AlcoholEdu™ for College
The New Standard in Alcohol Education

Executive Summary Presentation

University of Southern California

Fall 2004
About AlcoholEdu for College:

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.

The purpose of AlcoholEdu for College is to prevent 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.
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A Description of the AlcoholEdu Design

- In this report, students who completed all three surveys were compared in matched-participant analysis (tracking changes in individual students' responses over time).
- The final number of students examined was 1215.
- 59% of your students completed all three surveys.
AlcoholEdu for College: Key Findings

The unique culture of your institution and the way in which you implemented AlcoholEdu for College are important considerations in interpreting your data. 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.
## Demographics

<table>
<thead>
<tr>
<th>Sex</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>597</td>
<td>49%</td>
</tr>
<tr>
<td>Female</td>
<td>618</td>
<td>51%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>1142</td>
<td>94%</td>
</tr>
<tr>
<td>19</td>
<td>63</td>
<td>5%</td>
</tr>
<tr>
<td>20 or older</td>
<td>10</td>
<td>1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race/Ethnicity*</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>White or Caucasian</td>
<td>793</td>
<td>65%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>62</td>
<td>5%</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>281</td>
<td>23%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>173</td>
<td>14%</td>
</tr>
<tr>
<td>Indian or Native American</td>
<td>8</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>40</td>
<td>3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>US Citizenship Status</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>US citizen</td>
<td>1091</td>
<td>92%</td>
</tr>
<tr>
<td>Permanent resident</td>
<td>26</td>
<td>2%</td>
</tr>
<tr>
<td>None</td>
<td>73</td>
<td>6%</td>
</tr>
</tbody>
</table>

*Note: Respondents were instructed to mark all that apply*
Alcohol Edu asks students to respond to statements reflecting several commonly held expectations about the personal and social effects of alcohol. Alcohol Edu undermines those positive expectations and exposes them as myths.

The endorsement of positive statements about the effects of alcohol by students at USC significantly decreased after students engaged in Alcohol Edu.

<table>
<thead>
<tr>
<th>If I were drinking alcohol...</th>
<th>Pre-Survey</th>
<th>Post-Survey</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would feel less self-conscious about my body or my weight.</td>
<td>30%</td>
<td>25%</td>
<td>-17%</td>
</tr>
<tr>
<td>I would feel more attractive.</td>
<td>19%</td>
<td>16%</td>
<td>-16%</td>
</tr>
<tr>
<td>I would feel less uncomfortable in social situations.</td>
<td>55%</td>
<td>47%</td>
<td>-15%</td>
</tr>
<tr>
<td>I would be able to limit my drinking when I needed to.</td>
<td>62%</td>
<td>53%</td>
<td>-15%</td>
</tr>
<tr>
<td>I would feel less bored.</td>
<td>32%</td>
<td>28%</td>
<td>-13%</td>
</tr>
<tr>
<td>I would find it easier to express my feelings.</td>
<td>51%</td>
<td>45%</td>
<td>-12%</td>
</tr>
<tr>
<td>I would feel less stressed.</td>
<td>48%</td>
<td>44%</td>
<td>-8%</td>
</tr>
<tr>
<td>I would feel more connected with or close to the people around me.</td>
<td>24%</td>
<td>22%</td>
<td>-8%</td>
</tr>
<tr>
<td>I would have a better social life than if I were not drinking.</td>
<td>19%</td>
<td>18%</td>
<td>-5%</td>
</tr>
</tbody>
</table>

Note: Responses are reported in percentages of students who responded to the statements with Agree to Strongly Agree.
AlcoholEdu was very effective in getting students who use alcohol to think about drinking in healthier and safer ways.

Please mark which of the following best matches your situation:

- I see no need to change the way I use alcohol
- I am currently thinking about drinking alcohol in a healthier and safer way
- I am ready to try drinking alcohol in a healthier and safer way

<table>
<thead>
<tr>
<th>Pre-</th>
<th>Post-</th>
</tr>
</thead>
<tbody>
<tr>
<td>76%</td>
<td>55%</td>
</tr>
<tr>
<td>10%</td>
<td>25%</td>
</tr>
<tr>
<td>7%</td>
<td>13%</td>
</tr>
</tbody>
</table>
Students’ Experience with AlcoholEdu

In the Post-Survey, students are asked to evaluate their experiences with AlcoholEdu. In general, your students rated the course very favorably.

- 67% found the course interesting
- 71% would recommend to other students
- 76% found the course helpful
- 94% paid attention to the course

Post-Survey
Which of the following best describes your experience with AlcoholEdu?

The proportion of students who were enthusiastic about AlcoholEdu more than tripled after taking the course.
Knowledge Gains

Three in four students said they knew more about Blood Alcohol Concentration (BAC) after taking the course.

After having taken AlcoholEdu, I know:

- More about BAC: 74%
- The same about BAC: 25%
- Less about BAC: 1%

885 students said they know more about BAC.

Post-Survey
Knowledge Gains

37% said they knew more about the ways alcohol affects someone’s ability to give consent for sex after taking AlcoholEdu.

After having taken AlcoholEdu, I know _______ about the ways alcohol affects someone’s ability to give consent for sex.

440 students

More 37%

The same 62%

Less 1%

Post-Survey
Self-Assessed Knowledge Gains

Self-assessed knowledge about the effects of alcohol more than doubled after taking the course.

Which of the following best describes your current knowledge about the effects of alcohol?

- 1% 1% Know very Little
- 4% 1% Know a moderate amount
- 41% 16% Know a moderate amount
- 38% 44% Know very much
- 16% 38% Know very much

138% increase
Objective Knowledge Gains

Students completed a Pre-Test and Final Exam to assess their knowledge on a wide variety of alcohol-related topics.

The course was very effective in improving alcohol-related knowledge: 91% of your students passed the Final Exam, and the rate of passing increased by 74% between the Pre-Test and the Final Exam.
The “College Effect”

- The next slide uses aggregate Pre-Survey results from more than 70,000 students on 80 campuses collected between July and October 2004 to show changes in the patterns of students’ drinking behavior in association with the transition to college -- the College Effect.

- The College Effect data provide a baseline pattern against which to compare your students’ results with AlcoholEdu for College.
2004 aggregate data collected from AlcoholEdu for College Pre-Surveys BEFORE students were exposed to the course:

Note: When comparing your data to the College Effect pattern, it is important to account for the time period during which you implemented the course.
The next slide shows alcohol consumption data collected for each day of the week for two weeks prior to completing the survey in both the Pre- (before college) and Follow-up Surveys (after the transition to college).

- The first bar shows the expected behavior of students at about the same time, as documented by Pre-Survey results from other students at other institutions who had not yet started AlcoholEdu for College.

- The second bar shows your students’ results on the Pre-Survey – the results before engaging with AlcoholEdu for College.

- The third bar shows your students’ results on the Follow-up Survey – the results of engaging with AlcoholEdu for College.
Current Reported Consumption

Although you can see the impact of the College Effect on your students as you compare bars 2 and 3, you can also see the protective effect of AlcoholEdu by comparing bars 1 and 3.

After engaging with AlcoholEdu, your students had a higher rate of abstention and lower rates of heavy-episodic and problematic drinking than was true of other students who had not had the benefit of completing AlcoholEdu.

1 Students who had five or more drinks on a day at least once in the past two weeks
2 Students who had ten or more drinks on a day at least once in the past two weeks
Perceptions of Current Alcohol Use

Students were asked to describe themselves in terms of their current use of alcohol:

How would you describe yourself?

Pre-
- Abstainer from alcohol use: 40%
- Light drinker: 40%
- Moderate drinker: 18%
- Heavy drinker: 2%

Follow-up
- Abstainer from alcohol use: 37%
- Light drinker: 39%
- Moderate drinker: 21%
- Heavy drinker: 3%

Students’ self-reported descriptions of alcohol use consistently contrast with their self-reported consumption patterns.
For the following slides, compare bar 1 to bar 3.

- **The first bar shows the expected behavior of students at about the same time, as documented by Pre-Survey results from other students at other institutions who had not yet started AlcoholEdu for College.**

- **The third bar shows your students’ results on the Follow-up Survey – the results of engaging with AlcoholEdu for College.**
Protective Factors (Drinkers Only)

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

In the past two weeks, did you ever...

- Think about BAC: 26%, 32%, 43%
- Choose a drink with less alcohol: 37%, 44%, 46%
- Pace drinks to 1 or fewer per hour: 22%, 30%, 31%
- Drink less because of medication: 14%, 10%, 18%

All Institutions without AlcoholEdu
USC - Pre-
USC - Follow-up

Note the preservation of healthier and safer behaviors among USC’s students after engaging with AlcoholEdu.
Risk Factors (Drinkers Only)

Increases in the prevalence of risk behaviors among your students demonstrate the negative influence of the College Effect…

Note, however, that AlcoholEdu protected your students against the full impact of the College Effect; the prevalence of risk behaviors among your students after finishing AlcoholEdu (Bar 3) is lower in each category than would have been true had they not engaged with AlcoholEdu (Bar 1).
Health Consequences of Drinking

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.

In the past two weeks, if you were drinking, did you...

- Have a hangover: 51%, 35%, 35%
- Have to be prompted to remember something you did: 36%, 20%, 31%
- Blackout: 24%, 13%, 19%
- Vomit in public: 11%, 7%, 10%

While students’ risk factors and negative consequences have increased, those behaviors have been modified significantly by students’ experience with AlcoholEdu.
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 USC’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.
AlcoholEdu™ for College
The New Standard in Alcohol Education

Changing the culture of college drinking.

For more information, please contact your Outside The Classroom representative or logon to www.outsidetheclassroom.com/contact.asp