

# AlcoholEdu for College 2012/2013 Executive Summary

University of Michigan  
March 2013



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# Roadmap of This Report

## **I. A profile of University of Michigan Students' Drinking Behavior**

- » What are the drinking behaviors of students before they arrive on campus?
- » How often, where, when and why do your first-year students drink?
- » How do your students compare to students nationally?
- » What is the impact of high-risk drinking on your students?

## **II. Mitigating Risk and Impacting Culture**

- » What did your students gain from taking AlcoholEdu?
- » How can your campus engage students to change the drinking culture?

## **III. Implications for Your Institution's Prevention Strategy**

- » How can these data inform your prevention efforts moving forward?

# Highlights from Your Data

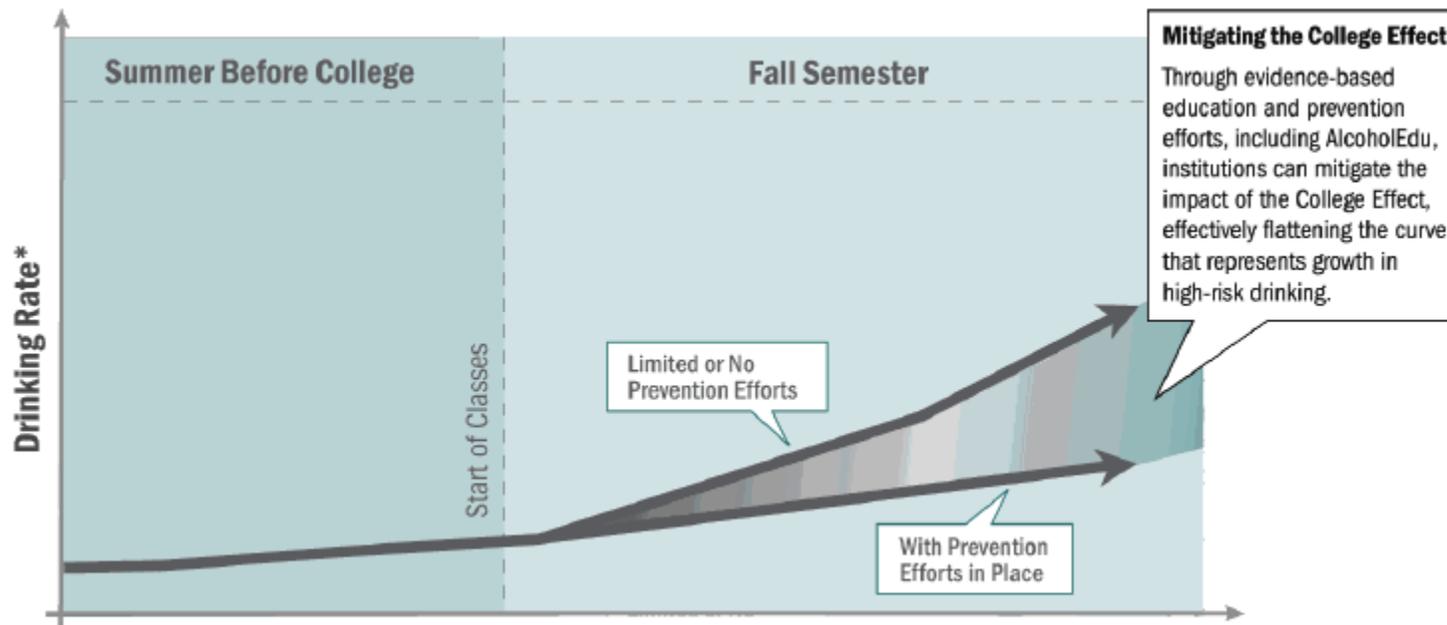
This Executive Summary contains data from your institution's 2012 implementation of AlcoholEdu for College. Findings are based on self-report data obtained from 4956 first-year Michigan students who completed all three AlcoholEdu for College Surveys.

**Note:** An additional 652 students completed Part 1 of the course, but did not complete all three surveys so were not included in the final data set.

- » When measured prior to their arrival on campus, your students' drinking rates are slightly above the national average.
- » When measured midway through the fall semester, 32% of Michigan students reported drinking in a high risk way.
- » Michigan students are most commonly drinking at a Fraternity/sorority house or an Off-campus residence.
- » The most common drinking-related risk behaviors that your students engage in are doing shots and pregaming.
- » Drinking rates are similar for men and women. Women are drinking in a high-risk way slightly less frequently than men.

# Understanding "The College Effect"

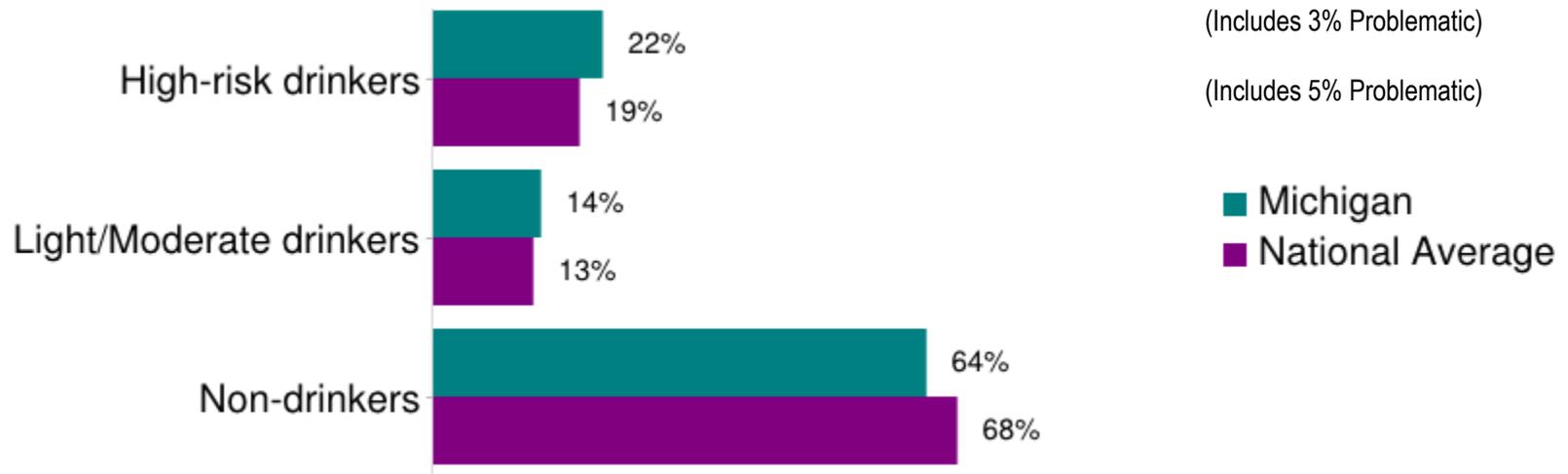
Student drinking rates nationally follow a typical pattern: alcohol use generally rises the summer before a student enters college, and then increases substantially after arriving on campus. This phenomenon, known as the "College Effect," is represented by the conceptual graphic below.



\*Drinking rate is the proportion of students who have had more than a taste or sip of alcohol in the two weeks prior to the survey.

# A Profile of Your Incoming Students

In looking at the drinking rates of students prior to their arrival on campus (Survey 1), your institution is slightly above the national average for high-risk drinkers. Understanding these pre-college drinking behaviors can help your campus establish appropriate messaging that sets clear behavioral expectations early in the semester.



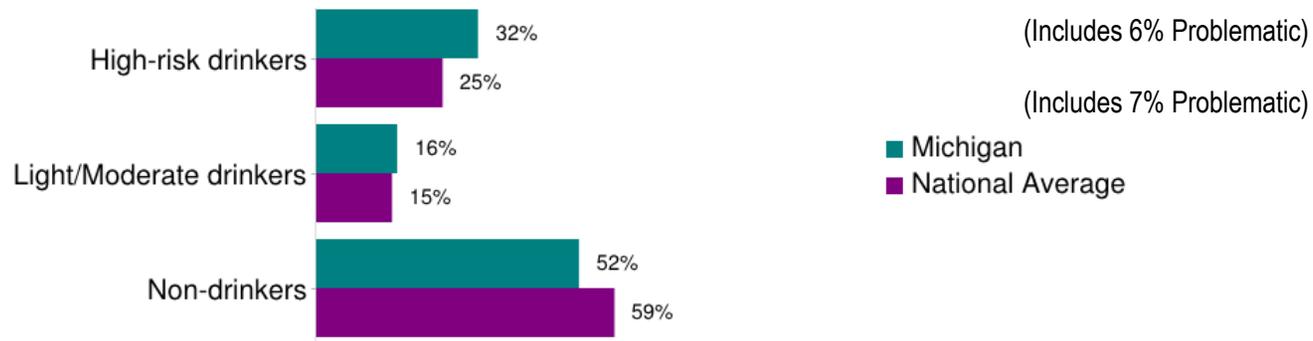
» **Non-drinkers:** 0 drinks in the past two weeks

» **Light/Moderate drinkers:** 1-3 drinks for women; 1-4 drinks for men on at least one occasion in the past two weeks

» **High-risk drinkers:** 4 or more drinks for women; 5 or more drinks for men on at least one occasion in the past two weeks (includes Problematic drinkers - 8 or more drinks for women; 10 or more drinks for men)

# Benchmarking Your Drinking Rate Data

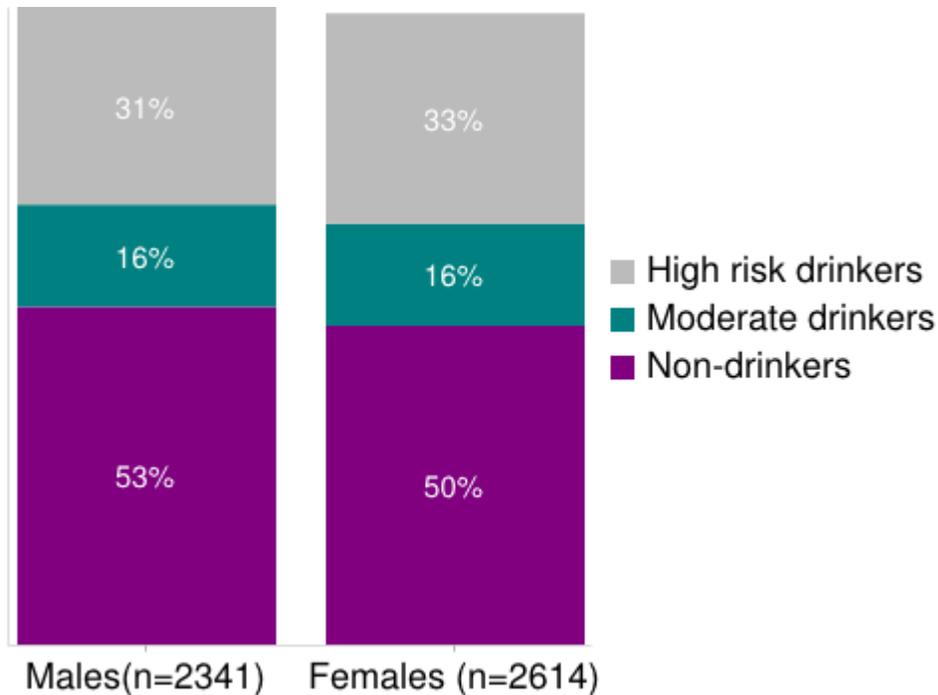
The data below shows your first-year student drinking rates measured midway through the fall semester (Survey 3) as compared to the national aggregate for all students taking AlcoholEdu during the same time period.



Note: As drinking rates vary from campus to campus, it may be helpful to also compare your rates to those of a peer group (by region, athletic conference, Carnegie classification, etc.). If you are interested in a peer benchmark report, please contact your Partner Service Director.

# Examining Gender Differences

Midway through the fall semester (Survey 3), the drinking rates are similar for men and women.



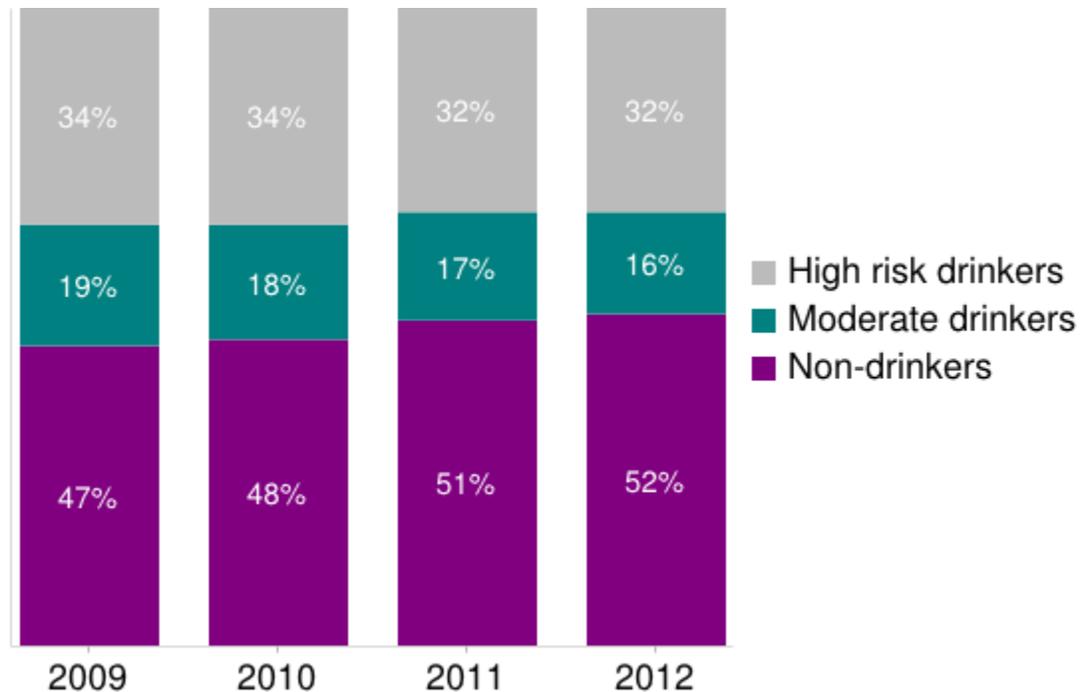
Additionally, women report drinking in a high-risk way\* slightly less frequently than men.

Frequency of high risk drinking in the past two weeks (Drinkers only)	Males	Females
Never	44%	45%
Once	26%	28%
Twice	16%	16%
Three or more times	14%	11%

\*In response to the question: *During the past two weeks, how many times have you had five or more drinks (for men)/four or more drinks (for women) in a row within a 2 hour period?*

# Observing Drinking Rates Across Years

Drinking rates have remained steady over the last four years. It is important to consider the multiple factors that influence drinking rates and how these factors may vary from year to year on your campus.



## Typical factors impacting college students' drinking rates from year to year:

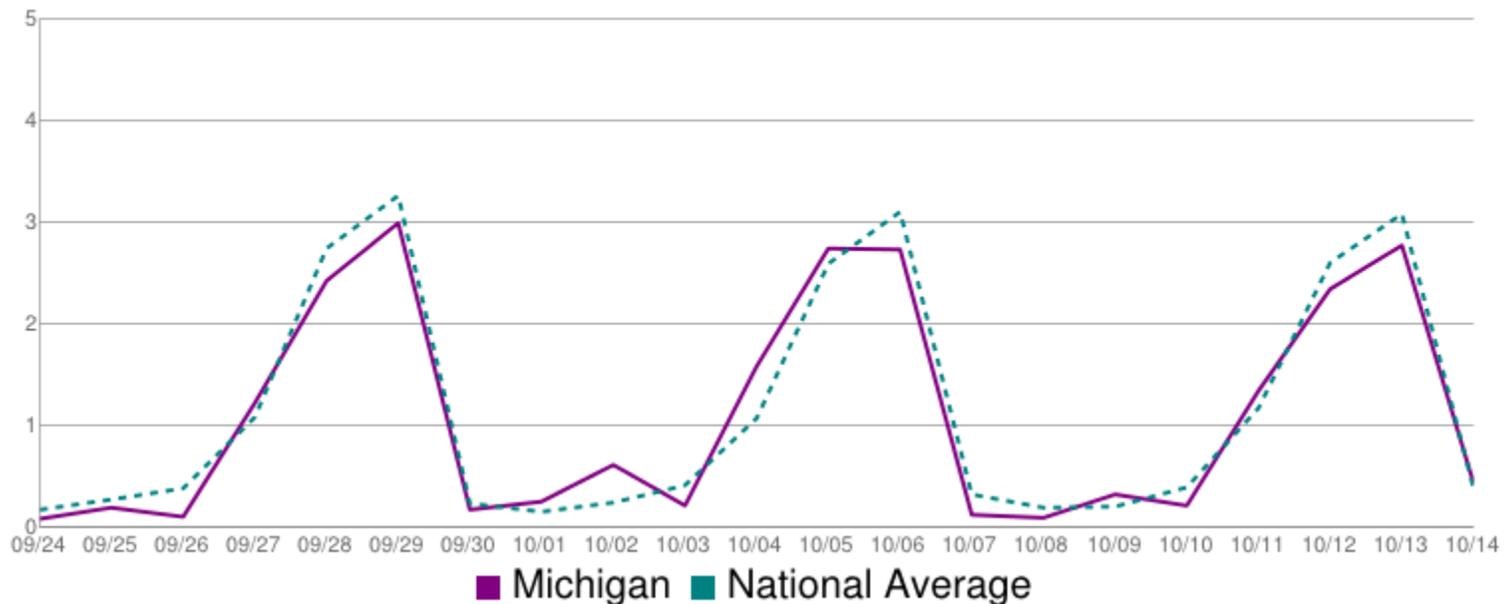
- » Alcohol policy changes
- » Changes in enforcement of alcohol policy
- » Shifts in composition of first year class
- » Consistency in the timing of data collection

Data represents student responses collected in Survey 3, 30-45 days after completing AlcoholEdu for College.

# Identifying Peak Drinking Days

Understanding drinking behaviors across time may be useful for identifying weekly patterns or targeting highest-risk days/events for prevention and enforcement efforts.

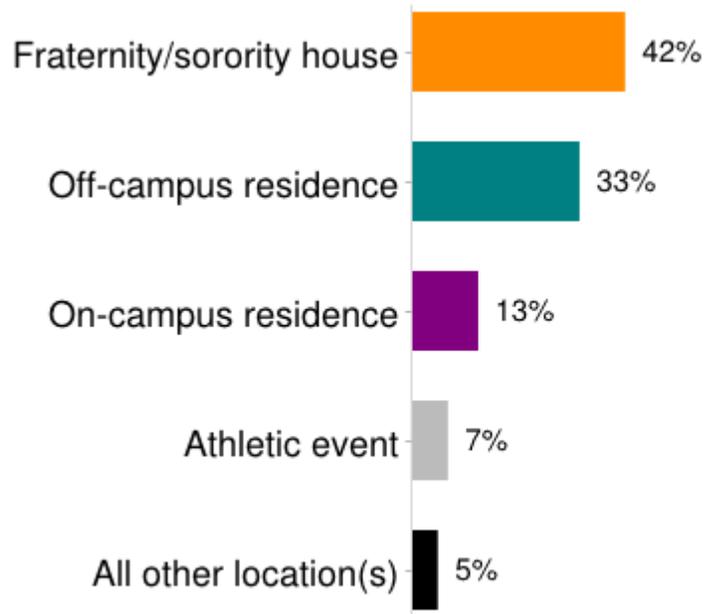
### Average number of drinks per day



Note: This is a snapshot of a 3-week period of time during the fall semester. As drinking rates are impacted by academic calendars, campus-wide events, holidays, etc., these rates may not be reflective of drinking patterns across the entire semester.

# Where Students Drink

Michigan students are most commonly drinking at a fraternity/sorority house or an off-campus residence. Every effort should be made to target these particular locations with increased prevention and enforcement initiatives.



	Michigan	National
Fraternity/sorority house	42%	14%
Off-campus residence	33%	39%
On-campus residence	13%	25%
Athletic event	7%	3%
All other location(s)	5%	19%

Data represents student responses collected in Survey 3, 30-45 days after completing AlcoholEdu for College.

# Reasons for Drinking or Not Drinking

In Survey 3, Michigan students indicated their top 5 most important reasons for choosing to drink (drinkers only) or not drink (all students) on a particular occasion.

How important to you is each of the following reasons for drinking alcoholic beverages:	Percentage Important/Very Important	
	Michigan	National
To have a good time with friends	64%	57%
To celebrate	61%	56%
To be more outgoing	46%	36%
To feel happy	36%	30%
To get drunk	35%	27%

How important to you is each of the following reasons for not drinking alcoholic beverages:	Percentage Important/Very Important	
	Michigan	National
I'm going to drive	68%	73%
I have other things to do	65%	62%
I don't have to drink to have a good time	59%	62%
I don't want to lose control	52%	53%
Drinking interferes with my school work	51%	51%

# Prioritizing Student Engagement

Effective prevention includes actively engaging students to reinforce positive behavioral intentions of drinkers and non-drinkers alike. The data below can inform decisions around investments in planning and prioritizing alcohol-free activities.

**This year, your students are most interested in the following activities:**

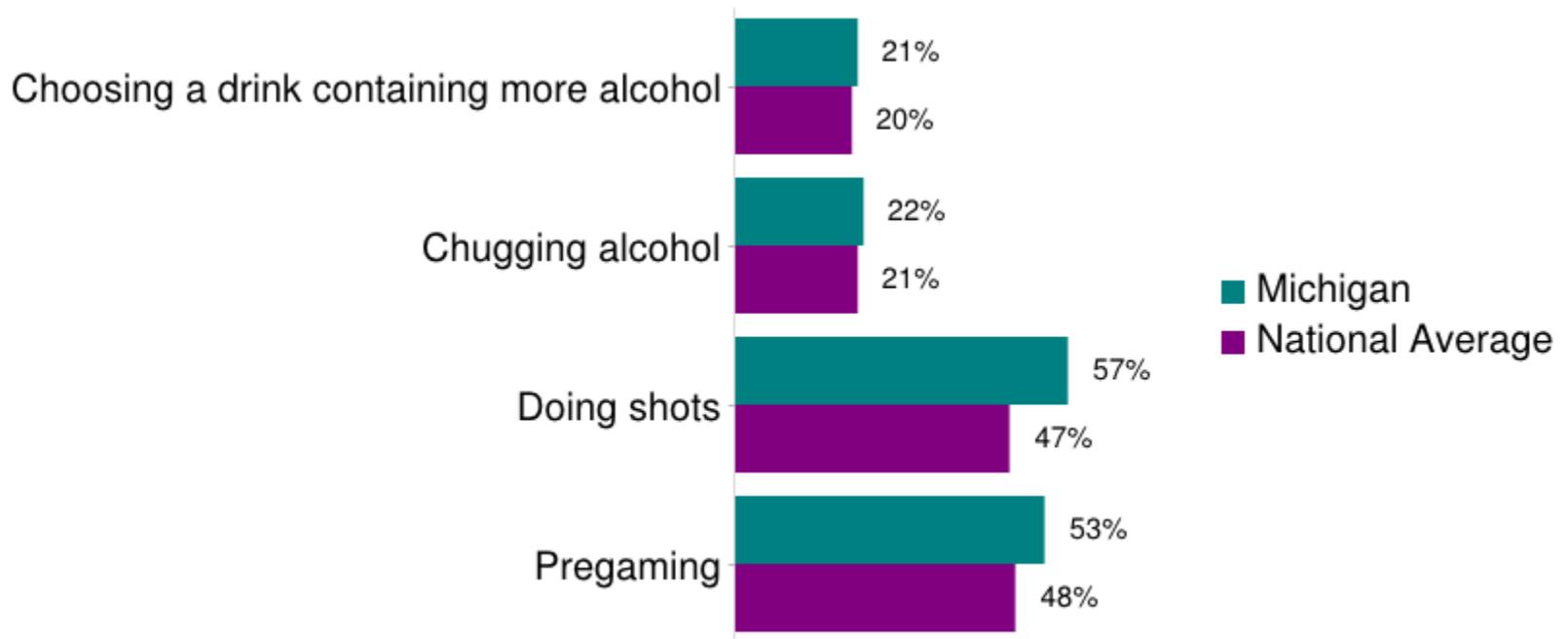
#1 Movie Nights	2093 students
#2 Live Music	2011 students
#3 Fitness Classes (pilates, yoga, spinning)	1851 students
#4 Intramural Sports Tournaments	1833 students
#5 Community Service	1659 students
#6 Nothing Specific - just a cool place to hang out	1648 students

In addition, this year 773 students indicated an interest in planning alcohol-free events and activities.

To download the names and contact information of students interested in these activities and others, or to view data on any custom activities you may have added to this exercise, please visit the Student Engagement section of the Hub.

# Drinking-Related Risk Behaviors

The most common drinking-related risk behaviors that your students engage in are doing shots and pregaming. Michigan may consider dedicating educational efforts that highlight the risks associated with these specific behaviors.

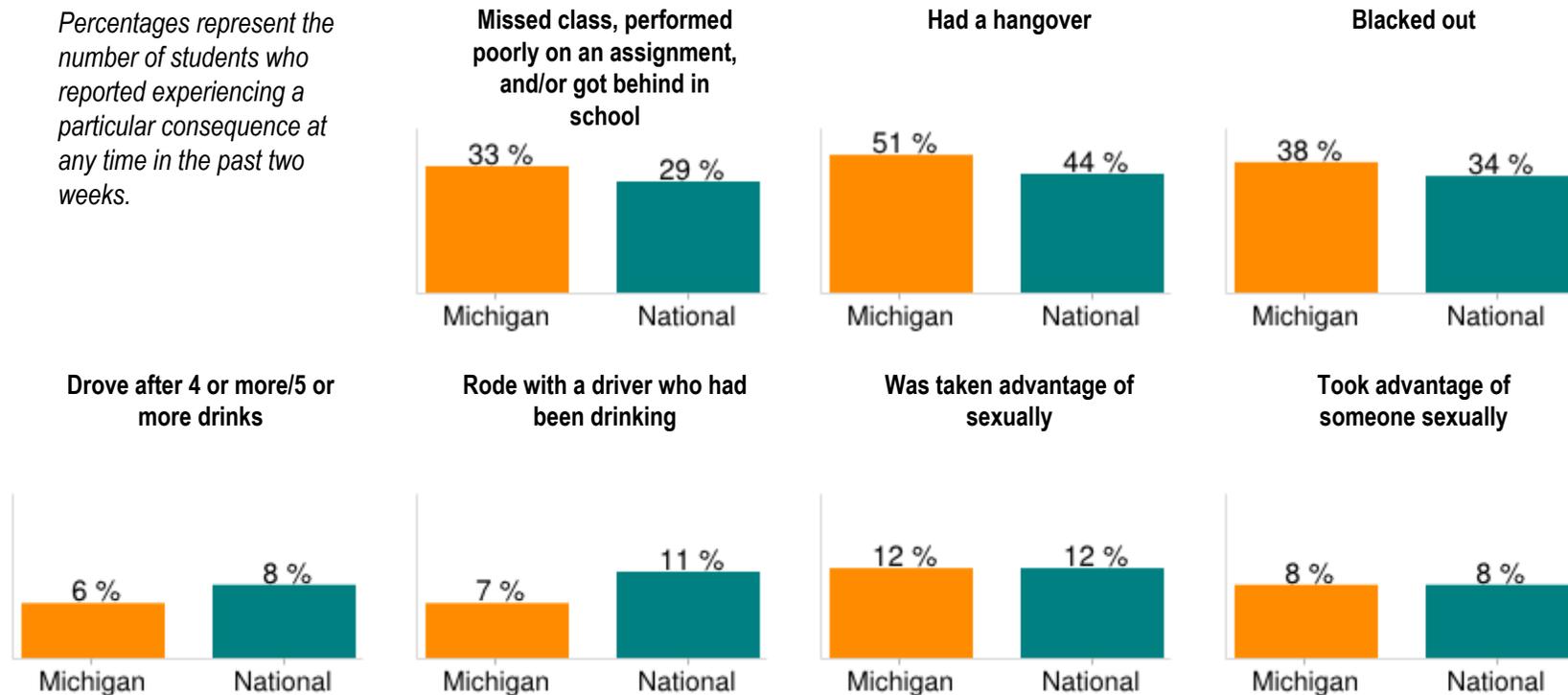


Note: Graph represents grouped responses of 5, 6, and 7 on a 7-point scale (1 = not at all; 7 = always) for drinkers only.

# Negative Consequences of Drinking

While a majority of students did not experience negative consequences as a result of their drinking, certain behaviors worth noting are detailed below.

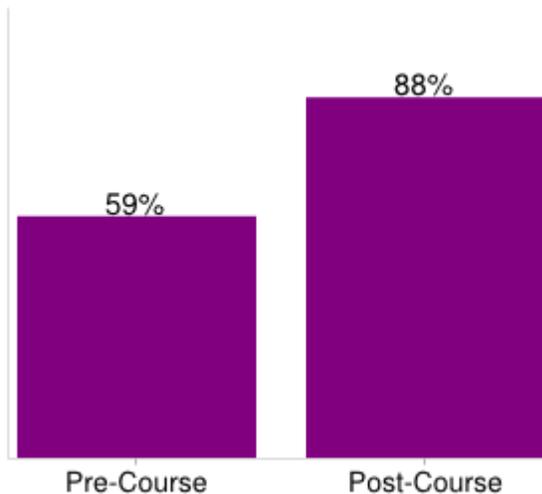
*Percentages represent the number of students who reported experiencing a particular consequence at any time in the past two weeks.*



# Gains from AlcoholEdu

AlcoholEdu has enabled Michigan to provide students with a baseline of knowledge and decision-making strategies around alcohol use.

**Exam Scores, Fall 2012**



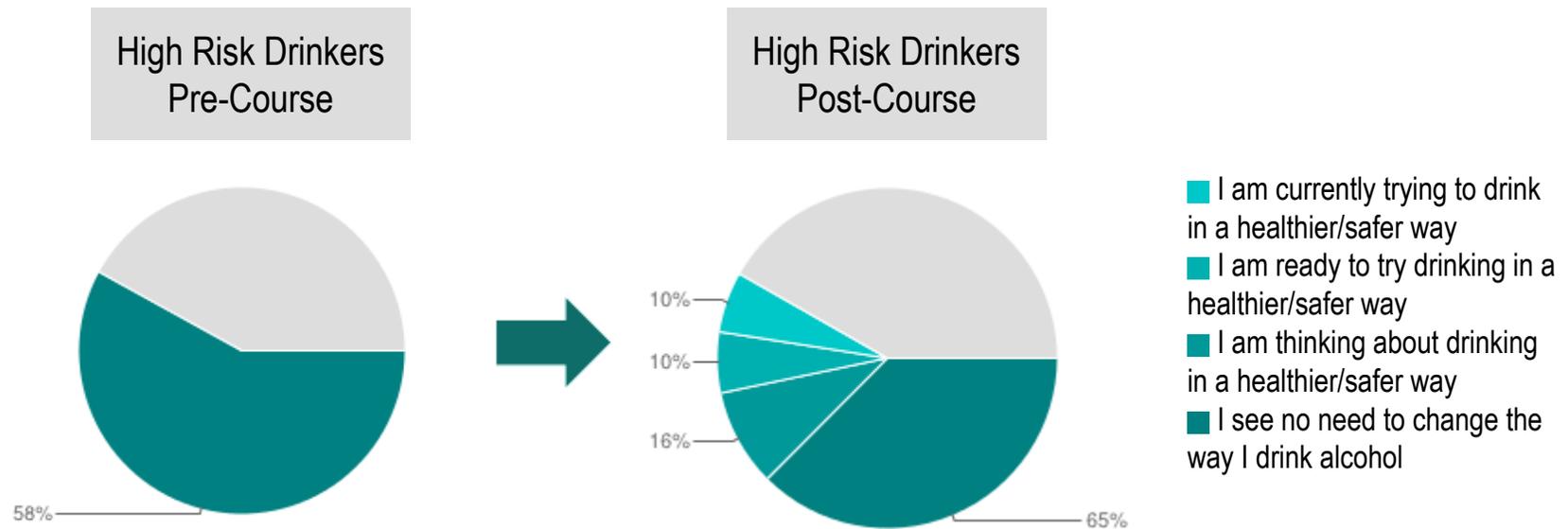
**In Fall 2012, students reported that AlcoholEdu...**



Data represents student responses collected in Survey 2, immediately following completion of Part 1 of AlcoholEdu.

# Course Impact on Those at Greatest Risk

Among the 58% of high risk drinkers (736 students) who saw "no need to change the way they drink" before taking AlcoholEdu, 36% (265 students) indicated their readiness to change after completing the course.

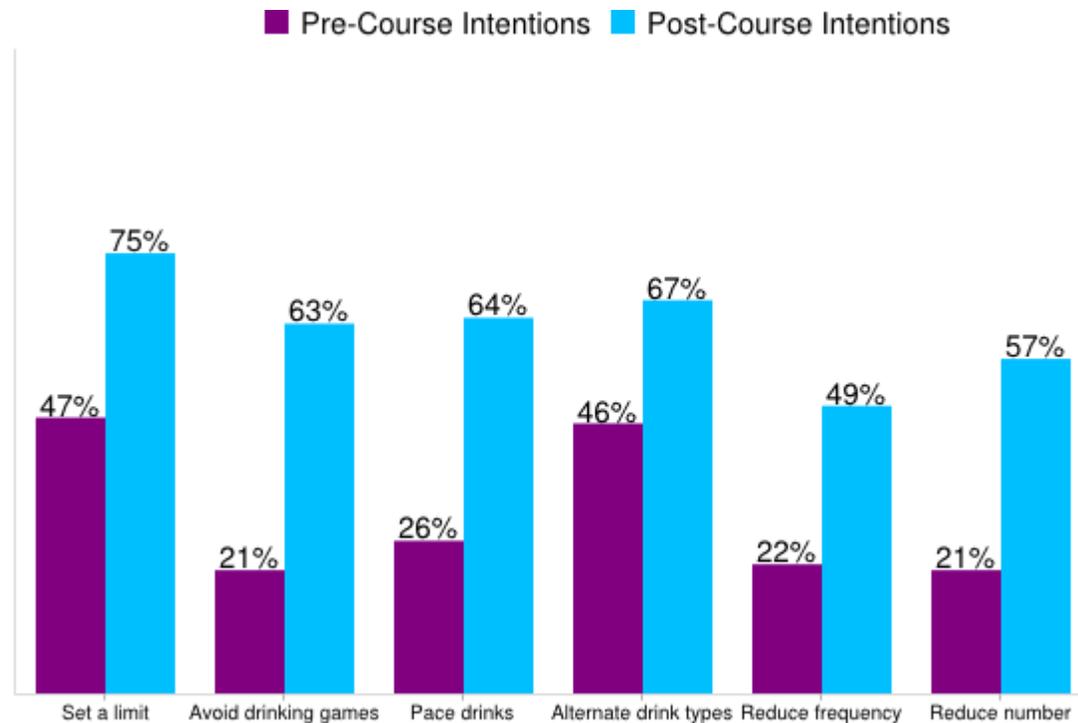


Data represents student responses collected just before (Survey 1) and immediately following (Survey 2) Part 1 of AlcoholEdu for College.

# Positive Behavioral Intentions

After completing AlcoholEdu, Michigan students reported an increase in several positive behavioral intentions. Programming efforts aimed at further promoting these behaviors can reinforce the messages students received through AlcoholEdu.

Intention has been shown to be the most important variable in predicting behavior change (Ajzen, 1991).



# Guiding Principles for Success

Beyond what the data reveals, there are a number of guiding principles that drive successful prevention efforts.

1. Be intentional with efforts and gather data on whether they succeed.
2. Don't try to do it all - a few targeted interventions can be very effective.
3. Stay attuned to new research to inform your efforts.
4. Implement programs strategically to mitigate costs.
5. Test your messages and strategies against the research base, behavior theory, and your instincts.
6. Develop a comprehensive prevention program that includes complementary efforts.
7. Ground all strategies in data.
8. Make decisions based upon your unique culture, allies, and resources.

# Haven: Michigan's Learning Outcomes

## Recognizing Alcohol as the Most Popular Date Rape Drug

Percentage of students responding "alcohol" when asked to identify the number one date rape drug.



## Demonstrating an Understanding of Consent

Percentage of students who "strongly agree" with the following:

*Regardless of whether or not a person has been drinking or is sober, if he or she did not consent to have sex, then it is rape.*



## Developing Self-Awareness

*Have you ever been the victim of sexual violence (sexually assaulted or raped)?*

### Pre-Course

93% of students responded "No"



### Post-Course

99% remained No



4% of students responded "Yes"

66% remained Yes



3% of students responded "Unsure"

70% remained Unsure

25% moved to No

# Additional Resources

You may also request reports that allow you to benchmark your data against that of specific peer groups such as athletic conferences, national affiliations, regional groups and others.

For assistance accessing your online reports, or to request peer benchmark reports, please contact your Partner Service Director.

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