AlcoholEdu® for College

Executive Summary Presentation

University of Southern California

Summer-Fall 2005
AlcoholEdu for College: Introduction

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 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.
| A Description of the AlcoholEdu Design | 4 |
| Key Findings | 5 |
| Documenting the College Effect | 17 |
| Alcohol Use and Behaviors | 19 |
| Conclusions | 26 |
Students completed Survey 1 and Survey 2 alongside the Pre-Test and Exam during the summer before arriving on campus, and Survey 3 during the fall semester.
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.
Summary of Survey Response Rates

This report includes results based on University of Southern California students who completed Surveys 1 and 2 before the first day of classes, and Survey 3 during the fall semester.

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 1490 students who completed all three AlcoholEdu for College Surveys.

<table>
<thead>
<tr>
<th>Survey Response Rates:</th>
<th>Survey 1 (Summer)</th>
<th>Survey 2 (Summer)</th>
<th>Survey 3 (Fall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students who completed each survey.</td>
<td>1783</td>
<td>1783</td>
<td>1490</td>
</tr>
</tbody>
</table>

- **84% of your students completed all three AlcoholEdu for College surveys.**

Note: Surveys were not presented to the 499 students under the age of 18.
# Key Demographics

<table>
<thead>
<tr>
<th>Sex</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>717</td>
<td>48%</td>
</tr>
<tr>
<td>Female</td>
<td>773</td>
<td>52%</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>1030</td>
<td>69%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>45</td>
<td>3%</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>376</td>
<td>25%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>146</td>
<td>10%</td>
</tr>
<tr>
<td>Indian or Native American</td>
<td>25</td>
<td>2%</td>
</tr>
<tr>
<td>Other</td>
<td>47</td>
<td>3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>1289</td>
<td>87%</td>
</tr>
<tr>
<td>19</td>
<td>185</td>
<td>12%</td>
</tr>
<tr>
<td>20 or older</td>
<td>16</td>
<td>1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intended Living Arrangements</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>College residence hall</td>
<td>1213</td>
<td>82%</td>
</tr>
<tr>
<td>Other</td>
<td>268</td>
<td>18%</td>
</tr>
</tbody>
</table>

*Note: Respondents were instructed to mark all that apply*
Students were asked to evaluate their experiences with AlcoholEdu in Survey 2. In general, your students rated the course very favorably.

- Stimulated talk with friends about college drinking: 50%
- Found the course interesting: 63%
- Would recommend the course: 72%
- Found the course helpful: 77%
- Helped students feel more prepared to make decisions: 79%
- Paid attention to the course: 91%
Which of the following best describes your experience with AlcoholEdu?

- I am very unenthusiastic
- I am somewhat unenthusiastic
- I am neutral
- I am somewhat enthusiastic
- I am very enthusiastic

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

77% of students said they knew more about Blood Alcohol Concentration (BAC) after taking the course.

After having taken AlcoholEdu, I know:

- More about BAC 77%
- The same about BAC 22%
- Less about BAC 1%

Survey 2
38% 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.

- More 38%
- The same 60%
- Less 2%

Survey 2
Self-Assessed Knowledge Gains

Self-assessed knowledge about the effects of alcohol increased after taking the course.

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

<table>
<thead>
<tr>
<th>Level of Knowledge</th>
<th>Survey 1</th>
<th>Survey 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Know very little</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>2</td>
<td>7%</td>
<td>2%</td>
</tr>
<tr>
<td>3 - Know a moderate amount</td>
<td>50%</td>
<td>23%</td>
</tr>
<tr>
<td>4</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>5 - Know very much</td>
<td>8%</td>
<td>24%</td>
</tr>
</tbody>
</table>
Pre-Test and Exam Knowledge Gains

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

The course was very effective in improving alcohol-related knowledge: 85% of your students passed the Exam, and the rate of passing increased between the Pre-Test and the Exam.

Mean Score:

<table>
<thead>
<tr>
<th></th>
<th>Pre-Test</th>
<th>Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>78</td>
<td>86</td>
</tr>
</tbody>
</table>

Passing Grade = 80
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 drink, and I see no need to change
- I am thinking about drinking alcohol in a healthier and safer way
- I am ready to try drinking alcohol in a safer way

Survey 1: 56% I drink, and I see no need to change, 44% I am thinking about drinking alcohol in a healthier and safer way, 15% I am ready to try drinking alcohol in a safer way.

Survey 2: 28% I drink, and I see no need to change, 14% I am thinking about drinking alcohol in a healthier and safer way, 10% I am ready to try drinking alcohol in a safer way.
Care-taking Behaviors

Care-taking behaviors are those social expressions of concern that students develop, engage in and refine.

In the past two weeks, did you...

- **Survey 1**
  - Talk to a friend who has been drinking too much: 21%
  - Have to take care of a friend who has been drinking: 29%
  - Look out for a friend’s safety when he or she has been drinking: 43%
  - Worry about a friend who has been drinking too much: 40%

- **Survey 3**
  - Talk to a friend who has been drinking too much: 34%
  - Have to take care of a friend who has been drinking: 45%
  - Look out for a friend’s safety when he or she has been drinking: 58%
  - Worry about a friend who has been drinking too much: 59%

*Students reported an increase in their expressions of social concern behaviors.*
The next slide uses aggregate data collected in 2005 from 76,063 students who completed Survey 1 before starting classes and from 31,545 other 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.
2005 aggregate data collected from AlcoholEdu Survey 1 BEFORE students were exposed to the course:

**Summer**  
(N = 76,063)

- **Abstaining Rate**
- **Heavy Episodic Rate**
- **Problematic Rate**

**Fall**  
(N = 31,545)

- Heavy episodic drinkers increased by 100%.
- Abstainers decreased by 41%.
- Problematic drinkers increased by 183%

**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.
Alcohol Use and Behaviors

The next slide shows alcohol consumption data 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 first bar** shows the expected behavior of students at about the same time, as documented by Survey 1 results from other students at other institutions who had not yet started AlcoholEdu for College.

- **The second bar** shows your students’ results on Survey 1 – the results before engaging with AlcoholEdu for College.

- **The third bar** shows your students’ results on Survey 3 – the results of engaging with AlcoholEdu for College.
Self-Reported Use of Alcohol

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.
Self-Described Use of Alcohol

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

- **I abstain from alcohol use**
- **I am a light drinker**
- **I am a moderate drinker**
- **I am a heavy drinker**

Students’ self-described alcohol use consistently contrasts with their self-reported consumption patterns.
Alcohol Use and Behaviors

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 Survey 1 results from other students at other institutions who had not yet started AlcoholEdu for College.**

- **The third bar shows your students’ results on Survey 3 – 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.

All Institutions before AlcoholEdu (Fall)
USC - Survey 1 (Summer)
USC - Survey 3 (Fall)

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

- Drink less because of medication: 22% (All Institutions), 13% (USC - Survey 1), 23% (USC - Survey 3)
- Think about your BAC: 34% (All Institutions), 40% (USC - Survey 1), 60% (USC - Survey 3)
- Choose a drink with less alcohol: 54% (All Institutions), 54% (USC - Survey 1), 59% (USC - Survey 3)
- Alternate non-alcoholic and alcoholic drinks: 65% (All Institutions), 61% (USC - Survey 1), 72% (USC - Survey 3)
- Plan your drinking: 72% (All Institutions), 71% (USC - Survey 1), 72% (USC - Survey 3)

Note the increase in healthier and safer behaviors among your students after engaging with AlcoholEdu.
Risk Factors (Drinkers Only)

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

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

Increases in the prevalence of risk behaviors among your students demonstrate the negative influence of the College Effect.
Negative 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 for College.

In the past two weeks, as a result of your drinking, did you…

- Have a hangover: 51% (All Institutions), 34% (USC - Survey 1), 45% (USC - Survey 3)
- Have to be prompted to remember something you did: 41% (All Institutions), 30% (USC - Survey 1), 42% (USC - Survey 3)
- Blackout: 34% (All Institutions), 18% (USC - Survey 1), 31% (USC - Survey 3)
- Do something you later regretted: 37% (All Institutions), 24% (USC - Survey 1), 36% (USC - Survey 3)
Conclusions

Students who completed AlcoholEdu for College demonstrated increased levels of knowledge and readiness to change their alcohol-related behaviors. Students also reported positive experiences with the program. AlcoholEdu for College protected University of Southern California’s entering class against the full force of the College Effect. Care-taking behaviors and protective factors increased; Risk factors and negative consequences, while still prevalent, were overall less common than would have been the case without AlcoholEdu for College.
AlcoholEdu® for College

Primary Prevention at a Population-level

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