Moving Toward Moderation: How Nebraska Cut Dangerous Drinking by a Third

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University of Washington
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Session Outcomes

1. Explain the environmental approach UNL uses to reduce alcohol related risk.
2. Describe progress UNL has made toward reducing student high-risk drinking.
3. Describe the system that UNL has in place to help monitor student high-risk drinking and respond accordingly.
4. Identify areas of concern that require ongoing focus on the UNL campus and in the community.

Recap: The Nebraska Story

- 1997 Harvard College Alcohol Survey
- A Matter of Degree
  - Environmental approach
  - Town-gown collaboration
- NU Directions
  - Inclusive campus community coalition with diverse group of stakeholders.
  - Comprehensive approach to reduce high-risk drinking and associated harms using both environmental and individual strategies.
- Campus-Community Alcohol Partnership
- Problem-Focused Task Groups
Environmental Management

- Intellectually grounded in public health
- Emphasizes the broader physical, social, cultural and institutional forces
- Integrated combination of programs, policies and education campaigns
- Typically conducted in collaboration with surrounding community

NIAAA College AIM (Alcohol Intervention Matrix)

- Environmental Strategies – UNL/Lincoln has adopted 25 of 36 environmental strategies with high, moderate or mixed research evidence
- Individual Strategies – UNL has adopted 4 of 7 individual strategies with high research evidence
  - Education alone is an ineffective strategy.
Data Driven Strategy Selection

Systems approach to data collection and review
- Weekly review of student related citation data
- Monthly review of student admissions to The Bridge
- Regular review of student self-report drinking behavior
  - Y1 College Alcohol Profile
  - ACHA-NCHA
  - Sub-population or special topic
- Last Drink Data
- Neighborhood Complaints
- Market Trends
- Police reports/GIS Maps

Data regularly analyzed and reported to identify patterns, trends and/or emerging issues.

GIS Mapping

Neighborhoods, Downtown Bar District and Memorial Stadium

Strategy Selection: Identifying the Response

POLICY
Codifying community standards

ENFORCEMENT
Consistent consequences when community standards are violated

EDUCATION
Building knowledge and efficacy of community standards
Campus Environment

Response to Campus Disruption

- **Policy**
  - University approved housing agreement
  - Revised Student Code of Conduct
    - Adjudication of select community violations
    - Fraternity and sorority self-imposed ban on hard alcohol
- **Enforcement**
  - Increased enforcement by UPD
  - Data sharing with Greek Advisors
- **Education**
  - Adoption of ASTP and BASICS
  - Y2College Alcohol Profile
  - Bystander education
  - Parent education program
  - Diversion Education
College Alcohol Profile

Y1-College Alcohol Profile

- Administered prior to the fall semester beginning with the 2009/2010 academic year
- Feedback combined with additional information e.g., protective strategies, community/campus alcohol policies and laws, resources
- Includes subset of questions from the Rape Myth Acceptance Survey
- Soft mandate
- 80%-85% response rate
- Recent study findings suggest that population level BMI can help:
  - Increase student retention
  - Decrease student incidents of alcohol-related campus and community violations

HuskerLife Text Msks
Response to Neighborhood Disruption

Policy:
- Community alcohol violations adjudicated on campus
- Increased consequences for violating municipal ordinance
- Party Registration (in process)
- Good Samaritan Law

Enforcement:
- Wild Party Patrol
- Disorderly House Citations (both students and landlords)
- Incident report detail shared with campus

Education:
- Lincoln Police Department website for landlords
- Back to School Press Conference (pre/post party patrol)

Retail Environment

<table>
<thead>
<tr>
<th>Always act ethically</th>
<th>Open to Influence</th>
<th>Never act ethically</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>60%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Source: Dr. Janice Lawrence, Associate Director of the Program in Business Ethics and Society, UNL
Response to Irresponsible Sale and Service

Policy:
- Lincoln City Council Internal Liquor Committee
- Digital Driver’s License
- Additional conditions attached to licenses in high density areas
- Bottle Clubs
- Seller/Server Education Portal
- Mandatory Management Training Program
- University Waiver Process for license applications within close proximity to the campus

Enforcement:
- Special emphasis on sales to intoxicated
- Increased tavern checks
- Occupancy

Education:
- “Support your Server” Campaign
- Community Forums
- Last Drink Data

Game Day

Alumni Tailgates
Response to Alcohol-Related Problems on Game Day

Policy:
- Student ticket policy
- Loss of season ticket for chronic problems
- Special Designated Licenses limited on game day
- Secured a liquor license for the alumni clubhouse located across from the stadium

Enforcement:
- Obvious violations prosecuted
- Intoxicated fans barred from entry into stadium or ejected
- Focus on neighborhoods adjacent to campus
- Established a satellite detox center adjacent to the stadium

Education:
- Tailgate Campaign e.g. mailing, parking lot promotions, signage
- Fan testing program
Wild Party Calls (citywide)

Student Admissions to Civil Protective Custody

Alcohol-Related Transports - Update

- First 20 transports during the 2016 fall semester
- 19 of the 20 were first-year students
- 18 of the 19 first-year students were women
- Most reported drinking in “fraternity” parties in the North Bottoms
- 17 of the first-year women transported had at least two or more New Student Enrollment (NSE) subscale scores in the yellow or red zone
Pre-College Binge Drinking

- Highest predictor of college binge drinking is precollege binge drinking*
  - FY College Alcohol Profile
- Second highest predictor of college binge drinking is precollege academic motivation*
  - NSE Inventory
- Time Management
- Aptitude
- Persistence (Grit)
- Intent to Become Involved


Academic Preparedness

The following information came from the NSE Advising Inventory that all incoming students complete prior to their orientation experience at Nebraska. Four scales on aptitude, motivation, grit, and time management captured students’ opinions of their preparedness for college.

NSE Inventory: Four scales that assess aptitude, academic motivation, grit, and time management.

Examples of aptitude statements:
- I know how to study for tests.
- I know how to study well.
- I can develop a strong plan for academic success.
- Academically, I am very self-disciplined.
- I can handle any academic issues I might encounter.

Examples of grit statements:
- New ideas and project sometimes distract me from previous ones.
- Setbacks discourage me.
- I am easily distracted.
- I am a hard worker.
- I am a studious student.
- I have difficulty maintaining my focus on projects that take more than a few minutes to complete.
- I finish everything I begin.
- I am diligent.

Examples of motivation statements:
- My academic performance is important to me.
- I set goals for the grades I want in my classes.
- It is important for me to do my best in my courses.
- I find it difficult to motivate myself to study in my courses.
- I study just what I need to know to pass.
- I will do whatever it takes to succeed at UNL.
- I plan to graduate in four years or less.

Examples of time management statements:
- I usually start an assignment shortly after it is assigned.
- When I have a deadline, I often waste time doing other things.
- I usually plan out my week’s worth in advance.
- I find it hard to stick to my study schedule.
- I schedule more time to study for difficult exams.
- I find it difficult to juggle multiple deadlines.
Group Profile Initiative

- Primary Goal: Provide customized academic and health-related programming based on sub-group data.

1. Created aggregate profiles for each residence hall, fraternity, and sorority based on Y1-CAP and NSE Inventory Data
2. Developed a menu of educational strategies and messaging options based on aggregate profile
3. Considered environmental strategies within context micro environments
4. Met with Residence Hall Directors and Greek Advisors to discuss practical applications

Sample Residence Hall Aggregate Profile

Greek Comparison with NSE Scores
Why the Data is Important

2016 Data

Binge Rates:
Chapter Comparison: 43.36%
Suspended Groups: 60.1%

Chapter GPA:
Chapter Comparison: 3.357
Suspended Groups: 2.953

Greek Menu of Options

<table>
<thead>
<tr>
<th>Program</th>
<th>Green - Yellow Majority</th>
<th>Red - Yellow Majority</th>
<th>Motivation</th>
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<tbody>
<tr>
<td>How to get and maintain yourself on the Dean's List</td>
<td>Academic effort and goal achievement recognition efforts</td>
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<td>Resume Booster Program</td>
<td>Major/Career Fairs (partner with Career Services)</td>
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<td>How to approach faculty to work on a research project</td>
<td>High-quality rotatingpassive programs on innovation (e.g. co-missions and co-missions; goal setting, accreditation; campus resources; getting to your advisor; declaring/changing a major or minor; applying for jobs/internships; service-learning opportunities; Recognizing professors each semester for their good work)</td>
<td></td>
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failsafe: A toolkit for student leaders

Embracing fun & avoiding harm

The tools you need to make your organization failsafe
Stages of the fail-safe Process

Primary and Ongoing Concerns

- Rising BACs
  - Game day drinking
- Correlation between high-risk drinking and sexual misconduct/assault reports
- Fraternity Binge Rate and Academic Motivation
  - Attitudes and behaviors of entering class
- Consistent messaging
  - Protective behaviors; standard drink; misperceptions of campus norms; dangers of blackout drinking; legal consequences
- Inadequate support for students in recovery including ongoing group meetings, dedicated programming and an identified gathering space

2017-2019 Strategic Plan

Strategic Priorities

1. Identify and communicate expectations, accountability and consequences for individual student behavior.
2. Identify and communicate expectations, accountability and consequences for student group behavior.
3. Provide relevant and meaningful alcohol education for students in all phases of their tenure at the university.
4. Reduce the incidence and prevalence of dangerous drinking occurring in a social host setting.
5. Encourage and/or sustain campus, local and state alcohol policies consistent with safe, responsible and legal sale, service and consumption of alcohol.
Lessons Learned

- Build and maintain relationships with key stakeholders and seek to understand their perspective
- Use peers, in combination with enforcement, to influence resistors
- Utilize data to target efforts, maximize resources and identify changes in the environment
- Ensure the strategic plan remains flexible to accommodate a fluid environment
- Make it easy for everyone to understand and communicate key messages

Questions?

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