Core Survey History & Background

• Created in late 1980’s
• U.S. Department of Education’s Fund for the Improvement of Postsecondary Education (FIPSE) Program Evaluation
• Revised very little over the past 25+ years
• IHEC used the Long Form Version 2 –

Core Survey History and Background

• Core Surveys quantify and document:
  – college students’ attitudes, perceptions, and opinions about alcohol and drugs.
  – behaviors of actual AOD use
  – consequences of use.
Core Primary Audiences

- The target audiences of Core survey results include:
  - College presidents
  - Administrators
  - Health and wellness promotion
  - Counselors
  - Others student life professionals
  - Faculty.

Trust in the Core Institute – Trust the Survey

- Core survey is established
- Core survey is extensively used
  - Needs assessment
  - Trend Evaluation
  - Research
- Is anonymous
- Results are fairly consistent over time

Limitations

- Core is cross-sectional
- You will not be able to survey everyone
- Despite efforts to streamline process, some differences in administration occur from institution to institution
- No single survey provides an entire picture
- Different measures will provide different results
Why You Most Likely Administer the Core

Core Data can Help in Assessment

- Identify student use
- Identify negative related consequences
- Identify student perceptions, beliefs, and attitudes
- Identify student protective factors
- Identify environmental/socio ecological issues
- Identify possible policy issues
### Student Use - Alcohol

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### Student Use - Marijuana

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### Student Use – Other Illicit Drugs

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Negative Consequences

Student Perceptions - Alcohol

A drink is defined as:
- One glass of beer, wine, or wine cooler
- One cocktail
- One mixed drink
- One 12 oz. can of beer
- One 15 oz. bottle of beer
- One 5 oz. glass of wine
- One 1.5 oz. shot of wine or liquor

31. How many drinks on average do you drink in a month?

Student Perceptions - Other Drugs

32. Approximately how often do you use the average student on your campus use...
Protective Factors

- Provide data as proof
- Clarifies strengths/weaknesses
- Publicizes need
- Builds unity
- Justifies efforts
- DFSCA Compliance/Biennial Review
- Grant Proposal Writing

Identifies Possible Policy Issues (Q43)

Core Data can Help in Capacity Building

- Provide data as proof
- Clarifies strengths/weaknesses
- Publicizes need
- Builds unity
- Justifies efforts
- DFSCA Compliance/Biennial Review
- Grant Proposal Writing
Capacity Building

- Who do you currently share your results with?
- Is what you provide what they actually need to move forward?
- Who should you be providing your data with?
- How can you better share your results

Core Data Can Help in Program Planning

- Help identify subpopulations at risk
- Helps identify location
- Help guide identification of strategies/methods to address problems

Identifying At-Risk Subpopulations
Identifying At-Risk Subpopulations

15. Within the last year, to what extent have you participated in any of the following activities?
   a. Intercollegiate athlete (NCAA)
   b. Club sports (non-NCAA)
   c. Intramural sports (Recreation)
   d. Religious and interfaith groups
   e. Music and other performing arts groups
   f. Volunteer Work or Community Service
   g. Greek System participation
   h. Other student organizations

16. How many times a month do you typically attend a religious service?...

Identifying Location/Context

14. Which best describes your current living arrangement at college?
   - On-campus residence hall
   - Off-campus residence hall
   - On-campus fraternities
   - On-campus sororities
   - Off-campus apartment or house
   - At home with family

15. In the past 30 days, where and how often have you used alcohol?

NIAAA College AIM

[Image of NIAAA College AIM website]

6/15/2016
How can CollegeAIM help?

It can be challenging to decide where to focus your prevention efforts and dollars—especially given the magnitude of the problem and the dozens of varied interventions available. CollegeAIM provides the evidence-based information you need to compare a broad range of alcohol interventions. By rating the relative effectiveness and other characteristics of nearly 50 strategies, CollegeAIM will help you:

- Identify strategies most likely to reduce drinking and its harmful consequences;
- See how your current strategies compare with other options;
- Find new, research-based strategies to consider, and
- Select a combination of approaches that meets the needs of your students and campus.

Where does CollegeAIM fit into an overall prevention planning process?

CollegeAIM, with its matrix-based tool, guide, website, and related resources, is meant to be used in conjunction with your school’s own processes for anticipating and responding to the needs of your student body, campus environment, and surrounding community. You probably already apply a variation of these steps for college prevention programs:

- Assess the problems on your campus and set priorities;
- Select strategies by exploring evidence-based interventions;
- Plan how you’ll carry out the chosen strategies and how you’ll measure results, and
- Take action—implement the chosen strategies, evaluate them, and refine your program.

College AIM Strategies

**CAMPUS-ONLY (ENV)**

- Alcohol-free campuses
- Prohibition of alcohol use/service/sales at campus social events
- Sporting events
- Standards for alcohol service at social events
- Requirement of Friday morning classes (1)
- Campus-wide social norms campaign (5)
- Substance-free residence halls (1)
- Amnesty policy (1)
- Requirement of alcohol-free programming (1)
- Bystander interventions (1)
College AIM Strategies

COMMUNITY-BASED ONLY (ENV)
- Increase alcohol tax
- Retain state-run alcohol retail stores (where applicable)
- Dram shop liability laws pertaining to
  - Sales to underage
  - Sales to intoxicated
- Retain age-21 drinking age
- Require unique design for state IDs for age <21
- Responsible beverage service training laws
- Increase cost of alcohol license
- Limit number/density of alcohol establishments
- Prohibit home delivery of alcohol
- Keg registration laws
- Social host laws:
  - Property
  - Provision of alcohol
- Noisy assembly laws
- Shoulder tap campaigns

College AIM Strategies

CAMPUS OR COMMUNITY-BASED (ENV)
- Prohibition of beer kegs
- Restriction of alcohol sponsorship and advertising
- Retain ban on Sunday sales (where applicable)
- Retain restrictions on hours of alcohol sales
- Restrictions on happy hours/price promotions
- Beverage service training programs:
  - Sales to underage
  - Sales to intoxicated
  - Minimum age requirements to serve/sell alcohol
- Enforcement of age-21 drinking age, e.g., compliance check campaigns
- Party patrols
- Safe-rides program(s)

College AIM Strategies

EDUCATION/AWARENESS PROGRAMS (IND)
- Information/knowledge/education alone
- Values clarification alone
- Normative re-education: In-person norms clarification alone
- Electronic/mailed Personalized Normative Feedback (PNF):
  - Event Specific Prevention (21st birthday cards)
  - General PNF programs
College AIM Strategies

COGNITIVE-BEHAVIORAL SKILLS-BASED (IND)
Expectancy challenge interventions (EC):
- In vivo / experiential expectancy challenge
- By proxy / didactic / discussion expectancy challenge alone
- Self-monitoring/self-assessment alone
- Goal/intention-setting alone
- BAC feedback alone
- Multi-component alcohol skills training:
  - Alcohol Skills Training Program (ASTP)
  - Alcohol 101 Plus
  - Parent-based alcohol communication training
  - General life skills training/lifestyle balance/coping

College AIM Strategies

MOTIVATIONAL/FEEDBACK-BASED (IND)
In-person Brief Motivational Intervention (BMI)
(e.g., BASICS):
- BMI - Individual
- BMI - Group
Electronic/mailed Personalized Feedback Intervention (PFI):
- e-CHECKUpToGo (formerly e-CHUG);
- CheckYourDrinking.net (beta 1.0 version);
- College Drinkers CheckUp (CDCU);
- General PFI programs
Multi-component education-focused programs:
- AlcoholEdu for College
- General MCEFP
College AIM Strategy
Info

Core Data Can Help in Evaluation

- Changes in BAVPB
- Benchmarking Evaluation
- Trend Evaluation
Comparing Your Data

• Looking at results longitudinally

Comparing Your Data

• Core Survey 2014 – Illinois
  – Anticipated release late summer 2016
• Core Survey 2016 – Illinois
  – Anticipated release fall 2016
• Core Survey – National
• NCHA

Key Questions – Eyeballing the Data

• What are your first impressions of your data?
• What does your data suggest in terms of campus strengths
• What does your data suggest in terms of campus weaknesses
• What key themes seem to be immserging
Data Reports

• Cross Tabulations
  – Generally descriptive statistics
  – Male, Female, Overall

• Executive Summary
  – Generally Descriptive
  – Will have some inferential/nonparametric comparisons

Analyzing Your Own Data

• Probably the strongest application
• You can attempt to answer questions pertinent to your campus
• Allows you to better cut the data

Types of Data Analysis

• Descriptive Statistics
• Non-parametric statistics
• Inferential
• Univariate
• Multivariate
Cutting the Data

Caution with N sizes

• Situation 1: Heavy episodic drinking.
  - 1954/16566 = ~12%

• Situation 2: Heavy episodic drinking among self-identified LGBT
  - 239/1250 LGBT students = ~19%

• Situation 3: Heavy episodic drinking among self-identified LGBT students who are non-degree enrolled
  - 3/10 = ~30%

Aggregate Vs. Non-Aggregate

Aggregate Reported 30 day alcohol use = 66%
Average Drinks/Week by Student Athletic Participation

- Not Involved significantly < than other 3 groups
- Attended – sig.> not involved; sig. < leader
- Active – sig > not involved; sig < leader
- Leader – sig > all 3 other groups

Average Drinks/Week by LGBTQ Student Athletic Participation

- Leader – sig > all 3 other groups
- No other differences
- N = 1188
  - NI = 1055
  - Attend = 75
  - Active = 41
  - Leader = 17
Data and the Big Picture

- Data as Problem Definition
- Data as Proof
- Data as Monitoring and Surveillance
- Data as Justification of On-Going or New Activities

Themba (2003)

Questions?
References


All of this information and MORE can be found on our website:

www.eiu.edu/ihec
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