



Best Practices in Addressing Underage Drinking

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UNIVERSITY OF
Nebraska
Lincoln

HOW DID WE GET HERE?

- 1997 Harvard College Alcohol Survey
- Robert Wood Johnson Matter of Degree Grant
- NU Directions
 - **Inclusive** campus community coalition with diverse group of stakeholders.
 - Comprehensive approach to reduce high-risk drinking and associated harms using both environmental and individual strategies.



NEBRASKA COLLEGIATE CONSORTIUM to Reduce High-Risk Drinking (NCC)

- Formed in March 2006 by 13 institutions of higher education, currently includes 27 members statewide.
- Focus on high-risk drinking, defined as:
 - Legal consequences
 - Academic consequences
 - Social consequences
 - Health consequences
- View high-risk drinking as a shared responsibility.
- Primary and Secondary Harms
- Funding from the Nebraska Office of Highway Safety has allowed the NCC to continue to operate.



COMPREHENSIVE ENVIRONMENTAL APPROACH

Environmental Influence Chart



COMPREHENSIVE ENVIRONMENTAL APPROACH



NCC GOALS:

- Assist member colleges to develop and implement comprehensive environmental strategic plans to reduce high-risk drinking among students.
- Coordinate skill-building opportunities.
- Facilitate a dialogue among Nebraska colleges.
- Maintain contact with national organizations and resources.
- Assist with data collection and analysis.
- Coordinate the development of state-specific tools and techniques to reduce high-risk drinking.
- Provide technical assistance to NCC members.



NCC ACTIVITIES:

- **College Alcohol Profile (CAP)** - web based brief intervention program designed to address students with alcohol violations.
- **Year One College Alcohol Profile (Y1CAP)** – web-based brief intervention program designed to target first year students misperceptions of alcohol use prior to coming to campus.
- **Power of Parenting** websites
- **Social Norms Campaigns**
- **Continuing Education/Training**
- **Mini-Grants** for NCC Members
- **Policy**
 - Good Samaritan Law implemented August 2015
- **Nebraska Young Adult Alcohol Opinion Survey**
 - Nearly 90% reported being enrolled at an IHE at some point after high school.
- www.nebraskaconsortium.org

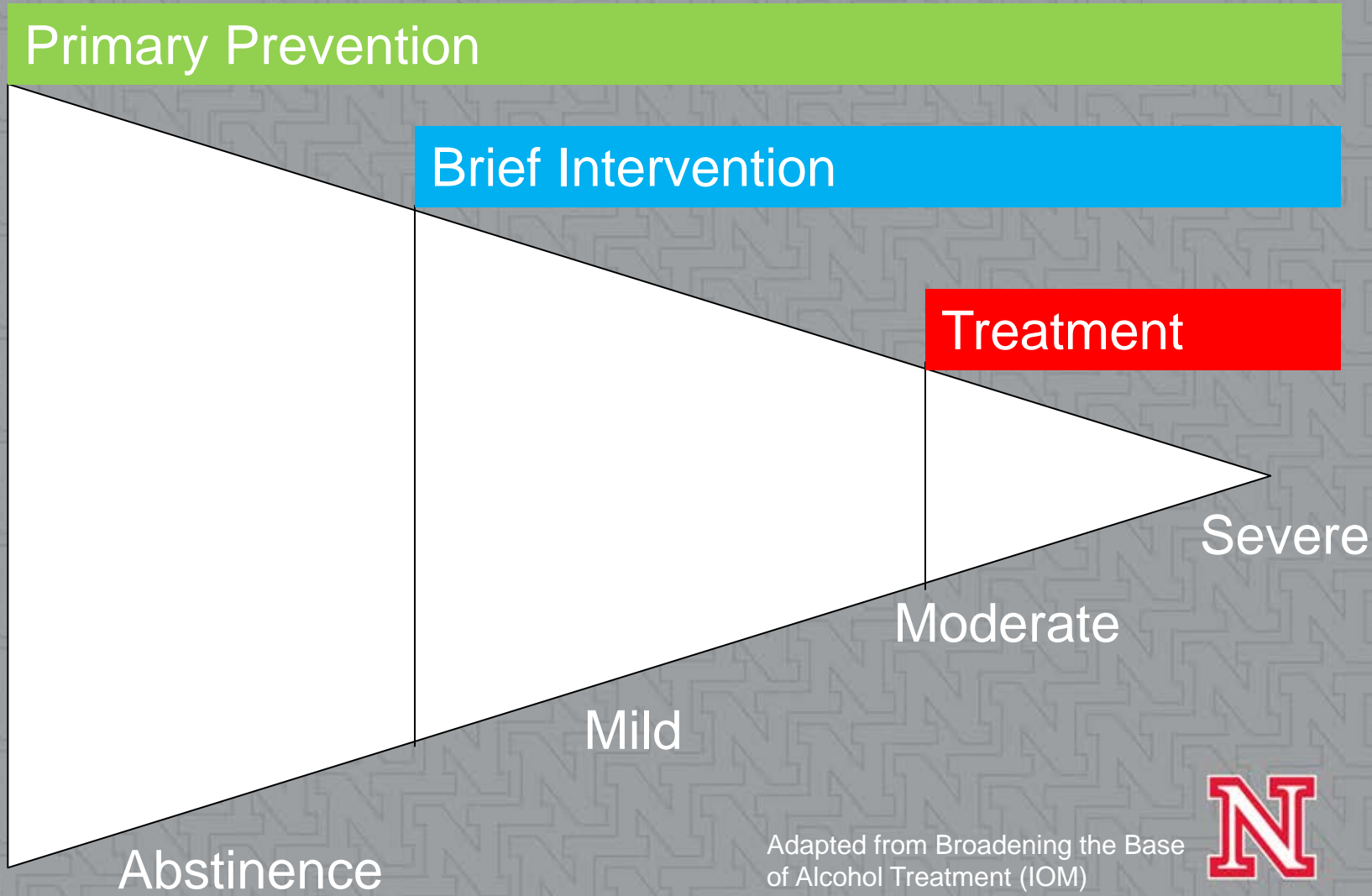


NCC PARTNERSHIPS

- We have encouraged NCC members that serve the same community or are in close proximity to each other to work more closely together to achieve their goals.
 - **Lincoln College Partnership** (4 institutions) was formed in 2007 as a way to carry on the work of NU Directions with all IHEs in the Lincoln community.
 - **Omaha Collegiate Consortium** (8 institutions) was formed in 2013 in an effort to better utilize resources and address issues facing the Omaha community.
 - Both partnerships have received independent funding for their efforts through the Partnership for Success Grant from SAMHSA.
- Members are also encouraged to work with community coalitions/partners.



SPECTRUM OF INTERVENTION RESPONSE



Adapted from Broadening the Base of Alcohol Treatment (IOM)



WHAT WORKS?

NIAAA College Drinking Task Force Tiers of Effectiveness:

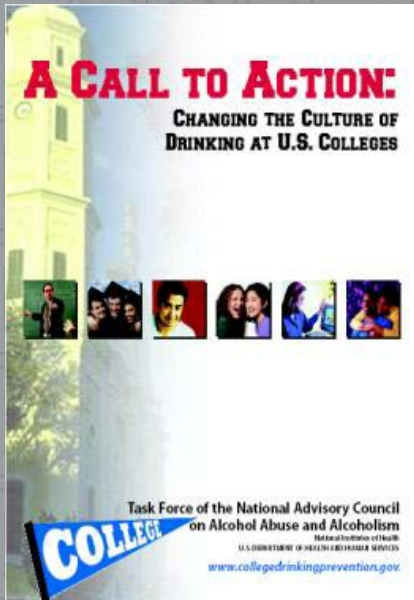
Tier 1 – Evidence of effectiveness
among college students

Tier 2 – Evidence of effectiveness
among other populations that could be
applied to college students

Tier 3 – Promising programs that
require more research

Tier 4 – Evidence of ineffectiveness.

www.collegedrinkingprevention.gov



<https://www.collegedrinkingprevention.gov/collegeaim/>

Planning
Alcohol
Interventions
Using NIAAA's

COLLEGE!AIM
ALCOHOL INTERVENTION MATRIX



COLLEGE AIM

- Environmental Strategies – aim to reduce underage & excessive drinking at the population level by changing the context in which alcohol use occurs, thus reducing consequences. The majority of these strategies focus on **community level** changes i.e. alcohol outlet density, increase alcohol tax, social host laws, etc.
- Individual Strategies - aim to produce changes in attitudes or behaviors related to alcohol use which results in decrease in alcohol use or alcohol related risky behavior thus reducing harmful consequences. Types of activities include BMI, personalized feedback (Y1CAP), skills training w/alcohol focus, normative re-education.



STRATEGY PLANNING WORKSHEET

Use this worksheet or download a copy to capture your thoughts about your current strategies and new ones you'd like to explore. Keep in mind:

Priorities: Which alcohol-related issues are of most concern to your campus? Make sure your school's needs and goals are well defined, and keep them front and center as you fill in the worksheet.

Effectiveness: Does research show that your current strategies are effective in addressing your priority issues? Might others be *more* effective?

Balance: Realistically assess what you can do with your available resources. Strike a balance, if possible, between individual- and environmental-level strategies, and between strategies that will face few barriers and can be put in place quickly and others that may take longer to implement. Consider the financial cost relative to the program's expected effectiveness and the approximate percentage of the student body that the strategy will reach.

CURRENT STRATEGIES

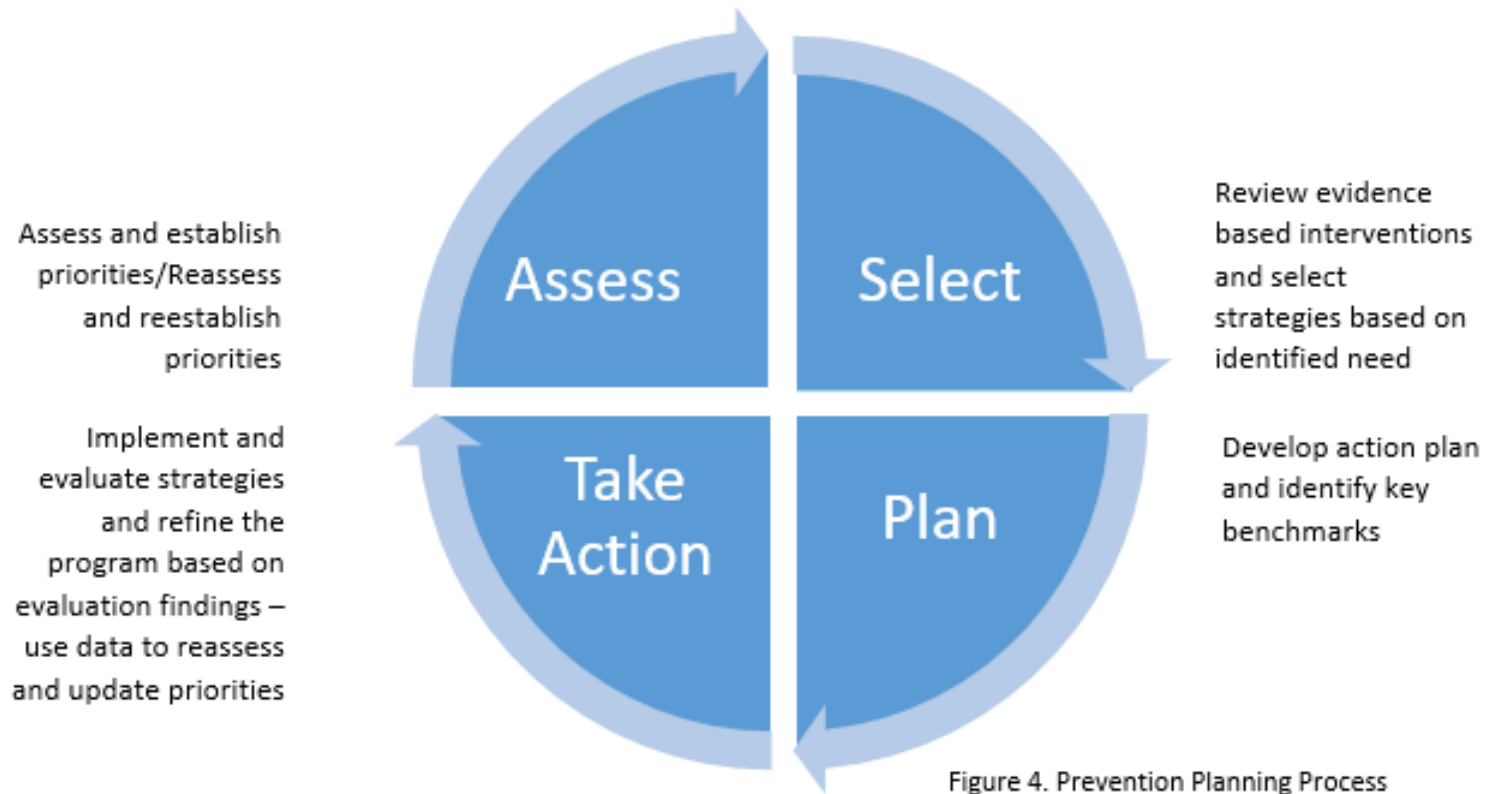
Strategy Name (and the IND or ENV identifier from CollegeAIM, if applicable)	Individual or Environmental?		CollegeAIM Ratings				Notes and Next Steps: Keep as is? Modify to boost effectiveness? Add complementary strategies? Shift to more effective options?
	✓ IND	✓ ENV	Effectiveness	Cost	Barriers	Reach: Broad or Focused (% of students)	

POSSIBLE NEW STRATEGIES

Strategy Name (and the IND or ENV identifier from CollegeAIM)	Individual or Environmental?		CollegeAIM Ratings				Notes and Next Steps: Staff training or hiring needed? Other resources? Does the strategy require a plan for conducting an outcome evaluation?
	✓ IND	✓ ENV	Effectiveness	Cost	Barriers	Reach: Broad or Focused (% of students)	



Linda's graphic for strategic planning



YEAR ONE COLLEGE ALCOHOL PROFILE (Y1CAP)

- Predictive Value:
 - In looking at the 2011 and 2012 UNL cohorts we have seen significantly fewer alcohol-related judicial sanctions (both on and off campus) during the freshman and sophomore years among students who completed the Y1CAP and those who did not.
 - Students who complete the Y1CAP also have a significantly higher rate of retention than those who do not complete the program. When we controlled for race, gender and in-state residency, the odds of dropping out were reduced by almost 40% for the 2012 Y1CAP completers.

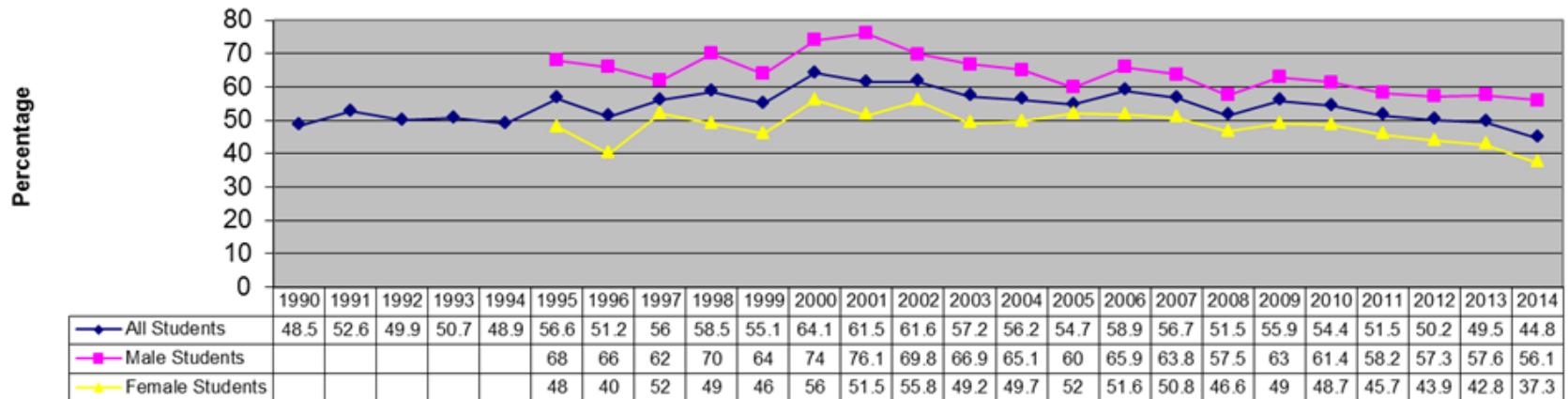


**Figure 4. UNL First-Year College Alcohol Profile (Y1-CAP)
2009 – 2016 Entering Class Comparison Report and 2014 – 2016 Entering Greek vs Non-Greek Comparison Report**

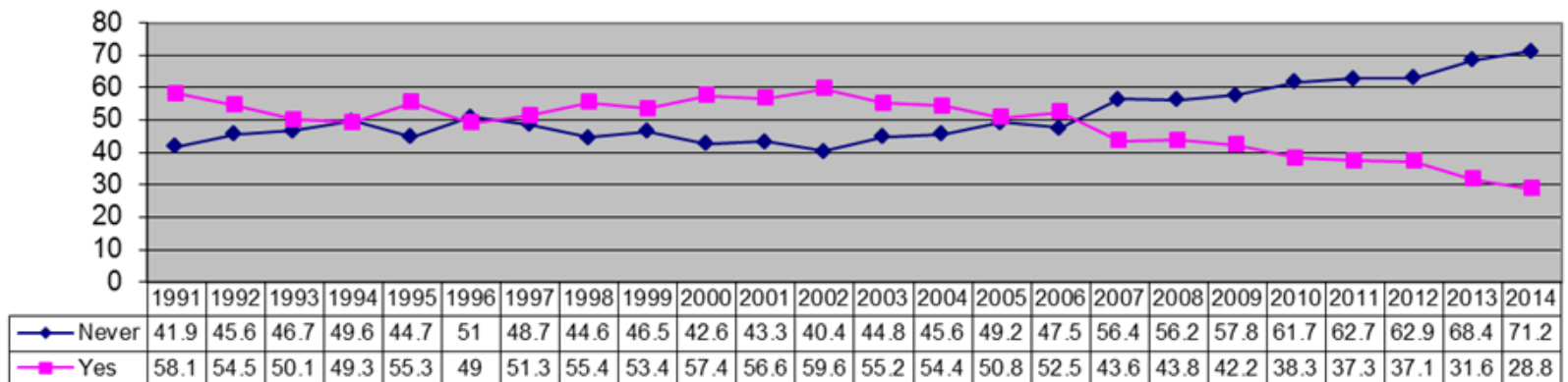
	Abstainer	Drink no Binge	Infrequent Binger	Frequent Binger
2016 Respondents (3690)	43.4%	37.2%	8.9%	10.4%
2016 NCC (11 participating schools) Respondents (7943)	51.3%	34.3%	6.7%	7.8%
2015 Respondents (3941)	40.8%	40.2%	7.8%	11.2%
2014 Respondents (3453)	43.7%	36.1%	8.2%	12.0%
2013 Respondents (2989)	45%	34.2%	8.7%	12.1%
2012 Respondents (2620)	49.7%	30.4%	7.7%	12.1%
2011 Respondents (2924)	45.9%	31.7%	8.8%	13.6%
2010 Respondents (2279)	43.9%	33.7%	9.6%	12.8%
2009 Respondents (3042)	42.3%	31.7%	21.0%	5.0%
2014 – 2016 FY CAP Comparison (UNL Greek vs UNL Non Greek)				
2016 Greek Respondents (889)	27.2%	41.8%	12.9%	18.1%
2016 NCC Respondents (1798)	34.7%	42%	9.4%	13.9%
2016 Non-Greek Respondents	49.2%	35.2%	7.8%	7.9%
2015 Greek Respondents	25.6%	44.5%	10.4%	11.2%
2015 Non-Greek Respondents	49%	37.9%	6.4%	6.8%
2014 Greek Respondents	29.2%	37.9%	12.7%	20.1%
2014 Non-Greek Respondents	52.9%	34.9%	5.3%	6.9%

SUCCESS AT A RURAL STATE COLLEGE

Binge Drinking Rate



Drinking and Driving



SUCCESS AT A RURAL COMMUNITY COLLEGE

Table 1 Drinking Categories 2011

	All		Women		Men	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Abstain	155	50.8	77	54.6	78	47.6
Drink no Binge	91	29.8	40	28.4	51	31.1
Infrequent Binge	24	7.9	8	5.7	16	9.8
Frequent Binge	35	11.5	16	11.3	19	11.6
Total	305	100.0	141	100.0	164	100.0

Table 2 Drinking Categories 2012

	All		Women		Men	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Abstain	184	52.9	91	51.7	93	54.1
Drink no Binge	124	35.6	66	37.5	58	33.7
Infrequent Binge	17	4.9	9	5.1	8	4.7
Frequent Binge	23	6.6	10	5.7	13	7.6
Total	348	100.0	176	100.0	172	100.0

Table 6 Drink and Drive Past 30 Days 2011

	All		Women		Men	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
No	111	74.0	51	79.7	60	69.8
Yes	39	26.0	13	20.3	26	30.2
Total	150	100.0	64	100.0	86	100.0

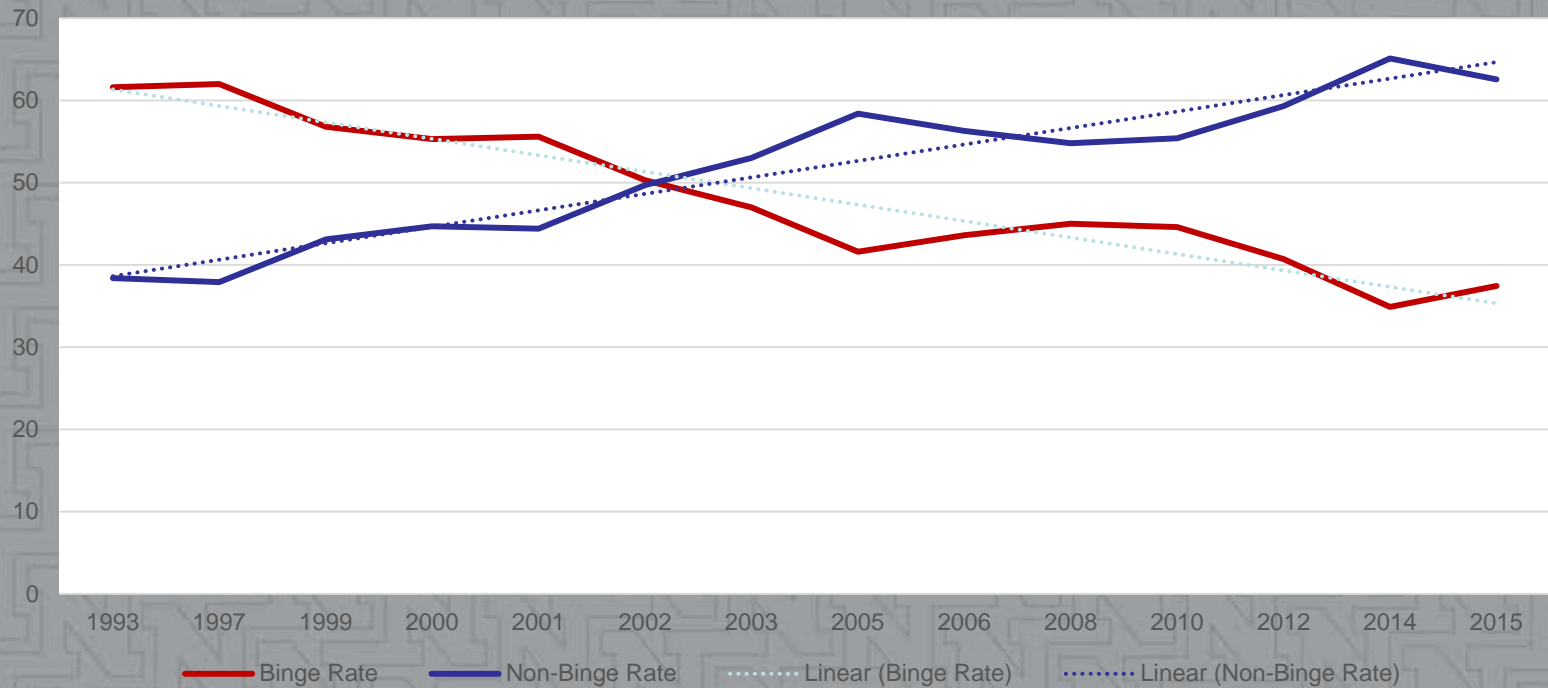
Table 9 Drink and Drive Past 30 Days 2014

	All		Women		Men	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
No	150	92.6	78	96.3	72	88.9
Yes	12	7.4	3	3.7	9	11.1
Total	162	100.0	81	100.0	81	100.0



SUCCESS AT AN URBAN PUBLIC UNIVERSITY

University of Nebraska-Lincoln (All Students)
Binge Rate 1993 - 2015



MONITORING SUCCESS

- Evaluation is done through a combination of statewide and local survey data.
 - Nebraska Young Adult Alcohol Opinion Survey
 - Year One College Alcohol Profiles
 - As of Fall 2016, 13 NCC members utilize program with incoming class.
- Institutional data
 - CORE
 - ACHA
 - Homegrown surveys
- Updates to National Research about what works.



CHALLENGES

- Lack of training and support for personnel
- Turnover
- Lack of funding
- Lack of data
- UNL pushback
- Bureaucracy involved with working with IHEs.
- Distrust among stakeholders (IHEs vs Community Coalitions)
- Difficult to keep people motivated and moving in the same direction.
- Not allowing other societal problems to distract from your efforts (marijuana, RX drugs, mental health).
- The work is NEVER done.



QUESTIONS

- What did you need that you didn't get?



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