



Annual Assessment Report Template

Academic Year: 2013-2014

Name of Department: Residential Education and Health Promotion and Wellness

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A. Abstract

1. Provide a paragraph or two description of the assessment project, including the question and brief summary of findings (No more than 250 words).
 - a. **Motivation/problem statement:** What is it your assessment is attempting to address or understand? What gap in knowledge about a topic is your assessment is filling? What is significant about this problem?
 - b. **Methods/procedure/approach:** What did you actually do to get your results? (e.g. analyzed reflection papers, interviewed 25 students, surveyed 150 students.
 - c. **Results/findings/product:** As a result of completing the above procedure, what did you learn? What did the method(s) tell you? What are the summarized key findings?
 - d. **Conclusion/implications:** What are the larger implications of your findings, especially for the problem/gap identified in the motivation/problem statement?

Residential Education and Health Promotion and Wellness (RE/HPW) jointly implemented the CHOICES program during the 2013 – 2014 year. CHOICES is a workshop focused on alcohol abuse prevention through harm reduction education. In addition to this being the first year of implementation, few institutions currently facilitating CHOICES have reported their findings and the application/implication of those findings.

The purpose of the research is to examine two primary questions: (1) how does participation in the CHOICES program impact contemplation of and/or behavior change regarding the use of alcohol and (2) to what extent is the knowledge presented in CHOICES program retained following participation?

Using a mixed-methods direct assessment plan, RE/HPW conducted a paper and online survey with 113 students. The survey quantitatively measured knowledge about, and attitudes toward the self-reported use of alcohol. In addition, open-ended questions were asked on harm reduction techniques and impact of workshop in a 30-day post CHOICES survey.

Results indicated positive changes in knowledge and attitudes immediately following the completion of the CHOICES program. Additionally, a positive change in attitudes was found 30-days after program completion. Reported alcohol use did not significantly change as a result of the CHOICES program.

RE/HPW conclude that the CHOICES program is impactful and that it should be continue to be implemented and tested further to better understand it's influence on harm reduction and a decrease in risky behaviors among students. Implications may extend beyond the two department's program and alcohol education collaboration in helping to create a safer campus community and reduce recidivism.

B. Introduction and context for this year's report

1. What is the question being asked? What learning outcomes are being assessed?

- Questions:
 - How does participation in the CHOICES workshop impact contemplation of and/or behavior change regarding the use of alcohol?
 - To what extent is the knowledge presented in CHOICES workshops retained following participation?
- Learning Outcomes
 - Students who participate in Residential Education programs will be able to practice reflective decision making. (RE — Departmental Learning Outcome)
 - Students who participate in Residential Education programs will be able to demonstrate personal responsibility and respect for others. (RE — Departmental Learning Outcome)
 - Students who participate in Health Promotion and Wellness programs and services will utilize self-care strategies. (Health Promotion and Wellness)
 - Students who participate in programs sponsored by the Alcohol and Substance Abuse Prevention Specialist will demonstrate the ability to make healthy, responsible, safe decisions even if choosing to consume alcohol when under 21 or using an illegal substance. (Health Promotion and Wellness)
 - Students who participate in programs sponsored by the Alcohol and Substance Abuse Prevention Specialist will learn increased self-awareness. (Health Promotion and Wellness)
 - Students who participate in programs sponsored by the Alcohol and Substance Abuse Prevention Specialist will demonstrate a broad range of coping skills so that substance use acts as a less preferred method of relaxation and stress reduction. (Health Promotion and Wellness)

2. What is the relevance of the question as it relates to the work of the department and/or division?

Harm reduction is at the core of how alcohol and other drug (AOD) prevention and education are presented to students by the Office of Health Promotion and Wellness (HPW) and Residential Education (RE). Harm reduction, simply stated, is making risky behaviors less risky; this approach has been empirically supported in many public health endeavors, and this approach is also validated to be the most effective in reducing risky drinking among college students (Marlatt, Baer, & Larimer, 1995). 2013 – 2014 was the first year of implementing a new alcohol education course, CHOICES, for campus residents who have violated the University and Residential Education Alcohol Policy. The students who completed CHOICES all incurred low-level alcohol violations in the residence halls and are the prime audience to whom a standardized, harm reduction education should be presented. Specifically, CHOICES covers the following topics:

- transition to college and unique risks of the college experience;
- normative facts vs. expectations;
- decisional balance exercise on alcohol use (i.e. pros and cons);
- biological/physiological facts about alcohol;
- alcohol expectancy effect;
- calculating blood alcohol levels, alcohol content by drink type, and the effects of BAL and tolerance;
- consequences inventory;
- alcohol poisoning risk and response;

- personal risk assessment and harm reduction strategies; and
- self-monitoring and coping strategies (Parks & Woodford, 2005).

CHOICES was adopted for implementation in the residence halls not just because of its harm reduction orientation, but also because it offers a chance to reach a wider audience of students as a result of the group nature of the intervention. The following factors were also considered before implementing CHOICES as a sanctioning tool for violations occurring in the residence halls:

- A larger group of students will be reached and educated at the same time, and CHOICES content has clear learning outcomes.
- Before CHOICES, each Residence Director or other Residential Education staff member used various methods to sanction and educate students who had incurred a first-time, minor alcohol violation; CHOICES fully standardized how students are sanctioned and educated.
- CHOICES helps demonstrate consistent enforcement of AOD policies, and shows fuller compliance with the federal *Drug Free Schools and Communities Act*.
- Given that CHOICES is derived from the *Alcohol Skills Training Program*, which is nationally recognized as an effective intervention for college students (NIAAA, 2002), CHOICES stands a good chance of helping reduce risky drinking among DePaul's students.

Though CHOICES is built on solid foundation, few outcome studies exist to measure its overall effectiveness. HPW and RE saw this as an opportunity for a cross-departmental assessment. Because of CHOICES' foundation in effective, harm reduction models, it was understood that HPW/RE would “do no harm” to students in implementing, but could offer information on whether CHOICES really works.

3. How does answering this question help your department?

By answering these questions, HPW/RE will have a better understanding of the impact of CHOICES on DePaul University students. In addition, HPW/RE can ensure that the program is worth the time, energy, and financial expenditures necessary to implement. As collaboration between Residential Education and the Office of Health Promotion and Wellness, the answering of this question builds a stronger relationship between the two offices working in tandem in the enforcement and education of AOD policies.

4. How is the question linked to the Student Affairs Strategic Plan (2010-2013) and Vision Twenty18 goals? (Please be as specific as possible.)

This project aligns with Vision Twenty18 goals, most notably Objective 1A, which is to “Focus the entire university community on student learning and success.” Specifically, CHOICES will “expand and strengthen programs that focus on critical student transitions, including the first year for freshmen and transfer students, beginning or reentering college for adult students and entrance to major” because it targets mainly first-year students who live on campus and provides them with important information about harm reduction and alcohol safety. Given that freshmen have are higher risk drinkers (Ross & DeJong, 2008), CHOICES is truly fitting into Objective 1A. Also, as CHOICES is a departmental collaboration between Residential Education and Health Promotion and Wellness, CHOICES is an example of cross-departmental collaboration and how offices can work together to achieve the aims of campus safety and wellness, which overall support Objective 1A's focus on student learning and success.

CHOICES also aligns with the Student Affairs Strategic Plan of 2010-13, particularly in Goals 2 and 3.

Regarding Goal 2, which is to “broaden, diversify and strengthen our points of student engagement,” CHOICES:

- 2.1 “Strengthens and enhances student programs and services” by standardizing the interventions for students who incur first-time, minor alcohol violations and increasing the scope of harm reduction education;
- 2.2 “Establishes partnerships that create new and expanded opportunities to enhance student learning” by the teamwork and collaboration of Residential Education and Health Promotion and Wellness on this project.

Regarding Goal 3, which is to “strengthen the organizational and operational effectiveness of the Division of Student Affairs,” CHOICES:

- 3.1 “Strengthen assessment of student learning” by allowing Residential Education and Health Promotion and Wellness to assess the impact of harm reduction education among the students who complete CHOICES;
- 3.4 “Review and renew divisional policies and procedures” by causing these two offices to look critically at policies and identify one tool for standardizing interventions for this high-risk population of students;
- 3.6 “Further develop a well-informed, mission-driven staff” by causing these two offices to commit to harm reduction education, which is a best-practice in working with students regarding AOD issues (Grasso, 2011), and to commit to an intervention which both respects the dignity of each student while promoting safety, maturity, and campus wellness.

5. Provide any relevant research and/or literature that informs or contextualizes this project. Please summarize and cite this information. Do we know anything theoretically or empirically about this question?

- Parks, G A., and M S. Woodford. "CHOICES about alcohol: A brief alcohol abuse prevention and harm reduction program for college students." *VISTAS Online* (2005): 171-74. Web. 10 Dec. 2013.
<<http://www.counseling.org/Resources/Library/VISTAS/vistas05/Vistas05.art36.pdf>>.
 - Provides a thorough description of CHOICES
 - Highlights the effectiveness of the program with regard to intervention, particularly with target subgroups such as freshman, Greek-life students, and athletes.
- National Institute on Alcohol Abuse and Alcoholism. (2002). *A call to action: Changing the culture of drinking at U.S. colleges*. Washington, DC: U.S. Department of Health and Human Services. Retrieved December 10, 2013, from <http://www.collegedrinkingprevention.gov/media/TaskForceReport.pdf>
 - Research review of drinking among college students and prevention methods for excessive drinking. Focuses on contexts for drinking and consequences, as well as prevention and treatment.
- Marlatt, G. A., Baer, J. S., & Larimer, M. (1995). Preventing alcohol abuse in college students: A harm-reduction approach. In G. M. Boyd, J. Howard, & R. A. Zucker (Eds.), *Alcohol Problems Among Adolescents: Current Directions in Prevention Research* (pp. 147-172). Hillsdale, NJ: Lawrence Erlbaum Associates.
 - Earlier chapter of a larger book on alcohol use among youth.
 - Article provides overview of various techniques used in educating on harm-reduction methods.

- Ross, V., & DeJong, W. (2008). Alcohol and other drug abuse among first-year college students. Higher Education Center for Alcohol and Other Drug Prevention. Retrieved from <http://higheredcenter.org/files/product/first-year.pdf>
 - Guide for addressing alcohol use and dangers specifically associated with first-year students.
 - Highlights reasons why first-year students are at a higher risk and intervention methods.
- Grasso, A. B. (2011). Current best practice for reducing campus alcohol and other drug problems. Retrieved from <http://www.dartblog.com/images/NH%20Alcohol%20Best%20Practices.pdf>
 - Highlights effective policies for AOD on college campuses
 - Summarizes best practices such as counseling interventions, enforcement of effective alcohol control policies, resident assistant training, and development of camps-community partnerships with multi-faceted interventions.

C. Methodology

1. On what group(s) of individuals did the question focus (were particular groups intentionally excluded)?

The specific population of students that Residential Education and Health Promotion and Wellness assessed included students living on campus that had been found to have a first-time, minor violation of DePaul University's alcohol policy. In addition these students had been sanctioned by a Judicial Hearing Officer to complete the CHOICES program. No students within this population were specifically targeted or excluded.

2. What steps were taken to ensure consent of participants? How did you inform participants of their role in this assessment project? Was participation optional?

Though all students who completed CHOICES were mandated to do so as the result of their alcohol policy violations, they could choose to decline completion of the assessment portion of CHOICES. Consent was discussed and documentation was obtained from participants as they arrived to the session location, but prior to the start of the course.

3. Was any identifying information about individual participants collected through this assessment? If so, what precautions were taken to keep this information secure (i.e. kept in a locked file).

Names were collected for pairing the pre- and post-test data. After collection of the pre- and post-tests, responses were inputted into the computer with a numerical code replacing all personal identifiers (such as name). There is no storage of the participant's name linking to the data once all data sets were paired and assigned a random identification number. All physical copies of the pre- and post-test surveys were/are stored in a locked cabinet in the Residential Education Assistant Director for Student Success's locked office. The Assistant Director is the only person who has access to the locked cabinet. Online survey data was stored within Qualtrics assessment software. Any electronic documents with data have been password protected.

4. Describe the methods used to answer the question, as well as a description and size of the group initially invited to participate in the project.

A mixed method direct assessment allowed for results to best reflect the impact of the program on students who completed the session, with both quantitative and qualitative data. The study is comprised of a survey and short essay questions within a pre- and post-test design. Prior to the CHOICES session,

informed consent and the pre-test are administered. After the CHOICES session is finished, the first post-test is administered. Thirty days after the CHOICES session, a second post-test is administered. Each test consists of the same survey questions, with the exception of the second post-test, with is the only test to include the short essay questions. The survey consists of questions about the students demographic information; facts gained from the session, provided by CHOICES publisher, The Change Companies; and alcohol use. The short essay questions are intended to be reflective in nature and measure long-term impact of the program. Both pre- and post-test 1 were completed view paper survey. The second post-test was conducted online through Qualtrics.

The CHOICES session took approximately 1.5 hours to complete, with each test taking approximately 15-30 minutes to complete. Although students were judicially sanctioned to participate in the CHOICES session, the research administering the materials and the informed consent made it explicitly clear that the student was not required to complete the pre- and post-test surveys. Data collection took place over Fall, Winter, and Spring Quarters from October 4, 2013 to May 9, 2014. CHOICES sessions were held on Fridays from either 2-4pm or 4-6pm.

Approximately 121 students registered and completed the CHOICES session. All of these students were initially invited to participate in the project. Data analysis included pair-samples t-tests with comparisons between pre-test and post-test one and pre-test and post-test two of the knowledge and attitude sections of the survey. In addition, Grounded Theory was used to analyze qualitative data from post-test 2. Themes for each question emerged with strong inter-rater reliability (0.85).

5. Please include a copy of the assessment instruments (surveys, focus group questions, interview questions, etc.) and consent forms or written requests to complete instruments.

Appendix 1 contains consent forms. Appendix 2 contains the survey used for pre-test, post-test one, and post-test two. Appendix 3 contains open-ended questions from post-test 2, in addition to the survey.

D. Findings/Results and Discussion

1. Describe the results

- Participant response rate (actual vs. invited)
- Relevant participant demographic data (gender, race/ethnicity, year in school, etc.)
- Share aggregate data or qualitative data (quotes, themes, etc.)

Of the 121 students invited to participate in the study, 113 participated in the pre- and post-test one surveys, and 21 of the 113 participants completed the post-test two survey. This resulted in a 93.4% response rate for the pre- and post-test one and an 18.6% response rate for post-test two.

Due to the difference in response rate, the demographic report has been divided into two: pre/post-test one and post-test two.

| <i>Demographic Characteristics of Participants</i> | | | | | |
|--|------------------|------|--|-------------|------|
| | | | | | |
| | Pre-/Post-test 1 | | | Post-test 2 | |
| Characteristic | n | % | | n | % |
| Gender | | | | | |
| Female | 53 | 46.9 | | 15 | 71.4 |
| Male | 59 | 52.2 | | 6 | 28.6 |
| Choose Not to Report | 1 | 0.9 | | n/a | n/a |
| Age | | | | | |
| 17 | 2 | 1.8 | | 1 | 4.5 |
| 18 | 44 | 38.9 | | 11 | 52.4 |
| 19 | 57 | 50.4 | | 9 | 42.9 |
| 20 | 9 | 8.0 | | n/a | n/a |
| 21 | 1 | 0.9 | | n/a | n/a |
| Ethnicity | | | | | |
| African-American | 3 | 2.7 | | n/a | n/a |
| Asian | 7 | 6.2 | | 1 | 4.8 |
| Caucasian | 88 | 77.9 | | 18 | 85.7 |
| Hispanic/Latino/a | 7 | 6.2 | | n/a | n/a |
| Middle Eastern/Arab | 2 | 1.8 | | 1 | 4.8 |
| Mixed-race | 5 | 4.4 | | 1 | 4.8 |
| Choose Not to Report | 1 | 0.9 | | n/a | n/a |
| Year in School | | | | | |
| First Year | 92 | 81.4 | | 17 | 81.0 |
| Sophomore | 14 | 12.4 | | 4 | 19.0 |
| Junior | 6 | 5.3 | | n/a | n/a |
| Senior | 1 | 0.9 | | n/a | n/a |

- Knowledge:
 - A within-subjects t-test was conducted to determine the effect of the CHOICES session on knowledge of alcohol use. Using a two-tailed .05 criterion, a significant difference was found between knowledge before the CHOICES session ($\underline{M} = 4.06$, $\underline{SD} = 1.26$) and immediately after ($\underline{M} = 4.36$, $\underline{SD} = 1.11$), $t(94) = -2.19$, $p = 0.03$.
 - A within-subjects t-test was conducted to determine the effect of the CHOICES session on knowledge of alcohol use. Using a two-tailed .05 criterion, no significant difference was found between knowledge before the CHOICES session ($\underline{M} = 4.17$, $\underline{SD} = 1.54$) and 30-days after ($\underline{M} = 4.67$, $\underline{SD} = 1.28$), $t(17) = -1.70$, $p = 0.11$.
- Attitudes:
 - A within-subjects t-test was conducted to determine the effect of the CHOICES session on attitudes toward alcohol use. Using a two-tailed .05 criterion, a significant difference was found between attitudes before the CHOICES session ($\underline{M} = 3.21$, $\underline{SD} = 0.38$) and immediately after ($\underline{M} = 3.44$, $\underline{SD} = 0.40$), $t(94) = -6.97$, $p = 0.00$.

- A within-subjects t-test was conducted to determine the effect of the CHOICES session on attitudes toward alcohol use. Using a two-tailed .05 criterion, a significant difference was found between attitudes before the CHOICES session ($\underline{M} = 3.31$, $\underline{SD} = 0.36$) and 30-days after ($\underline{M} = 3.57$, $\underline{SD} = 0.37$), $t(17) = -3.41$, $p = 0.00$.
- Alcohol Use:
 - A within-subjects t-test was conducted to determine the effect of the CHOICES session on the number of days spent consuming alcohol in the past 30-days. Using a two-tailed .05 criterion, no significant difference was found between days of alcohol consumption before the CHOICES session ($\underline{M} = 2.79$, $\underline{SD} = 0.92$) and 30-days after ($\underline{M} = 2.95$, $\underline{SD} = 1.08$), $t(18) = 0.90$, $p = 0.38$.
 - A within-subjects t-test was conducted to determine the effect of the CHOICES session on the number of alcoholic drinks consumed per occasion in the past 30-days. Using a two-tailed .05 criterion, no significant difference was found between number of alcoholic drinks consumed before the CHOICES session ($\underline{M} = 3.70$, $\underline{SD} = 1.34$) and 30-days after ($\underline{M} = 3.95$, $\underline{SD} = 0.95$), $t(19) = 1.10$, $p = 0.29$.
- Qualitative Themes:
 - Question 1: Think about the role of alcohol in your life, and the role you think alcohol plays in the lives of college students. Have your thoughts about these roles changed since CHOICES? Why or why not?
 - **Societal-External** (8/24=33.3%): *Focuses on the role of alcohol as a social activity, with people impacted by a community, peers and culture.*
 - “I believe that college students think that everyone in college is heavily drinking, when in fact, they are not.”
 - “The role of alcohol in my life is not particularly large. I do enjoy drinking while with friends, however I know when I have had enough and practice safe drinking habits.”
 - **Societal-Internal** (7/24=29.2%): *Alcohol use impacts the individual as a result of the social, particularly relating to self-reflection and declaring alcohol use as a personal choice.*
 - “I now realize that according to recent studies, most college students don’t drink every weekend. Most college students have one to three drinks if they do choose to drink. I found this surprising and made me reevaluate how I thought about alcohol in college.”
 - **Understanding/Knowledge** (2/24=8.3%): *More of an understanding and knowledge of the impact on self, a particular focus on harm reduction, took place.*
 - “I am more aware of how much alcohol affects myself and others around me when it comes to my mood, body, and activities like studying or going to class or sports and physical activity.”
 - **Awareness of Outcome** (9/24=37.5%): *Participants mentioned an awareness of outcomes related to consequences, risk, and danger.*
 - “Yes, I now understand that drinking only really has a positive effect until the point of diminishing returns. After I pass that point, I am not going to have a good time then or the next morning.”
 - **Previous Knowledge** (10/24=41.7%): *Participant had an awareness, understanding, and ways to implement harm reduction prior to CHOICES.*

- “I have used strategies such as making a plan before drinking, limiting the number of drinks, setting a rate of drinking, etc. before CHOICES and continue to do so after.”
- **No Change** (1/24=4.2%): *No change in the role of alcohol was mentioned by participant as a result of CHOICES.*
 - “For a while it did. Now I’m how I use to be. Sorry.”
- Question 2: Since completing CHOICES, have you implemented harm reduction behaviors when you drink alcohol? If so describe what behaviors you’ve implemented and why you chose them. If you haven’t, discuss why not.
 - **Pace** (10/24=41.7%): *The pace in which drinks were consumed over time was mentioned as a harm reduction behavior.*
 - “I drank less and over a longer time period to pace myself and not get out of control.”
 - **Count of Drinks** (8/24=33.3%): *Participants stated that they track the number of drinks they consume.*
 - “I pay attention to the number of drinks I have in one night...”
 - **Tolerance** (2/24=8.3%): *Participants are aware of their alcohol tolerance level when drinking.*
 - “On the couple of occasions that I did decide to drink, I was mindful of my tolerance level...”
 - **Limits/BAC** (15/24=62.5%): *Participants mention their limits with regard to BAC and understanding when they have had enough alcohol.*
 - “I am more aware of my limitations with alcohol and I feel able to feel able to drink responsibly if I were to drink from this point on.”
 - “Yes I do I go out with a limit in mind if I choose to drink so that way I am in control of the amount of alcohol I consume.”
 - “I pay attention to...how quickly I’m drinking and when I stop drinking for the night so I can feel okay the next morning.”
 - **Awareness** (4/24=16.7%): *A level of self-awareness is mentioned with regard to alcohol use.*
 - “I think when I took choices I realized that I don’t need to drink alcohol to have fun.”
 - **Plan** (4/24=16.7%): *Participants set plans for themselves on how much they will drink prior to drinking.*
 - “When I choose to drink alcohol, I try to plan as to how I want to drink.”
 - **Alternate in Drinks** (3/24=12.5%): *Drinks are alternated between water and other types of drinks.*
 - “I chose to drink water in between my alcohol drinks when I choose to drink now.”
 - **Social** (5/24=20.8%): *Participants indicate the social settings in which they drink, the support from others, activities done while drinking, and the influence of others on them.*
 - “I am more aware of who I am with and make sure that they are not heavy drinkers when I do decide to drink.”

- **No Change** (4/24=16.7%): *Participant indicates they have been implementing harm reduction prior to CHOICES and continue to do so.*
 - “I have always implemented harm reduction behaviors, so this not applicable.”
- Question 3: Think about alcohol and harm reduction as they pertain to personal responsibility and one’s responsibilities to others when living in a residential community. Discuss the role that harm reduction plays in your personal responsibility and responsibility to the residential community, since completing CHOICES.
 - **Responsibility** (9/24=37.5%): *Awareness of the law and university policies and its impact on them and others.*
 - “Allowing people to drink in our townhome put the people of our house as responsible for anything bad that might have happened as well the people in charge of the townhomes and people in charge of the university in a bad place because they try to keep the residents safe and we violated that.”
 - **Community** (16/24=66.7%): *Recognize the impact that drinking has on a community with regard to respect, disorderly conduct, destruction of property, and the consequences to others.*
 - “Many students live on-campus dorms, sharing a space with dozens of other people. We are supposed to respect the residence we share together by cleaning up after ourselves, minding quiet hours, and so forth. I know this is meant to create a safe and comfortable environment for everyone and it shows when someone decides to dishonor that. I think drinking has a lot to do with this idea of feeling safe and comfortable in our dorms. When one resident decides to drink heavily, they may be more likely to disrespect the rules of the dorm.”
 - **Safety** (11/24=45.8%): *Recognize that drinking impacts the safety of themselves and others and can cause harm.*
 - “In more serious cases, they might put others at risk of injury or put someone in an uncomfortable position.”
 - “If you are drunk, you may damage property or hurt yourself or others.”
 - **Self** (12/24=50%): *Feelings of reliance, independence, awareness, knowing self to avoid risk, confidence, consequences to self, and limits in ability.*
 - “I know that in order to really get the most out of my college experience, I should put 100% into everything I do. Drinking too much could interfere with this which is not what I want as a student.”
- Question 4: What was the most memorable and/or interesting part of CHOICES for you?
 - **Open Conversation** (4/24=16.7%): *CHOICES provided an environment for peer discussion and the sharing of harm reduction techniques.*
 - “I liked talking to kids my age about drinking habits and the discussion for harm reduction because it makes sense to have opinions and perspectives other than your own.”
 - **Reality vs. Perception** (8/24=33.3%): *The perception of the size and amount of a drink compared to the reality of drink sizes and alcohol content. Specific mention of a pouring activity that is a part of the session.*

- “The most memorable part of CHOICES for me was when as a group [we] were able to physically see how one beer, one glass of wine, and one shot all consist of the same amount of alcohol. It was interesting to see and be able to pour out what we thought each one measured out to be.”
 - **Attitude Toward Session** (3/24=12.5%): *Mention of their attitude toward components of the session—a video, instructor, or the overall session.*
 - “The whole thing was pretty memorable; don’t think I’ll ever forget it.”
 - **Nonjudgmental Environment** (2/24=8.3%): *The atmosphere of the session is described as a place free of judgment.*
 - “I found CHOICES interesting and memorable because it was a place to speak openly about ourselves without fearing punishment or judgment of some kind.”
 - **Financial** (1/24=4.2%): *Financial impact on the use of alcohol is acknowledged.*
 - I realized how much money we spend on alcohol. I realized how much money I could be saving and spending on other important things instead of spending it on alcohol that could, ultimately, get me trouble and has only negative effects on me.”
 - **Safety** (4/24=16.7%): *The use of information and techniques learned from the session to help others in terms of their safety and well-being.*
 - “I learned steps that I could take to help prevent me from getting in trouble when I do drink. I also learned what I should do if I am with someone who has drank too much and needs help.”
 - **Societal impact** (5/24=20.8%): *The mention of social norms and culture and their impact on drinking behaviors and attitudes.*
 - “Learning how prevalent drinking has become in our culture.”
 - **BAC** (5/24=20.8%): *Learning about Blood Alcohol Content, the activity and chart related to the section of the session.*
 - “The most memorable part of CHOCIES was receiving the BAC chart. For my gender and weight, my limit is a lot lower than I thought.”
 - **Physical Impact** (2/24=8.3%): *This theme emerged when participants brought up the point of diminishing returns.*
 - “When I learned the amount of alcohol I can drink before reaching the point of diminishing returns.”
2. Please complete the chart below, selecting one of the learning outcomes you assessed. This information will be reported to TLA to demonstrate achievement toward university learning outcomes. Report each number as a whole number, not a percentage, range, or decimal. PLEASE NOTE: For the 2013-14 year we would like each department to attempt to complete this new chart. Understanding this is a new request, all departments will be assisted, as necessary, to ensure Student Affairs has a complete set of data.

| Learning Outcome | Number of Students Assessed | Number of Students with Acceptable or Better Performance |
|---|-----------------------------|--|
| Students who participate in Health Promotion and Wellness programs and services will utilize self- care strategies. (Health Promotion and Wellness) | 24 | 22 |

3. What did you learn from the assessment?
- Based on your analysis, what were the key findings? (Please provide in a bullet point format)

- Qualitative Data
 - Overall, it is clear that students are aware and use harm reduction techniques when choosing to drink. However it is unclear if a significant number of students were aware and used harm reduction techniques prior to CHOICES. A few students (41.7%) mentioned utilizing such techniques prior to the session, but the question was not explicitly asked in the survey.
 - Top three themes that emerged for each question:
 - Question 1
 - **Societal-External:** *Focuses on the role of alcohol as a social activity, with people impacted by a community, peers and culture.*
 - **Awareness of Outcome:** *Participants mentioned an awareness of outcomes related to consequences, risk, and danger.*
 - **Previous Knowledge:** *Participant had an awareness, understanding, and ways to implement harm reduction prior to CHOICES.*
 - Question 2
 - **Pace:** *The pace in which drinks were consumed over time was mentioned as a harm reduction behavior.*
 - **Count of Drinks:** *Participants stated that they track the number of drinks they consume.*
 - **Limits/BAC:** *Participants mention their limits with regard to BAC and understanding when they have had enough alcohol.*
 - Question 3
 - **Community** (16/24=66.7%): *Recognize the impact that drinking has on a community with regard to respect, disorderly conduct, destruction of property, and the consequences to others.*
 - **Safety** (11/24=45.8%): *Recognize that drinking impacts the safety of themselves and others and can cause harm.*
 - **Self** (12/24=50%): *Feelings of reliance, independence, awareness, knowing self to avoid risk, confidence, consequences to self, and limits in ability.*
 - Question 4
 - **Reality vs. Perception** (8/24=33.3%): *The perception of the size and amount of a drink compared to the reality of drink sizes and alcohol content. Specific mention of a pouring activity that is a part of the session.*
 - **Societal impact** (5/24=20.8%): *The mention of social norms and culture and their impact on drinking behaviors and attitudes.*
 - **BAC** (5/24=20.8%): *Learning about Blood Alcohol Content, the activity and chart related to the section of the session.*
- Quantitative Data
 - CHOICES is an impactful alcohol initiative, more specifically when it comes to attitudes.
 - While knowledge of alcohol and its impact on the body is learned in the short term, it is not retained.
 - Positive changes in attitudes toward alcohol do persist beyond the session.

- Based on post-test two, no significant change in alcohol use was found as result of the participating in CHOICES.
- How, if at all, did the results surprise you?
 - The most surprising was that students stated that they were aware and used harm reduction techniques prior to CHOICES.
- What does this project contribute to the field or the Division of Student Affairs?
 - This study provided a collaborative opportunity for two offices within the Division of Student Affairs to work together on a project that benefits both departments in programs focused on alcohol education.
 - As a mixed-methods direct assessment, findings from the study provide an examination of student drinking from different angles of impact: knowledge, attitudes, use, and self-reflection and understanding. As a result, we see that student drinking and the impact of alcohol harm reduction programs is multifaceted. Although a significant decline in the use of alcohol would be the ultimate goal, there is something to acknowledge in the positive impact of CHOICES changing attitudes and providing opportunities for self-reflection.
- Were there specific challenges or limitations to the project (sample selection, response rate, data collection, etc.) that may have affected the results or use of the results?
 - Response rate for the post-test two limited the strength of the results on the longevity of the impact of CHOICES. This could be fixed with automatic email invitations sent to participants exactly 30 days after their session.
 - Printing of the paper survey without checking for errors led to a page of questions missing from some of the survey packets. Mass printing of the survey packets at the beginning of the year would help with this issue.
 - In addition, there was some confusion between those that administered the survey and those who entered data onto SPSS on whether packets were a pre- or post-test one survey. Assigning different colored paper for each type of test packets would reduce confusion.

E. Implications

1. Based on this project what actions will the department take to improve learning or engagement? Assessing CHOICES is an important endeavor because it will help Health Promotion and Wellness and Residential Education know if the program is an effective intervention for reducing risky drinking and negative outcomes among students who live on campus. As previously stated, CHOICES is built upon other successful harm reduction interventions but little outcome research exists to see how effective CHOICES is in helping students to make positive changes to their behaviors. In theory, CHOICES should work; whether it works in practice is what Health Promotion and Wellness and Residential Education are most interested in assessing. The data shows an attitude change toward alcohol use as a result of CHOICES. In addition, students are aware and utilizing harm reduction techniques as a result of CHOICES. However, alcohol use does not appear to have changed after participating in CHOICES. This finding could be the result of such a low sample size. It would be in the best interest of both departments to continue the program for a second year to further determine the program's impact to increase harm reduction and lowering risky behaviors, specifically related to reported alcohol use.

After a second year, if the data show that CHOICES has been successful in increasing harm reduction and lowering risky behavior, then the program will continue. If the data show otherwise, Health Promotion and Wellness and Residential Education will need to discuss alternative options for intervening with students who have first-time, minor alcohol violations in the residence halls. Ultimately, the desire is for students to not just obey laws and campus policies, but to be safe and moderate in their experimentation and use of alcohol.

2. What implications does this project have for other departments at the university or Student Affairs as a whole?

As students who complete CHOICES go on to engage in safer, more moderate drinking in the future, then CHOICES will have improved campus safety, which benefits the university as a whole. Also, as CHOICES is effective, it will help keep recidivism low because students receive this intervention before potentially becoming involved in a more serious alcohol-related incident; keeping recidivism low is something that also benefits the university as a whole. RE/HPW also believe that assessing CHOICES may add to an understanding of what motivates students to drink and what motivates them to make changes to their behaviors. Such insight into student behavior will likely be useful and interesting to Student Affairs and its partners.

3. If you secured IRB approval for this project how do you intend to use the data beyond writing the department assessment report?

IRB approval was sought, but not secured for this project as of this year. However, as the project continues into the 2014-2015 year, we will secure IRB approval for the project. We intend to share our findings at regional and national conferences, with the potential of writing an article on the findings and application of findings between our two departments.

4. How will the results of your project be shared with participants and other key stakeholders?

The students who participated in this assessment will simply be emailed the assessment once it is complete. Any comments and feedback they may provide will be most welcomed. This assessment will also be presented to the Division of Student Affairs at the Assessment Symposium.

5. What follow up studies or future projects might help further assess this topic? Is your department planning to conduct any of the follow-up studies suggested?

Due to the small sample size, RE/HPV plan to continue this study for a second year. In addition, with IRB approval RE/HPW will be able to present and write to external groups about the findings.

APPENDIX 1
INFORMED CONSENT DOCUMENT FOR PARTICIPATION IN RESEARCH STUDY

Choices: Assessment of an Alcohol Prevention Education

Principal Investigator: Samantha Schenk, M.Ed.

Institution: DePaul University, USA

Research Team: Edwin Darrell, M.Ed.; Rachel Aho, M.S.; Rebecca Aronson M.A., Moira Phippen, B.S.

This study examines the impact of the CHOICES course on those who participate in the workshop. Specifically, the knowledge learned and implementation of harm reduction methods. You will be asked to answer questions about your own experiences in regards to using alcohol, which will take approximately two (2) hours during the CHOICES course, and then 30-60 minutes 30 days after the course when you receive a survey via email. Specifically, you will be given two paper surveys at the beginning and end of the course and an electronic survey 30 days after the course. Each person in this study was selected to participate in the study through their being sanctioned for the CHOICES course as result of a violation of the university policy related to alcohol use. Only those 18 or older can participate in this study. Through information gathered, we will investigate the change in knowledge gained and use of harm reduction methods.

All information collected will be used only for the purposes of the current study and will remain confidential. Identifying information will only be used to pair all questionnaires collected from you during the study. Once questionnaires have been paired, identifying information (i.e., your name) will be removed from the questionnaires and replaced with a random identification number. All documents will be kept in a confidential room, to which only the researchers have access. At no point in the reporting of the results of this study will you be identified by name.

Due to being mandated to complete the CHOICES course, including the surveys, to fulfill a policy violation you have the right to withdraw your consent in your responses being used for the current study. You will not be penalized for withdrawing your responses from the study. You have the right to withdraw your consent in your responses, now or at any point in the study, should you experience discomfort of any kind as a result of the research material. However, this study is considered minimal risk and should not cause you any discomfort. On the contrary, we think you will find the study quite interesting and informative.

You will be given a \$5 gift certificate to Amazon.com for your participation in the research. After you have completed the online survey 30 days after the CHOICES course, you will be taken to a separate page where you will enter your name and email so that you can get an email with the gift certificate to Amazon.com. The information you provide on the separate page will not be linked to your survey responses.

If you have any questions about the study, please feel free to ask the Principal Investigator administering the study (Samantha Schenk, M.Ed.) or to contact her at 773-325-7207 (sschenk1@depaul.edu). If you have questions about your rights as a research subject you may contact Susan Loess-Perez, DePaul University's Director of Research Compliance, Office of Research Protections in the Office of Research Services at 312-362-7593 or by email at sloesspe@depaul.edu. You may also contact DePaul's Office of Research Protections if:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.

You may keep this information for your records.

Signature: _____

Printed Name: _____

Date: _____

APPENDIX 2
Pre/Post Test Survey

Name or identifier number: _____

Date: _____

Choices Pre/Post Test

Part I: Demographic Information—Please select the best answer to describe how you identify in the following categories:

Year in School:

☐ First Year Student ☐ Sophomore ☐ Junior ☐ Senior ☐ 5th or 6th year student

Age:

☐ 17 ☐ 18 ☐ 19 ☐ 20 ☐ 21 ☐ 22 ☐ 23 ☐ 24+

Gender:

☐ Male ☐ Female ☐ Trans*gender ☐ Choose not to report

Race/Ethnicity (please check all that apply):

☐ African-American ☐ Asian ☐ Caucasian ☐ Hispanic/Latino/a ☐ Middle Eastern/Arab

☐ Native American ☐ Pacific Islander ☐ Other: _____ ☐ Choose not to report

Part II: The following questions are related to facts about drinking alcohol. Circle the best answer.

1) Which of the following drinks contain the most pure alcohol?

- a. 12oz beer
- b. 8oz ice beer or malt liquor
- c. 5oz glass of wine
- d. 1.5oz (1 shot) of 80 proof liquor
- e. They all contain the same amount of pure alcohol

2) In which group of college students is heavy drinking most common?

- a. Freshmen
- b. Sophomores
- c. Juniors
- d. Seniors
- e. They all drink the same amount

Name or identifier number: _____

Date: _____

- 3) In recent national surveys, what percentage of college students reported they have never drank alcohol before?
- a. 42 percent
 - b. 20 percent
 - c. 27 percent
- 4) At low doses, alcohol creates a mildly stimulating effect by:
- a. Temporarily decreasing the heart rate
 - b. Temporarily increasing the heart rate
 - c. None of the above
- 5) Which of the following factors do not influence BAC?
- a. The tolerance level of the drinker
 - b. The rate at which a person drinks
 - c. The gender of the drinker
 - d. The weight of the drinker
- 6) For nontolerant drinkers, at what BAC is the "point of diminishing returns?"
- a. Around .00%- .04%
 - b. Around .05%- .07%
 - c. Around .08- .15%
 - d. Around .16%- .25%
- 7) Who is most likely to experience the most harmful consequences as a result of drinking?
- a. Students who drink every day
 - b. Students who go to parties where there is heavy drinking
 - c. Students who drink liquor rather than beer
 - d. Students who drink past the point of diminishing returns

Part III: The following questions are related to your opinions about drinking. People feel differently so there are no "right" or "wrong" answers. Circle the answer that best describes your opinion.

1. When I drink, I think it's important to know how much pure alcohol I'm consuming.
- a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree

Name or identifier number: _____

Date: _____

2. I think drinking a lot of alcohol in a short period of time would put me at risk.

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

3. I don't need to drink alcohol in order to have fun when I socialize.

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

4. I think it's important to have a plan in mind to limit my drinking before I go out.

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

5. My personal goals (e.g. academic, social, athletic, etc) keep me from drinking too much.

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

6. If a friend passes out from drinking, I would know what action to take and do it.

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

7. I am comfortable turning down a drink when one is offered and I don't want it.

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

Name or identifier number: _____

Date: _____

8. I do not approve of drinking to get drunk.

- a. Strongly Agree
- b. Agree
- c. Disagree
- d. Strongly Disagree

Section IV: Alcohol Use—Please select the answer that best reflects your drinking behavior.

1. Over the past 30 days, how many days did you consume alcohol?

- a. Zero Days
- b. One day in the past 30 days
- c. 2-4 days in the past 30 days
- d. 2-3 days per week in the past 30 days
- e. 4 or more times per week in the past 30 days

2. Over the past 30 days, what was the average number of drinks you consumed per occasion? (1 standard drink is defined as: 12 ounces of beer, 5 ounces of wine, or 1.5 ounces of hard alcohol)

- a. 1-2 drinks
- b. 3-4 drinks
- c. 5-6 drinks
- d. 7, 8, or 9 drinks
- e. 10 or more drinks

APPENDIX 3

Post-Test Two Qualitative Questions

CHOICES Assessment Project 30-Day Post-Test Reflection Paper

1. Think about the role of alcohol in your life, and the role you think alcohol plays in the lives of college students. Have your thoughts about these roles changed since CHOICES? Why or why not?
2. Since completing CHOICES, have you implemented harm reduction behaviors when you drink alcohol? If so, describe what behaviors you've implemented and why you chose them. If you haven't, discuss why not.
3. Think about alcohol and harm reduction as they pertain to personal responsibility and one's responsibilities towards others when living in a residential community. Discuss the role that harm reduction plays in your personal responsibility and responsibility to the residential community, since completing CHOICES.
4. What was the most memorable and/or interesting part of CHOICES for you?