



AlcoholEdu® for College

■ ■ ■ Executive Summary

January 2006

University of San Francisco

SUMMARY OF KEY FINDINGS

Following is a summary of the key findings from University of San Francisco's 2005 implementation of AlcoholEdu for College. Further details about each of these findings are provided in the pages following.

- Eighty-two percent (82%) of your students completed all three AlcoholEdu surveys.
- In general, your students engaged with the course and rated it very favorably. The proportion of your students who were enthusiastic about AlcoholEdu for College more than tripled after they completed it.
- Seventy-eight percent (78%) of your students said they now know more about BAC.
- The percentage of students who reported they “know very much” about the effects of alcohol more than doubled from 11% in Survey 1 to 26% in Survey 2.
- AlcoholEdu for College was effective in improving students' knowledge. Eight-four percent (84%) of your students passed the Pre-Test, while 93% passed the Exam.
- AlcoholEdu for College was very effective in helping your students who use alcohol think about drinking alcohol in healthier and safer ways.
- Your students reported an increase in their capacity for and readiness to change.
- USF students who completed AlcoholEdu reported an increase in their expressions of social-concern behaviors.
- After engaging with AlcoholEdu, your students had a higher rate of abstinence and lower rates of heavy-episodic and problematic drinking than was true of other students who had not yet had the benefit of completing AlcoholEdu.
- After engaging with AlcoholEdu for College, your students practiced healthier and safer behaviors.
- Increases in the prevalence of risk behaviors among your students demonstrate the negative influence of the College Effect.
- Students at USF who continue to drink alcohol have become more thoughtful in making decisions about drinking after completing AlcoholEdu for College, even in the context of the College Effect.

AlcoholEdu® for College

Executive Summary

January 2006

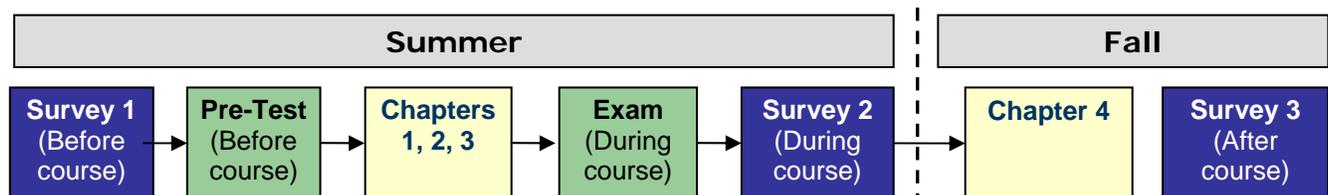
University of San Francisco

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. Other components of comprehensive campus prevention programming may include year-round peer education activities, residence hall programs, panel discussions by students, staff, and faculty, and local, regional, or national guest speakers. Effective comprehensive campus prevention actively engages students through programs that are planned, provided in a sequence so that new activities reinforce previous learning, reflect the mission, vision, and values of the campus, and are culturally and developmentally tailored to meet the needs of students. Implementation of effective environmental strategies will further increase the likelihood of prevention programming success. The purpose of AlcoholEdu for College is to prevent or reduce alcohol-related problems among college students while providing schools with a statistically accurate description of the alcohol-related attitudes, experiences, behaviors, and health education needs of their students.

This Executive Summary includes self-report data obtained from 667 first-year University of San Francisco students who participated in the AlcoholEdu for College Population-Level Prevention® Program in 2005, as described in Section 1 below. The Executive Summary includes the following sections:

1. A description of the AlcoholEdu for College design;
2. Important considerations;
3. Data analysis;
4. Conclusion;
5. Recommendations.

ALCOHOLEDU FOR COLLEGE DESIGN



University of San Francisco students completed Survey 1 and Survey 2, alongside the Pre-Test and the Exam, during the summer before arriving on campus, and Survey 3 during the fall semester.

Important Considerations

Certain characteristics of your sample and features of the way in which you implemented AlcoholEdu for College are important considerations in interpreting your data. Note that numerous factors affect drinking behavior and drinking-related consequences. These factors include the time of the semester and various on- and off-campus messages and activities that may encourage drinking. Research shows that the transition to college is regularly associated with significant increases in drinking, heavy-episodic drinking, and high-risk drinking behaviors, and with reductions in abstention and protective behaviors. This transition -- the College Effect -- reflects the immersion of new students into the developmental and social context of college. When interpreting alcohol-related behaviors among your first-year students, it is important to consider the influence of the College Effect.

Survey Response Rates

This report includes results based on students who completed Surveys 1 and 2 before the first day of classes. Survey 3 is administered 60-90 days (as determined by the institution) after students have completed Survey 2. The findings in this report are based on a matched-participant analysis (tracking changes in individual students' responses over time) of the data collected from the 667 students who completed all three AlcoholEdu for College Surveys. **Note:** While some institutions may mandate completion of AlcoholEdu for College, some students choose not to complete all three surveys – this is noticeable in the response drop-off in Survey 3. Further, these surveys were not presented to the **180** students under the age of 18.

Table 1: Summary of Survey Response Rates

	Survey 1 (Summer)	Survey 2 (Summer)	Survey 3 (Fall)
Number of students who completed each survey.	814	814	667

► **KEY FINDING:** 82% of your students completed all three AlcoholEdu surveys.

Demographics

Table 2: Demographics of Participating Students

	USF		All Institutions with AlcoholEdu*	
	N	%	N	%
Sex				
Male	188	28%	22413	45%
Female	479	72%	27904	56%
Race/Ethnicity	N	%	N	%
White or Caucasian	391	59%	40131	80%
Black or African-American	30	5%	1915	4%
Asian or Pacific Islander	181	27%	5830	12%
Hispanic or Latino	89	13%	3829	8%
Indian or Native American	11	2%	452	1%
Other	37	6%	971	2%
Age	N	%	N	%
18	448	67%	41178	82%
19	91	14%	7779	15%
20 or older	128	19%	1360	3%
Intended living arrangements	N	%	N	%
College residence hall	491	74%	39460	79%
Other	170	26%	10396	21%

*Aggregate data collected from students at all other institutions who completed all three AlcoholEdu for College surveys during the same pre-matriculation implementation time-frame (N=50,317).

DATA ANALYSIS

Students' Engagement with AlcoholEdu for College

In Survey 2, students were asked to evaluate their experiences with AlcoholEdu for College.

Table 3: Students' Engagement with AlcoholEdu for College

Experience:	USF	All Institutions with AlcoholEdu
Stimulated them to talk with their friends about college drinking patterns, behaviors, and traditions.	60%	53%
Found AlcoholEdu to be interesting.	71%	64%
Would recommend AlcoholEdu to other people.	76%	74%
Found AlcoholEdu helpful in general.	81%	78%
Helped them feel more prepared to handle situations that might come up in college that involve alcohol and decisions about drinking.	78%	79%
Paid attention to the course.	95%	92%

► **KEY FINDING:** In general, your students engaged with the course and rated it very favorably. The proportion of your students who were enthusiastic about AlcoholEdu for College more than tripled after they completed it.

Knowledge Gains

In Survey 2, students were asked to evaluate changes in their self-assessed knowledge of the effects of alcohol.

Table 4: Knowledge Gains

After having taken AlcoholEdu, I know:	USF	All Institutions with AlcoholEdu
More about Blood Alcohol Concentration (BAC).	78%	76%
More about the ways alcohol affects someone's ability to give consent for sex.	42%	41%

► **KEY FINDING:** Seventy-eight percent (78%) of your students said they now know more about BAC. The percentage of students who reported they "know very much" about the effects of alcohol more than doubled from 11% in Survey 1 to 26% in Survey 2.

Students also completed a Pre-Test and Exam to assess their learning on a variety of alcohol-related topics.

Table 5: Pre-Test and Exam Knowledge Gains

	Mean Score	All Institutions with AlcoholEdu*
Pre-Test	77%	78%
Final Exam	83%	83%

► **KEY FINDING:** AlcoholEdu for College was effective in improving students' knowledge. Eight-four percent (84%) of your students passed the Pre-Test, while 93% passed the Exam.

DATA ANALYSIS

Negative Expectations of Alcohol Use (Drinkers only)

AlcoholEdu for College asked students to respond to statements reflecting negative expectations about the personal and social effects of drinking alcohol.

How to Read Table 6. The results in Table 6 are based only on those students who reported consuming at least one alcoholic drink in the past two weeks. Responses are reported in percentages of students who responded to the statements with Agree to Strongly Agree. Changes in students' expectancies between Survey 1 and Survey 2 indicate the impact of AlcoholEdu for College. Survey 3 data indicate the impact of the College Effect.

Table 6: Negative Expectations of Alcohol Use

If I were drinking alcohol, I would be more likely to...	All Institutions before AlcoholEdu**	USF (N=334)		
	Survey 1 (Fall)	Survey 1 (Summer)	Survey 2 (Summer)	Survey 3 (Fall)
Forget what I studied.	42%	44%	68%	52%
Lose control of my emotions.	56%	56%	61%	49%
Make sexual decisions that I would regret.	46%	42%	45%	37%
Perform poorly at work.	55%	62%	63%	55%
Do things I wish I hadn't done.	53%	51%	57%	47%
Have an argument with my friends.	29%	23%	31%	27%
Have a hangover.	63%	65%	71%	57%
Get sick to my stomach.	48%	52%	52%	44%

** (Drinkers) Aggregate data collected from students at all other institutions who completed all three AlcoholEdu for College surveys during the same pre-matriculation implementation time-frame (N=20,294).

Stages of Change

The Stages of Change theory posits that individuals experience a step-by-step progression through five decision stages as they consider adopting new behaviors. These stages are: 1) pre-contemplation - no awareness of the need to change; 2) contemplation - consideration given to behavior change; 3) preparation - experimenting with and planning for behavior change; 4) action - observable behavior change occurs; and 5) maintenance - new behaviors are sustained. AlcoholEdu for College motivates students to consider and attempt adopting healthier and safer behaviors.

Table 7: Stages of Change Responses

Students' current situation:	Survey 1 (Summer)	Survey 2 (Summer)	Survey 3 (Fall)
I am an abstainer - I have no need to change.	35%	35%	32%
I drink, and I see no need to change the way I use alcohol.	34%	26%	31%
I am currently thinking about drinking alcohol in healthier and safer ways.	10%	16%	16%
I am ready to try drinking alcohol in healthier and safer ways.	8%	12%	5%
I have been trying to drink alcohol in a healthier and safer way.	13%	12%	16%

➤ **Key Finding:** AlcoholEdu for College was very effective in helping USF students who use alcohol think about drinking alcohol in healthier and safer ways.

DATA ANALYSIS

Capacity for and readiness to change are constructs within Stages of Change. These constructs indicate students' consideration of any increment of change. Table 8 illustrates students' perceptions of their ability to change.

How to Read Table 8. Responses in Table 8 are reported in percentages of students who responded to the statements with Agree to Strongly Agree.

Table 8: Capacity for and Readiness to Change

Students' current situation:	Survey 1 (Summer)	Survey 2 (Summer)	Survey 3 (Fall)
I have a plan to drink alcohol in a healthier and safer way.	84%	95%	96%
I know what I need to know in order to drink alcohol in a healthier and safer way.	83%	97%	96%
I have the skills I need in order to drink alcohol in a healthier and safer way.	88%	97%	95%
I am capable of drinking alcohol in a healthier and safer way.	97%	96%	96%

► **Key Finding:** Table 8 shows that your students reported an increase in their capacity for and readiness to change.

Care-taking Behaviors

Care-taking behaviors are those social expressions of concern that students develop, engage in, and refine. College and universities play a key role in assisting students to develop care-taking behaviors.

How to Read Table 9. Responses in Table 9 are reported in percentages of students who responded to the questions affirmatively.

Table 9: Care-taking Behaviors

In the past 2 weeks, how often did you...	1	2	3	4
	USF with AlcoholEdu		All Institutions with AlcoholEdu*	
	Survey 1 (Summer)	Survey 3 (Fall)	Survey 1 (Summer)	Survey 3 (Fall)
Worry about a friend who has been drinking too much.	37%	55%	39%	60%
Talk to a friend who has been drinking too much about his or her drinking.	26%	36%	22%	37%
Have to take care of a friend or roommate who had been drinking.	29%	42%	27%	46%
Consciously look out for a friend's safety when he or she has been drinking.	43%	54%	42%	58%

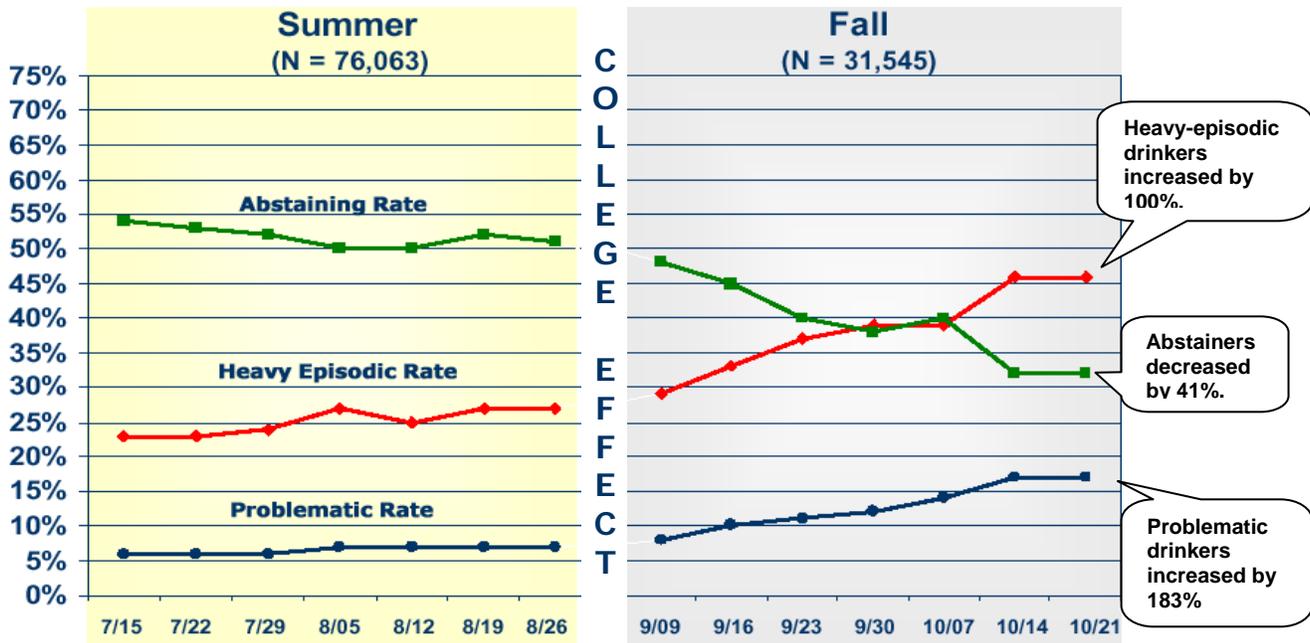
► **Key Finding:** USF students who completed AlcoholEdu reported an increase in their expressions of social-concern behaviors.

DATA ANALYSIS

The College Effect. The graph that follows uses aggregate data collected in 2005 from 76,063 students who completed Survey 1 before starting classes and from 31,545 students who did so during the fall term, after classes began – more than 100,000 students from over 100 colleges and universities in total. Using Survey 1 results from these students, Outside The Classroom has developed a longitudinal description of the evolution of students' drinking behavior during the critical weeks and months prior to and during the transition to college. This description defines the College Effect.

The College Effect data provide a baseline pattern against which to compare your students' results with AlcoholEdu for College.

Figure 1: Documenting the College Effect (Fall 2005 Aggregate)



DATA ANALYSIS

Alcohol Use

Self-Reported Alcohol Use. Alcohol consumption data were collected for each day of the week for two weeks prior to completing the survey in both Survey 1 (before college) and Survey 3 (after the transition to college). The following tables compare data collected from your students in 2005 with results from more than 50,000 students who also participated in the same pre-matriculation implementation. Outside The Classroom reports only the findings from students who completed all three of the AlcoholEdu for College surveys, using matched-participant analysis.

How to Read Tables 10-14.

- Compare column 1 to column 3. Column 3 shows your students' Survey 3 results – the results of engaging with AlcoholEdu for College. Column 1 shows the expected behavior of students at about the same time, as documented by Survey 1 results from students who had not yet started AlcoholEdu for College. Although you can see the impact of the College Effect on your students as you compare Columns 2 and 3, you can also see the protective effect of AlcoholEdu for College by comparing columns 1 and 3.
- Compare columns 2 and 3 with columns 4 and 5. Columns 4 and 5 show the aggregate results for more than 50,000 students in all institutions that engaged students with AlcoholEdu for College before matriculation in 2005.

Table 10: Self-Reported Use of Alcohol

	1	2	3	4	5
	All Institutions before AlcoholEdu**	USF with AlcoholEdu		All Institutions with AlcoholEdu*	
Self-Reported Use of Alcohol	Survey 1 (Fall)	Survey 1 (Summer)	Survey 3 (Fall)	Survey 1 (Summer)	Survey 3 (Fall)
Abstainers	37%	50%	42%	52%	41%
Heavy-episodic drinkers (5 or more drinks)	40%	20%	22%	24%	35%
Problematic drinkers (10 or more drinks)	13%	4%	8%	6%	11%

**Aggregate Survey 1 data collected from students at all other institutions between September 15th and November 10th, 2005 (N=32,272).

*Aggregate matched participant data collected from students at all other institutions who completed all three AlcoholEdu for College surveys during the same pre-matriculation implementation time-frame (N=50,317).

➤ **KEY FINDING:** After engaging with AlcoholEdu for College, your students had a higher rate of abstinence and lower rates of heavy-episodic and problematic drinking than was true of other students who had not yet had the benefit of completing AlcoholEdu for College.

Self-Described Alcohol Use. Students were asked to describe themselves in terms of their current use of alcohol. Students' self-described alcohol use consistently differs from their self-reported consumption patterns. Particularly, only small percentages of students describe themselves as heavy drinkers but a much larger proportion are in fact, heavy-episodic or problematic drinkers. AlcoholEdu for College significantly influences both students' description of alcohol use and their self-report of consumption patterns. This influence, along with the impact of the College Effect, has important implications for programming.

Table 11: Self-Described Use of Alcohol

	1	2	3	4	5
	All Institutions before AlcoholEdu	USF with AlcoholEdu		All Institutions with AlcoholEdu	
Self-Described Use of Alcohol	Survey 1 (Fall)	Survey 1 (Summer)	Survey 3 (Fall)	Survey 1 (Summer)	Survey 3 (Fall)
I abstain from alcohol use.	25%	28%	30%	33%	31%
I am a light drinker.	35%	50%	44%	42%	34%
I am a moderate drinker.	35%	21%	23%	22%	31%
I am a heavy drinker.	5%	1%	3%	2%	4%

© 2005 Outside The Classroom, Inc. All rights reserved.

DATA ANALYSIS

Alcohol-Related Behaviors

Drinkers were asked to report if they had engaged in a specific behavior when drinking or as a result of their drinking, in the two weeks preceding AlcoholEdu for College. The following data are based only on those students who reported consuming at least one alcoholic drink in the past two weeks.

Protective Factors: Protective factors are behaviors likely to decrease the probability of experiencing alcohol problems.

How to Read Table 12. Responses in Table 12 are reported in percentages of students who responded to the questions affirmatively.

Table 12: Protective Factors

	1	2	3	4	5
	All Institutions before AlcoholEdu	USF with AlcoholEdu		All Institutions with AlcoholEdu	
In the past 2 weeks, if you were drinking, how often did you...	Survey 1 (Fall)	Survey 1 (Summer)	Survey 3 (Fall)	Survey 1 (Summer)	Survey 3 (Fall)
Drink less than you might otherwise because of medication you were taking?	22%	17%	23%	17%	24%
Think about your BAC?	34%	40%	57%	36%	56%
Choose a drink containing less alcohol?	54%	57%	57%	52%	55%
Alternate non-alcoholic beverages with drinks containing alcohol?	48%	58%	66%	55%	55%
Plan your drinking?	72%	67%	67%	69%	73%

► **KEY FINDING:** After engaging with AlcoholEdu for College, USF students practiced healthier and safer behaviors.

Risk Factors: As risk factors increase, so do negative consequences that can affect a students' health and safety – and the health and safety of others.

How to Read Table 13. Responses in Table 13 are reported in percentages of students who responded to the questions affirmatively.

Table 13: Risk Factors

	1	2	3	4	5
	All Institutions before AlcoholEdu	USF with AlcoholEdu		All Institutions with AlcoholEdu	
In the past 2 weeks, if you were drinking, how often did you...	Survey 1 (Fall)	Survey 1 (Summer)	Survey 3 (Fall)	Survey 1 (Summer)	Survey 3 (Fall)
Start drinking before going out?	68%	33%	58%	37%	68%
Play drinking games?	68%	34%	39%	59%	66%
Do any shots?	72%	52%	66%	54%	73%
Chug any alcohol?	61%	36%	46%	48%	60%

► **KEY FINDING:** Increases in the prevalence of risk behaviors among your students demonstrate the negative influence of the College Effect.

DATA ANALYSIS

Negative Consequences: Drinkers were asked if they had experienced a specific health-related consequence when drinking or as a result of their drinking, in the two weeks preceding AlcoholEdu for College.

How to Read Table 14. Responses in Table 14 are reported in percentages of students who responded to the questions affirmatively. Please compare Column 1 (which shows the full force of the College Effect) to Column 3 (which shows an attenuated College Effect at USF).

Table 14: Negative Consequences

	1	2	3	4	5
	All Institutions before AlcoholEdu	USF with AlcoholEdu		All Institutions with AlcoholEdu	
In the past 2 weeks, as a result of your drinking, how often did you...	Survey 1 (Fall)	Survey 1 (Summer)	Survey 3 (Fall)	Survey 1 (Summer)	Survey 3 (Fall)
Have a hangover?	51%	36%	40%	40%	46%
Do something you later regretted?	37%	22%	25%	26%	36%
Awaken from a night of drinking not able to remember things that you did or places that you went?	34%	17%	23%	20%	33%
Have to be prompted to remember something you did?	41%	25%	32%	29%	41%

► **KEY FINDING:** Students at USF who continue to drink alcohol have become more thoughtful in making decisions about drinking after completing AlcoholEdu for College, even in the context of the College Effect.

CONCLUSIONS

AlcoholEdu for College succeeded in challenging students' alcohol-related expectancies. Additionally, students who completed the program demonstrated increased levels of knowledge and readiness to change their alcohol-related behaviors. Students also reported positive experiences with AlcoholEdu for College. AlcoholEdu for College protected University of San Francisco's entering class against the full force of the College Effect. Protective factors were stabilized or increased. Risk factors and negative consequences, while still prevalent, were less common than would have been the case without AlcoholEdu for College.

RECOMMENDATIONS

AlcoholEdu for College is the cornerstone of a comprehensive alcohol prevention program. This Executive Summary provides you baseline data with which you may continue to support existing alcohol prevention programs and consider the benefit of increasing prevention programming strategies.

The following general recommendations may provide a framework for connecting your institution's mission, vision, and values to comprehensive alcohol prevention programming efforts.

1. Sustain adequate funding for comprehensive alcohol risk reduction strategies in curricular and co-curricular student learning activities.
2. Seek opportunities to coordinate prevention activities with academic activities (i.e., academic courses, service learning, etc.).
3. Develop, implement, and enforce policies that bring to life your commitment to responsible alcohol use.
4. Invest in effective, regular, planned communication about the state of alcohol prevention programming to and among those community members whose support and insight are essential for alcohol prevention programming success.
5. Sustain or increase the visibility of those members of your institution's community (i.e., students, faculty, staff, and parents) who are charged with guiding alcohol prevention programs.
6. Consider inclusion of key community members -- including high-level decision-makers within your institution -- when developing, implementing, and evaluating prevention policies and activities. In addition to parents, key community members may include neighborhood associations, bar and club owners, and clergy.
7. Include students in all phases of alcohol prevention programming activities.
8. Link alcohol prevention programs and activities with leadership development activities for students.
9. Build capacity of those staff, faculty, and graduate students charged with alcohol prevention, education, and intervention activities.
10. Consider and respond to the range of developmental and cultural needs of students when developing and implementing alcohol risk-reduction messages and programs.
11. Continue needs assessment and evaluation activities to further guide and refine alcohol prevention programming efforts.
12. Develop a phased plan for revising and implementing additional programs, services, and activities that reinforce the link between academic success, sense of campus community, and alcohol use; anticipate future challenges to sustaining effective comprehensive alcohol prevention programming efforts and plan accordingly.

Working within your institution's culture -- developing programs that reflect your institution's values -- will allow you to prioritize and realize these recommendations. Staff at Outside The Classroom can provide guidance as you further develop your comprehensive prevention program.