

AlcoholEdu[®] for College 2009 - 2010 Executive Summary

University of Michigan

February 2010



Roadmap of This Report

I. A Profile of University of Michigan Students' Drinking Behaviors

- 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?

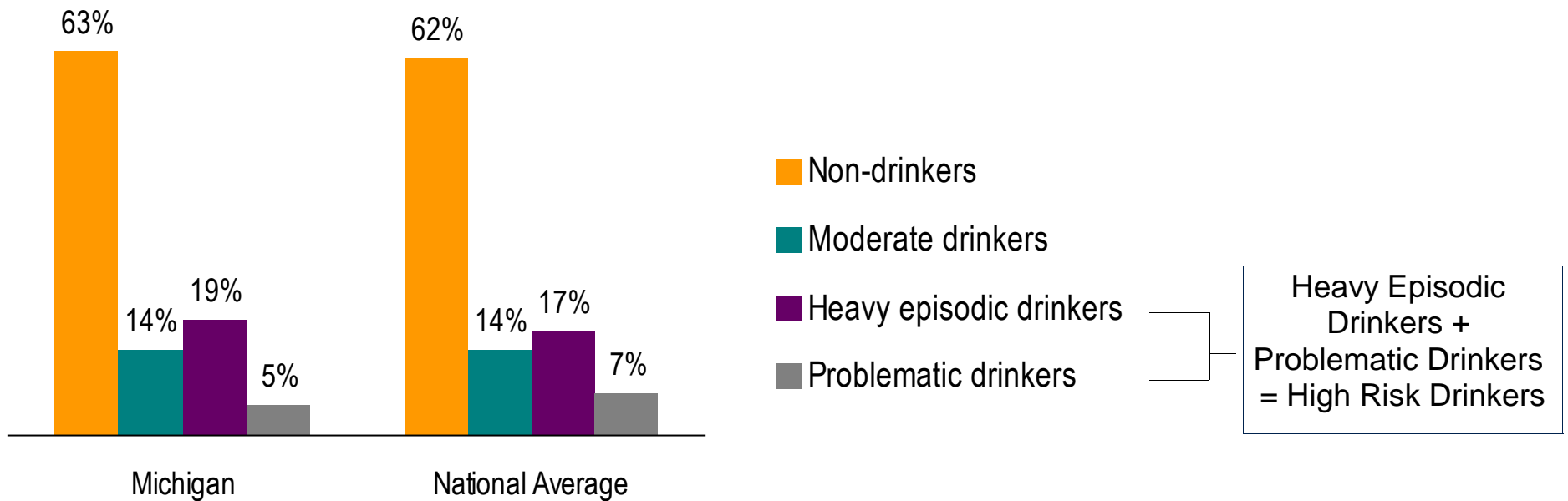
Highlights from Your Data

Please note: This Executive Summary contains data from your institution's 2009 implementation of AlcoholEdu for College. Findings are based on self-report data obtained from 5,423 first-year Michigan students who completed all three AlcoholEdu for College Surveys.

- When measured prior to their arrival on campus, your students' drinking rates are similar to the national average and their marijuana use is similar to the national average.
- When measured midway through the fall semester 34% of Michigan students reported drinking in a high risk way.
- Michigan students are most commonly drinking in a fraternity/sorority house (44%) or in an off-campus residence (28%).
- The most common drinking-related risk behaviors that your students engage in are doing shots (44%) and pre-gaming (40%).
- Drinking rates are similar for men and women. Women are drinking in a high-risk way slightly 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, 40% indicated a readiness to change their drinking after completing the course.
- 2,915 students are interested in attending alcohol-free activities, and 656 students indicated an interest in planning these events and activities.

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 similar to the national average for high-risk drinkers. Understanding your students' pre-college drinking behaviors can help your campus establish appropriate messaging that sets clear behavioral expectations early in the semester.

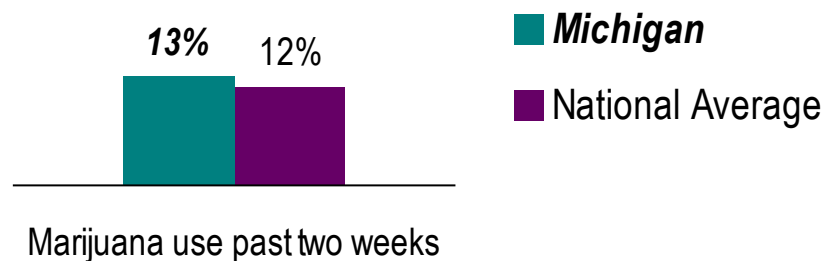


Non-drinkers	0 drinks in the past two weeks	Heavy episodic drinkers	4-7 drinks for women; 5-9 drinks for men on at least one occasion in the past two weeks
Moderate drinkers	1-3 drinks for women; 1-4 drinks for men on at least one occasion in the past two weeks	Problematic drinkers	8-plus drinks for women; 10+ drinks for men on at least one occasion in the past two weeks

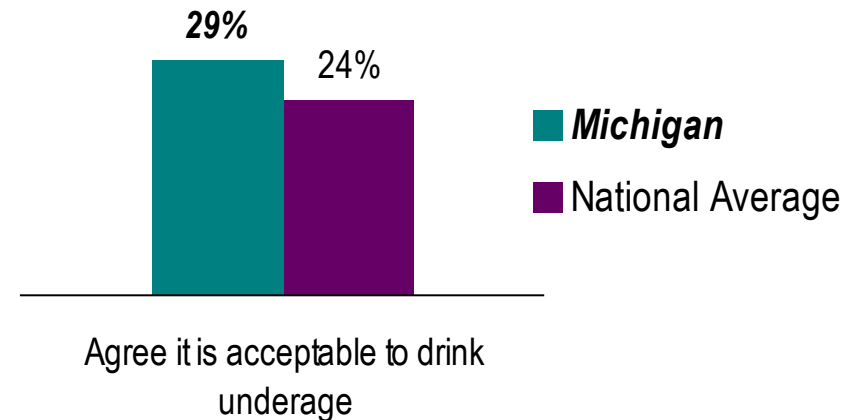
Incoming Students: Additional Insights

Data about incoming students' attitudes and behaviors can provide information to help identify and plan programs that meet the diverse needs of your first year class.

Marijuana use by your students is similar to the national average.



Compared to the national average, incoming students at your institution are more accepting of underage drinking.

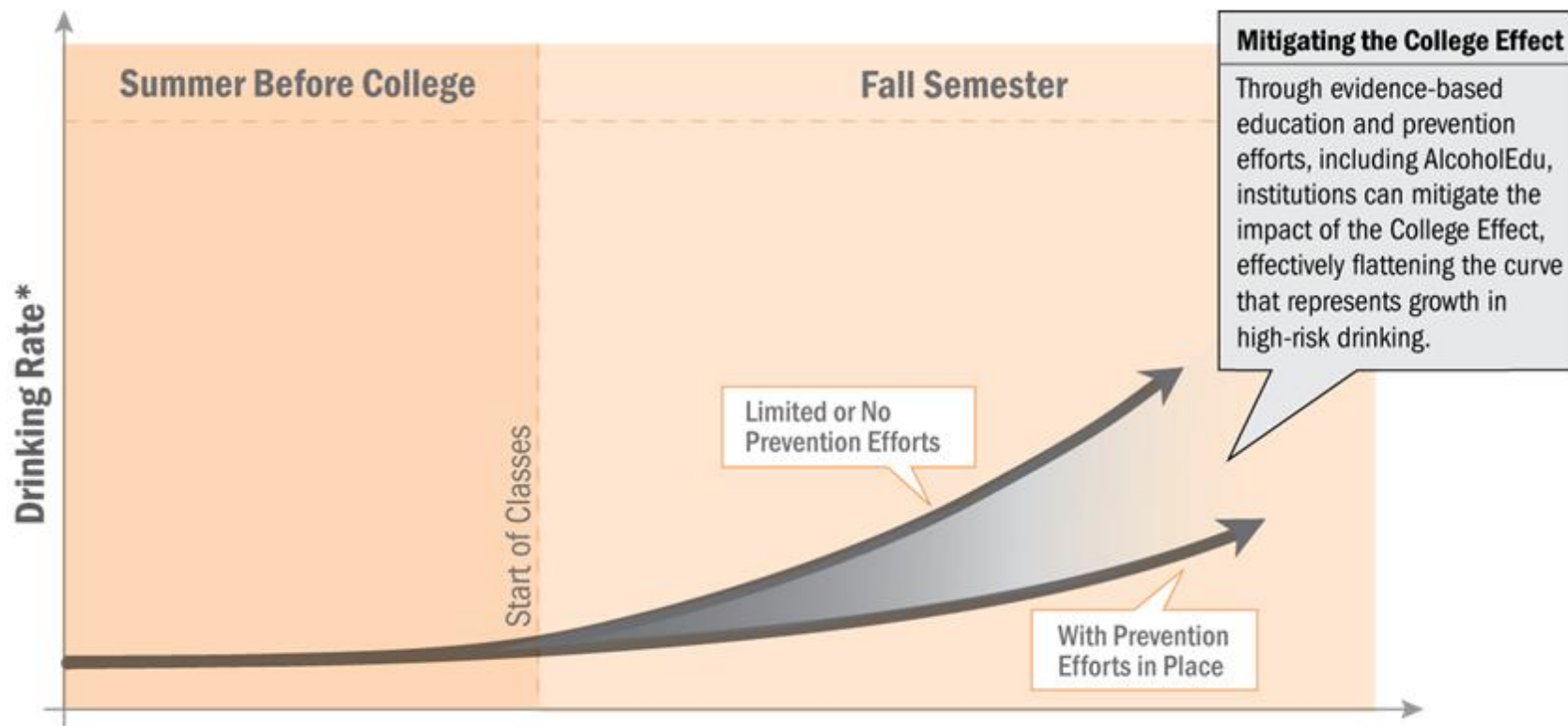


In addition:

- While 47% of Michigan students have never gotten drunk (45% nationally), 5% were age 14 or younger when they first got drunk (7% nationally).

Understanding The "College Effect"

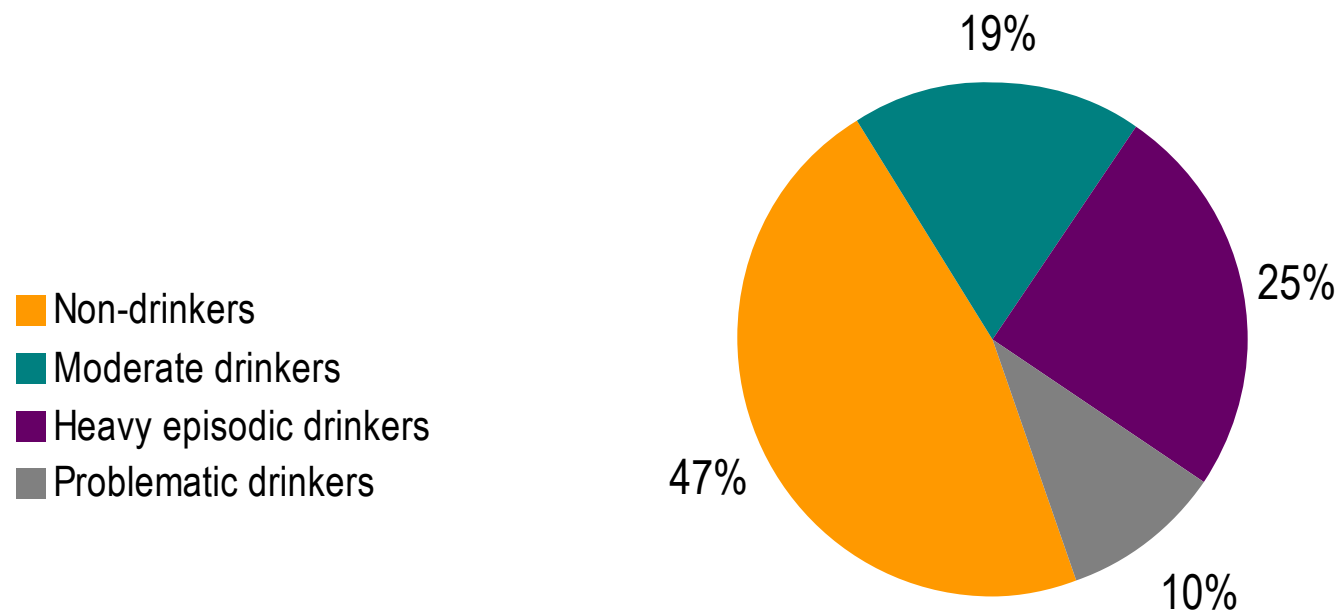
Student drinking rates nationally follow a typical pattern: alcohol use generally rises the summer before a student enters college, and then increases substantially after arriving on campus. This phenomenon, known as the "College Effect," is represented by the conceptual graphic below.



*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.

Alcohol Use at Michigan

When measured midway through the fall semester (Survey 3), 34% of Michigan students had been drinking in a high risk way in the previous two weeks.

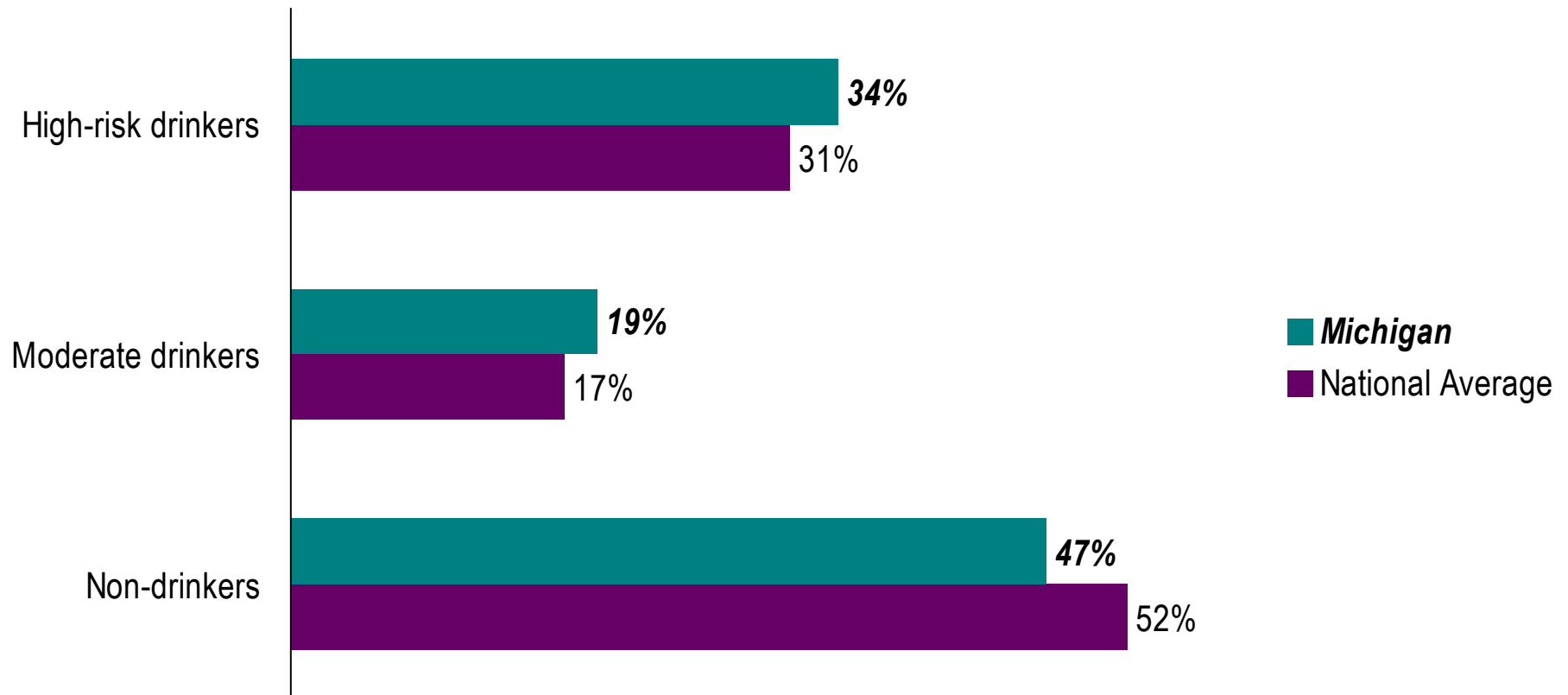


Your high-risk drinking rate: 34% (combined total of heavy episodic and problematic drinkers).

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

Benchmarking Your Drinking Rate Data

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

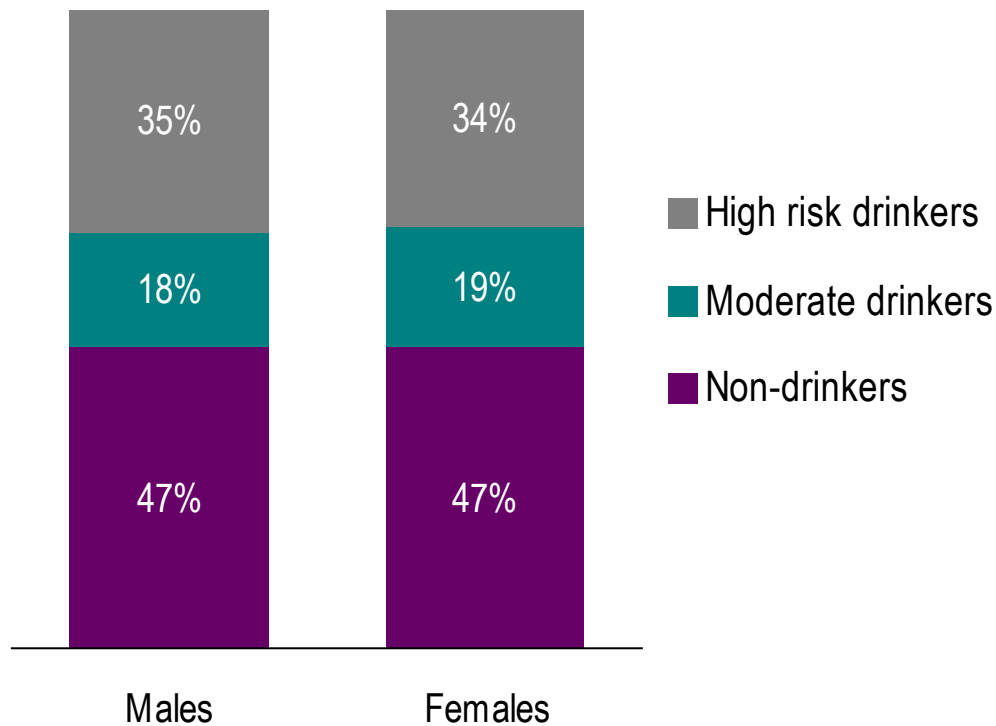


Note: As drinking rates vary from campus to campus, it may be helpful to also compare your rates to those of a peer group (by region, athletic conference, Carnegie classification, etc.). If you are interested in a peer benchmark report, please contact your Partner Services Director.

Examining Gender Differences

The percentage of students in each drinking category is similar for men and women.

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

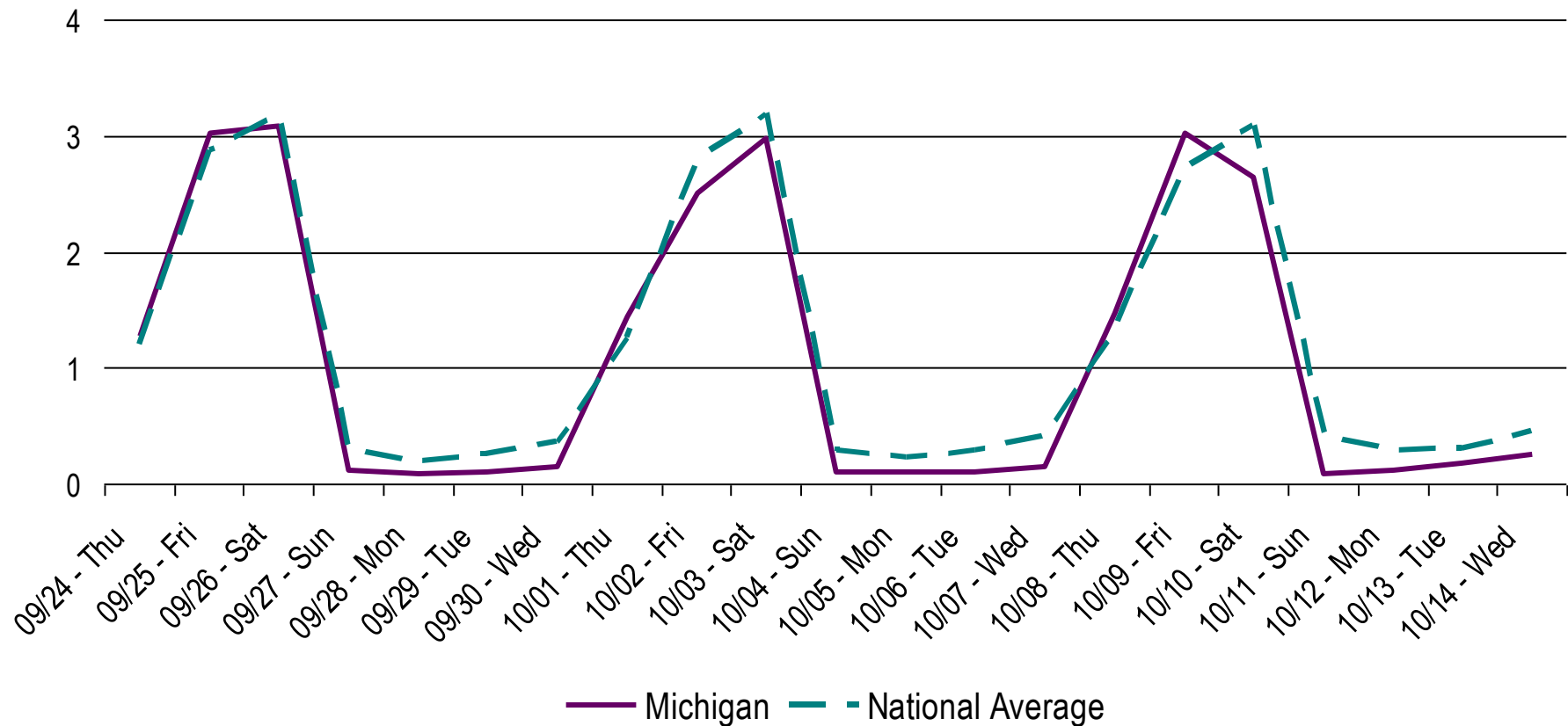


Frequency of high risk drinking in the last two weeks (Drinkers only)	Males	Females
Never	42%	48%
Once	28%	30%
Twice	16%	14%
Three or more times	13%	9%

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

Identifying Peak Drinking Days

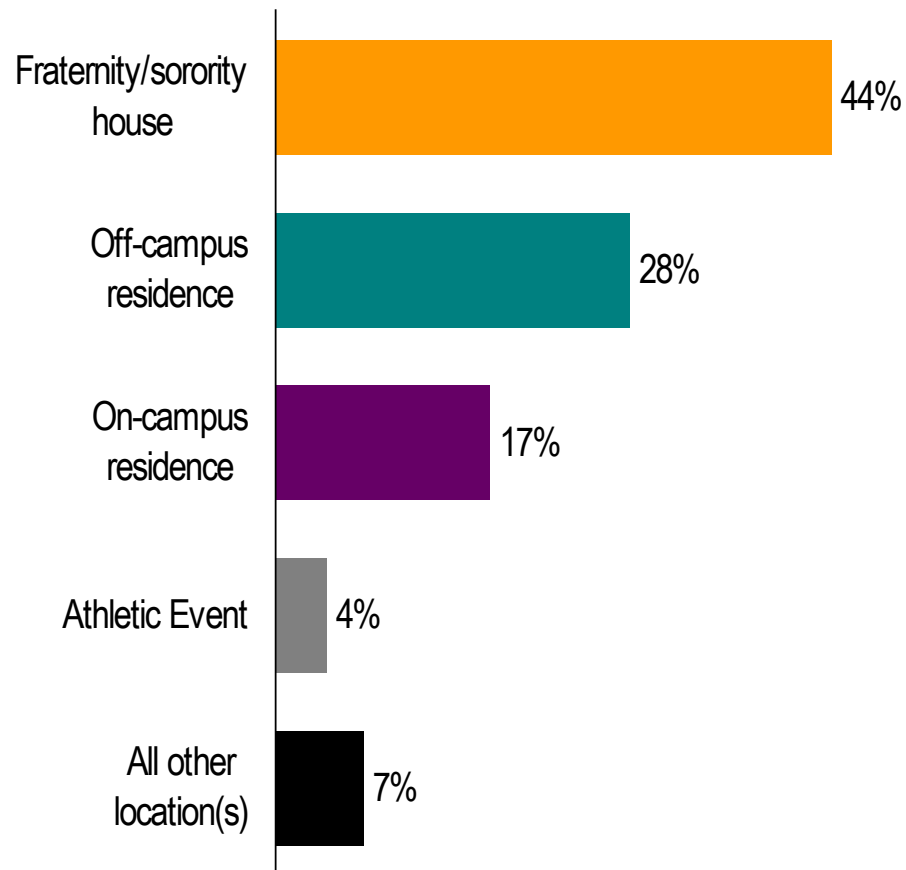
Understanding drinking behaviors across time may be useful for identifying weekly patterns or targeting highest-risk days/events for prevention and enforcement efforts.



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 in a fraternity/sorority house or in 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	44%	17%
Off-campus residence	28%	43%
On-campus residence	17%	21%
Athletic Event	4%	2%
All other location(s)	7%	17%

Why Students Drink

Michigan students indicated their top 5 most important reasons for choosing to drink on a particular occasion.

How important to you is each of the following reasons for drinking alcoholic beverages:	Percentage Important/ Very Important
To have a good time with my friends	63%
To celebrate	57%
Be outgoing in social situations	39%
Feel happy	34%
As a reward for working hard	31%

In addition, there were noteworthy differences between male and female responses for the particular reasons indicated below.

How important to you is each of the following reasons for drinking alcoholic beverages:	Percentage Important/Very Important		
	All	Males	Females
Be outgoing in social situations	39%	35%	44%
Feel happy	34%	30%	37%

Why Students Do Not Drink

Michigan students indicated their top 5 most important reasons for choosing not to drink on a particular occasion.

When you choose not to drink alcohol, how important are the following reasons:	Percentage Important/ Very Important
I'm going to drive	68%
I have other things to do	61%
I don't have to drink to have a good time	60%
I don't want to lose control	51%
I don't want to spend the money	48%

In addition, there were noteworthy differences between male and female responses for the particular reasons indicated below.

How important to you is each of the following reasons for not drinking alcoholic beverages:	Percentage Important/Very Important		
	All	Males	Females
I'm going to drive	68%	62%	74%
I have other things to do	61%	52%	70%

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.

Students Expressing an Interest in Attending Alcohol-Free Activities

2009

2915

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

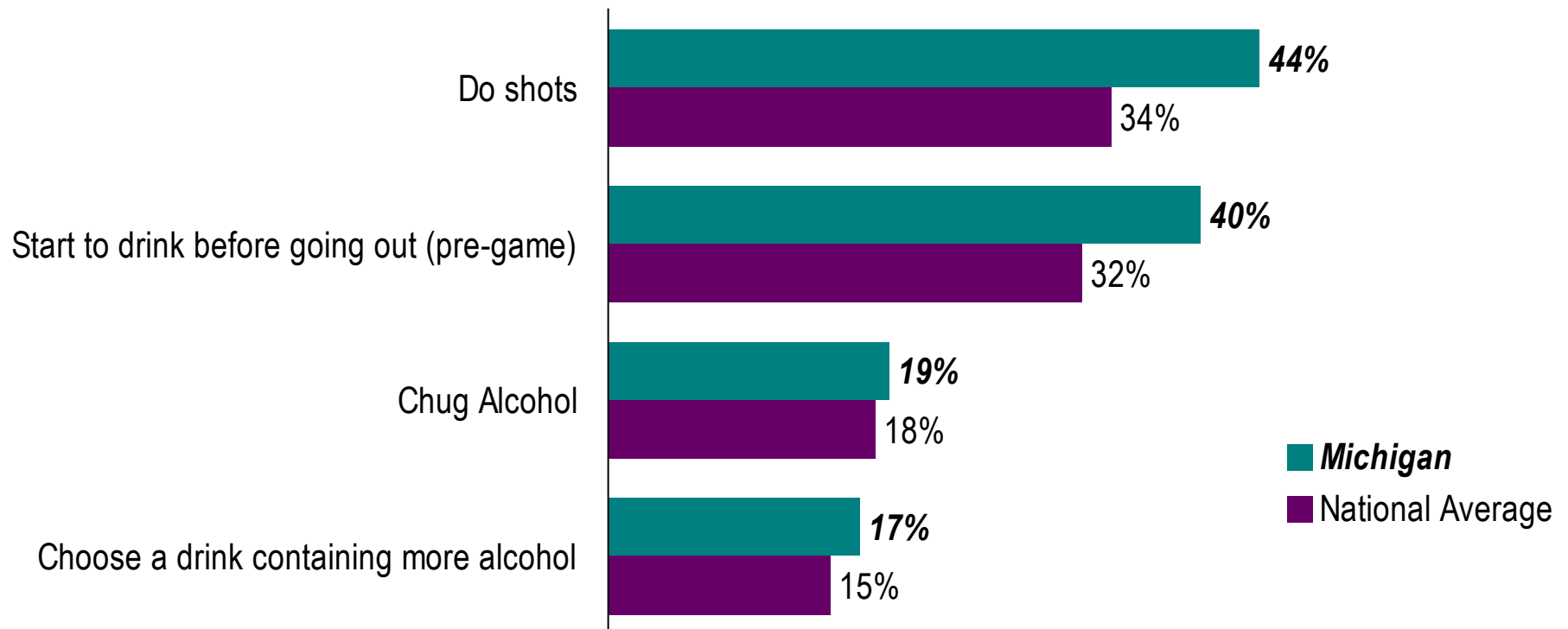
- #1 Movie Nights
- #2 Live Music
- #3 Intramural Sports Tournaments
- #4 Nothing Specific – just a place to hang out
- #5 Fitness Classes
- #6 Community Service

In addition to the students who are interested in attending alcohol-free activities, 656 students indicated an interest in planning these events and activities.

Drinking-Related Risk Behaviors

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

When you drink to what extent do you do the following?:

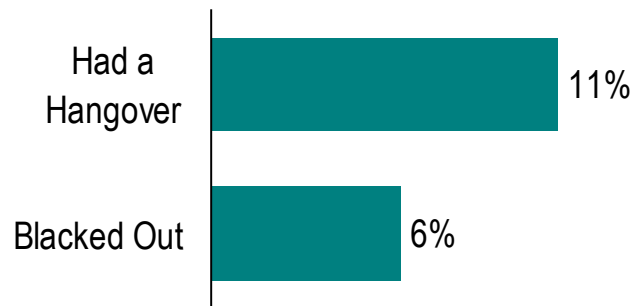


Note: Graph represents grouped responses of 5, 6, and 7 on a 7-point scale (1 = not at all; 7 = always) for drinkers only. Data collected in Survey 3, 30-45 days after completing AlcoholEdu for College.

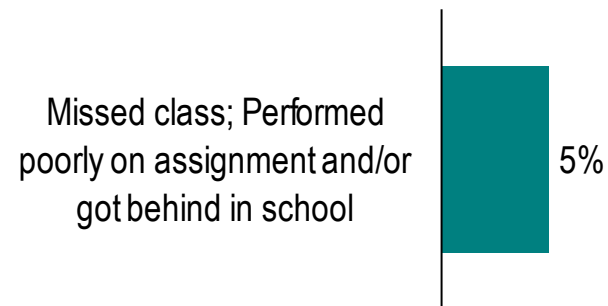
Negative Consequences of Drinking

While a majority of students did not experience negative consequences as a result of their drinking, some of the more common consequences are detailed below.

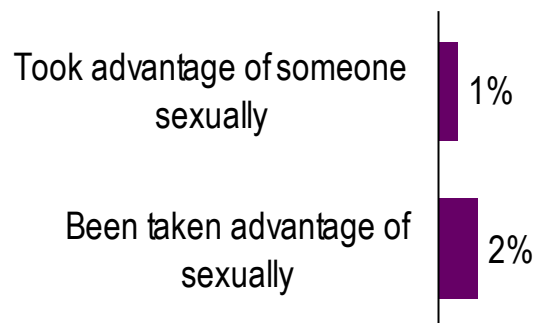
Physical Consequences (1)



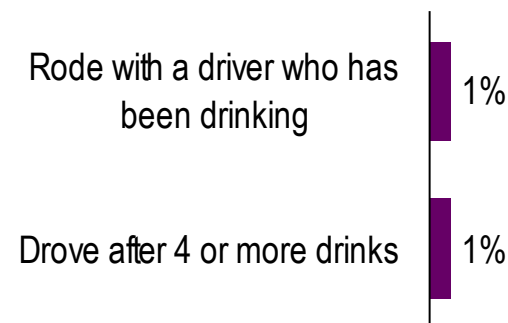
Academic Consequences (1)



Drinking-Related Sexual Consequences (2)



Consequences Related to Drunk Driving (2)



(1) Represents grouped responses of 5, 6, and 7 on a 7-point scale (1 = not at all; 7 = always) regarding the extent to which they experienced the consequence over the past two weeks.

(2) Represents grouped responses of 2-7 on a 7-point scale (1 = not at all; 7 = always) regarding the extent to which they experienced the consequence over the past two weeks.

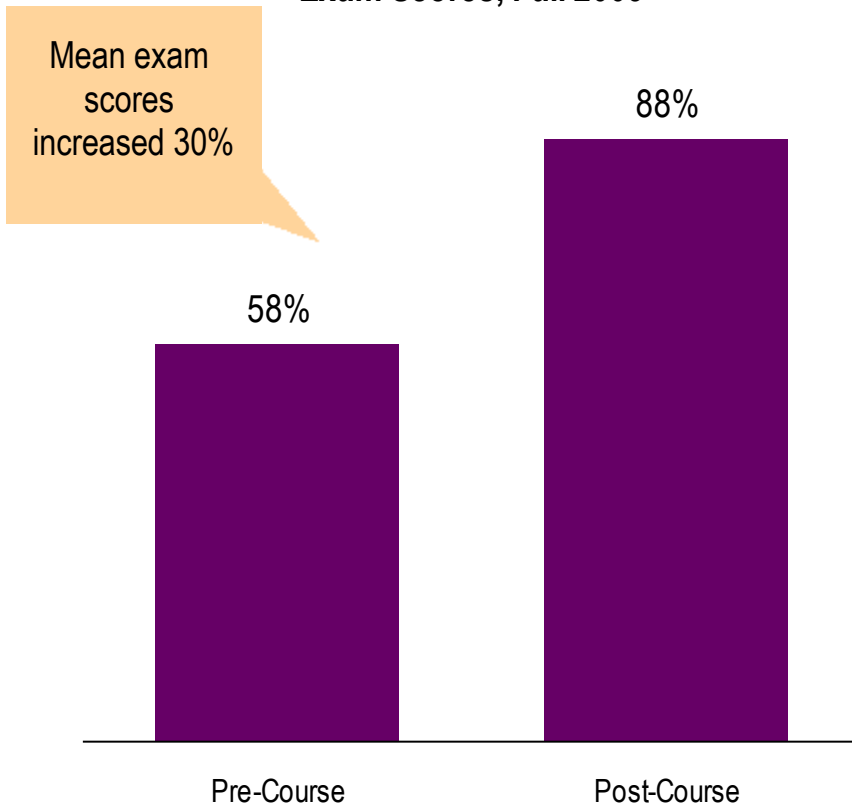
Data represents student responses collected in Survey 3, 30-45 days after completing AlcoholEdu for College.

Gains from AlcoholEdu

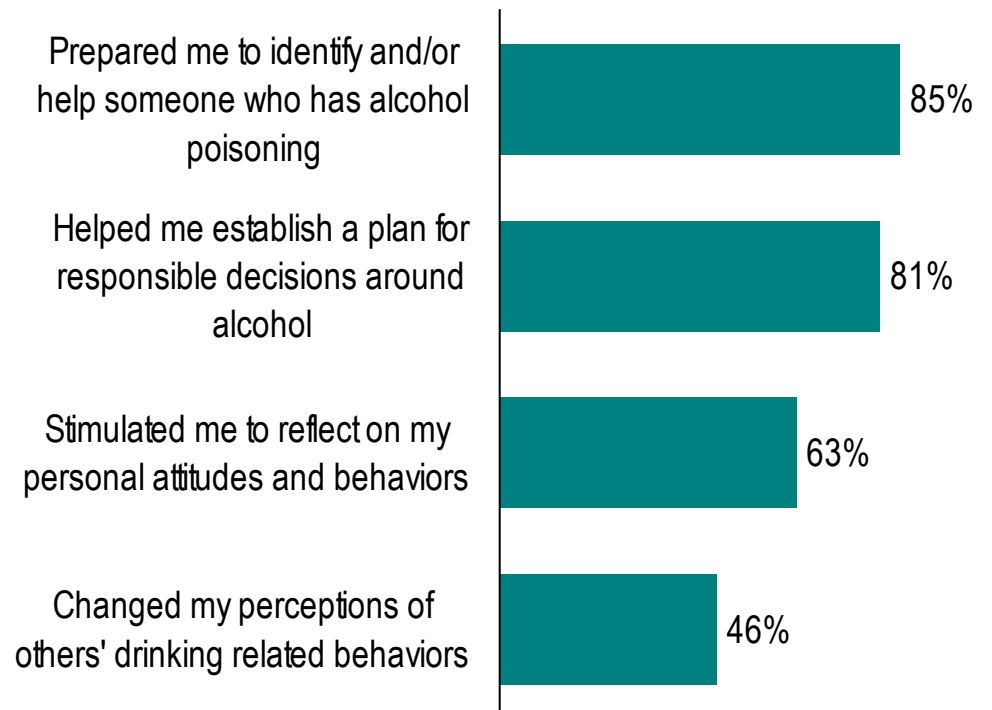
AlcoholEdu has enabled Michigan to provide all first-year students with a baseline of knowledge and decision-making strategies around alcohol use.

5,423 students at Michigan have completed AlcoholEdu this year, translating to 13,558 hours of prevention education (based on average course time of 2.5 hours).

Exam Scores, Fall 2009

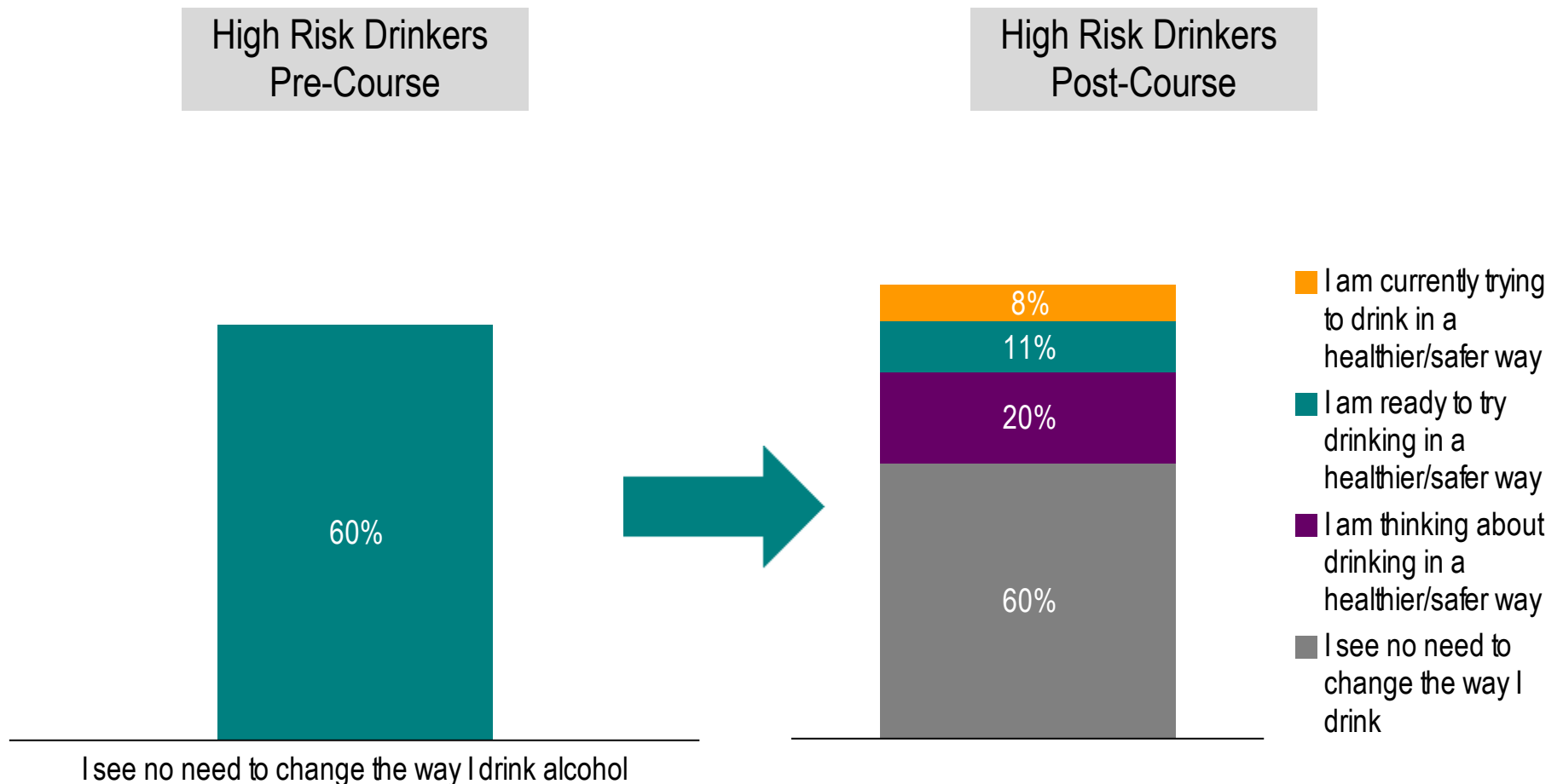


In Fall 2009, students reported that AlcoholEdu...



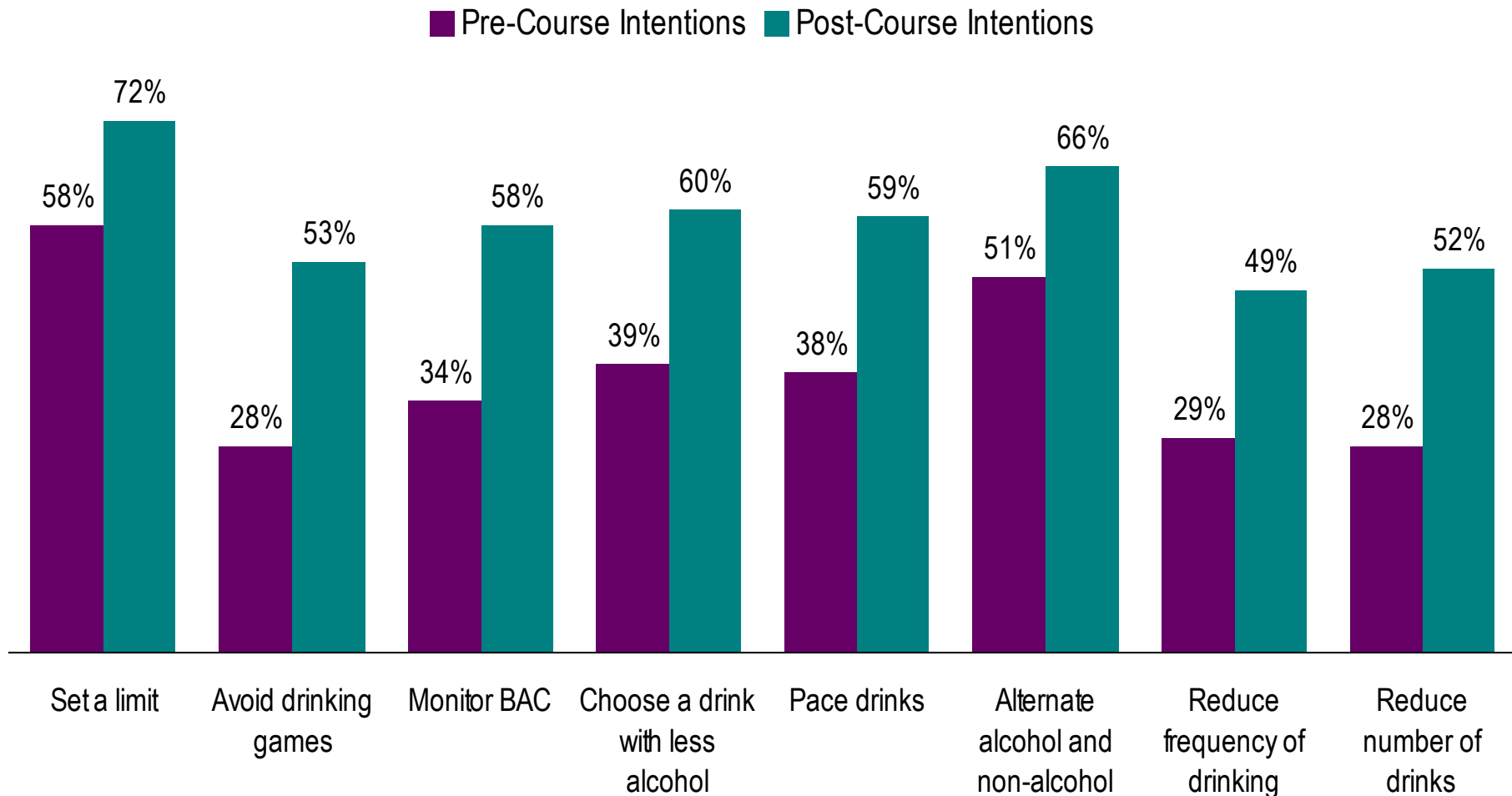
Course Impact on Those at Greatest Risk

Among the 60% (773 students) of high risk drinkers who saw “no need to change the way they drink” before taking AlcoholEdu, 40% (306 students) indicated their readiness to change after completing the course.



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.



Leveraging the Value of Your Data

The tables below and on the following page highlight the specific strategic implications of various data points provided in this report and suggest ways that your institution might use the data to advance campus prevention efforts.

Data Provided	Strategic Implications and Recommended Next Steps
<p>Profile of Incoming Students (slides 4, 5)</p>	<ul style="list-style-type: none"> Engage recruiting and admissions offices in an examination of messaging used in promotional materials and, if necessary, suggest potential modifications that reinforce behavioral expectations of the university.
<p>Locations of Drinking (slide 11)</p> <p>Drinking Patterns by Day of the Week (slide 10)</p>	<ul style="list-style-type: none"> Engage campus/community officials and leaders regarding enforcement of campus alcohol policies, state and federal laws, issues related to access, including ID checks and seller penalties for sale of alcohol to minors Promote discussion regarding problems associated with high-risk events on campus and potential solutions.
<p>Reasons for Drinking/Not Drinking (slides 12, 13)</p> <p>Behavioral Intentions (slide 19)</p>	<ul style="list-style-type: none"> Incorporate data on drinking attitudes and behavioral intentions as part of social norms and/or social marketing messages that highlight accurate student drinking behaviors, intentions, and attitudes. Provide student leaders with data regarding behaviors, attitudes, and intentions to help inform programming efforts in the residence halls and throughout campus.

Leveraging the Value of Your Data

Data Provided	Strategic Implications and Recommended Next Steps
<p>Drinking Rates vs. National Aggregate (slide 8)</p> <p>Drinking Rate Gender Differences (slide 9)</p> <p>Drinking-Related Risk Behaviors (slide 15)</p> <p>Negative Consequences of Drinking (slide 16)</p>	<ul style="list-style-type: none"> • Share data highlighting pre-college behaviors and attitudes with key stakeholders in order to encourage discussion about positive trends as well as areas of concern. • Incorporate data on risk factors and negative consequences into educational and awareness initiatives around specific issues (i.e., women and drinking, drinking and driving). • Encourage faculty to use data on attitudes, behaviors, and intentions to facilitate classroom discussions around how behaviors are influenced by the social and transitional challenges that college students face.
<p>Post-Course Readiness to Change (slide 18)</p>	<ul style="list-style-type: none"> • Use data to help illustrate the need for services and resources to support students who are trying to make changes in their drinking behavior • Include data in messaging that promotes and encourages self-referrals for students concerned about their alcohol use
<p>Student Engagement Data (slide 14)</p>	<ul style="list-style-type: none"> • Illustrate the need for increased funding for space, equipment, staff, etc. for alcohol-free activities • Recruit students for planning and attending alcohol-free events and activities and/or to form a programming board specifically for alcohol-free events • Provide lists of student interests to programming boards and student organizations to elicit their support in promoting alcohol-free options

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

A number of reports benchmarking your institution's data against the national average (i.e., drinking trends among women, other drug use on campus) are provided online via the Hub @ www.outsidetheclassroom.com (once you are logged in, click on the "Reports" tab).

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 Services Director.

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