



POSSIBLE METHODS FOR PROGRAM EVALUATION

GOAL: Any effort to address drinking and its possible negative consequences should be evaluated for effectiveness. Otherwise, it is impossible to know what works and what does not and to guide future prevention efforts. Pre- and post-intervention surveys of alcohol use and related problems are considered the “gold standard” for intervention-outcome studies, but they may not be feasible given limited resources. The following options are suggestions for ways in which different types of prevention efforts might be evaluated.

UNIVERSAL PREVENTION PROGRAMS are administered campus wide or to entire groups of individuals regardless of their potential risk for underage drinking or related negative consequences (e.g., incoming first year college students):

- Pre- and post-intervention surveys of alcohol use and related problems (e.g., administered on-line and at low cost). See below for example measures.
- Pre-and post-intervention information about (a) violations of campus alcohol policies (e.g., from law enforcement), (b) numbers of students mandated to judicial, health, or disciplinary services for alcohol-related issues (c) “write-ups” by Resident Assistants for alcohol-related violations, and/or numbers of students who voluntarily seek services for drinking-related issues.
- Pre-and post-intervention rates of use for safe ride programs

TARGETED PREVENTION PROGRAMS focus on known high-risk groups of college drinkers (e.g., members of Greek organizations, athletes, or previously mandated students; those at high personality risk for alcohol problems):

- Pre- and post-intervention surveys (e.g., on line for ease of access), using established, brief measures of alcohol use and alcohol-related consequences
- Pre- and post-intervention measures of recidivism rates among mandated students

SUGGESTED MEASURES FOR ALCOHOL USE AND ALCOHOL-RELATED PROBLEMS:

- Daily Drinking Questionnaire: Collins, R. L., Parks, G. A., & Marlatt, G. A. (1985). Social determinants of alcohol consumption: The effects of social interaction and model status on the self-administration of alcohol. *Journal of Consulting and Clinical Psychology*, 53, 189-200.
- Rutgers Alcohol Problem Index: White, H. R., & Labouvie, E. W. (1989). Toward the assessment of adolescent problem drinking. *Journal of Studies on Alcohol*, 50, 30–37.
- Drinking Motives Questionnaire-Revised: Cooper (1994). Motivations for alcohol use among adolescents: Development and validation of a four-factor model. *Psychological Assessment*, 6, 117-128, or the 5 factor Modified Drinking Motives Questionnaire – Revised: Grant et al. (2007). Psychometric evaluation of the five-factor Modified Drinking Motives Questionnaire – Revised in undergraduates. *Addictive Behaviors*, 32, 2611-2632.
- Comprehensive Effects of Alcohol Questionnaire- Brief: Ham et al. (2005). Psychometric assessment of the Comprehensive Effects of Alcohol Questionnaire: Comparing a brief version to the original full scale. *Journal of Psychopathology and Behavioral Assessment*, 27, 141-158.
- Protective Behavioral Strategies Scale: Martens, M. P., Ferrier, A. G., Sheehy, M. J., Corbett, K., Anderson, D. A., & Simmons, A. (2005). Development of the Protective Behavioral Strategies Survey. *Journal of Studies on Alcohol*, 66, 698-705.
- Perception of Peer Norms Scale: Baer J. S., Stacy, A., & Larimer, M. (1991). Biases in the perception of drinking norms among college students. *Journal of Studies on Alcohol*, 52, 580-586.
- Readiness to Change Scale: Several different scales are available, but one short version can be found in: DiClemente, C.C. & Hughes, S.O. (1990). Stages of change profiles in outpatient alcoholism treatment. *Journal of Substance Abuse*, 2, 217-235.