

AlcoholEdu® for College

EXECUTIVE SUMMARY

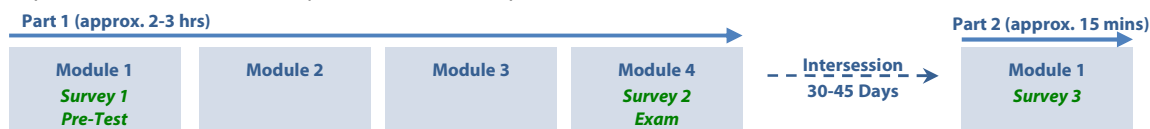
California State University-Chico – January 2009

AlcoholEdu for College is an objective, science-based, online alcohol prevention program designed specifically for college students as the cornerstone of a comprehensive campus prevention program. This year, AlcoholEdu was used on over 180 campuses and by 36% of all first-year students at America's four-year higher education institutions, making it the field's most widely used educational tool for curbing high-risk drinking. With several published studies and randomized control trials documenting its efficacy, AlcoholEdu remains the leading program of its kind.

In addition, the implementation of AlcoholEdu serves as a means for assessing the alcohol-related attitudes, experiences, and behaviors of your students. Together with your individual campus-level data, the information in this Executive Summary can assist in strategic planning of prevention programs and services at your institution. It can serve as a valuable tool in encouraging community involvement and commitment to alcohol prevention and harm-reduction on your campus, helping you to achieve your mission of promoting student success.

Overview and Summary of Key Findings

This Executive Summary provides insights from **California State University-Chico's** 2008 first-year student pre-matriculation implementation of AlcoholEdu for College. The findings in this summary are based on self-report data obtained from **1127*** first-year students at your institution, who completed three Surveys, a Pre-Test, and an Exam as noted in the illustration below.



* A total of 2641 of California State University-Chico students completed Part I of the course (Modules 1, 2, 3, and 4). Of those 2641 students, 1514 did not complete all three surveys and/or they were under the age of 18 (this applies only to schools who did not provide permission for students under 18 to receive the surveys). As a result, those 1514 students were removed from the data set, resulting in a total n-size of 1127 for your institution.

Several key findings from your AlcoholEdu for College data, including significant knowledge gains, demonstrate your students' active engagement in the learning process and can assist in planning for subsequent prevention activities on campus. In addition, these findings can provide a context for examining your institution's cultures and traditions, and additional environmental factors that impact or influence student drinking and, ultimately, success. Further details about each of these findings, including recommendations for using your data, are provided in the following pages and via your WESS online reports.

Learning Outcomes (Tables 1-3)

- **Exam performance:** There was a 30% increase in the mean exam score; the mean pre-test score was 52% and the final exam score was 82%. Knowledge gains in the subject area of Physiological Effects of Alcohol were most significant, with a 46% increase noted between the pre-test and exam.
- **Social responsibility:** 72% of students say that AlcoholEdu prepared them to help in situations where they have identified an alcohol overdose.
- **Knowledge gains relating to BAC:** After completing the course, 50% of students reported that their "current understanding of Blood Alcohol Concentration (BAC) will change the way they will consume alcohol."

Behavioral Trends (Tables 4-9)

- **Positive behavioral intentions:** After completing the course, your students reported that they intend to reduce the number of drinks they drink per occasion (49%) as well as reduce the number of times they drink per week (46%).
- **Risk behaviors and negative consequences:** In Survey 3, drinkers reported a prevalence of certain risk behaviors, such as chugging (19%), and doing shots (36%). Negative consequences were also reported, including having a hangover (9%).
- **Drinking rates:** The number of your students who identified as non-drinkers went from 47% in Survey 1 to 38% in Survey 3. During that same time frame, heavy-episodic drinkers and problematic drinkers went from 36% to 45% and 10% to 16%, respectively.
- **Location where drinking occurs:** California State University-Chico students reported drinking mainly in an off-campus residence (76%).
- **Reasons for not drinking:** In Survey 1, 59% of non-drinkers at California State University-Chico and 32% of drinkers reported that "getting in trouble with authorities" was among the most important reasons for not drinking.
- **Level of Interest in Campus Prevention Activities:** 55% of your students indicated their interest in getting involved in one or more prevention activities on campus. 1390 are interested in attending events that do not focus on alcohol, 364 would like to plan events that do not focus on alcohol and 132 want to get involved in the development or revision of the alcohol policy.



Interpreting Your Findings

When interpreting your AlcoholEdu data, especially any differences between Surveys 1 and 3, you should keep three key points in mind:

1. *Student Exposure to the Campus Environment.* During the time that elapsed between the two surveys, your first-year students took *AlcoholEdu*, but they were also exposed to other aspects of your campus environment—additional prevention programs and policies, but also perhaps an environment that serves to facilitate or even encourage heavy drinking. Thus, any changes you see from Survey 1 to Survey 3 tell you something about your overall institutional environment which includes, but obviously is not restricted to, *AlcoholEdu*.
2. *AlcoholEdu's Established Effectiveness.* In this context, it should be noted that an independent evaluation of the 2007 version of *AlcoholEdu* was conducted at Villanova University, and that another independent evaluation of the course's 2008 version was conducted at Roger Williams University. Both studies found that the course led to highly significant reductions in alcohol use and negative alcohol-related consequences. For additional information on these studies, please contact William DeJong, PhD, Executive Director of Research at: services@outsidetheclassroom.com
3. *The National College Effect.* Alcohol use goes up as first-year students get ready for college over the summer and then enter the campus environment. Many abstainers begin to drink, some heavily, and many students who drink during high school begin to drink more after arriving on campus. We call this the "National College Effect."

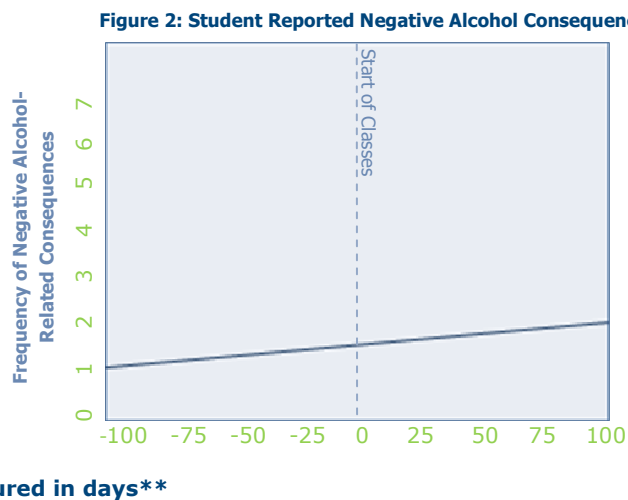
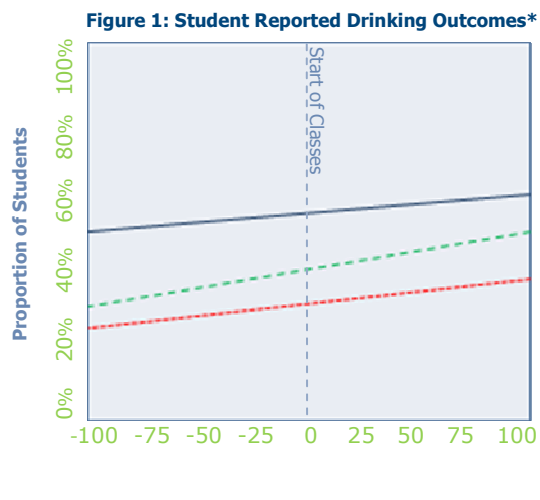
To determine the magnitude of the National College Effect, we looked at Survey 1 data from 177 institutions that administered *AlcoholEdu* to all of its first-year students. The total number of students surveyed was 211,163. Students complete Survey 1 prior to taking the course, which provides baseline (pre-intervention) data. Note that students complete Survey 1 at varying times depending on when institutions administer the course—early in the summer, just prior to matriculation, and in the first few weeks of the academic year.

Looking across all 177 institutions, we developed a portrait of how student drinking increases during the summer leading up to the start of classes and then into the first part of the fall semester. When doing this analysis, we controlled statistically for both student and institutional characteristics—which means that the National College Effect trend lines show increased alcohol consumption independently of which types of students happened to fill out Survey 1 at different time points.

As displayed in the graphs below, we determined the National College Effect for four outcome measures:

- Figure 1:**
- Proportion of students who drank alcohol in the two-week period prior to Survey 1;
 - - - Proportion of students who engaged in one or more instances of heavy, episodic drinking during the two-week period prior to Survey 1 (4 or more drinks for women, 5 or more drinks for men);
 - Proportion of students who engaged in any problematic drinking during the two-week period prior to Survey 1 (8 or more drinks for women, 10 or more drinks for men);

Figure 2: Composite score for negative alcohol-related consequences, which included missing class, getting behind on school work, performing poorly on an assignment, missing work, injuring another person, and getting in trouble with authorities (1= Never, 7= Always).



*Student reported drinking outcomes are presented as the proportion of students classified as the type of drinker specified.

**Negative numbers represent days before start of classes while positive numbers represent days after the start of classes



Data Details

Aggregate Comparisons

Several tables throughout this report compare data collected from your students with results from more than 15,000 students who also participated in the same Pre-Matriculation implementation timeframe. Outside The Classroom reports only the findings from students who completed all three AlcoholEdu for College surveys, using matched-participant analysis.

Learning Outcomes

Data on student learning outcomes can be used to assist in planning for next steps, including specific activities to reinforce or support the knowledge gains reported by your students.

This data can also be used to better understand certain campus level indicators. For example, increases in knowledge gains, especially with regards to physiological effects of alcohol and certain help-seeking behaviors as reported in **Table 2**, can often contribute to increases in reported alcohol-related incidents. It is possible that as a result of increased knowledge and social concern regarding alcohol overdose, students are more apt to seek medical assistance for intoxicated friends.

Table 1: Pre-Test and Exam Performance

	Pre-Test	Exam	% Increase
Mean Score: Overall	52	82	30%
Mean Score: Risk Reduction	74	90	16%
Mean Score: Alcohol Knowledge/BAC	57	76	19%
Mean Score: Physiological Effects of Alcohol	32	78	46%

Table 2: Course Impact – Knowledge Gains

Data reported as the mean response to each question on a 7-point scale (1 = "not at all"; 7 = "completely").

To what degree did AlcoholEdu:	Aggregate Pre-Matriculation Survey 2	Your Institution Survey 2			
	Mean	Mean	Scale %		
			1, 2, or 3	4	5, 6, or 7
Prepare you to identify the signs of alcohol poisoning	5.52	5.33	15%	13%	72%
Prepare you to help someone who may have alcohol poisoning	5.57	5.38	14%	14%	73%
Prepare you to establish a plan ahead of time to make responsible decisions about drinking	5.53	5.34	15%	13%	72%
Prepare you to intervene when a friend is drinking too much	5.52	5.38	14%	13%	73%

Table 3: Course Impact – Drinking Behavior and Perceptions

Data reported as the mean response to each question on a 7-point scale (1 = "not at all" and 7 = "a great deal")

As a result of taking AlcoholEdu:	Aggregate Pre-Matriculation Survey 2	Your Institution Survey 2			
	Mean	Mean	Scale %		
			1, 2, or 3	4	5, 6, or 7
How much did your perceptions of other students' drinking-related behavior change?	4.62	4.42	26%	23%	51%
To what extent will your current understanding of Blood alcohol Concentration (BAC) change the way you will consume alcohol?	4.32	4.33	30%	20%	50%



Drinking Rates and Behaviors

The following data illustrate shifts in drinking patterns (**Table 4**) and related behaviors (**Tables 5-6**) and can be used to direct discussions around cultural and environmental influences that contribute to student alcohol use on or off campus (**Table 7**). For additional information regarding the data in this section, please see "Interpreting Your Findings" on page 2.

Table 4: Drinking Rates

The drinking rate is determined by the number of students who reported having at least one drink in the past two weeks. Heavy-Episodic and Problematic drinker rates are based on alcohol consumption data collected for each day of the week for two weeks prior to completing Survey 1 and Survey 3.

	Aggregate Pre-Mat		Your Institution	
	Survey 1	Survey 3	Survey 1	Survey 3
Non-drinkers	62%	51%	47%	38%
Drinkers	38%	49%	53%	62%
Heavy Episodic Drinkers (4 or more drinks for women/5 or more drinks for men on at least one occasion in the past two weeks)	24%	32%	36%	45%
Problematic Drinkers (8 or more drinks for women/10 or more drinks for men on at least one occasion in the past two weeks)	7%	10%	10%	16%

Tables 5-8 include data from drinkers only (n=592); those students who reported consuming at least one alcoholic drink in the past two weeks. The data provided in these tables can be helpful in the creation of a strategic prevention plan and/or to support ongoing dialogue around individual and community-based prevention efforts, especially those that support positive behavioral intentions (**Tables 8-9**). This data can be especially useful in developing strategies that challenge the normative environment (i.e. providing alcohol-free events and social settings, creating social norms/health marketing messages).

Table 5: Risk Behaviors – Drinkers Only

Data reported as the mean response to each question on a 7-point scale (1 = "never" and 7 = "always").

When you drink, to what degree do you:	Survey 1				Survey 3			
	Mean	Scale %			Mean	Scale %		
		1, 2, or 3	4	5, 6, or 7		1, 2, or 3	4	5, 6, or 7
Do shots	4.03	34%	21%	45%	3.90	36%	28%	36%
Chug alcohol	3.11	55%	22%	23%	3.14	54%	27%	19%
Choose a drink with a higher alcohol concentration	3.16	54%	28%	17%	3.11	56%	28%	16%
Start drinking before going out (pre-game)	3.23	55%	16%	29%	3.67	44%	24%	32%

Table 6: Negative Consequences – Drinkers Only

Data reported as the mean response to each question on a 7-point scale (1 = "never" and 7 = "always").

During the past two weeks, to what degree did the following happen to you when drinking or as a result of your drinking?	Survey 1				Survey 3			
	Mean	Scale %			Mean	Scale %		
		1, 2, or 3	4	5, 6, or 7		1, 2, or 3	4	5, 6, or 7
Drove after 4 or more drinks	1.28	95%	3%	3%	1.36	92%	6%	2%
Forgot where I went or what I did (blacked out)	1.72	88%	4%	7%	2.08	79%	14%	7%
Had a hangover	2.10	80%	9%	11%	2.17	79%	12%	9%
Experienced negative academic consequences (missed a class, got behind in school work, performed poorly on an assignment/test)	1.15	97%	2%	1%	1.66	83%	10%	7%



Table 7: Location of Drinking– Drinkers Only

<i>The last time you consumed alcohol, where did you spend your time drinking:</i>	Aggregate Pre-Mat Survey 3	Your Institution Survey 3
A bar or nightclub	10%	2%
In an off-campus residence/apartment	43%	76%
In an on-campus residence	21%	3%
Fraternity/sorority house	15%	6%
Outdoor event	6%	12%

Table 8: Positive Behavioral Intentions – Drinkers Only

Data reported as the mean response to each question on a 7-point scale (1 = "never" and 7 = "always")

<i>Over the next 30 days, to what degree do you intend to:</i>	Aggregate Pre-Mat Survey 2	Your Institution Survey 2			
	Mean	Mean	1, 2, or 3	4	5, 6, or 7
Support the choice not to drink	4.83	4.52	31%	21%	48%
Reduce the number of times you drink per week	4.65	4.45	29%	25%	46%
Reduce the number of drinks you have each time you drink	4.75	4.53	28%	23%	49%
Eat food before or while drinking	5.65	5.53	13%	15%	72%
Keep track of the number of drinks you've had	5.51	5.31	16%	16%	68%

Table 9: Reasons Not to Drink

Data reported as grouped responses of 5, 6, and 7 on a 7-point scale (1= not at all important; 7= very important).

<i>When you choose <u>not</u> to drink, how important are the following reasons:</i>	Aggregate Pre-Matriculation				Your Institution			
	Non-Drinkers		Drinkers		Non-Drinkers		Drinkers	
	Survey 1	Survey 3	Survey 1	Survey 3	Survey 1	Survey 3	Survey 1	Survey 3
Not old enough to drink legally	58%	56%	17%	17%	58%	51%	13%	12%
Worried about being caught by authorities	62%	56%	40%	31%	59%	53%	32%	24%
Interferes with school work	67%	60%	43%	34%	70%	58%	44%	31%
My friends don't drink	43%	43%	21%	22%	42%	41%	22%	19%
People I care about would disapprove	65%	60%	30%	25%	62%	57%	29%	24%
I've decided to cut down	26%	26%	22%	21%	33%	34%	27%	22%
Don't have to drink to have a good time	81%	73%	52%	42%	81%	72%	49%	41%
I have other things to do	78%	71%	53%	43%	80%	70%	50%	38%
Don't want to spend the money	68%	63%	51%	42%	73%	67%	50%	41%

Thank you for choosing Outside The Classroom as your partner in alcohol prevention.

Please feel free to contact us at services@outsidetheclassroom.com should you have additional questions or need further information regarding your AlcoholEdu for College data.

