

**Offices of the Dean of Student Life
Health Promotion
Alcohol Education Workshop Outcomes
Fall 2018 - Spring 2019**

Purpose of Assessment

Students who receive a sanction to attend the Alcohol Education Workshop (AEW) must meet with an Health Promotion (HP) staff member prior to their workshop, attend the workshop, then come back for a follow-up meeting with the HP staff member approximately two weeks after participating in the workshop. Health Promotion wanted to assess whether the students attending AEW met the learning outcomes.

HP identified these learning outcomes for the students attending these workshops to accomplish, including:

- At the end of the workshop,
 - 75% of the time students will correctly identify three ways a character in an alcohol-related scenario can avoid receiving a legal charge for their actions.
 - 75% of the time, students will correctly identify a suitable drinking limit for an individual based on their BAC (Blood Alcohol Concentration) and personal factors.
 - Students will list two specific drink refusal excuses 100% of the time.

Method and Sample

The survey was produced using Teleform®, a software program that creates scannable paper surveys and databases. The survey contained six questions; four questions were quantitative and two questions were qualitative. Three hundred and forty-five participants received surveys after the 31 workshops held from October 31, 2018 to April 30, 2019 and out of the 345 participants who received the survey, 345 filled out surveys resulting in a 100% response rate. Data was analyzed using SPSS®, a statistical software package, and Microsoft Excel®.

Key Findings with Recommendations

Student Life Studies identified several key findings and developed actionable recommendations the department may take based on the results. However, HP staff may identify other findings using their knowledge and understanding of the community. Staff members are strongly encouraged to read all the results and qualitative comments to gain a fuller understanding of students' experiences.

Students attending the Alcohol Education Workshop appear to have met one of the three learning outcomes identified for the workshop by HP staff.

- Sixty percent (60%) correctly identify three ways a character in an alcohol-related scenario can avoid receiving a legal charge for their actions, which was considerably below AEW of 2017-2018. However, most students were able to correctly identify two of the three ways a character in an alcohol-related scenario can avoid receiving a legal charge for their actions.
- Eighty-eight (88%) of students correctly identified a suitable drinking limit for an individual based on their BAC (Blood Alcohol Concentration) and personal factors, which was the same as the 2017-2018 AEW.
- However, only 55% were only able to identify both ways a character in an alcohol-related scenario can avoid receiving legal charges and correctly identify a suitable drinking limit for an individual based on their BAC and personal factors
- Additionally, only 99% of students could identify at least two excuses they could use when facing peer pressure to drink more than they want to or should when out, and not the desired 100%.

It may be beneficial for workshop planners to consider how their questions are phrased or how they are presented to students, and reevaluating their learning outcomes for this workshop to successfully meet their goals. Health Promotions is also encouraged to share results with relevant partners to improve the success of this program.

Results

Results include frequency percentages, means, and standard deviations (sd) for the number of people (n) who responded to the question. For ease of reading, frequency percentages have been rounded to the nearest whole percent, so totals may not add up to exactly 100%. In addition, summary themes are contained within this report, while the full qualitative responses can be found in a separate document.

To test the alcohol knowledge of the students, the first two questions provided scenarios involving fictional students on the cusp of making decisions surrounding drinking during a night out. Both questions asked the participants to select, from a series of eight statements, what they thought the character in the scenario should do to make sure he or she has a safe, healthy, and legal time. The focus of the first question was how the character could best avoid a legal charge for their actions. As shown in Table 1, on the next page, almost all participants selected the option for the character to call CARPOOL for a ride back to his dorm. Those statements highlighted in yellow were the correct choice options, and of 345 students, 206 or 60% selected those correct three statements only, whereas 2017-2018 workshops had a 73% correct response rate.

Scenario: Jordan, a 21 yr. old Senior, is drinking at the Chicken with some friends. He is 175 lbs. and has had four standard drinks in the past two hours. Which of the following should Jordan do to make sure that he has a safe, healthy, and legal time tonight? (Choose all that apply)	Frequency Percent 18'-19'	Frequency Percent 17'-18'
Call CARPOOL for a ride back to his dorm	99%	100%
Use a BAC app or card to track how intoxicated he is	96%	98%
Not leave his drink unattended	61%	75%
Walk back to his dorm so he doesn't drive his car while intoxicated	50%	35%
Slow down his drinking rate by having a soda in between alcoholic beverages	17%	24%
Take an aspirin before going to bed in order to avoid a hangover the next morning	1%	1%
Do some shots with his friends - he weighs enough that it wouldn't affect his driving if he went home soon after	<1%	1%
Take another drink to help develop a tolerance to alcohol so he can drink more without getting intoxicated quickly	<1%	1%

Table 1: Scenario and Question One (n=345)

The focus of the second scenario was how the character could identify a suitable drinking limit prior to their night out. As shown in Table 2, on the next page, all participants selected the option for the character to talk to a doctor or pharmacist about how her anxiety medication could interact with alcohol. As with scenario one, those statements highlighted in yellow were the correct choice options, and of 345 students, 305 or 88% selected the correct five statements only.

Scenario: Michelle is turning 21 today and is deciding how to drink. Michelle is 125 lbs., takes medication for anxiety, and has a family history of alcoholism. Which of the following should she do to make sure that she has a safe, healthy, and legal time tonight? (Choose all that apply)	Frequency Percent 18'-19'	Frequency Percent 17'-18'
Talk to a doctor or pharmacist about how her anxiety medication could interact with alcohol	100%	99%
Set a personal limit based on the effects that her medication and family history could have on her	97%	98%
Stay with the group of friends she's drinking with	97%	96%
Learn about how her family history of alcoholism could affect her	96%	96%
Ask some responsible friends to come with her, now she has great company and people to look out for her!	95%	95%
Set a personal limit of four drinks	17%	19%
Plan to drive herself home as long as she's under the legal limit; her risk of having an accident won't be higher than normal as long as she's under 0.08	1%	1%
Accept drinks from new friends at the bar so she can save money for tuition	<1%	<1%

Table 2: Scenario and Question Two (n=345)

Out of the 345 participants who took this survey, 189 or 55% answered both question one and question two correctly.

Participants were next explained that whether for good or bad reasons, people might offer them drinks, ask why they are not drinking or try to persuade them to drink more than they had planned. Each participant was asked to list two explanations that they felt they could use to refuse drinks if this happened to them. Three hundred forty-three (343) of the 345 respondents listed two explanations. Over 50% of the students included being a designated driver or needing to drive home as an explanation they could use to refuse drinks. Other popular responses were that the student had an engagement they needed to be up early for (class, test, work), were not feeling well, their drink could be drugged, taking medication that prevented them from drinking due to adverse interaction with alcohol, and that they are limiting themselves and do not want to get intoxicated.

The participants were asked to provide their level of agreement with the following statement: I learned something in this workshop that will help me drink alcohol in a safe, healthy, and/or legal manner when I decide to drink. Of the 343 responses, 73% strongly agreed, 25% agreed, less than 1% disagreed and less than 1% strongly disagreed (mean=3.71, sd=.53). Students were next asked to write what they learned from the workshop that will most help them to drink alcohol in a safe, healthy and/or legal manner when they decide to drink, and 342 responded. Many indicated that they learned about Blood Alcohol Concentration (BAC) and how to manage BAC based on body weight, sex and type of alcohol they may drink. Others mentioned learning the importance of alternating alcohol drinks with water, not to drink carbonated beverages while drinking alcohol and the importance of eating prior to drinking alcohol. Some noted that they became more aware of what to do when friends drink too much and learned the signs of alcohol poisoning. Respondents also mentioned that they are now aware of the severity of the laws regarding alcohol, and how some laws protect them when it comes to bringing someone with alcohol poisoning to the hospital.

Students were asked to report what charges they faced if they had legal action pending. Table 3, on the next page, highlights the legal action pending reported by the students. The most frequently selected recompose was Minor in Possession, similar to last years results. Those who selected other could write a response and responses included possession of fake identification, breaking university sanctions on drinking, minor in consumption, and trespassing.

If you have legal action pending, please share which charges you face. (Select all that apply)	Frequency Percent 18'-19'	Frequency Percent 17'-18'
Minor in Possession (MIP)	43%	54%
Public Intoxication (PI)	24%	29%
Other:	21%	17%
Driving While Intoxicated (DWI)	10%	5%
Driving Under the Influence (DUI)	1%	3%
Providing to a minor	1%	1%

Table 3: Legal Action Pending (n=209)

Department Background

According to its website (<http://studentlife.tamu.edu/hp/>), Health Promotions (HP), a unit within the Offices of the Dean of Student Life, “strives to support academic achievement and personal development by improving health outcomes of TAMU students through education, outreach and collaboration.” Health Promotion regularly offers an Alcohol Education Workshop (AEW) for students who violate campus alcohol policies. AEW's are scheduled weekly throughout the fall and spring semesters.

The survey created included questions containing scenarios from which participants were asked identify ways the character in the scenario could have avoided legal charges for their actions, and identify the suitable drinking limit based on the description of the character in the scenario. Student Life Studies has assisted in assessing these AEW workshops since 2009.

Project Details

The Department of Student Life Studies provides quality assessment services, resources and assessment training for departments in the Texas A&M University Division of Student Affairs and student organizations. Services by Student Life Studies are funded, in part, by the Texas A&M University Advancement Fee. Results of this project and other assessment projects done through Student Life Studies can be found at <https://studentlifestudies.tamu.edu/results/>. Additionally, division staff can follow Student Life Studies on Facebook.

To work with Student Life Studies for future assessment projects, please fill out the Assessment Questionnaire at <https://slsform.dsaapps.tamu.edu/>.

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