



AlcoholEdu® for College

Executive Summary

January 2007

University of Southern California

EXECUTIVE SUMMARY OF KEY FINDINGS

Following is a summary of the key findings from University of Southern California's 2006 first-year student pre-matriculation implementation of AlcoholEdu for College. Further details about each of these findings are provided in the pages following.

Behavior Change (Details of the following data are provided in Tables 1-7 of the full report.)

- USC students reported an increase in their expressions of social concern through care-taking behaviors. An increase in care-taking behaviors can often contribute to increases in reported alcohol-related incidents.
- The percentage of students who reported they think about their BAC while drinking increased substantially from 41% to 61%.
- The percentage of drinkers who developed an awareness of the need to change the way they drink alcohol increased from 15% in Survey 1 to 27% in Survey 2.
- Increases in the prevalence of drinking rates and risk behaviors among your students, after the transition to college, illustrates the powerful influence of the College Effect.

Knowledge Gains (Details provided in Tables 8 and 9 of the full report.)

- Eighty-two percent (82%) of students said they now know more about Blood Alcohol Content (BAC).
- Forty-two percent (42%) said they now know more about the ways alcohol affects someone's ability to give consent for sex.
- The percentage of students who reported they know more than "a moderate amount" about the effects of alcohol increased from 39% before the course to 77% after they completed it.

Students' Experience with AlcoholEdu for College (Details provided in Tables 10 and 11 of the full report.)

- In total, 2877 first-year USC students participated in AlcoholEdu (i.e. completed Survey 1 or the Pre-Test, at minimum). Seventy-two percent (72%) of your students who participated in the AlcoholEdu surveys (ages 18 and over) completed the entire course, including all three surveys.
- Ninety-five percent (95%) of your students said they paid attention to the course; Four-in-five students said that AlcoholEdu helped them feel more prepared to handle situations that might come up in college that involve alcohol and decisions about drinking.

AlcoholEdu® for College

■ ■ ■ Summative Report

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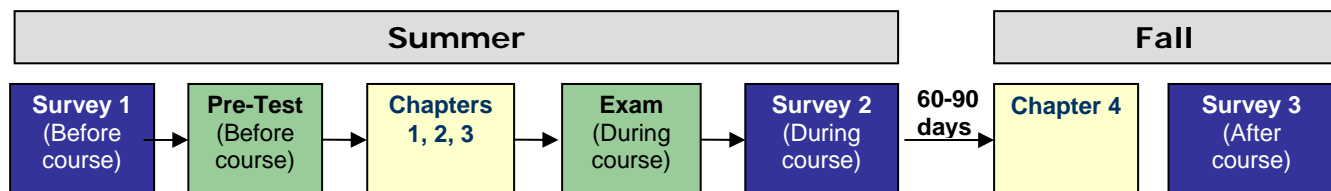
AlcoholEdu for College is an objective, science-based, online alcohol prevention program designed specifically for college students as the cornerstone of a comprehensive campus prevention program. Other components of comprehensive campus prevention programming may include peer education, residence hall programs, panel discussions guest speakers, and curriculum infusion. Effective comprehensive campus prevention actively engages students through programs that are intentional, planned, and 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 accurate data to assess the alcohol-related attitudes, experiences, behaviors, and health education needs of their students.

This Summative Report includes self-report data obtained from 1591 first-year University of Southern California students who participated in the AlcoholEdu for College Population-Level Prevention® Program in 2006, as described in Section 1 below. The Summative Report includes the following sections:

1. A description of the AlcoholEdu for College course, exam and survey design (timeline);
2. Data analysis;
3. Recommendations;
4. Appendix

ALCOHOL EDU FOR COLLEGE PRE-MATRICULATION DESIGN (TIMELINE)



University of Southern California students engaged in Part 1 of AlcoholEdu during the summer before arriving on campus and Part 2 during the fall after classes had begun. The findings in this report are based on matched-participant analysis (tracking changes in individual students' responses to matched survey questions over time). The final sample size (n=1591) was determined by the number of students who followed the Pre-matriculation Design while completing all three AlcoholEdu surveys.

- In total, 2877 first-year USC students participated in AlcoholEdu (i.e. completed Survey 1 or the Pre-Test, at minimum).
- Of the 2877 students who participated, there were 580 students who took the course, but did not receive the surveys because they were under the age of 18. Also, there were 706 students who either did not complete all three surveys (688) or did not complete Survey 2 before arriving on campus (18).

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 (See the Appendix for more details).

DATA ANALYSIS

Demographics

Table 1: Demographics of Participating Students

Sex	Aggregate Pre-mat*		USC	
	N	%	N	%
Male	41640	45%	766	48%
Female	50078	55%	824	52%
Race/Ethnicity (Check all that apply)	N	%	N	%
White/Caucasian	73224	80%	1060	67%
Black/African-American	4388	5%	62	4%
Asian/Pacific Islander	10138	11%	429	27%
Hispanic/Latino	6624	7%	181	11%
Indian or Native American	946	1%	22	1%
Other	1791	2%	47	3%
Age	N	%	N	%
18	78075	86%	1403	88%
19	11243	12%	131	8%
20	1243	1%	11	1%
21 or older	1157	1%	45	3%
Intended living arrangements	N	%	N	%
College residence hall	78373	86%	1258	80%
Other	12577	14%	325	20%

***Aggregate Pre-mat:** This data set (n=91,718) represents all first-year students who completed AlcoholEdu, including all three surveys, during the same pre-matriculation implementation time-frame.

DATA ANALYSIS

Care-taking Behaviors

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

Responses in Table 2 are reported as percentages of students who responded to the questions affirmatively.

Table 2: Care-taking Behaviors

In the past 2 weeks, did you...	Aggregate Pre-mat		USC	
	Survey 1	Survey 3	Survey 1	Survey 3
Have to take care of a friend or roommate who had been drinking.	28%	43%	26%	41%
Express your concern to a friend who has been drinking too much about his or her drinking.	28%	43%	24%	40%
Worry about a friend who has been drinking too much.	39%	57%	36%	58%
Consciously look out for a friend's safety when he or she has been drinking.	42%	55%	39%	54%

► **Key Finding:** USC students reported an increase in their expressions of social concern through care-taking behaviors. Please note: an increase in care-taking behaviors can often contribute to increases in reported alcohol-related incidents. As a result of increased knowledge and social concern, students are more apt to seek medical assistance for intoxicated friends.

Protective Factors

The following data in Table 3 are based only on those students who reported consuming at least one alcoholic drink in the past two weeks.

Responses in Table 3 are reported in percentages of students who responded to the questions affirmatively.

Table 3: Protective Factors

In the past 2 weeks, if you were drinking, did you...	Aggregate Pre-mat		USC	
	Survey 1	Survey 3	Survey 1	Survey 3
Drink less than you might otherwise because of medication you were taking?	19%	26%	16%	21%
Think about your BAC?	36%	58%	41%	61%
Choose a drink containing less alcohol?	53%	58%	58%	61%
Alternate non-alcoholic beverages with drinks containing alcohol?	55%	55%	65%	60%

► **KEY FINDING:** The percentage of students who reported they think about their BAC while drinking increased substantially from 41% to 61%. Awareness of BAC is an important factor in moderating alcohol consumption and intoxication.

DATA ANALYSIS

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 aims to motivate students to consider and attempt adopting healthier and safer behaviors.

Responses in Table 4 are representative of drinkers only.

Table 4: Stages of Change Responses (Drinker Only)

Students' Responses:	Survey 1	Survey 2	Survey 3
I drink, and I see no need to change the way I use alcohol.	54%	41%	54%
I am currently thinking about drinking alcohol in healthier and safer ways.	15%	27%	20%
I am ready to try drinking alcohol in healthier and safer ways.	14%	17%	8%
I have been trying to drink alcohol in a healthier and safer way.	17%	15%	18%

➤ **Key Finding:** The percentage of drinkers who developed an awareness of the need to change the way they drink alcohol increased from 15% in Survey 1 to 20% in Survey 3.

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 2006 with results from more than 90,000 students who also participated in the same pre-matriculation implementation. Outside The Classroom reports only the findings from students who completed all three surveys, using matched-participant analysis.

How to Read Tables 5-7.

Tables 5-7 enable you to compare your data to AlcoholEdu national aggregate data.

- To best understand how your students' pre-course Survey 1 data compares to the national aggregate Survey 1 data collected from campuses prior to implementing AlcoholEdu for College, compare your campus data, located in column C, to the data in column A. Column A and column C both represent pre-course Survey 1 data collected in the summer prior to students' arrival on campus.
- To understand how your students' 60+ day follow-up Survey 3 data compares to national aggregate 60+ day follow-up Survey 3 data, compare your campus data located in column D to the national aggregate campus data in column B.
- Column E also represents national aggregate Survey 1 data from students **prior** to taking AlcoholEdu, however this data was collected from students during the fall after their arrival on campus (the same time frame in which your students completed Survey 3). To compare "treated" and "untreated" student data collected during the same fall timeframe, compare the "treated" students data (60+ day follow-up Survey 3 data in columns B and D) to "untreated" student data (pre-course Survey 1 data in column E).

Table 5: Alcohol Consumption Rates

	A	B	C	D	E
	Aggregate Pre-mat		USC		Aggregate Post-mat**
	Survey 1 (Summer)	Survey 3 (Fall)	Survey 1 (Summer)	Survey 3 (Fall)	Survey 1 (Fall)
Abstinence rate (0 drinks in the past two weeks)	53%	45%	53%	43%	42%
Drinking rate (1 or more drinks on at least one occasion in the past two weeks)	47%	55%	47%	57%	58%
Heavy-episodic drinking rate (5 or more drinks on at least one occasion in the past two weeks)	23%	31%	19%	27%	34%
Problematic drinking rate (10 or more drinks on at least one occasion in the past two weeks)	6%	9%	4%	7%	11%

**Aggregate Survey 1 data collected from students at all other institutions between September 8th and October 27th, 2006 (N=36,219). Note: These students had been on-campus for at least 2 weeks, but had not yet taken AlcoholEdu.

➤ **KEY FINDING:** You can see the impact of the College Effect on your students as you compare columns C and D. For further context and evaluation of this data please see Figure 1 (the "College Effect") located in the Appendix.

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 Survey 1 and Survey 3. The following data are based only on those students who reported consuming at least one alcoholic drink in the past two weeks.

Risk Factors

Responses in Table 6 are reported in percentages of students who responded to the questions affirmatively.

Table 6: Risk Factors

	A	B	C	D	E
	Aggregate Pre-mat		USC		Aggregate Post-mat**
In the past 2 weeks, if you were drinking, did you...	Survey 1 (Summer)	Survey 3 (Fall)	Survey 1 (Summer)	Survey 3 (Fall)	Survey 1 (Fall)
Play drinking games?	61%	67%	47%	59%	69%
Do any shots?	53%	70%	55%	72%	70%
Chug any alcohol?	48%	59%	39%	53%	60%
Start drinking before going out?	37%	65%	34%	55%	67%

Negative Consequences

Responses in Table 7 are reported in percentages of students who responded to the questions affirmatively.

Table 7: Negative Consequences

	A	B	C	D	E
	Aggregate Pre-mat		USC		Aggregate Post-mat**
In the past 2 weeks, as a result of your drinking, did you...	Survey 1 (Summer)	Survey 3 (Fall)	Survey 1 (Summer)	Survey 3 (Fall)	Survey 1 (Fall)
Have a hangover?	40%	45%	34%	44%	49%
Have to be prompted to remember something you did?	31%	41%	25%	38%	39%
Awaken from a night of drinking not able to remember things that you did or places that you went?	22%	34%	15%	29%	34%
Do something you later regretted?	27%	35%	23%	34%	36%

► **KEY FINDING:** Increases in the prevalence of risk behaviors and negative consequences among your students further demonstrate the negative influence of the College Effect. For further context and evaluation of this data please see Figure's 2 and 3 located in the Appendix.

DATA ANALYSIS

Knowledge Gains

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

Table 8: Knowledge Gains

After having taken AlcoholEdu, I know:	Aggregate Pre-mat	USC
More about Blood Alcohol Concentration (BAC).	77%	82%
More about the ways alcohol affects someone's ability to give consent for sex.	45%	42%

► **KEY FINDINGS:** Eighty-two percent (82%) of students said they now know more about BAC. Forty-two percent (42%) said they now know more about the ways alcohol affects someone's ability to give consent for sex.

Students were asked to rate their knowledge about the effects of alcohol before and after the course.

Table 9: Self-assessed Knowledge about Alcohol

Self-assessed Knowledge:	Aggregate Pre-mat		USC	
	Survey 1	Survey 2	Survey 1	Survey 2
Percent who know <u>more</u> than "a <u>moderate amount</u> "	39%	75%	39%	77%

► **KEY FINDING:** The percentage of students who reported they know more than "a moderate amount" about the effects of alcohol increased from 39% in Survey 1 (before the course) to 77% in Survey 2 (after they completed the Exam).

Students' Experience with AlcoholEdu for College

In Survey 2, students were asked to evaluate their experiences with the course.

Table 10: Student's Experience with the Course

Experience:	Aggregate Pre-mat	USC
Stimulated them to talk with their friends about college drinking patterns, behaviors, and traditions.	61%	59%
Found AlcoholEdu to be interesting.	66%	67%
Would recommend AlcoholEdu to other people.	75%	78%
Found AlcoholEdu helpful in general.	80%	80%
Helped them feel more prepared to handle situations that might come up in college that involve alcohol and decisions about drinking.	80%	81%
Paid attention to the course.	93%	95%

► **KEY FINDING:** Your students engaged with the course and rated it very favorably.

DATA ANALYSIS

Students were asked to rate their attitude towards AlcoholEdu before and after taking the course.

Table 11: Students' Enthusiasm

Enthusiasm:	Aggregate Pre-mat		USC	
	Survey 1	Survey 2	Survey 1	Survey 2
"Somewhat" to "very" enthusiastic	9%	22%	10%	23%

► **KEY FINDING:** The proportion of your students who were enthusiastic about AlcoholEdu for College more than doubled from 10% in Survey 1 to 23% in Survey 2.

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.

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.

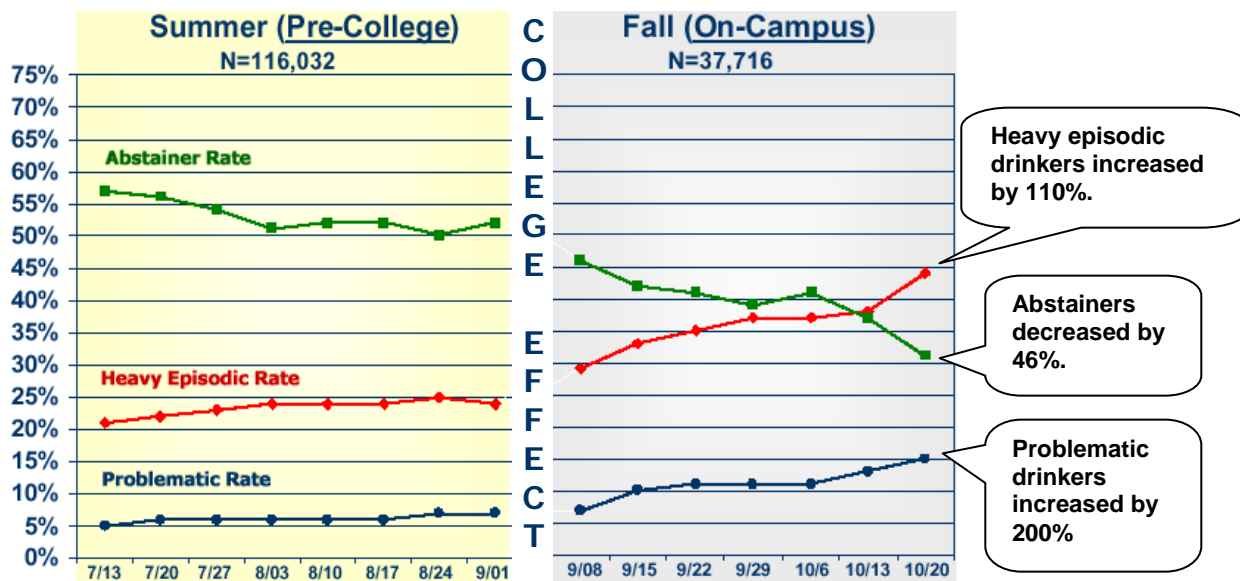
APPENDIX

Research Results: The “College Effect”

The graph that follows uses aggregate data collected in 2006 from 116,032 first-year students who completed Survey 1 before starting classes and from 37,716 students who did so during the fall term, after classes began – 153,748 students from 169 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.

The College Effect data provide a baseline pattern against which to compare your students’ results with AlcoholEdu for College (see below for one approach to using this graph).

Figure 1: Documenting the College Effect (Summer/Fall 2006)



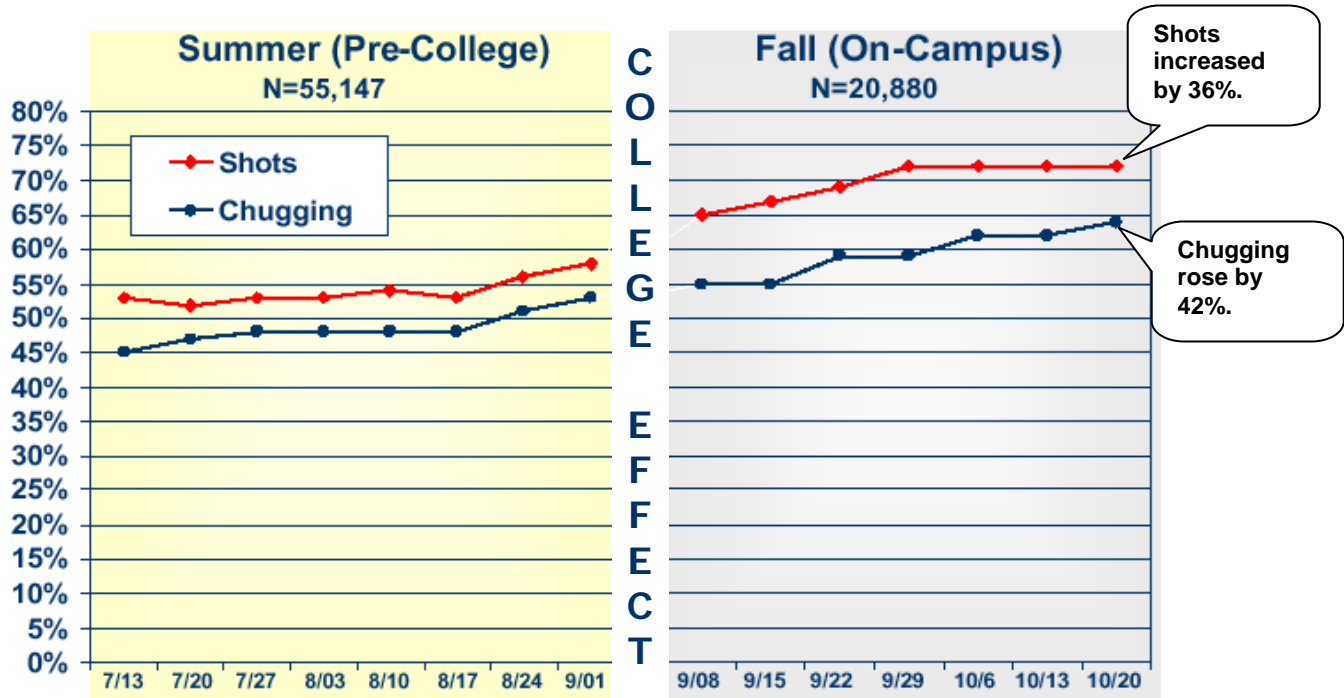
Use this graph to create a visual benchmark of your students against the national aggregate of students who have not taken AlcoholEdu for College. To do this, use the data found in Table 5 and follow these steps:

- 1) Determine the general time frame in which Survey 1 was administered on your campus and select a date to represent that time frame. *i.e. Demo University began accessing the course on August 3rd and the completion deadline for Part 1 was Sept. 8th. They select Aug. 24th to represent that date range.*
- 2) Note your Survey 1 data for the three main categories:
 Abstainers _____ Heavy episodic drinkers _____ Problematic drinkers _____
- 3) For each category, plot the corresponding percentage on the graph above the date you selected to represent your Survey 1 completion date. *i.e. Demo University’s abstainer rate from Survey 1 was 52%. They plot the 52% above the date they selected, ‘8/24,’ on the graph. They do the same for the heavy episodic and problematic rates.*
- 4) Determine the general time frame in which students at your institution completed Survey 3 (from Part 2). *i.e. Demo University’s Part 1 completion deadline was Sept. 8th and their Part 2 completion deadline was October 20th. They select Oct. 6th to represent that date range.*
- 5) Note your Survey 3 data for the three categories:
 Abstainers _____ Heavy episodic drinkers _____ Problematic drinkers _____

- 6) For each category, plot the corresponding percentage on the graph above the date you selected to represent your Survey 3 completion date. *i.e. Demo University's abstainer rate from Survey 3 was 46%. They plot the 46% above the date they selected, '10/6', on the graph. They do the same for the other two categories.*
- 7) Compare your changes, if any, to those of the national aggregate. *i.e. Demo University's abstainer rate decreased by 11.5% compared to a decrease nationally of 18% during that same time frame.*

Figure 2: Risk Factors (Summer/Fall 2006)

BASE: DRINKERS



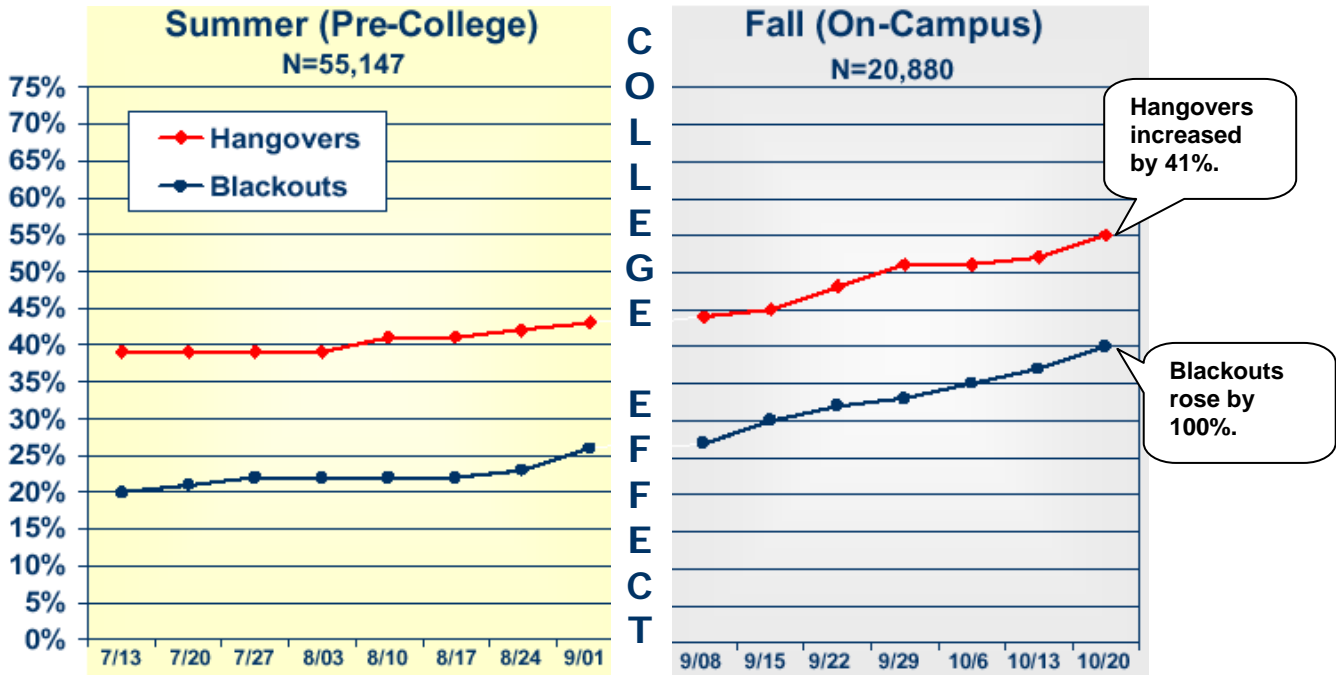
Using your data from Table 6, follow the same steps provided under Figure 1 in order to create a visual benchmark for Risk Factors. Then compare your changes, if any, to the national aggregate.

Note your Survey 1 Data: Shots _____; Chugging _____

Note your Survey 3 Data: Shots _____; Chugging _____

Figure 3: Negative Consequences (Summer/Fall 2006)

BASE: DRINKERS



Using your data from Table 7, follow the same steps provided under Figure 1 in order to create a visual benchmark for Negative Health-Related Consequences. Then compare your changes, if any, to the national aggregate.

Note your Survey 1 Data: Hangovers _____; Blackouts _____

Note your Survey 3 Data: Hangovers _____; Blackouts _____