobile browser.
- Approximately 41 participants recruited from a random sample of 200. Incentivized with \$10 in v-cash.
- Participants received a daily reminder via e-mail to complete the survey for their last 24 hours.
- Demographic information, including information necessary to calculate BMI was collected.
- Factors measured included number and type of drink, as well as various possible contributing factors to behavior including academic demands, emotions before and after episode, and events attended.

Qualitative Methodology: Focus Groups

- 6 groups were initially developed: 1 for each class year and two mixed-year control groups.
- Five of the 6 groups were eventually conducted. There was insufficient senior participation to conduct the senior group.
- Two waves of recruitment: first conducted using a random sample generated by the registrar, then by self-selected recruitment from all-population e-mails.
- Participation was incentivized with \$10 v-cash.
- Peer moderators were recruited and received \$15 v-cash incentive. Moderators received 6 hours of training total. Two received modified training when recruited last minute.
- Standardized discussion guide used across groups. Developed collaboratively by the ATF.
- Groups were video recorded and anonymized and transcribed by 3rd party independent service.

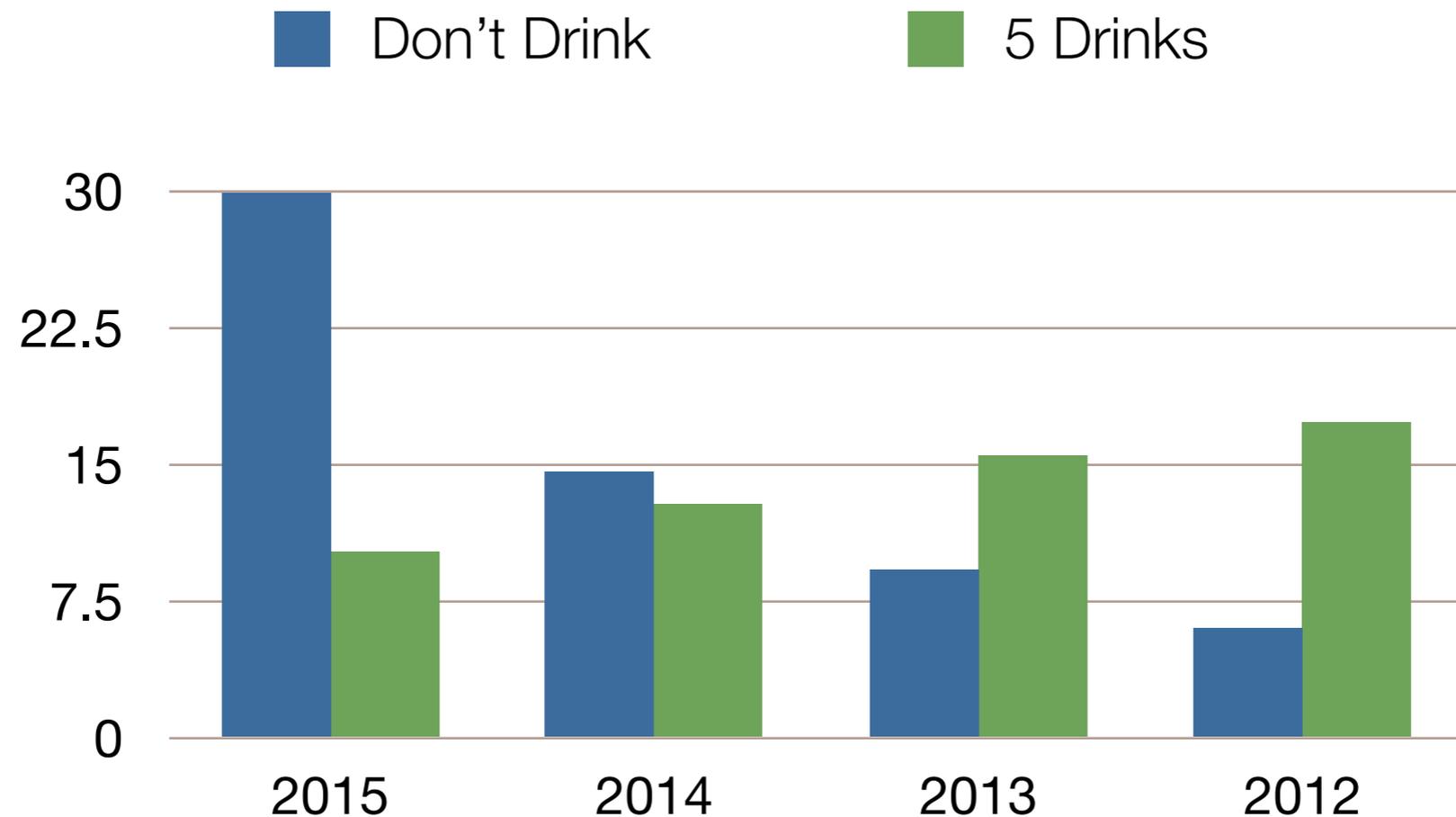
“Take people under your wing...”

The involvement of perceived superiors in defining drinking culture

Peer Pressure Unpacked

- Social Learning Theory: people learn from one another, including such concepts as observational learning, imitation, and modeling.
- Attribution Error: we explain behavior in terms of internal disposition, such as personality traits, abilities, motives, etc. as opposed to external situational factors.
- Peer Influences: overt offers of alcohol, modeling, and social norms.

Drinks When Partying



- Students drink less as freshmen. The number of students in each class who drink increases over the course of their Vassar career, and their risk drinking increases.
- There is a significant increases in their sophomore year.
- Our seniors tend to engage in higher risk drinking (binge drinking).

Sophomore Spike & Influence

“I'm a sophomore. I live with another sophomore, and I've been around a bunch of freshmen.... I don't know if we've ever pressured them to drink at all, but I think the way in which we drink and our habits ultimately influence theirs, going out with us and what-not.”

*“...the amount that seniors drink, which is the amount I'd say of your average sophomore, your average second semester [sophomore] there's a huge imbalance. And I just remember feeling like I needed to be on that level and **I think that's something that is a scary Vassar reality that the longer you're here the more you drink. And then you get out just in time before you have a serious, serious problem....** We should talk about why there is that kind of exponential [growth]...”*

“...people that are older it seemed they always said they went the wildest during their sophomore year, junior year, and end of freshmen year and I felt like I've been toning it down especially since last year.”

“...and it does seem to me like the people who party with some of the sophomores tend to drink more.”

Perception Versus Reality

- Despite the numbers and “sophomore spike,” participants across groups tended to echo a sense that drinking behavior grew more responsible over the course of a Vassar career.

*“I feel like the younger kids... they go out Friday and Saturday and...it’s like ‘We have to [go] out so hard!’ and get really drunk and you’re like ‘Oh God.’...**But I feel like a lot of the older kids -- I’ll just be talking to people and doing their homework on a weeknight and they’re like ‘Hey want to just drink?’**And you don’t get drunk but you’re drinking all the time but you’re not getting drunk like you were on the weekend as a freshman but you drink a lot more.”*

- When asked to rate the impact upperclassmen had on underclassmen drinking, on average groups rated it low. However, in narratives, participants again and again indicated upperclassmen had a profound impact on their drinking behaviors as underclassmen.

*“It wasn’t at upperclassmen parties that I drank. **It was a few upperclassmen, one of whom I had a crush on. So that really influenced it and I think it wasn’t as much that I drank too much at once but just that I was always willing to do it if it meant that I could hang out with them.**”*

Taking Advantage of Perceived Superiority

The perceived superior was often someone already in a perceived position of leadership or superiority, often in some kind of official -- sometimes even school sanctioned -- position. Student fellows were a repeated example:

“...this girl was like ‘Oh my God I’m so drunk’ and then falling over and then she turned and it was my student fellow and that was my first impression and I was really wary to go back. It was...it was not good.”

“Early on my student fellow never offered us to drink, but she’d come back stumbling drunk. So that definitely did have an effect on how we viewed drinking.”

A Culture of “Initiation”

- Other exploited leadership positions included organizational leadership. Narratives of “initiation” appeared with startling frequency across all groups:

*“I think this was in the first few weeks but I was woken up...I don’t remember what time it was and my XX [non-varsity athletic club] captain busted into my room and he was like, ‘XX we got a beer for you!’ ...**They were going around to all the dorms just giving the rooks the beers and so they made me drink it. I mean they didn’t really have to make me but.... After they just left. I went back to sleep.**”*

- However, these experiences were never understood as or labeled “hazing”:

*“I think my friends last year [freshman year] were far from being the norm, but I remember being -- I mean, it wasn't, **it wasn't hazing. They were my close friends, and they still are, but they'd [be] like you need to finish that Four Loko in 20 minutes go, and it was like, ‘We're going to stand here and watch you do it.’ And there was very much -- I think I feel this a little bit now -- but kind of a mentor-mentee relationship with alcohol. And when you're older, you just want to take people under your wing and you want to be that person for them. And so I had a lot of the people for me and it was unfair, because I was the one freshman, so I got a lot of alcohol.**”*

What is Hazing?

Section 13, Vassar College Regulations: Hazing

Section 13: Hazing is a fundamental violation of human dignity and is strictly by Vassar College, the VSA, and New York State law. Individuals and groups that engage in hazing may also be subject to consequences imposed by sponsoring departments (e.g., Department of Athletics and Physical Education). **The expressed or implied consent of the victim is not a defense. Apathy or acquiescence in the presence of hazing is also not a neutral act, and is a violation of College Regulations.** Please refer to [Section] for the definition of hazing under New York State Penal Law, Chapter 716, Section 1.

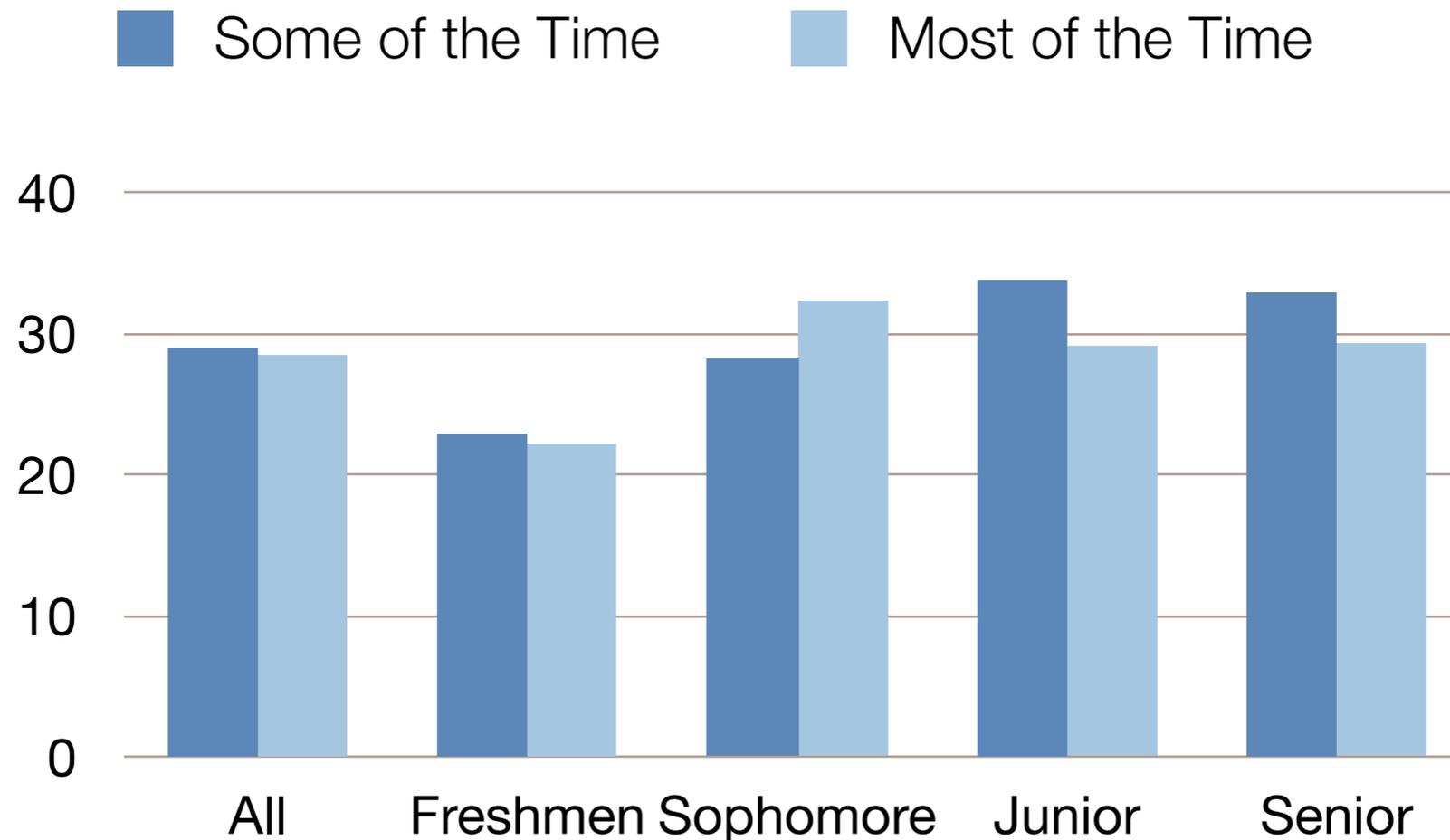
13.01 Hazing is any reckless or intentional act, occurring on or off campus, that produces physical, mental or emotional pain, discomfort, humiliation, embarrassment, or ridicule directed toward other students or groups (regardless of willingness to participate), that is required or expected of new members and which is not related to the mission of the team, group, or organization. Prohibited acts of hazing include, but are not limited to:

- Any physical act of violence or brutality expected of, or inflicted upon, another, including paddling; striking with fists, open hands or objects; branding and tattooing;
- Any forced or coerced physical activity including calisthenics, exercises or so-called games;
- Any forced or coerced consumption of food, alcohol, other drugs, or any other substance;
- Deprivation of food;
- Excessive fatigue resulting from sleep deprivation, physical activities, or exercises;
- Kidnapping, unauthorized road trips, or stranding of individuals;
- Forced weather exposure;
- Required carrying of or possessing a specific item or items;
- Servitude (expecting a new member to do the tasks of an experienced member);
- Verbal abuse, including “line-ups” and berating of individuals;
- Any activity that intimidates or threatens the student with ostracism;
- Coerced lewd conduct;
- Engaging in morally degrading or humiliating games, pranks, activities or public stunts;
- Requiring individuals to walk or march in formation of any kind;
- Interference with academic, athletic, or occupational obligations;
- Forcing or endorsing members to violate any College policy or any local, state or federal law.

“Wasn’t for Anything...”

“Pre-gaming” as *the* game and the impact of programing (or lack thereof) on campus

Pre-gaming in Past Year



- Overall pre-gaming increases over the years.
- The Mug is the most pre-gamed place on campus.
- Alcohol at parties do not seem to make a difference except to seniors who pre-game the most with alcohol at the party (even more than those who can not drink at the party).

“Pre-Gaming” is *the* Game

“Oftentimes the pre-gaming wasn’t for anything. It was pre-gaming but we didn’t end up going out.... In other words technically it’s not called pre-gaming but that’s how we thought of it, as that event.”

- “Pre-gaming” is somewhat of a misnomer, as the “pre-game” is often simply *the* game. Pre-gaming has become an activity in and of itself, a ritualized social behavior done with friends, in specific repeated ways during common times in common places.
- Participants also expressed comfort with pre-gaming, that it was done in small familiar peer groups in a way that they perceived as safe and social. This connected with their sense of responsibility when drinking.

The Impact of Programing on “Pre-Gaming”

“...If say the Villard event started and we wanted to show up at 10:30ish because that’s when the party actually starts, then yeah we stopped [pre-gaming] at 10:00 and walked over.”

- Participants were clear in expressing that drinking is not a behavior done in large party settings.
- However, participants did connect the timing and motivation behind pre-gaming to large campus parties, specifically Villard Room parties and Mug nights.

“Ritualistic” and “Awful”: The Need for Innovation in Campus Programming

*“Every weekend it’s just like, ‘Yeah we’re going to get drunk and go to the Mug.’ So what if you switch up the type of alcohol we drink or what we’re wearing or whatever? **It’s going to be the same exact thing just every single weekend.**”*

*“**It is almost ritualistic** in the sense that this morning when I went to the Shiva Rave [last night].... We all talked about what happened last night and there is some comfort in the tradition of it almost. Like the hungover Shiva Rave. **It’s an awful tradition, too awful.**”*

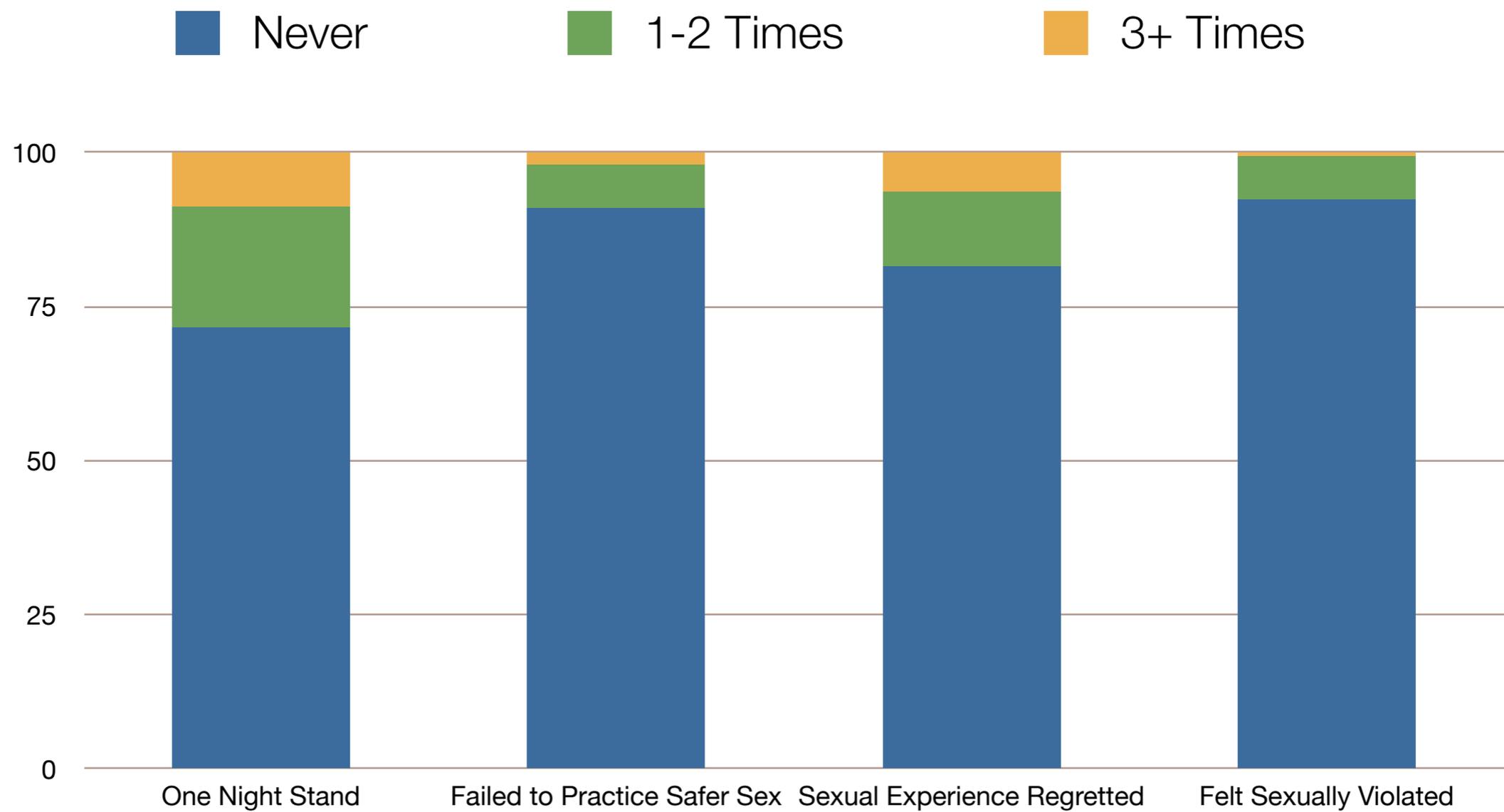
*“...**the only way to be obsessed with something like some of these parties that we go to is to be really drunk, which means not remembering some things.**”*

Participants are frustrated by the drinking culture on campus, and are interested in alternatives, particularly those that would allow students to “make new friends.” Words used to describe campus drinking culture in one group, with a rather average contingent of drinkers, included “monotonous,” “prevalent,” and “the norm.” Another group described the culture as “ritualistic” and “comforting” but an “awful tradition.” There was a strong and repeated desire for innovation and “something new.”

Drinking and Hooking-Up as “Intimately Connected”

The conflation of the alcohol and drinking cultures and its impact

Alcohol & Sex



Inextricably Linked

“...the hook-up culture is very closely linked to the drinking culture. I don't think that that's something that...could be disagreed with.... If you're a non-drinker or if you're uncomfortable with the kinds of things that happen at the huge parties, even if you do drink, I think that there are people who are discouraged from going to them because they don't want to deal with that.”

- Across groups, respondents noted that drinking, and the motivation to engage in drinking, was inextricably linked, if not synonymous with, the “hook up” culture (i.e. what they defined as a “drunken one night stand”).
- A respondent in one group, when asked for words that “describe the drinking culture on campus” selected “sexually charged” -- the group agreed.

Confidence & “Being Socially Awkward”

“I think for some people drinking gives them the confidence to go up to someone they like, but the hookup culture can exist without drinking as well. Like that’s more of a sexual thing whereas you can have sex and drink at the same time.”

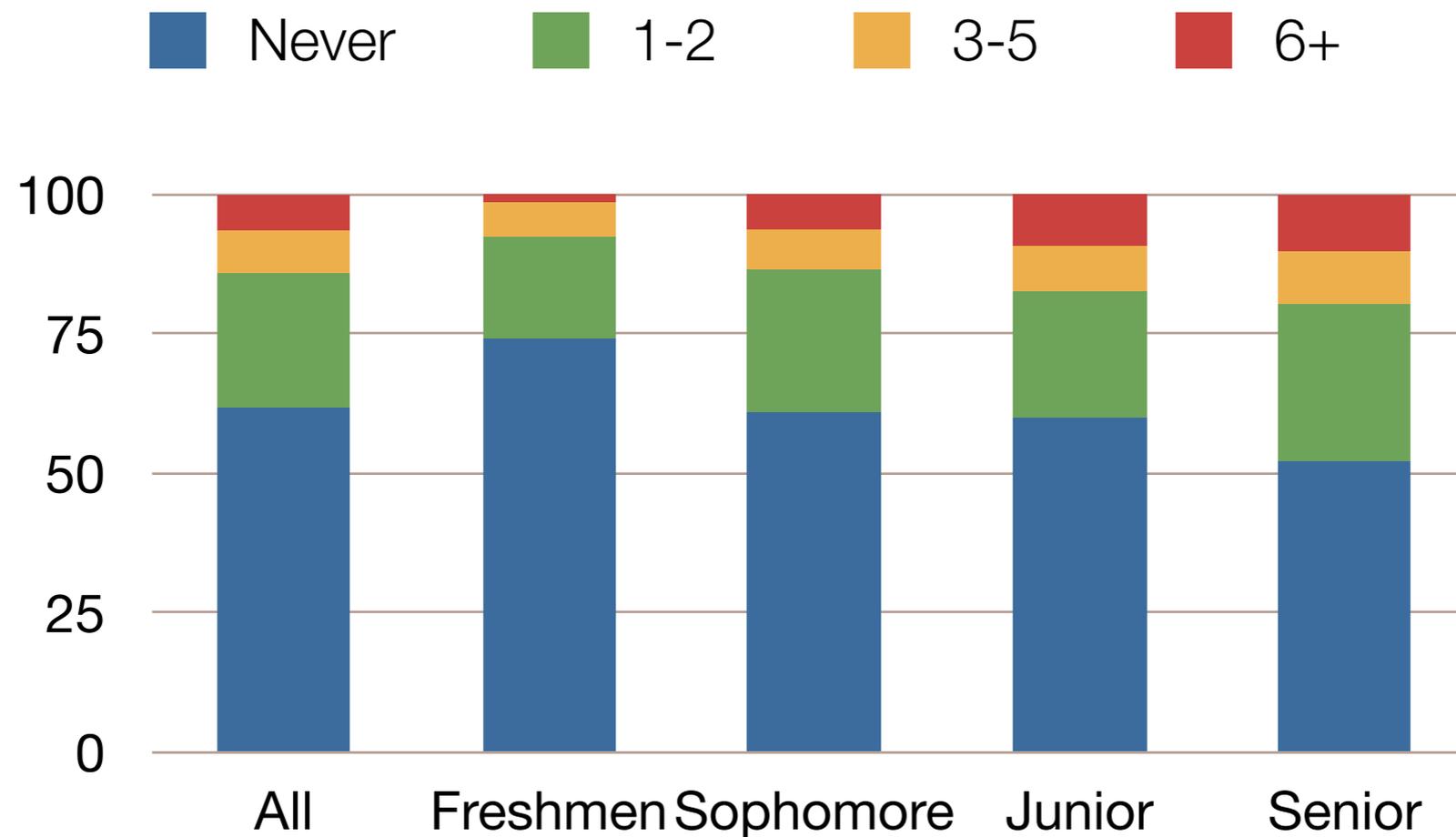
“I think they go hand in hand. It’s a big deal when you’re thinking about dating someone, meeting them in the daylight. Sober and in the daylight is a big deal and it’s...there’s such a high difference between the two. So I think they’re intimately connected.”

Participants across groups acknowledged that drinking was used to encourage hooking up and treat an underlying issue of social discomfort and self consciousness. There was no discussion of if or how the underlying issue should/could be addressed.

“Blackout Culture”

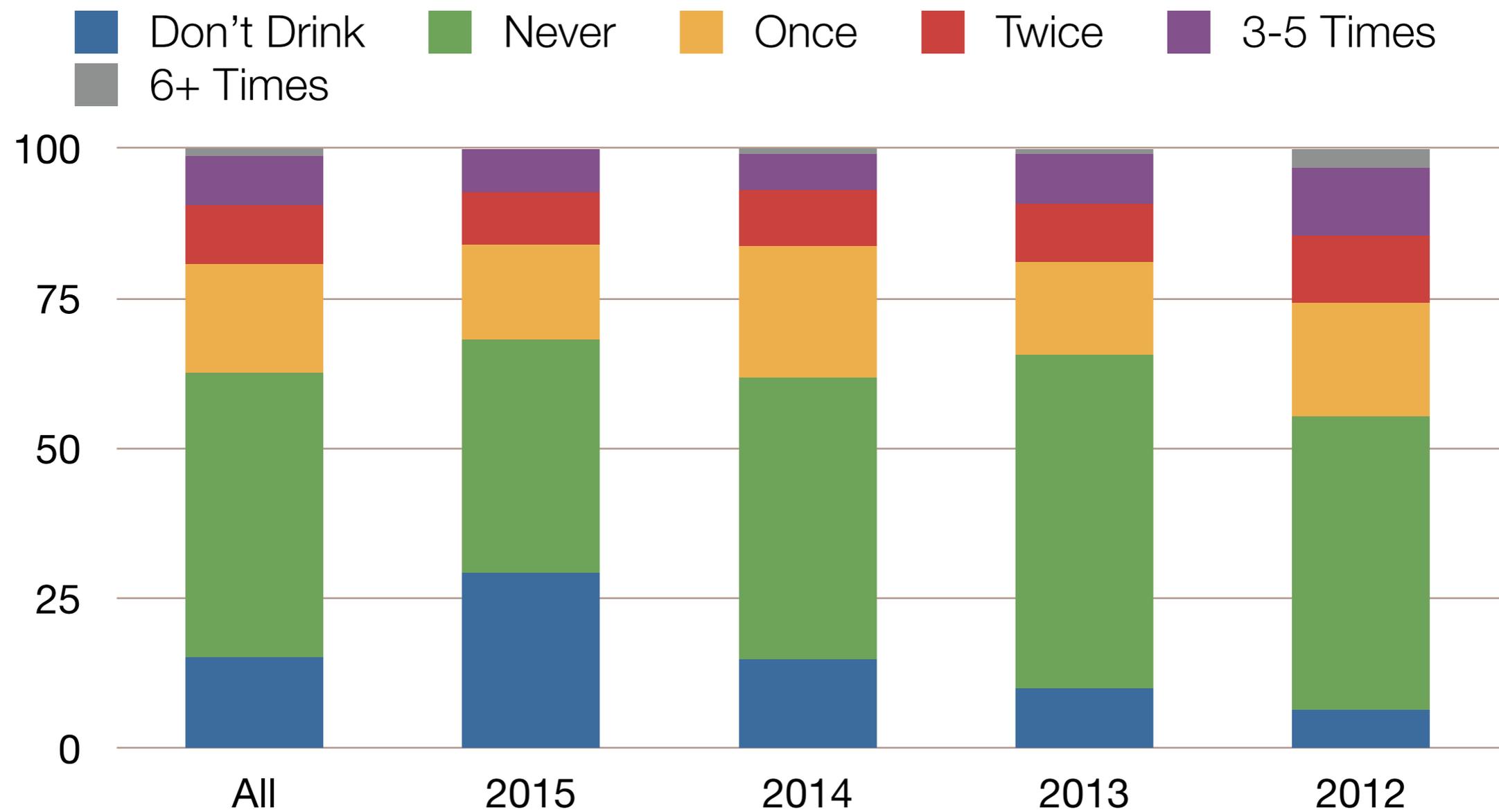
The normalization of unhealthy drinking and consequences

Risk: Memory Loss in Last Year

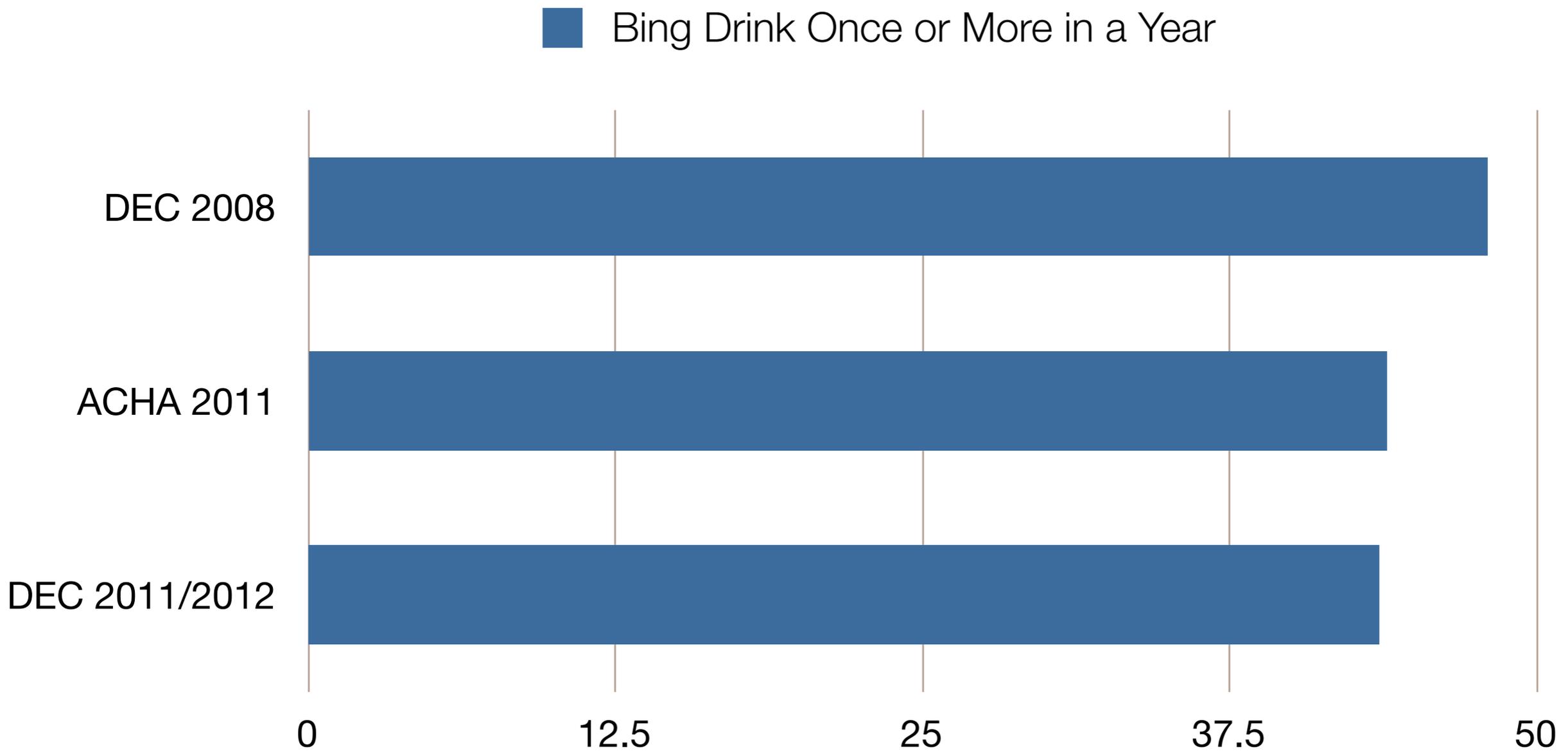


- Majority of our students have not experienced memory loss in last year.
- 40% of our students have experienced memory loss in last year.
- Risk behavior increases over the year.
- 20% of seniors have experienced memory loss 3 or more times in last year.

Binge Drinking (5 or more drinks in 2 hour period in last 2 weeks)



5% Reduction of Binge Drinking Over 5 Years



“Oh, you had a good night”: Normalizing Blackouts

Participants echo a strong sense that dangerous drinking is normalized by peers, particularly during the “morning after,” when students’ negative experiences, such as blacking out, for example, are converted to “oh, you had a good night.” One participant even describes a “blackout culture.”

*“I’m starting to see I’ll get incredibly ill before I black out, so that’s why I’m like, ‘Why aren’t I blacking out?’ It’s sort of that whole idea of pushing you to drink more and more to a dangerous level... I definitely think **the blackout culture is this big deal. It definitely informed how I was drinking [as a freshman].**”*

“...but the whole browning out thing is what happens to you every night and black out is when you went really crazy.... Black out is when you get way over your limit and brown out is when you should be worried about how much you had to drink...”

“We’ve gotten very used to seeing people stumbling drunk and hearing people talk about blacking out to the degree that it’s not atypical for us anymore and it doesn’t seem as odd to us. It just seems like ‘oh you had a night’ like, ‘you had a weekend.’”

Peer Support

Eager but powerless to help

A Culture of “Watching Each Other’s Back”

- Across groups, and particularly strongly amongst freshmen, there was unified opinion that culture at Vassar is group-oriented, supportive, and generally protective of one another:

*“When I see a friend who is thinking about making a bad decision I always go up to her and I say, ‘Listen do you want me to stop you if I do this?’ That sort of thing I just don’t think happens necessarily elsewhere and **that was something that I was really taught to do here; check in with friends, make sure they’re okay, keep your eye out for them, always be supportive in a group.**”*

“I just like that there are a lot of safety precautions and that people really do care and I believe it’s a really good environment.”

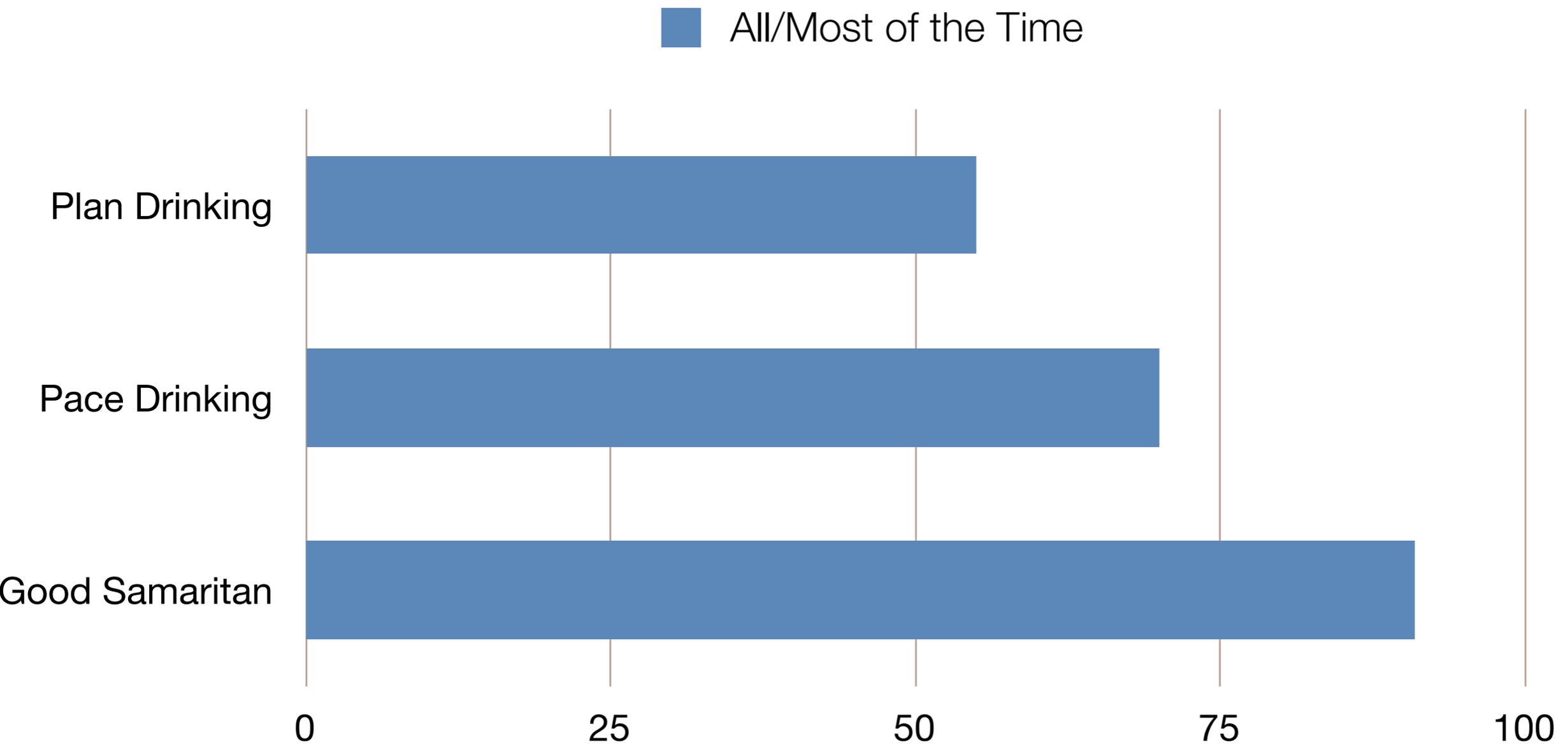
- Participants across groups touted the good Samaritan policy, and felt strongly that it encouraged and echoed the sense of community on campus:

*“A lot of my friends at other schools don’t have the good Samaritan policy either and **I just think that [the good Samaritan policy is] a much more practical way of approaching it and [is] much more easy for people to respect and take seriously.**”*

- However, a potential barrier to bystander action was a sense of guilt attributed to an “I’ve been there” mentality:

*“...it’s hard to really speak if someone’s making a bad choice, obviously, we’ll counsel them at the time, **but it’s hard to really tell anyone that they really shouldn’t definitely be doing something because we’ve all been there. We’ve all had to be taken care of by one of the others. It’s sometimes frustrating because it doesn’t exactly help.**”*

Protective Behavior



“Oh, these people...”: Actor/Observer Attribution in Action

- Actor/Observer Attribution: We tend to see other people’s behaviors as being caused by their personal disposition, whilst perceiving our own actions as due to situational factors.
- Not surprisingly, participants tended to view themselves as “responsible,” in comparison to people who drink to excess or “don’t know how to drink.” There’s a strong rhetoric of disdain for such people, though admittedly no effort to change the behavior. There is often a strong “me versus them” opinion and distinction, and the behavior is repeatedly referred to as “fucked up.”

*“I would say I judge people who do stupid drinking pretty harshly... I'm not friendly with anyone who's ever drank irresponsibly since first semester of sophomore year. **I feel like it's really really easy to drink responsibly...so if you black out or throw up or something, I have very little sympathy for you...**”*

*“**I would say that I -- me and my friends -- drink a lot more responsibly...my sense is that we're some of the only people who drink responsibly,** and I have these neighbors that party consistently every Thursday, Friday and Saturday night, and there'll just be people coming out of their room and going to the bathroom, and you hear them vomiting [at] 1 a.m. and I'm like, ‘**Oh, these people, they don't know how to drink and hold their liquor and are annoying and stupid.**’ Although they're probably not actually stupid people, but they drink in a really stupid fashion.”*

“It’s a Totally Mixed Message...”

Mixed administrative messaging and the embrace of “safe drinking” rhetoric

Pick a Message

- Across groups, participants consistently characterized the “official administrative message” as mixed or inconsistent, from orientation, to routine programming, to enforcement and conduct:

*“I think it's very mixed. It's a totally mixed message. On the one hand I love, I love [inaudible] I love the aspect that safety is a focus. I think that's really good. But on the other hand sometimes it feels like it's a strong reaction to the [inaudible]. **On the one hand we want you to be safe. On the other hand, it seems like the message is, we'd really like you to stop.** And those two sometimes contradict each other, I think. You know? And you get, policies from ResLife that don't feel entirely consistent. I feel like it's very mixed from the time you get here through [inaudible].”*

- However, across groups, participants appreciated and respected a “safer” drinking rhetoric, often exemplified by the administrative discussion of the good Samaritan policy:

*“...There's always posters and signs like, 'If you need help call this number. Don't be afraid to ask for help' and I feel like a lot of students are like, 'Oh I don't want to get in trouble. I don't want get my friend in trouble,' but **the school makes it okay for you to call EMS.**”*

*“I definitely think Vassar is way more accepting than some of my other friends' schools like state schools. With the presence of the Good Samaritan law and then the student fellows that are only there to help you and not basically get you in trouble because I know that at state schools a lot of the RAs are... an extra eye for security to keep you in line. **So it's definitely that they acknowledge that drinking happens, but they want you to be safe when you do drink.**”*

Academic Messaging?

- Participants did note that they paid considerable deference to their academics, supporting the idea of academic commitment as a protective factor:

“I used to go to jazz night all the time and I never drank for that because they were on Tuesday nights. I had school the next day. So that’s a thing. I think I personally love the concerts and small concerts are fine with me, but things where you can go dance, but I feel like live music doesn’t require drinking in the same way that a larger party does. We were totally aware of the fact that everybody was going to come hammered and it’s just because that’s the whole culture.... Personally I love concerts and things like that where I personally want to meet more sober residents.”

- Further supported by tracking study data indicating that drinking was, on average, tightly confined to days when participants did not have class the following day.

Recommendations

3 in 1 Framework: Individual and At-Risk Populations

- College education campaign in partnership with the VSA to combat a culture of “initiation.”
- Creation of Sophomore year programming to refresh the alcohol/drug messaging that the Freshmen class receives.

3 in 1 Framework: Student Body as a Whole

<p>Programing</p>	<ul style="list-style-type: none"> - The VSA reallocate 25% of its funds currently designated for music-centered all-campus programming in order to incentivize creative and innovative programming and a diversity of on-campus options. - Increase funding/availability for off-campus activities (bowling, movies, restaurants, etc.) — discount tickets, transportation. - Alcohol-free activities and events created and promoted (many students report not knowing what is happening on weekends). - Require a percentage of an all-campus program’s funding be used to simultaneously sponsor an alternative (“counter-programming”). <ul style="list-style-type: none"> ▶ Create working group (VSA, Campus Activities, EMS, DEC, Health Education) to advise “all-campus” parties to foster a safer environment and decrease the perceived need to binge drink — administrative advising, pre- and post-even breakdown, non-alcohol events, elimination of parties/events with history of problems (3 strikes, etc.) - Offer an introductory freshmen 6-week “experience,” including later night programming to combat “boredom” and group “wanderings.”
<p>Peer-to-Peer</p>	<ul style="list-style-type: none"> - Encourage and further expand on the existing sense of community support with an ongoing strong investment in bystander intervention programming. - Capitalize on student disdain for “irresponsible behavior” using peer-to-peer programming and social norms campaigns. <ul style="list-style-type: none"> ▶ Increased funding for education around alcohol (social norming, major events) - VSA partner with the College to launch an aggressive campaign to combat a culture of “initiation.”
<p>Academics</p>	<ul style="list-style-type: none"> - Capitalize on students; respect for their academics by increasing Friday course offerings and continuing to intersect academic interests with conceptions of wellness and the “whole person.” - Better faculty engagement with committees related to alcohol/drugs, health/safety. - Connect academic importance and alcohol abuse beginning from orientation.

3 in 1 Framework: Campus and Community

- College administration partners with students to develop a consistent message to the student body on alcohol, from entrance through graduation, keeping in mind students' responsive reaction to messages of “safe” and “responsible” drinking.
- Work with community vendors to strengthen ID policies, elimination of discounted events (specials), etc. – community coalition strengthening.
- Research the effects of policies that would decrease the amount of “hard liquor” on campus – set volume amount per student over 21 years old/parties, etc.