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# AlcoholEdu® for College

## **Executive Summary Presentation**

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**Rhode Island College**

Summer/Fall  
2006

# 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.*



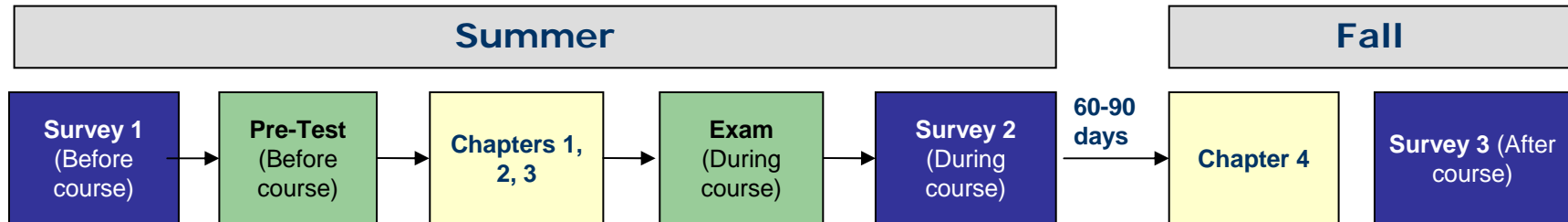
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# The AlcoholEdu for College Pre-mat Design and Survey Response Details



- *Rhode Island College 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=540) was determined by the number of students who followed the Pre-matriculation Design while completing all three AlcoholEdu surveys.*
- *In total, 1011 first-year RIC students participated in AlcoholEdu (i.e. completed Survey 1 or the Pre-Test, at minimum).*
- *Of the 1011 students who participated, there were 212 students who did not complete all three surveys. Also, there were 259 students who took the course, but did not receive the surveys because they were under the age of 18. These two factors account for the final report n size of 540.*



## Important Considerations

*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.*



## Important Considerations

*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 abstinence 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.*



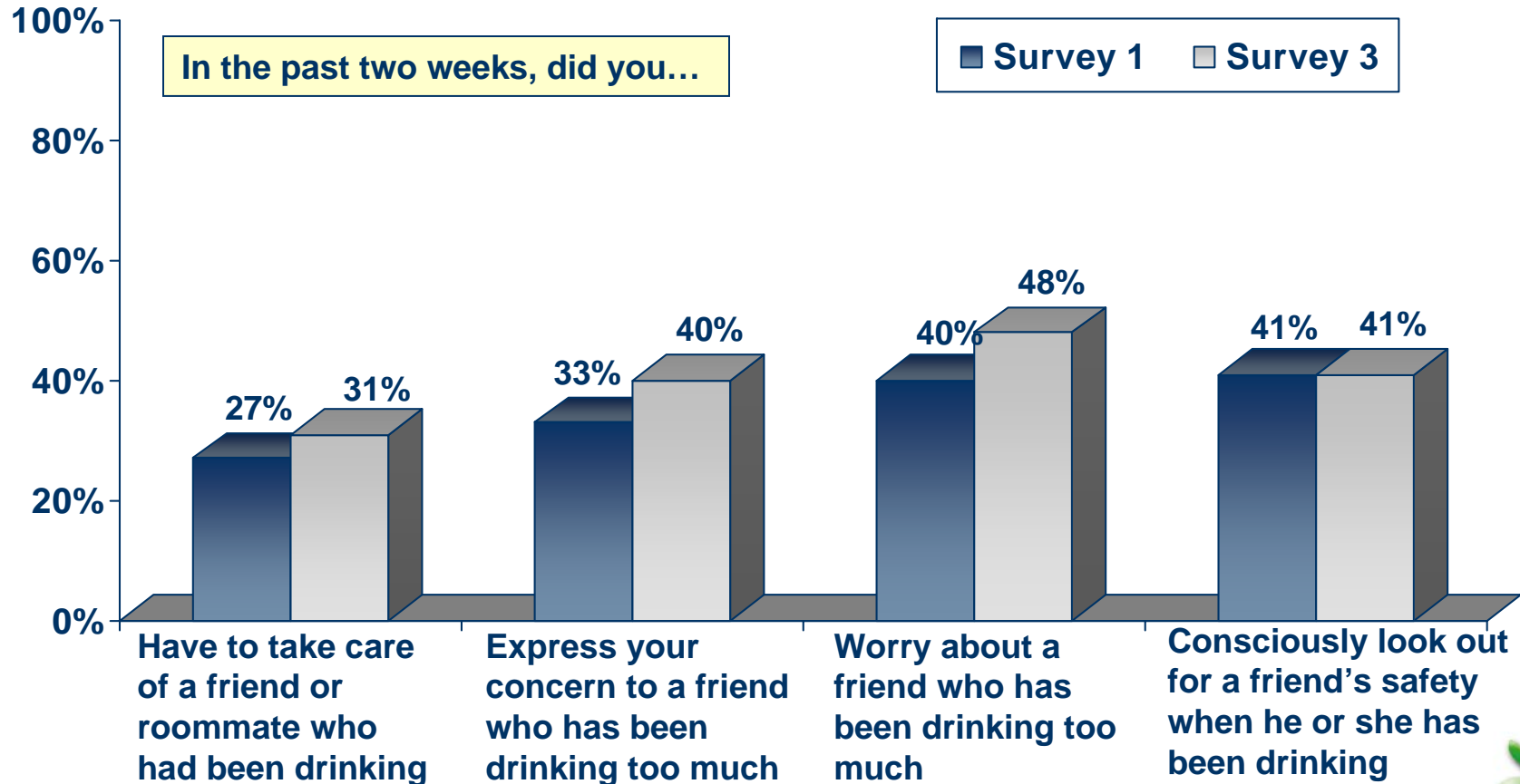
# Key Demographics

<b>Sex</b>	<b>N</b>	<b>%</b>
Male	176	33%
Female	364	67%
<b>Race/Ethnicity (check all that apply)</b>	<b>N</b>	<b>%</b>
White or Caucasian	478	89%
Black or African American	24	4%
Asian or Pacific Islander	11	2%
Hispanic or Latino	38	7%
Indian or Native American	8	2%
Other	7	1%
<b>Age</b>	<b>N</b>	<b>%</b>
18	458	85%
19	60	11%
20	5	1%
21 or older	17	3%
<b>Current Living Arrangements</b>	<b>N</b>	<b>%</b>
College residence hall	270	51%
Other	265	49%



# Care-taking Behaviors

*RIC students reported an increase in their expressions of social concern through care-taking behaviors.*



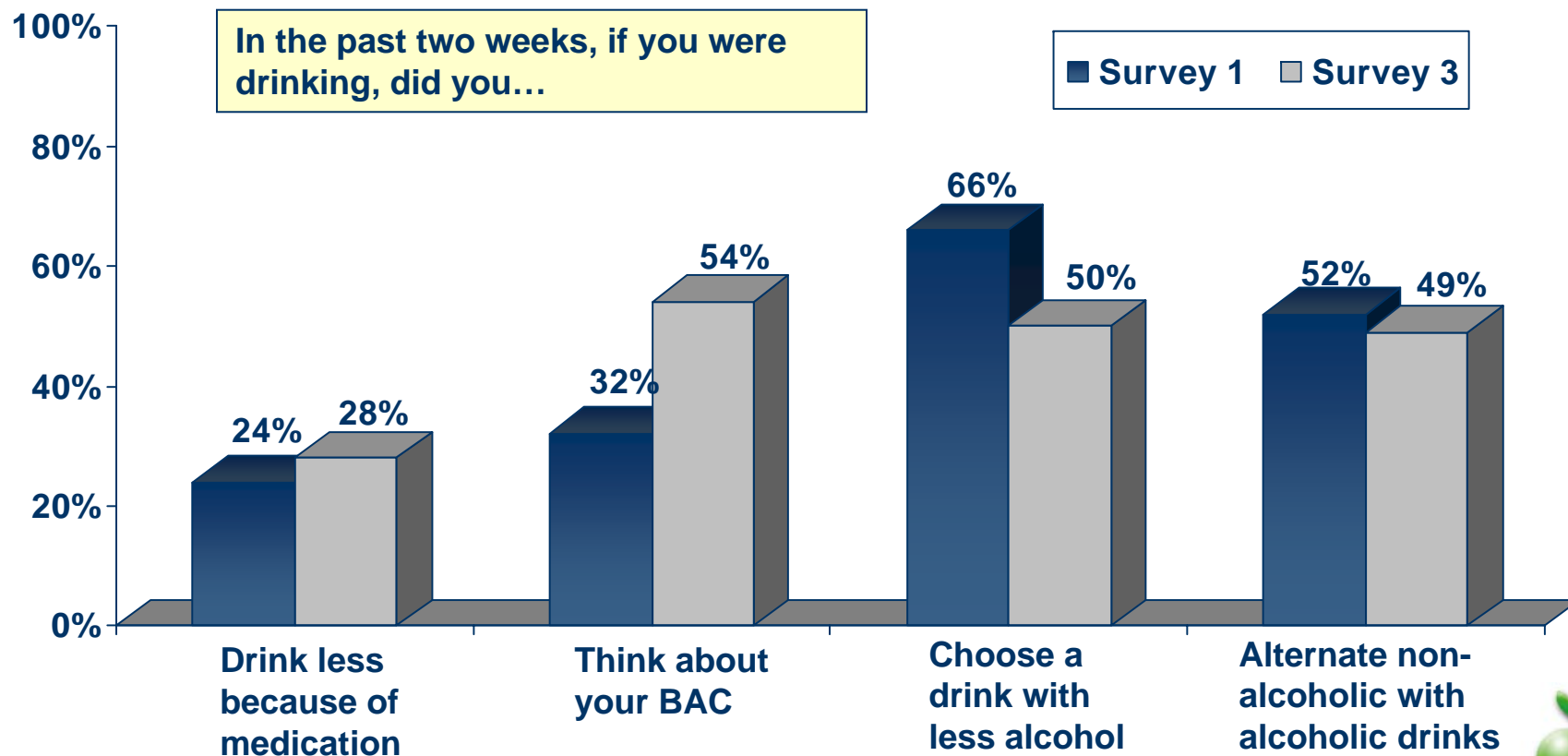
**Please note: an increase in care-taking behaviors can often contribute to increases in reported alcohol-related incidents. As a result of increased knowledge and social concern, students are more apt to seek medical assistance for intoxicated friends.**



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## Protective Factors (drinkers only)

*The percentage of students who reported they think about their BAC while drinking increased from 32% to 54%. Awareness of BAC is an important factor in moderating alcohol consumption and intoxication.*



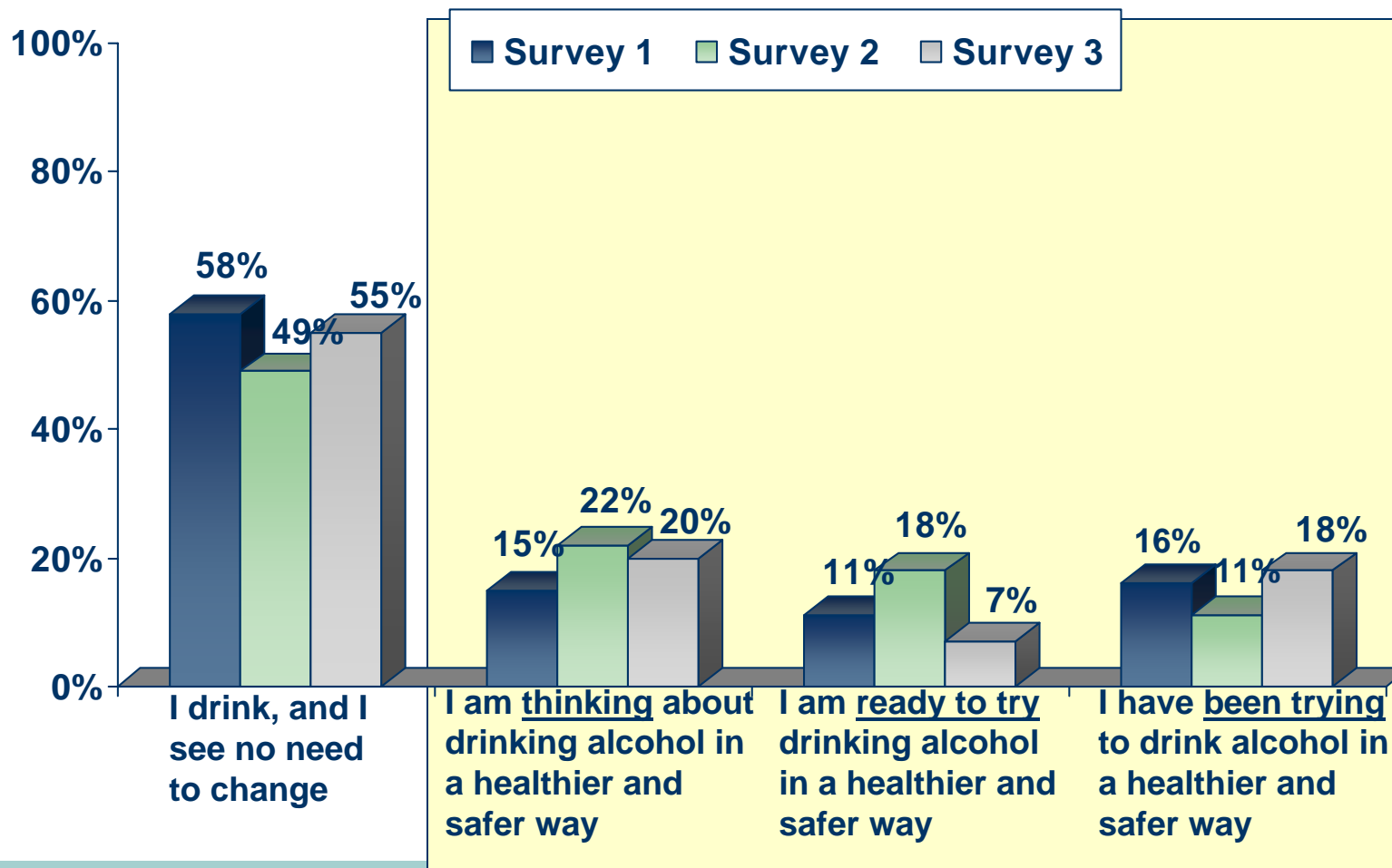
**Protective factors are behaviors likely to decrease the probability of experiencing alcohol problems.**



# Stages of Change (drinkers only)

*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.*

Please mark which of the following best matches your situation:



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## Documenting the College Effect 2006

*The next slide 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. 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.*

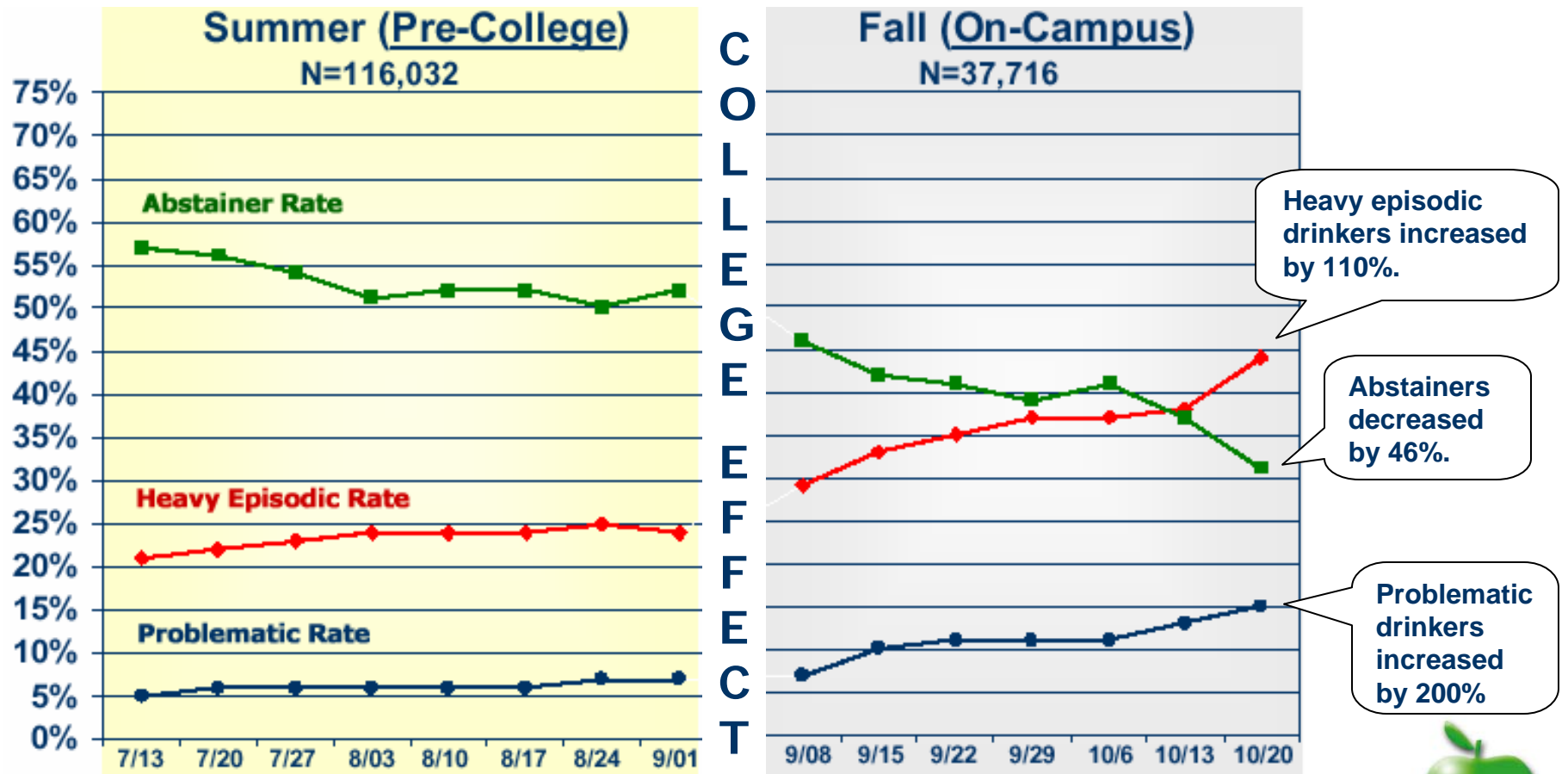


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# Documenting the College Effect 2006

## Alcohol Consumption Rates

2006 aggregate data collected from AlcoholEdu Survey 1 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.



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# 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).*

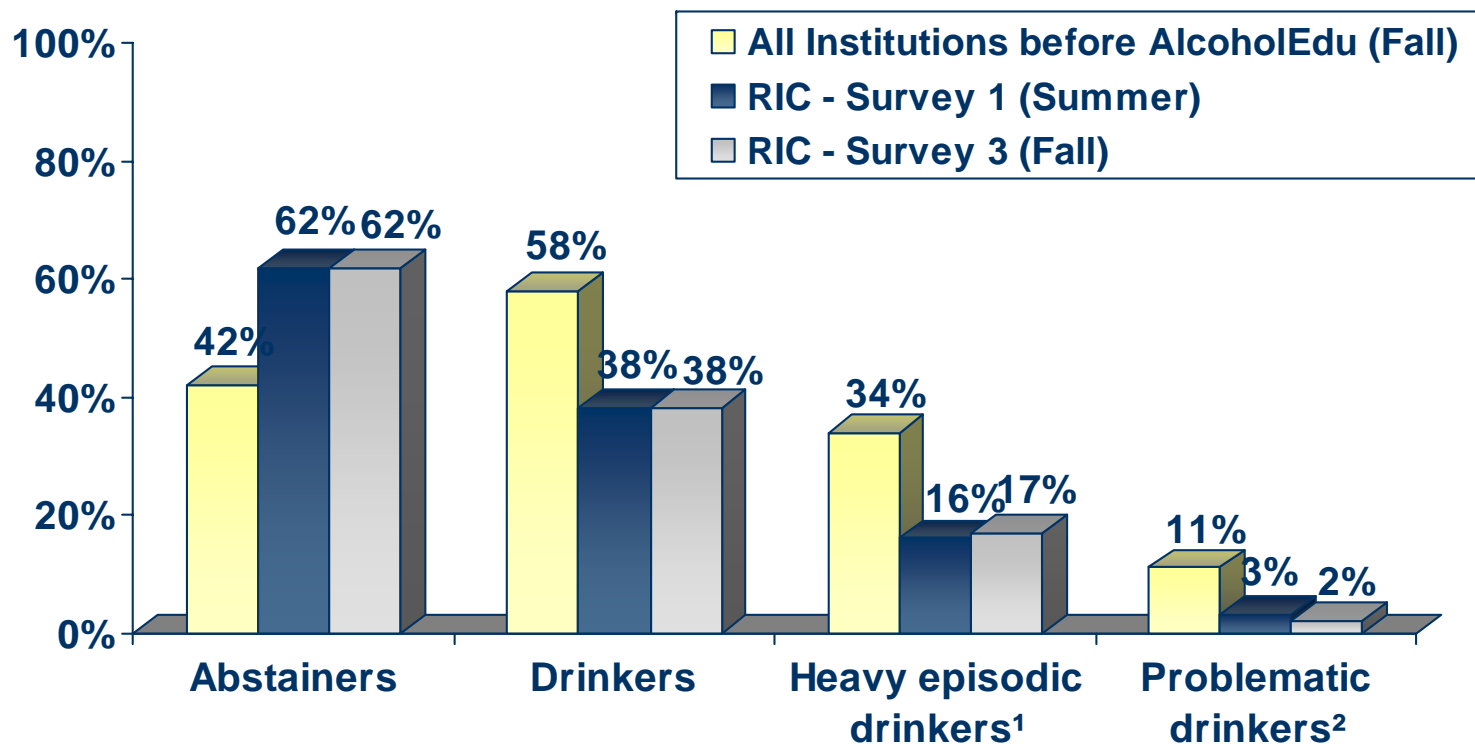
- **The first bar shows the expected behavior of students at about the same time, as documented by Survey 1 results from other students at other institutions who had not yet started AlcoholEdu for College.**
- **The second bar shows your students' results on Survey 1 – before engaging with AlcoholEdu for College.**
- **The third bar shows your students' results on Survey 3 – after engaging with AlcoholEdu for College.**



# Self-Reported Use of Alcohol

Alcohol consumption data were collected for each day of the week for two weeks prior to completing surveys 1 and 3.

*Despite the influence of the College Effect, your students drinking rates remained stable 45-plus days later. You can also see the protective effect of AlcoholEdu by comparing bars 1 and 3.*



<sup>1</sup> Students who had five or more drinks on a day at least once in the past two weeks.

<sup>2</sup> Students who had ten or more drinks on a day at least once in the past two weeks.



# Alcohol Use and Behaviors

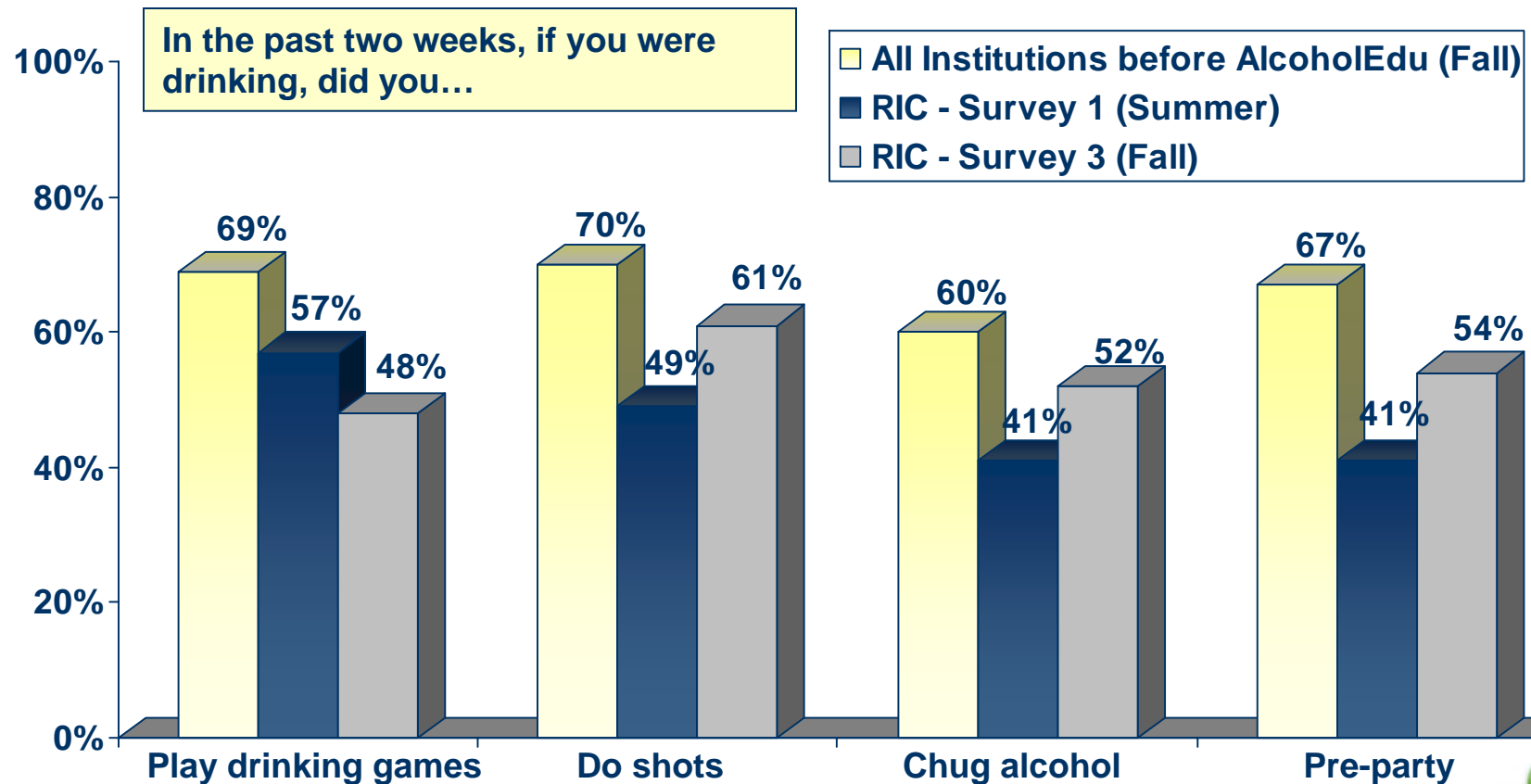
*For the following two slides, compare bar 1 to bar 3.*

- *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.*



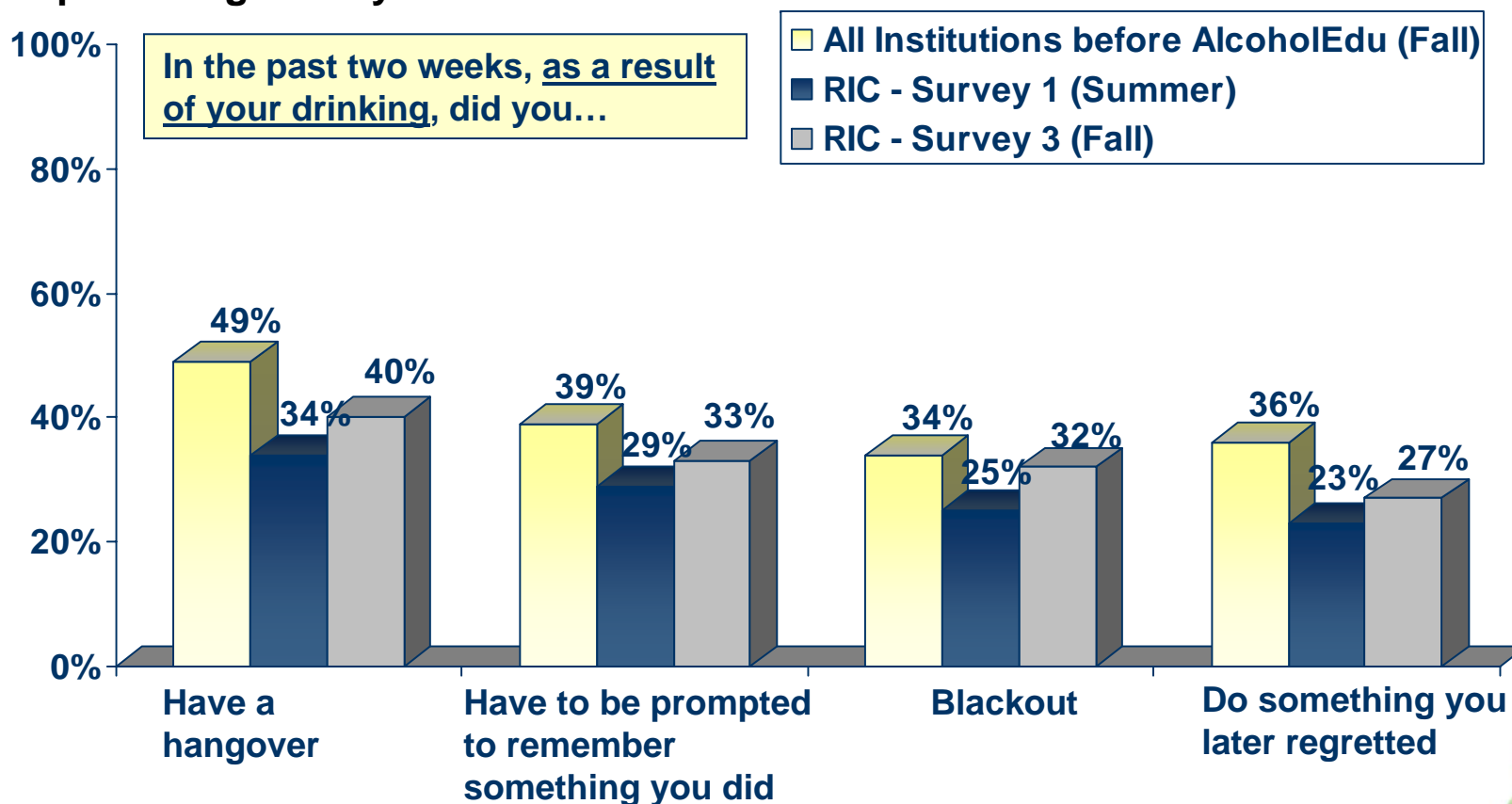
# Risk Factors (Drinkers Only)

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



# Negative Health 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 Surveys 1 and 3.



*Compare Column 1 (which shows the full force of the College Effect) to Column 3 (which shows an attenuated College Effect at RIC).*

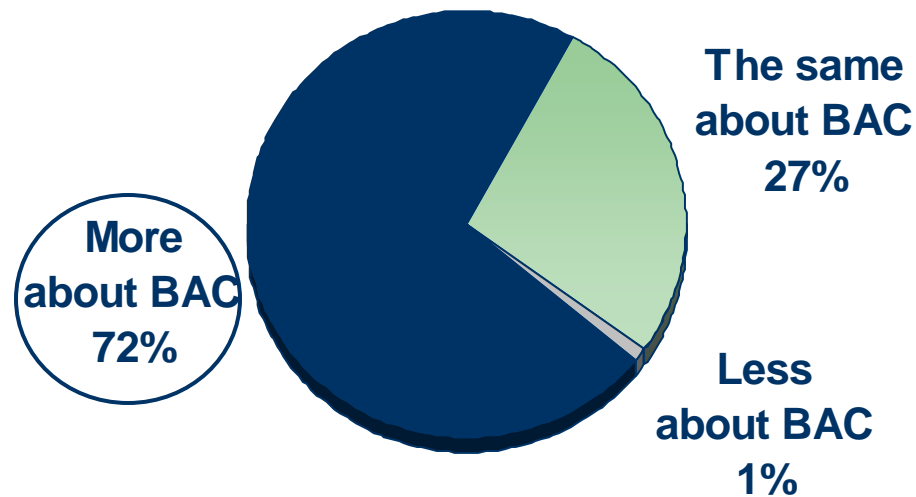


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# Knowledge Gains - BAC

*72% of RIC students said they knew more about Blood Alcohol Concentration (BAC) after taking the course.*

After having taken AlcoholEdu, I know:



Survey 2

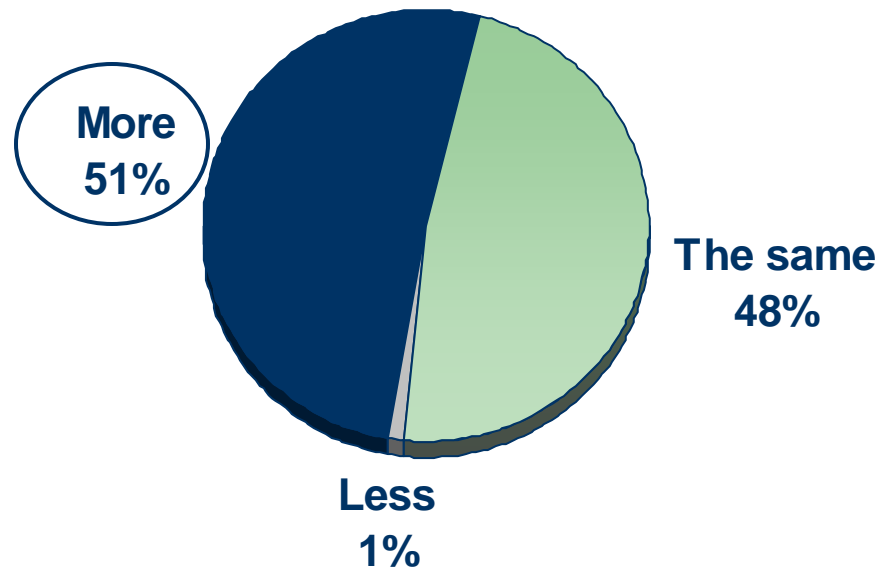


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# Knowledge Gains – Consent for Sex

*Half 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.



Survey 2

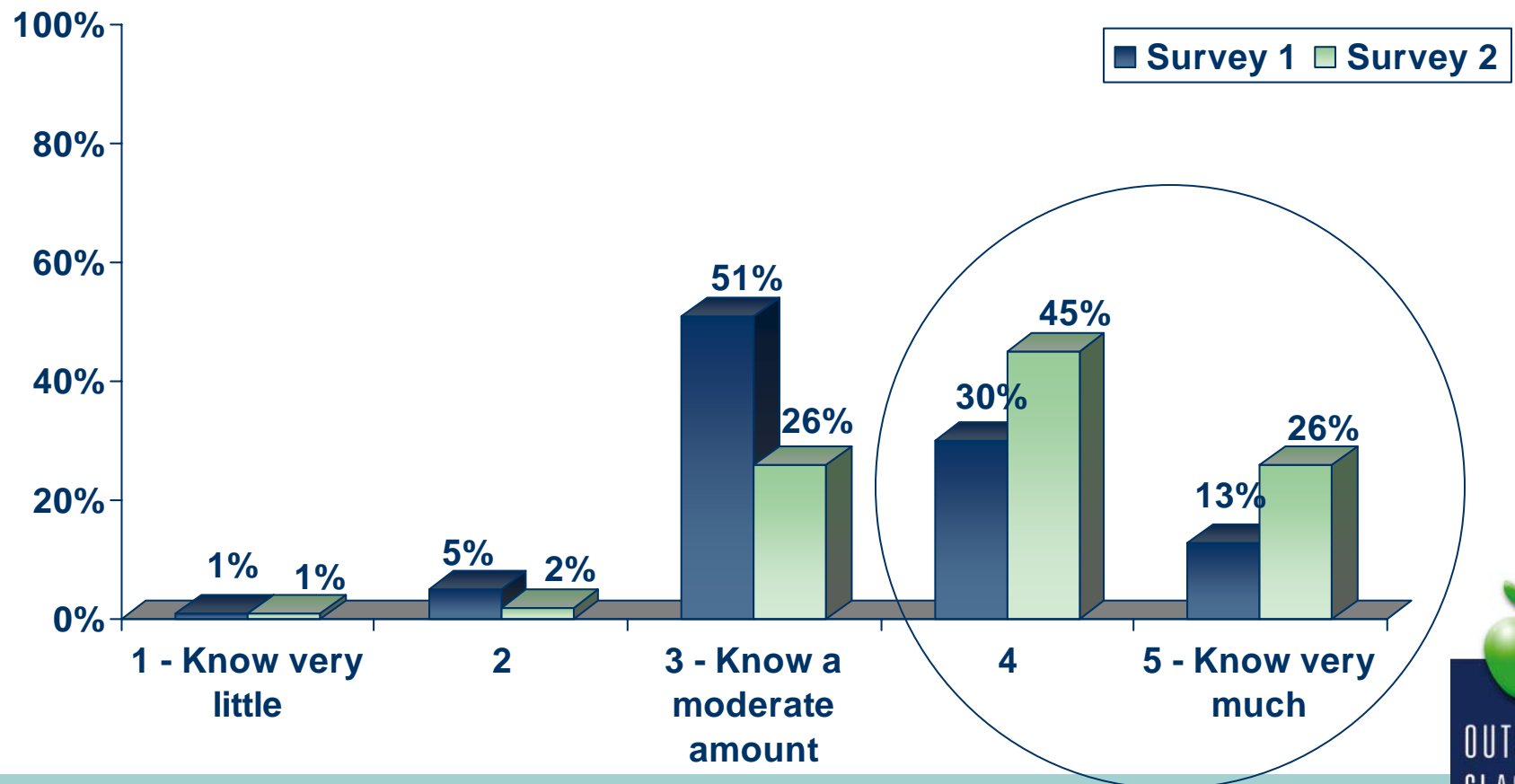


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# Self-assessed Knowledge Gains

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

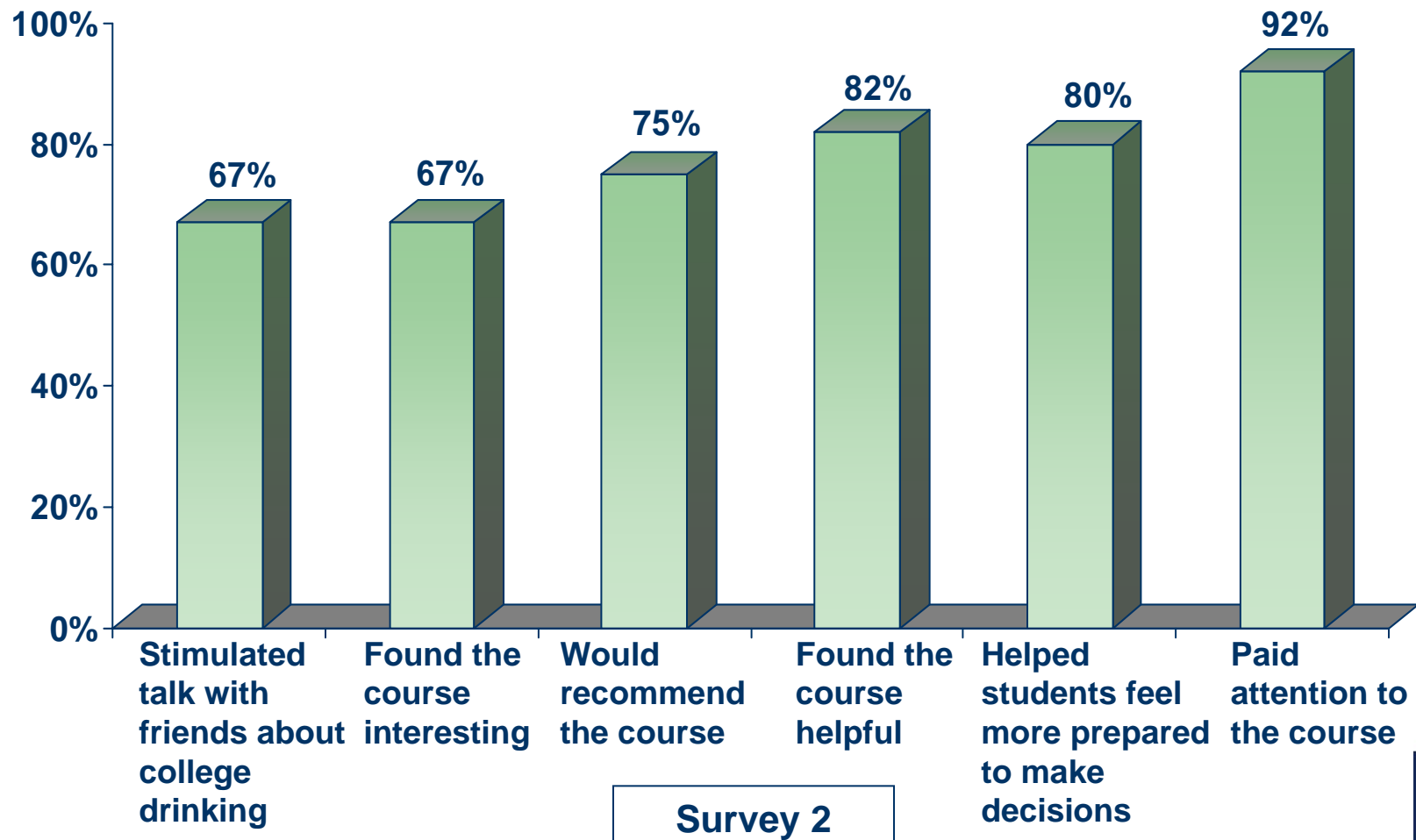
Which of the following best describes your current knowledge about the effects of alcohol?



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# Students' Experience with AlcoholEdu

*Students were asked to evaluate their experiences with AlcoholEdu in Survey 2. In general, your students engaged with it and rated the course very favorably.*



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# 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.*



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# 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](http://www.outsidetheclassroom.com/contact.asp)