

NCA Self Study
Criterion 4 Documents

Eastern Illinois University

Year 2014

Alcohol Edu

Eric Davidson

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AlcoholEdu NCA Information
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Submitted By:
Eric S. Davidson, Ph.D., MCHES, CSADP
Associate Director, EIU Health Service

Prior to AlcoholEdu

Alcohol education had always played a part within new student programming. Finding a method that addresses alcohol prevention in a meaningful and impactful manner, while minimizing the time allotted to this topic during the new student orientation day/Panther Debut has been and is still a significant challenge.

During the 2002-2003 orientation programs, student orientation leaders provided alcohol information within a group delivered format, utilizing the Alcohol101 and Alcohol101+ CD-Rom program as a roadmap. While effective at providing a broad coverage that reached all new students, differences within the student leaders impacted delivery and fidelity to the messages and information being delivered.

To streamline the consistency of messaging, and attempt a method of education that would not require significant time during the actual orientation day, Eastern participated in the Beta trial of MyStudentBody.com during the 2003-2004 academic year. As a beta trial participant, Eastern was not required to pay the subscription fee for this on-line program. After the Beta trial, the program was discontinued due to difficulties students had with accessing the program. Another factor for not continuing with the program was cost. Other programs were explored, but due to cost considerations, no forward movement regarding on-line alcohol education programs was taken at this time.

During the summer 2004 and 2005 summer orientation programs the New Student Orientation Coordinators were charged with the responsibility of delivering the alcohol messages to the incoming students. They would provide incoming students with information regarding campus and local policies, and typical sanctions for policy violations. Following their on-line registration, students then completed the E-CHUG (Electronic Check-Up to Go), and the Coordinators would then facilitate a group discussion. The E-CHUG is designed as a brief screening and personalized feedback program, offering information on actual social norms, risk ratings, and harm reduction strategies. Facilitation of the program was not successful as the higher frequency and quantity drinkers would argue the social norms and information while the majority of healthy drinkers and abstainers would remain silent. As a result, alcohol culture within a campus setting was promoted rather than discouraged as a result of the misperceptions being communicated. Also, there were some days, when groups were running late prior to registration, or students took longer to register, impacting the amount of time for completion of the E-CHUG and group discussion.

Review of On-Line Alcohol Education Programs 2004-2005

As more and more departments and offices were vying for time during the already packed orientation schedule, Eastern was looking for more effective methods of delivering alcohol education to students

prior to matriculation. Eric Davidson, Associate Director of the Health Service, had been maintaining a pulse on on-line alcohol education programming.

During 2004-2005, three alcohol education programs were leading the field in terms of adoption: MyStudentBody.com, E-CHUG, and AlcoholEdu. Of the three programs, E-CHUG had a much larger user base, mainly because of a much lower subscription cost. Several studies were also showing E-CHUG as an effective intervention, particularly with sanctioned policy violators during Brief Assessment Screening Interventions. Few studies were being conducted with the tool as a primary prevention method. While touted as a trusted personalized feedback platform, some critiqued it as not being strong educationally, and limited in the educational content offered.

AlcoholEdu, first offered in 2001, was quickly becoming a leader in on-line alcohol education. In 2003, NASPA endorsed population based prevention practices, specifically naming and endorsing AlcoholEdu as an alcohol prevention program. By 2004, almost 500 institutions had adopted this program. Many of colleagues trusted by Davidson, as well as those individuals who Davidson viewed as leaders within the field of college health education/substance abuse prevention, were contracting with OutsideTheClassroom for AlcoholEdu.

The MyStudentBody.com program was marginally growing. At the time, those schools Davidson spoke with who were adopting MSB over AlcoholEdu mainly because of lower costs and the ability of MSB to offer modules other than alcohol prevention. A few of those that Davidson spoke with indicated that they actually preferred the AlcoholEdu product over the MSB product, but economics guided key decision makers' selections. Davidson and others at EIU still had concerns regarding the ability of students to access the program.

Selection of AlcoholEdu in 2005-2006

As time progressed, AlcoholEdu continued to gain in popularity and use among colleges and universities. Davidson and others continued to hear positive remarks about AlcoholEdu from colleagues. Dr. Andrew Wall, who was working in the College of Education and Professional Studies, was completing his dissertation researching AlcoholEdu, and indicated several promising results.

Further discussions upon the arrival of Daniel Nadler, Vice President for Student Affairs, led Eastern to select AlcoholEdu as an on-line alcohol educational program. While at his former institution, Tulane University, Nadler had overseen contracting with Outside the Classroom for an AlcoholEdu subscription, possessed a business relationship with OTC employees. Staff at Tulane were pleased with the program, and believed it to be impacting a cultural change at the institution.

Implementation of AlcoholEdu – 2006-2007 Academic Year

All new and incoming "freshmen" students were required to complete AlcoholEdu the first year. Transfers were excluded. Anecdotally, the Health Education Resource Center received multiple verbal reports from others across campus, including what is now known as the Student Support Team, that alcohol violations seemed lower in both frequency and magnitude, particularly during the opening 2006-2007 opening weekend. Due to concerns expressed by the International Studies program regarding the length of time required by some international students, they were later excused from taking the course. Later, while taking advanced statistics, Davidson collected alcohol-related housing violations from Jody Stone, Associate Director for Residence Life. Davidson conducted a General Linear Model analysis and found that the number of alcohol policy violations was significantly lower during the 2006-2007

academic year than each of the previous 3 academic years. Bill DeJung, a well known figure in college substance abuse prevention, reviewed the data and analysis, and indicated that it had been performed correctly. Unfortunately, this model could not be replicated, as the housing and judicial affairs systems undertook a new management information system, and altered how alcohol offenses were defined and counted. Under the new system's definitions, the same model analysis did not produce significant results.

Post-Implementation – 1st Four Year Contract (2006-2010)

Several other changes would follow AlcoholEdu in following years. During the first year of implementation, it was realized that several students who were developmentally freshmen, had been identified as transfer students who were bringing in credit from institutions attended while in high school. As a result, a decision to require all new and incoming students, including transfers – regardless of age or background, was enacted. During the 2007-2008 year, concerns expressed by the continuing education program resulted in students, who were registered as continuing education or internet only classes that did not meet on the Charleston campus, in being excused from the program. As the EIU Reads program materialized, along with other mandates of new students, HERC staff were allotted 5 minutes to inform and describe the mandate to incoming students.

As AlcoholEdu evolved, its implementation impacted other prevention programming. Some believed that the coverage provided by AlcoholEdu was adequate, and other efforts were not needed. HERC staff members began noticing reductions in requests for alcohol programs from University Foundations programs, residence life, and other student organizations. Reductions in residence life programming may also be explained due to a shift from a programming focus to community building focus.

Content for AlcoholEdu is controlled by the developer. EIU had little opportunity to change content, except for that which was allowed to be customized. This customized content focused and continues to focus on url links to EIU and local/municipal policies, rules and resources.

Many lessons were learned regarding program implementation, particularly communicating the mandate to students, hold enforcement, hold communication, and tracking student completion. As a result, EIU increased its completion rates every year.

2nd Year Contract (2010 – 2014)

Although several other on-line programs had been developed, many of these were short lived and did not appear to have sustaining power. In addition to AlcoholEdu, E-CHUG, and MyStudentBody.com, only AlcoholWise by 3rd Millennium, appeared to be receiving favor among those in the field. At this time, AlcoholEdu continued to receive positive endorsement by NASPA, and lead the field in the number of peer reviewed journal articles touting success. Many of Davidson's colleagues, primarily within the American College Health Association's Health Promotion Section reported using AlcoholEdu at their institution, and advocated such use. At this time, Eastern maintained a very favorable and positive relationship with the OTC staff, and felt that the university was receiving optimal customer service. As such, Eastern opted to continue a 2nd 4 year agreement at the same pricing level as the original agreement. During the 2nd year, Eastern opted to purchase the Sexual Assault Edu add on module.

Once initiated, overall program implementations remained consistent, with the exception of changes in methods used to market and inform students and parents of the mandated information. Parent modules were included within the 2nd contract. Attempts to engage parents have not been successful. Less than a dozen parents have initiated the parent program, and none actually completed the module within its entirety.

During the 2013-2014 academic year, Eastern opted to initiate a single source authentication protocol, allowing students to log into AlcoholEdu through the PAWS System. Once logged in, and clicking a link to AlcoholEdu, several fields of information would be passed to AlcoholEdu (name, E#, gender, etc.) that would automatically populate the AlcoholEdu registration field. This change reduced the number of mis-entered e-mails and e#'s, and led to an increase in the percentage of students completing on time, and a reduction of students who had holds placed on their accounts.

Relevant Student Learning Outcomes Related Data 2006

Behavior Change

- EIU 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.
- Students reported an increase in the use of protective factors after completing the course. Most notably, the percentage of students who reported they think about their BAC while drinking increased substantially from 33% to 54%.
- The percentage of drinkers who developed an awareness of the need to change the way they drink alcohol increased from 21% in Survey 1 to 35% 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

- Seventy-two percent (72%) of students said they now know more about Blood Alcohol Content (BAC).
- Fifty-two percent (52%) 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 41% before the course to 69% after they completed it.

Relevant Student Learning Outcomes Related Data 2007

Student Experience and Resulting Community Impact

- There was a 42% increase in the mean exam score; the mean Pre-Test score was 49% and the Exam score was 70%.
- 29% of drinkers reported that the course changed the way they thought about their previous use of alcohol. Specifically, these students reported that they "probably had a higher BAC when drinking" than they thought before.
- 92% of students reported that AlcoholEdu prepared them to help in situations where they have identified an alcohol overdose.
- After completing the course, 77% of students reported that they intend to "support the choice not to drink" and 78% intend to "contribute to a healthier and safer campus environment regarding alcohol use."

Intentions and actual actions regarding protective behaviors

- In Survey 1, regarding their behavior over the next 30 days, 7 out of 10 drinkers reported their intention to alternate alcoholic drinks with non-alcoholic beverages and 8 out of 10 reported their intention to set a personal limit on the number of drinks they will have per occasion.
- In Survey 3, 5 out of 10 and 7 out of 10, respectively, reported following through on their intentions.

Relevant Student Learning Outcomes Related Data

2008

Student Experience and Resulting Community Impact

- There was a 28% increase in the mean exam score; the mean pre-test score was 52% and the final exam score was 80%. Knowledge gains in the subject area of Physiological Effects of Alcohol were most significant, with a 45% increase noted between the pre-test and exam.
- 79% of students say that AlcoholEdu prepared them to help in situations where they have identified an alcohol overdose.
- After completing the course, 60% of students reported that their “current understanding of Blood Alcohol Concentration (BAC) will change the way they will consume alcohol.”

Intentions and actual actions regarding protective behaviors

- After completing the course, your students reported that they intend to reduce the number of drinks they drink per occasion (58%) as well as reduce the number of times they drink per week (56%).

Relevant Student Learning Outcomes Related Data

2009

- There was a 29% increase in the mean exam score; the mean pre-test score was 51% and the final exam score was 80%.
- 79% of students say that AlcoholEdu prepared them to help in situations where they have identified an alcohol overdose.
- 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, 45% indicated a readiness to change their drinking after completing the course.
- After completing AlcoholEdu, EIU students reported an increase in several positive behavioral intentions (e.g., Set a limit Avoid drinking games, Monitor BAC, Choose a drink with less alcohol, Pace drinks,).

Relevant Student Learning Outcomes Related Data

2010

- There was a 29% increase in the mean exam score; the mean pre-test score was 52% and the final exam score was 81%.
- 89% of students say that AlcoholEdu prepared them to help in situations where they have identified an alcohol overdose.
- 87% of students say that AlcoholEdu Helped them establish a plan for responsible decisions around alcohol

- 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, 53% indicated a readiness to change their drinking after completing the course.
 - After completing AlcoholEdu, EIU students reported an increase in several positive behavioral intentions (e.g., Set a limit Avoid drinking games, Monitor BAC, Choose a drink with less alcohol, Pace drinks,).

Relevant Student Learning Outcomes Related Data

2011

- There was a 28% increase in the mean exam score; the mean pre-test score was 51% and the final exam score was 79%.
- 86% of students say that AlcoholEdu prepared them to help in situations where they have identified an alcohol overdose.
- 84% of students say that AlcoholEdu Helped them establish a plan for responsible decisions around alcohol
- 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, 45% indicated a readiness to change their drinking after completing the course.
- After completing AlcoholEdu, EIU students reported an increase in several positive behavioral intentions (e.g., Set a limit Avoid drinking games, Monitor BAC, Choose a drink with less alcohol, Pace drinks,).
- There was an increase of 46% points between pre-test (26%) and post-test (72%) of students who recognized alcohol as the most popular date rape drug
- There was an increase of 11% points between pre-test (72%) and post-test (83%) of students who strongly agreed with the statement, “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.”

Relevant Student Learning Outcomes Related Data

2012

- There was a 28% increase in the mean exam score; the mean pre-test score was 50% and the final exam score was 78%.
- 83% of students say that AlcoholEdu prepared them to help in situations where they have identified an alcohol overdose.
- 85% of students say that AlcoholEdu Helped them establish a plan for responsible decisions around alcohol
- 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.
- After completing AlcoholEdu, EIU students reported an increase in several positive behavioral intentions (e.g., Set a limit Avoid drinking games, Monitor BAC, Choose a drink with less alcohol, Pace drinks,).

- There was an increase of 44% points between pre-test (26%) and post-test (70%) of students who recognized alcohol as the most popular date rape drug
- There was an increase of 9% points between pre-test (72%) and post-test (81%) of students who strongly agreed with the statement, “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.”

Adaption of Overall Alcohol Programming As a Result of AlcoholEdu Results

- Increased focus on positive behavioral intentions and harm-reduction strategies has been strengthened – to provide synergy with alcoholedu course content. These elements are addressed through educational programs and workshops, social marketing, poster campaigns, and other outreach efforts throughout the year.
- Inclusion of single implementation interventions which have a foundation of efficacy (E-CALC, CHOICES, IMAGE). These programs focus on alcohol expectancies, harm reduction strategies, alcohol pharmacology, and reinforce AlcoholEdu messages. These interventions have been implemented in the Six Pack Educational Series, which is intended as “booster” sessions for first year students. This workshop series is often attended by University Foundation Students who are fulfilling their outside presentation requirements.
- When alcohol education programs are requested through the Health Education Resource Center, the E-CALC program is the intervention most strongly suggested by HERC staff members.
- Eastern still maintains a subscription to the E-CHUG program. HERC staff members more heavily promote this program during the spring semesters, hoping the intervention will add to efficacy of AlcoholEdu during the time that research has shown the effect of AlcoholEdu lessens.