

Student Life
Health Promotion
Alcohol Education Workshop Outcomes
Fall 2022 - Spring 2023

Purpose of Assessment

Students who receive a sanction to attend the Alcohol Education Workshop (AEW) are required to meet with a 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:

- 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 Paper Survey IO®, a software program that creates scannable paper surveys, and databases. The surveys contained six questions; four questions were quantitative, and two questions were qualitative. One-hundred ninety-five participants received the survey and 194 completed it after the 24 workshops held from August 21, 2022, to April 17, 2023, for a 99% response rate. This represented 69 fewer responses and one less workshop than in 2022. Data were analyzed using SPSS®, a statistical software package, and Microsoft Excel®.

Key Findings with Recommendations

Student Affairs Strategic Planning 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, the same number of learning outcomes met fully last year.

- Seventy-five percent (75%) correctly identified three ways a character in an alcohol-related scenario can avoid receiving a legal charge for their actions, which was comparable to respondents of the AEW survey 2021-22 (73%).
- Fifty-five percent (55%) correctly identified all five ways a character could identify a suitable drinking limit prior to their night out which is slightly lower than the 59% correct response rate from the previous year but higher than the 48% all correct response rate of 2019-2020.
 - Although many students correctly identify five ways a character could identify a suitable drinking limit prior to their night out, about one third also identify the statement "Set a personal limit of four drinks over the planned three-hour celebration" as correct and it is not. This is similar to respondents of the previous two years' evaluations. Making clearer or giving more emphasis as to why this is not a means to identifying a suitable drinking limit prior to the night out for the student in the scenario may help AEW participants more often identify this statement as incorrect.
- Additionally, 99% of students identified at least two excuses they could use when facing peer pressure to drink more than they want to or should when out.
- This year, the percentage of students who reported having legal action pending for Driving While Intoxicated (DWI) nearly doubled the rate of those who reported it in 2021-2022 and four times that of

2019-2020. When asked what they learned from this workshop that would help them most to drink alcohol in a safe, healthy and/or legal manner when they decide to drink, about 10% noted the importance of a designated driver, planning ahead, and options like CARPOOL to ensure a safe ride home.

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. Comparisons to previous years will be made where appropriate.

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, 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 75% of respondents selected those correct three statements only, whereas the 2021-2022 workshops had a 73% correct response rate for this first question.

Scenario: Jordan, a 21 yr. old Senior, is drinking at the Chicken with some friends. He is 160 lbs. and has had four standard drinks in the past two hours. Select all from the following list that you think Jordan should do to make sure that he has a safe, healthy, and legal time tonight.	Percent 22-23 [n=194]	Percent 21-22 [n=263]	Percent 19-20 [n=247]
Call CARPOOL for a ride back to his dorm	100%	100%	100%
Use a BAC app or card to track how intoxicated he is	97%	97%	96%
Do not leave his drink unattended	92%	93%	88%
Have a soda in between alcoholic beverages to slow down his drinking rate.	12%	19%	14%
Take an aspirin before going to bed in order to avoid a hangover the next morning	2%	2%	2%
Walk back to his dorm alone	2%	2%	1%
Do some shots with his friends – he weighs enough that it wouldn't affect his driving if he went home soon after	--	--	<1%
Take another drink to help develop a tolerance to alcohol so he can drink more without getting intoxicated quickly	--	--	--

Table 1: Scenario and Question One

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, nearly 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 193 students, 55% selected only the correct five statements which is lower than the 59% correct response rate from the previous year but higher than the 48% correct response rate from 2019-2020.

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. Select all from the following list she should do to make sure that she has a safe, healthy, and legal time tonight.	Percent 22-23 [n=193]	Percent 21-22 [n=263]	Percent 19-20 [n=247]
Talk to a doctor or pharmacist about how her anxiety medication could interact with alcohol	99%	100%	98%
Set a personal limit based on the effects that her medication and family history could have on her	95%	99%	98%
Ask some responsible friends to come with her, now she has great company and people to look out for her!	95%	97%	98%
Learn about how her family history of alcoholism could affect her	95%	97%	97%
Stay with the group of friends she's drinking with	94%	94%	95%
Set a personal limit of four drinks over the planned three-hour celebration	33%	31%	43%
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%	4%
Accept drinks from new friends at the bar so she can save money for tuition	--	<1%	1%

Table 2: Scenario and Question Two

Out of the 194 participants who took this survey, 44% answered both question one and question two correctly, a decrease over last year (49%) but an increase over 2019-2020 (36%). Forty-three percent (43%) answered one question correctly, and 13% did not answer either question correctly.

The survey text 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. One hundred and ninety-three (193) listed two explanations. A majority 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, work, other obligation), 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. Religious reasons preventing them from drinking and saying they do not want to drink were mentioned as well.

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 194 responses, 85% strongly agreed, 13% agreed, and 2% strongly disagreed (mean=3.81/4.00, 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 193 responded. Many indicated that they learned about Blood Alcohol Concentration (BAC) and how to manage BAC based on body weight, sex and the type of alcohol they may drink. Others mentioned learning the importance of planning their nights out to ensure they are safe while drinking (having a designated driver [DD], having friends take care of them, or using Uber) and the size of a standard drink. Students also mentioned outside factors that can influence them while drinking such as alternating alcoholic drinks with water, not drinking carbonated and caffeinated beverages while drinking alcohol, knowing the effects of medication in combination with drinking, and eating before 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.

In a select all that apply, 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 response was Minor in Possession; like in previous years it was the most selected response but at a lower percentage rate. Reporting the legal action pending of Driving While Intoxicated (DWI) grew compared to previous years, almost double those reported in 21-22 and four times greater than reported in 19-20. Those who selected

other could write a response and responses included mostly N/A, but also included auditory arrest, disorderly conduct, and A&M related.

If you have legal action pending, please share which charges you face. (Select all that apply)	Percent 22'-23' [n=85]	Percent 21'-22' [n=172]	Percent 19'-20' [n=146]
Minor in Possession (MIP)	38%	46%	53%
Public Intoxication (PI)	33%	29%	25%
Driving While Intoxicated (DWI)	24%	13%	6%
Other:	6%	13%	16%
Providing to a minor	4%	1%	2%
Possession of Fake Identification	2%	5%	6%
Driving Under the Influence (DUI)	2%	3%	6%

Table 3: Legal Action Pending

Department Background

According to its website (<http://studentlife.tamu.edu/hp/>), Health Promotion (HP), a unit within Student Life, “empowers all Aggies to embrace a culture of holistic well-being that fosters their academic, personal and professional success. Programs, services, events, presentations and resources provided by Health Promotion encompass a wide variety of topics such as fitness and nutrition, alcohol and/or other drugs, stress relief, time management, sexual health, and interpersonal violence prevention.” Health Promotion regularly offers an Alcohol Education Workshop (AEW) for students who violate campus alcohol policies. AEWs are scheduled weekly throughout the fall and spring semesters.

The survey created included questions containing scenarios from which participants were asked to 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 Affairs Strategic Planning (SASP) has assisted in assessing these AEW workshops since 2009.

Project Details

Student Affairs Strategic Planning (SASP), previously named Student Affairs Planning, Assessment & Research (SAPAR) , 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 SASP are funded, in part, by the Texas A&M University Advancement Fee. Results of this project and other assessment projects done through Student Affairs Strategic Planning can be found at <https://dsasp.tamu.edu/results/>.

To work with Student Affairs Strategic Planning for future assessment projects, please fill out the Assessment Questionnaire at <https://dsasp.tamu.edu/aqform/>.

Report prepared for: Jon Hill, Health Promotion
 Report prepared by: Susan Fox-Forrester, Student Affairs Strategic Planning
 Report prepared on: June 12, 2023
 Analysis prepared by: Robert Tirso, Ph.D., Student Affairs Strategic Planning
 Survey created by: Avanish Shah, Student Affairs Strategic Planning