

AlcoholEdu for College 2013/2014 Executive Summary

University of Michigan
January 2014



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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

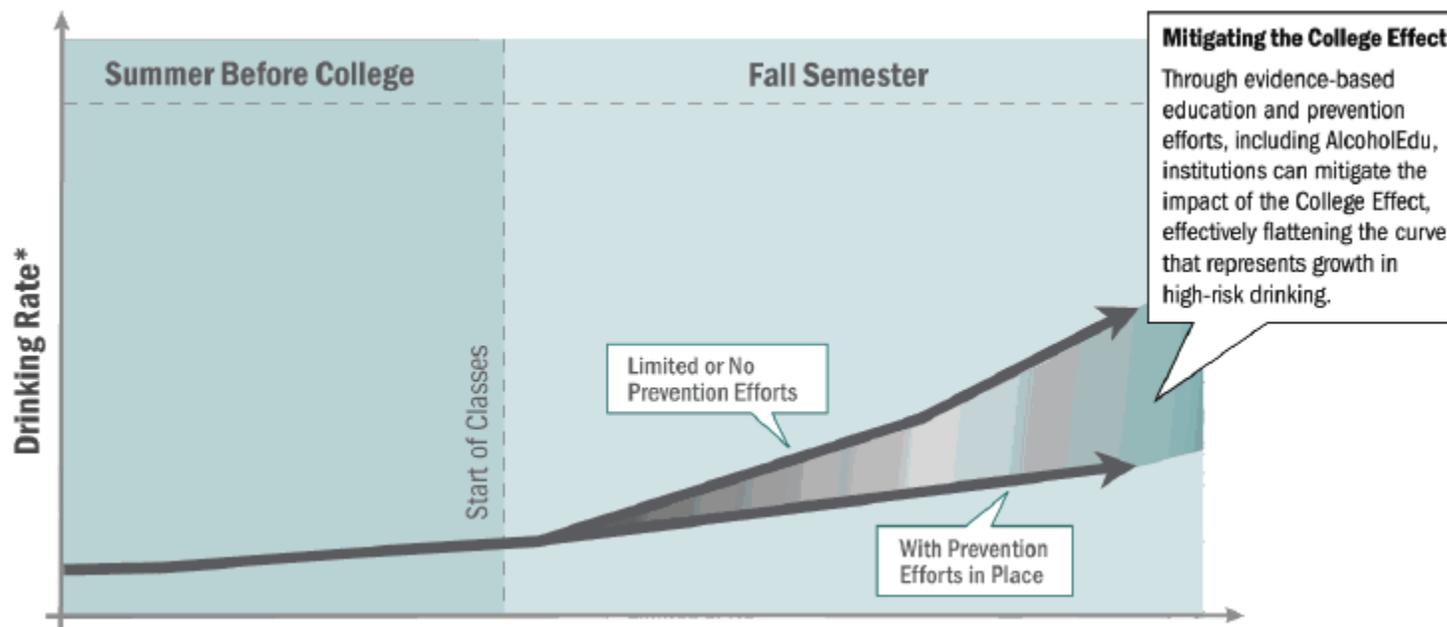
This Executive Summary contains data from your institution's 2013 implementation of AlcoholEdu for College. Findings are based on self-report data obtained from 4396 first-year U Michigan students who completed all three AlcoholEdu for College Surveys.

Note: An additional 1138 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 above the national average.
- » When measured midway through the fall semester, 32% of U Michigan students reported drinking in a high risk way.
- » U 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 pre-gaming.
- » Drinking rates differ for men and women. Women are drinking in a high-risk way less frequently than men.
- » After completing AlcoholEdu, students reported increases in positive behavioral intentions. Among high-risk drinkers who did not see a need to change their drinking behavior before the course, 38% indicated a readiness to change their drinking after completing the course.

Understanding "The College Effect"

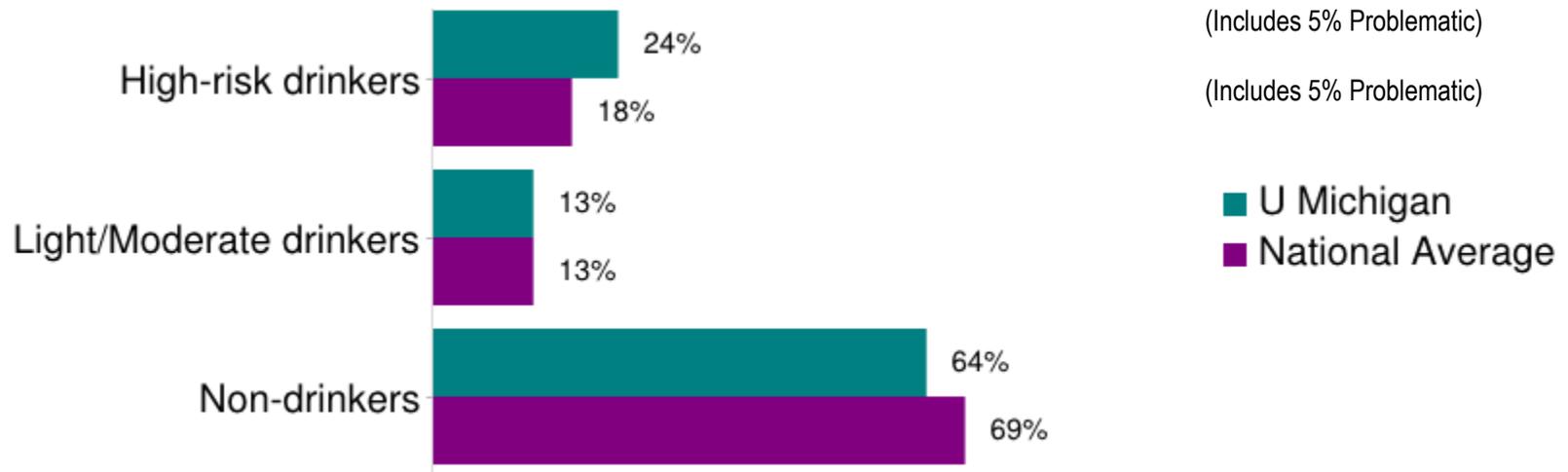
Student drinking rates nationally follow a typical pattern: alcohol use generally rises the summer before a student enters college, and then increases substantially after arriving on campus. This phenomenon, known as the "College Effect," is represented by the conceptual graphic below.



*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 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.



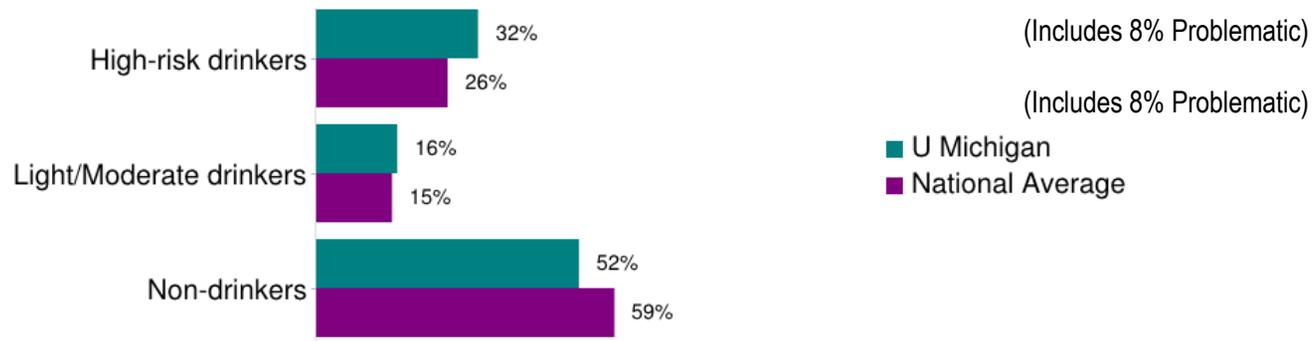
» **Non-drinkers:** 0 drinks in the past two weeks

» **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

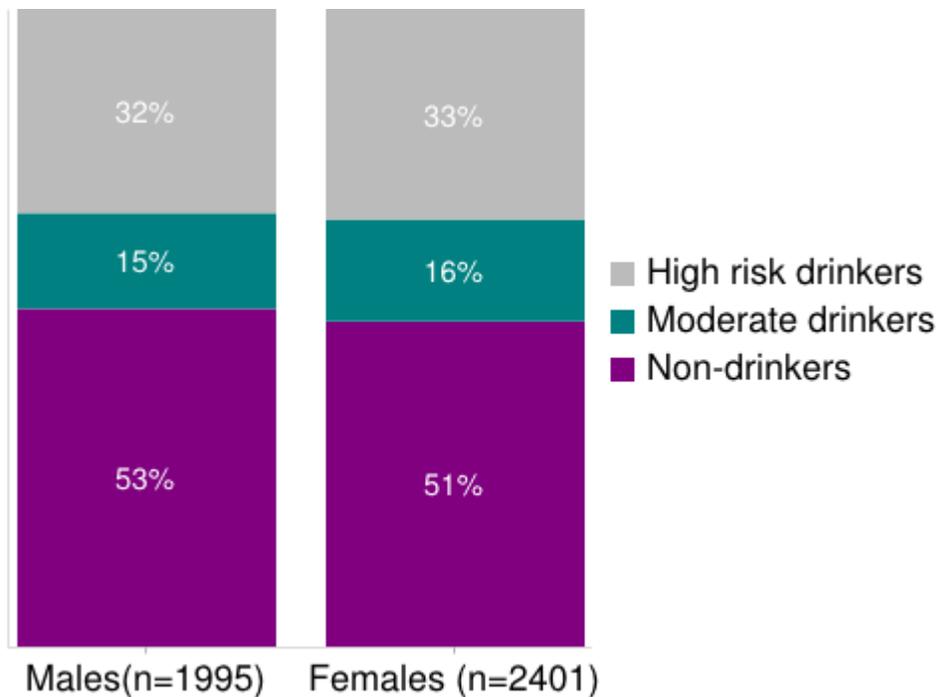
The data below shows your first-year student drinking rates measured midway through the fall semester (Survey 3) as compared to the national aggregate for all students taking AlcoholEdu during the same time period.



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.



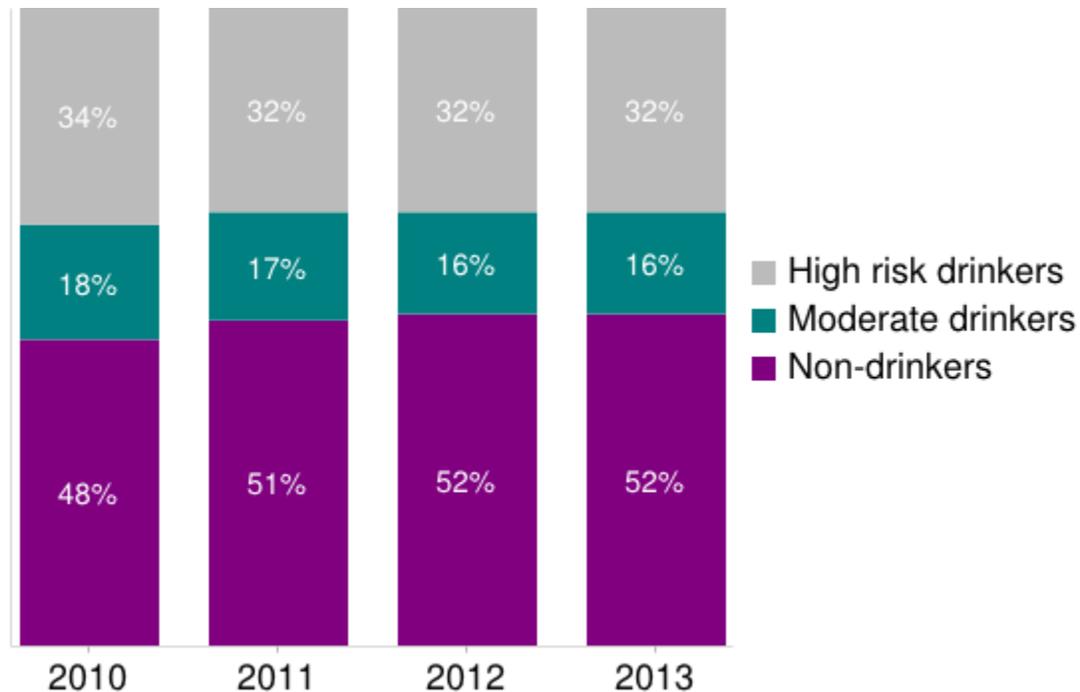
Additionally, women report drinking in a high-risk way* less frequently than men.

Frequency of high risk drinking in the past two weeks (Drinkers only)	Males	Females
Never	42%	47%
Once	26%	26%
Twice	16%	15%
Three or more times	16%	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:

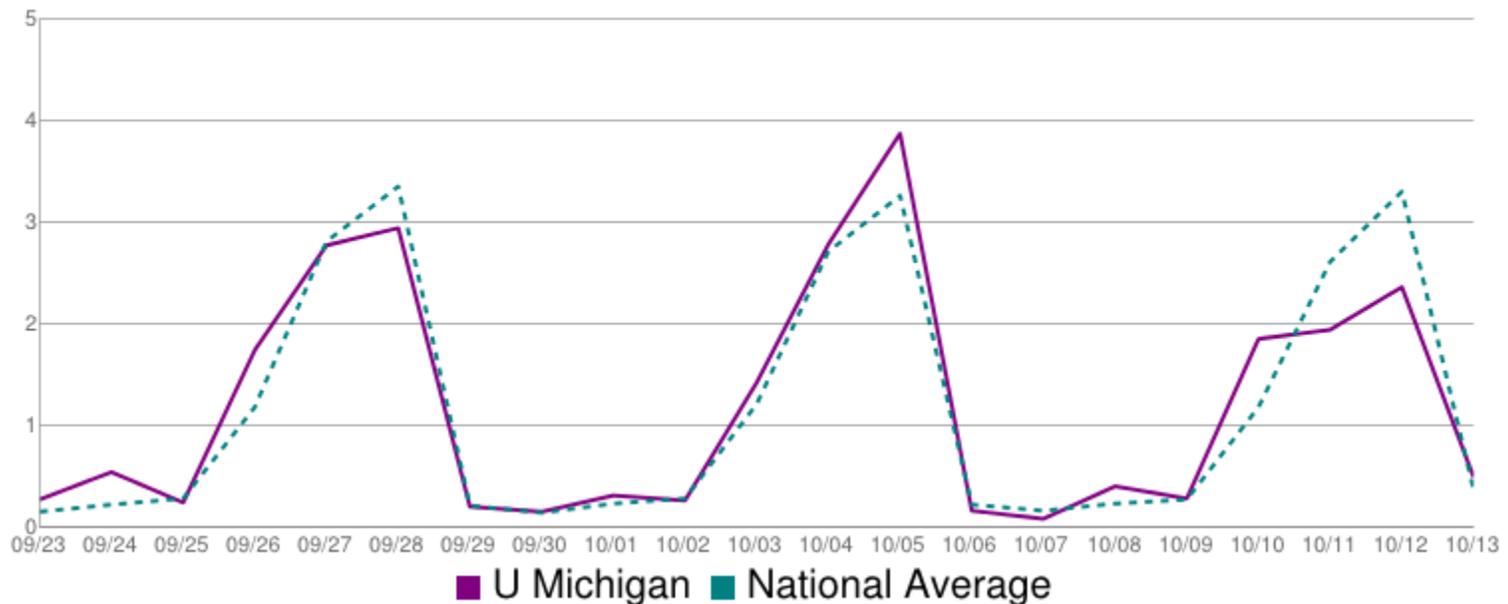
- » Alcohol policy changes
- » Changes in enforcement of alcohol policy
- » Shifts in composition of first year class
- » Consistency in the timing of data collection

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.

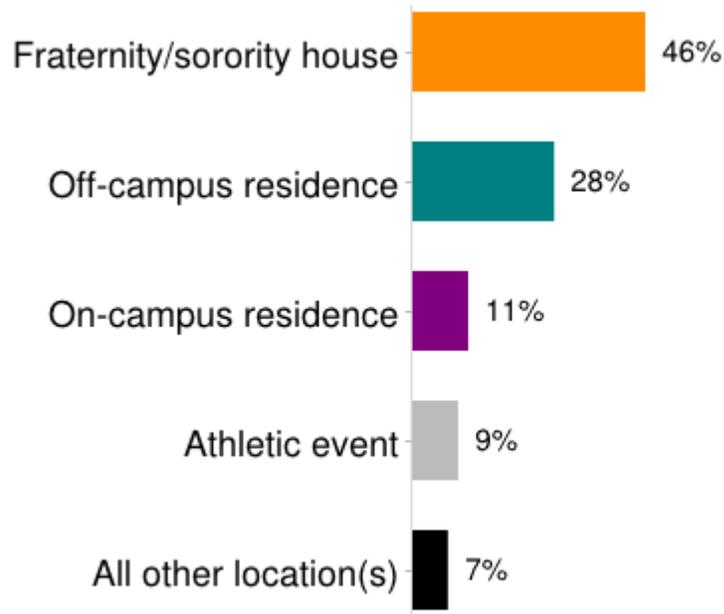
Average number of drinks per day



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

U 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.



	U Michigan	National
Fraternity/sorority house	46%	14%
Off-campus residence	28%	41%
On-campus residence	11%	24%
Athletic event	9%	3%
All other location(s)	7%	18%

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, U 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	
	U Michigan	National
To have a good time with friends	67%	57%
To celebrate	63%	57%
To be more outgoing	46%	36%
To get drunk	38%	28%
To feel happy	37%	31%

How important to you is each of the following reasons for not drinking alcoholic beverages:	Percentage Important/Very Important	
	U Michigan	National
I'm going to drive	67%	72%
I have other things to do	65%	61%
I don't have to drink to have a good time	61%	59%
I don't want to lose control	53%	51%
Drinking interferes with my school work	50%	49%

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:

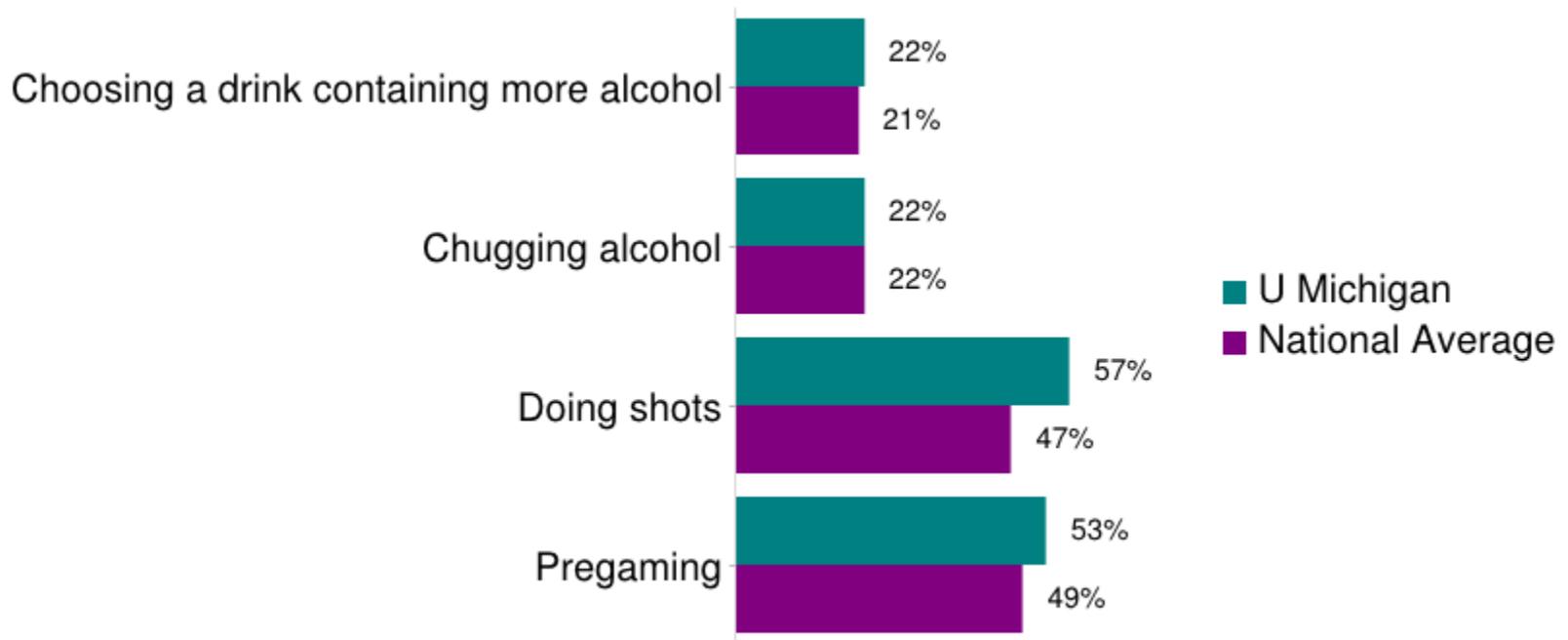
#1 Movie Nights	2019 students
#2 Live Music	1854 students
#3 Fitness Classes (pilates, yoga, spinning)	1759 students
#4 Intramural Sports Tournaments	1680 students
#5 Community Service	1631 students
#6 Nothing Specific - just a cool place to hang out	1523 students

In addition, this year 787 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. U Michigan may consider dedicating educational efforts that highlight the risks associated with these specific behaviors.

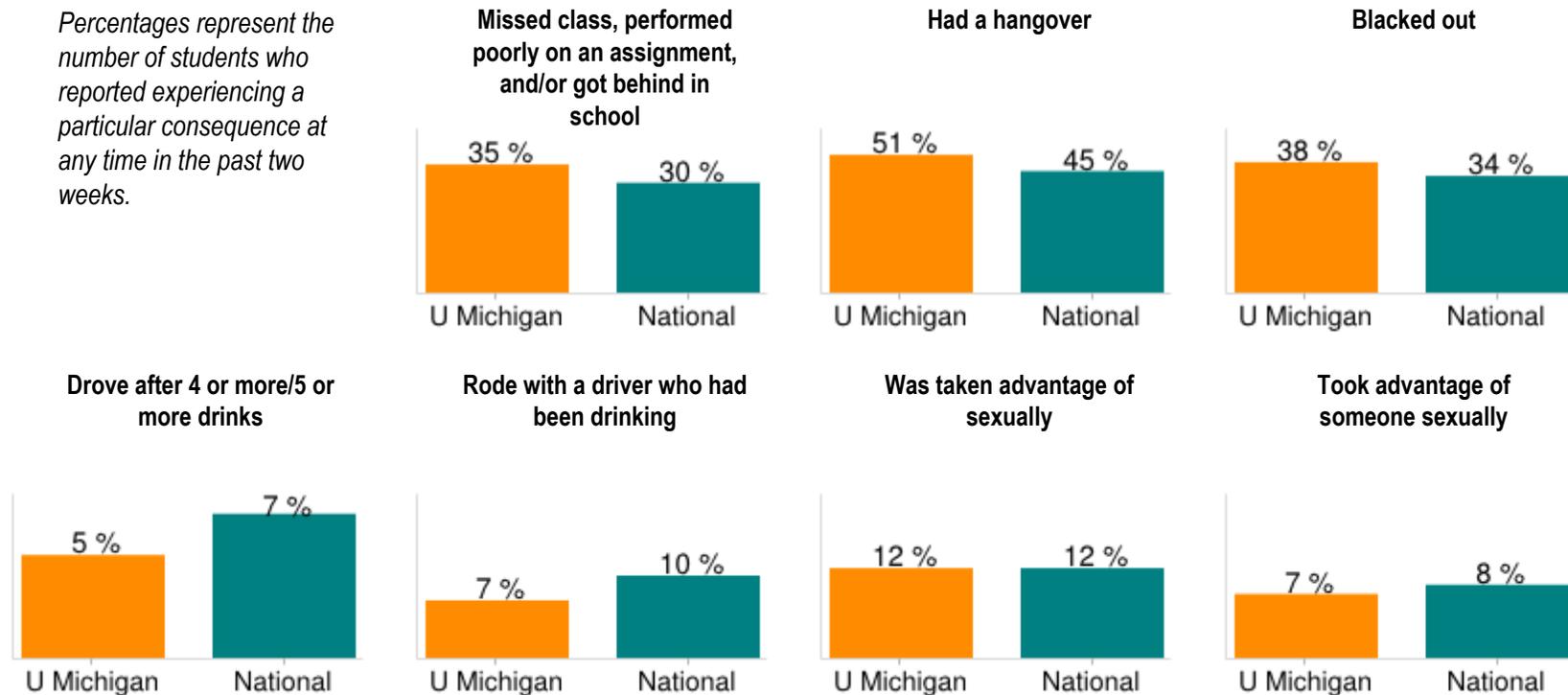


Note: Graph represents grouped responses of 5, 6, and 7 on a 7-point scale (1 = not at all; 7 = always) for drinkers only.

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.

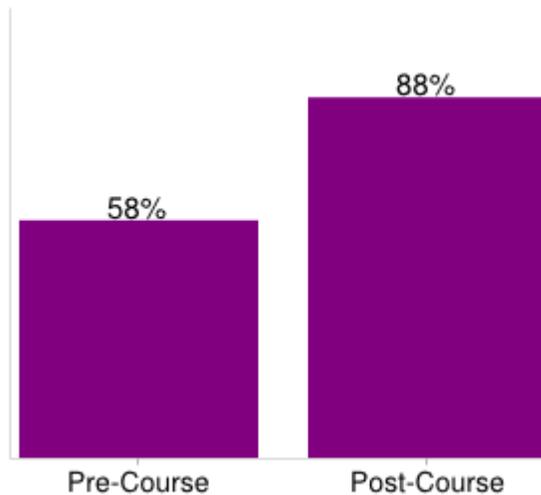
Percentages represent the number of students who reported experiencing a particular consequence at any time in the past two weeks.



Gains from AlcoholEdu

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

Exam Scores, Fall 2013



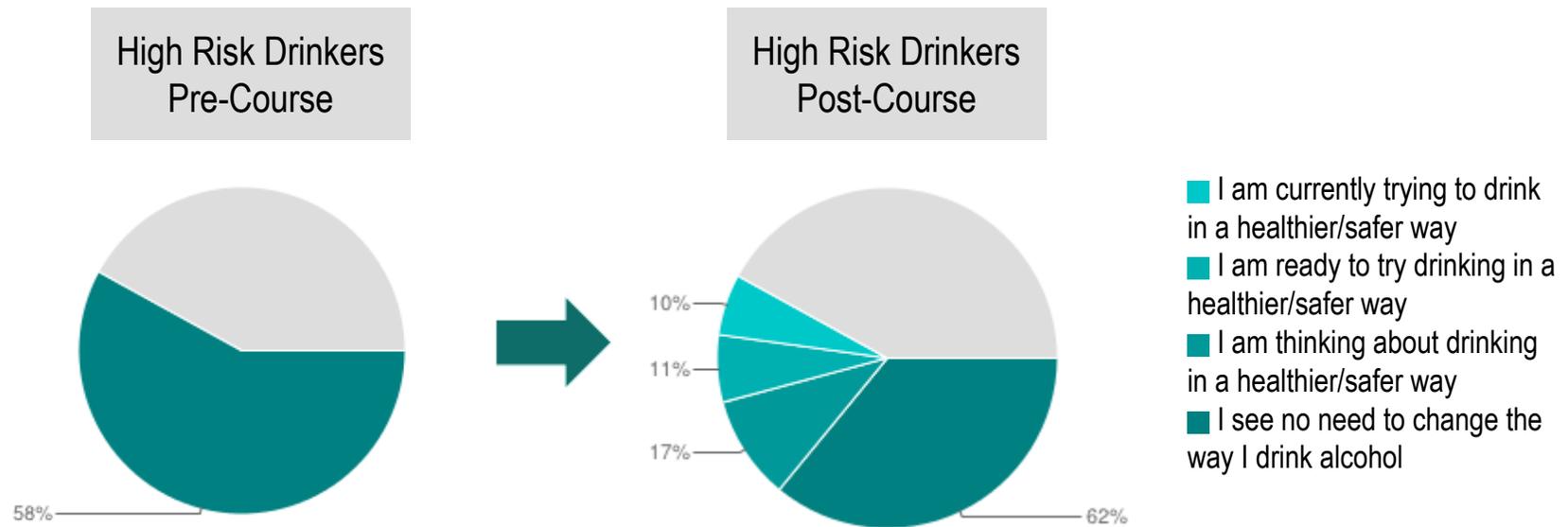
In Fall 2013, students reported that AlcoholEdu...



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 (766 students) who saw "no need to change the way they drink" before taking AlcoholEdu, 38% (291 students) indicated their readiness to change after completing the course.

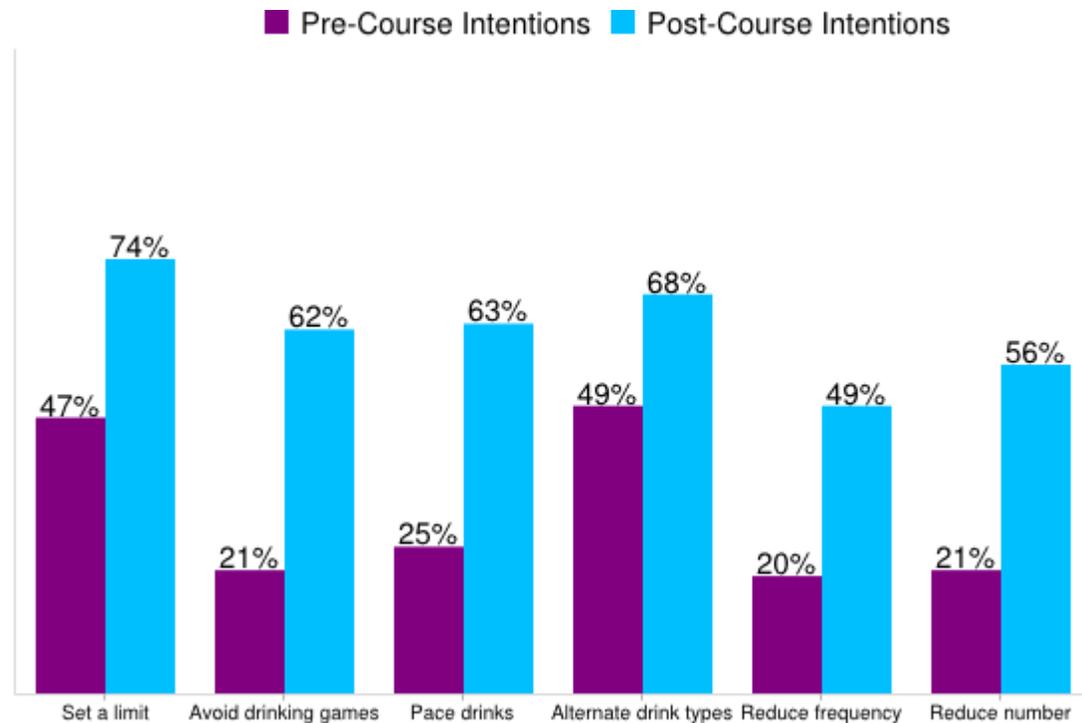


Data represents student responses collected just before (Survey 1) and immediately following (Survey 2) Part 1 of AlcoholEdu for College.

Positive Behavioral Intentions

After completing AlcoholEdu, U 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.

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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