Making Breakthrough Progress in Reducing High-Risk Drinking

The Role of Governing Boards

Brandon Busteed
Today’s Discussion

1. Board and President Priorities Across the Higher Education Landscape

2. The Links Between Alcohol and Key Mission-Drivers

3. Assessing Your Campus and the Role of Governing Boards
# The Top Priorities of Governing Boards

The priorities differ between public and private institutions:

**Public Institutions**
1. Finances
2. Academic Programs
3. Strategic Planning
4. Facilities
5. Enrollment

**Private Institutions**
1. Finances
2. Strategic Planning
3. Fundraising
4. Enrollment
5. Academic Programs

*Source: Association of Governing Boards, Survey of Higher Education Governance (2009)*
College Completion on Everyone’s Agenda

Federal Government

Proposed Legislation:
- $3 billion for a College Access and Completion Fund
- Funding for innovative strategies to promote college completion rates, particularly for under-represented groups
- Resources to assist states in developing programs to evaluate student success programs

Final Bill:
- Partnered with healthcare reform, student aid bill becomes an “exercise in compromise”
- $3 billion reduced to $750 million for existing College Access Grant program

State Governments

Tennessee Embraces Performance-Based Funding
- 5% of total state higher education budget based upon student improvement and performance
- Shifts incentive structure from enrollment to outcomes (time to degree, graduation, retention, etc.)

Other States Experimenting with Performance-Based Funding
- Alaska
- Arkansas
- Hawaii
- Indiana
- Louisiana
- New Mexico
- Ohio
- Oklahoma
- Pennsylvania
- Texas
- Washington

Private Sector

Foundation and Corporate Initiatives

COMPLETE COLLEGE AMERICA
- 21 states joined alliance in first year, commit to setting completion goals, developing action plans and measuring progress

LUMINA
- Goal of getting 60% of Americans to hold college degrees or credentials by 2025 (50% increase over current levels)

Other Private Sector Organizations Investing in Retention
- Bill and Melinda Gates Foundation
- Carnegie Corporation
- Delta Project
- Jobs for the Future
- Ford Foundation
- Walmart
- WK Kellogg
### The Economic Argument for Student Success

#### Total Revenue Lost Across Four Years at 80% Retention Rate

<table>
<thead>
<tr>
<th>Undergraduate Population</th>
<th>Private Masters</th>
<th>Private Research</th>
<th>Public Masters</th>
<th>Public Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,000</td>
<td>$14,008</td>
<td>$19,606</td>
<td>$11,806</td>
<td>$16,092</td>
</tr>
<tr>
<td>6,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Total Revenue Opportunity From 3% Retention Improvement

<table>
<thead>
<tr>
<th>Students Retained</th>
<th>Private Masters</th>
<th>Private Research</th>
<th>Public Masters</th>
<th>Public Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>150</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Largely Viewed as an Academic Issue

Cassat University’s Retention Committee

**ACADEMIC AFFAIRS (13)**
- VP, Academic Affairs (Co-Chair)
- Dean, College of Arts and Sciences
- Dean, Business School
- Dean, College of Education
- AVP, Special Projects
- Director of Institutional Assessment
- Director of Extended Programs
- Academic Advisor
- 5 Faculty members

**STUDENT AFFAIRS (6)**
- VP, Student Affairs (Co-Chair)
- Director of Student Development
- Director of Admissions
- Director of Career Services
- AOD Coordinator
- Retention Specialist

**OTHER (1)**
- Athletic Director

**Retention Committee Agenda Items**
- Tutoring program update
- Report on Advising Center volume
- Training for academic advisors
- Review first-year experience program
The Need for Addressing the Whole Student

No One Cause for Attrition...

...and No Single Solution

Impact of a $500 per Student Increase in Spending on Six-Year Graduation Rates

Today’s Discussion

1. Board and President Priorities Across the Higher Education Landscape

2. The Links Between Alcohol and Key Mission-Drivers

3. Assessing Your Campus and the Role of Governing Boards
Linking High-Risk and Academics

![Graph showing the relationship between total drinks consumed and negative academic consequences.]

- Got a hangover
- Missed a class
- Got behind in schoolwork
- Performed poorly on an assignment
- Significant positive correlations in the range of: $r = .20 - .24$

AlcoholEdu Data Set 2008-2009

*Note: See Appendix page 90 for additional studies linking high-risk drinking to academic performance*
Work A Little, Drink Hard

50% of students who drink spend more time drinking than studying

Frequent binge drinkers have high rates of academic problems

Note: only students who drink are included in analysis

Source: Harvard School of Public Health College Alcohol Survey
The Toll of Drinking on Grade Point Average

PROBABILITY OF A GPA OF A/A-
(Relative to Students Who Report No Heavy Drinking in the Past Two Weeks)

<table>
<thead>
<tr>
<th>Frequency of heavy episodic drinking in past two weeks</th>
<th>1 Occasion</th>
<th>2 Occasions</th>
<th>3 Occasions</th>
<th>4 Occasions</th>
</tr>
</thead>
<tbody>
<tr>
<td>3%</td>
<td>1%</td>
<td>7%</td>
<td>14%</td>
<td>16%</td>
</tr>
</tbody>
</table>

The probability of a high GPA decreases as frequency of drinking increases.

1 Ranges reflect variations in responses for research universities, co-ed colleges and women’s colleges.

Freshman who binge drink on two occasions within a two week period have GPAs that are 0.11 points lower than non-drinkers.

Source: Pascarella, E.T. et al. (2007)
Turning 21 at US Air Force Academy Impairs Academic Performance

Effect of Drinking on Academic Achievement

Final exam grades decreased by one tenth of a standard deviation after the 21st birthday

Alcohol Impacts Top Students’ Academic Performance

Students in the top half of their class experienced larger negative effect compared to students in the bottom half of their class.

2006 College Alcohol Survey

**Percentage of Attrition Cases Related to Alcohol**

- **27%**
  - Alcohol related to nearly 1/3 of all student attrition.

**Findings from the Research**

- Heavy episodic binge drinking associated with increased probability of academic failure and early departure (Jennsion & Johnson, 2004)
- Higher alcohol-related attrition rates reported on campuses that sell alcohol on premises (Anderson & Gadaleto, 2006)
- Being arrested for a DUI increases the odds of attrition (Thompson & Richardson, 2008)
Correlating Drinking and Graduation Rates

**Graduation Rate**
- Abstainer: 78%
- Moderate: 79%
- High-risk: 68%

High-risk drinkers less likely to graduate.

**Voluntary Leave Rate**
- Abstainer: 19%
- Moderate: 19%
- High-risk: 27%

High-risk drinkers more likely to withdraw voluntarily.

**Required Leave Rate**
- Abstainer: 3%
- Moderate: 3%
- High-risk: 5%

High-risk drinkers more likely to be required to leave.

Leading Predicators of Persistence:
- #1 High School Success
- #2 Alcohol and Tobacco Use

Source: H. Wesley Perkins. NASPA National Conference. (March 2010).
The Financial Toll of Alcohol-Related Attrition

Tuition Revenue Lost From Alcohol-Related Attrition (ARA)

**Key Assumptions:**
- 10,000 students;
  2,500 first-year students
- Based on first-year attrition rate of 27%
- Figures show the impact of revenue lost across 4 years at varying levels of alcohol-related attrition
- Does not include transfer student revenue
- Net revenue per student
  - $5,545 (public institution)
  - $17,903 (private)

*(The College Board, 2009)*

**Private Institution**

<table>
<thead>
<tr>
<th>ARA</th>
<th>Revenue ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>$3.63M</td>
</tr>
<tr>
<td>20%</td>
<td>$7.25M</td>
</tr>
<tr>
<td>30%</td>
<td>$10.88M</td>
</tr>
</tbody>
</table>

**Public Institution**

<table>
<thead>
<tr>
<th>ARA</th>
<th>Revenue ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>$1.12M</td>
</tr>
<tr>
<td>20%</td>
<td>$2.25M</td>
</tr>
<tr>
<td>30%</td>
<td>$3.37M</td>
</tr>
</tbody>
</table>

**Revenue Formula:**

\[
\# \text{ First Year Students} \times \text{Annual Attrition Rate} \times \text{Alcohol-Related Attrition} = \# \text{ Students Lost From Year 1 to 2} \\
\# \text{ Students Lost} \times \text{Net Tuition Revenue Per Student} \times 3 \text{ Years} = \text{Total Lost Revenue Across Four Years}
\]
<table>
<thead>
<tr>
<th>Estimated Alcohol-Related Attrition $</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First-year students</strong>*</td>
</tr>
<tr>
<td><strong>First to second year retention rate (Avg):</strong></td>
</tr>
<tr>
<td><strong>Percentage of attrition related to alcohol:</strong></td>
</tr>
<tr>
<td><strong>Net in-state tuition (Avg)</strong></td>
</tr>
<tr>
<td><strong>First-year students lost to alcohol-related attrition</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter tuition inflation</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Average net tuition:</td>
<td>$92,379</td>
<td>$96,998</td>
</tr>
</tbody>
</table>

| Total revenue lost over 4 years: | $13,506,827 | $27,013,652 |

*Revenue Formula:* # First Year Students x Annual Attrition Rate x Alcohol-Related Attrition = # Students Lost From Year 1 to 2
# Students Lost x Net Tuition Revenue Per Student x 3 Years = Total Lost Revenue Across Four Years

*University of WI schools included: Eau Claire, Green Bay, LaCrosse, Madison, Milwaukee, Oshkosh, Parkside, Platteville, River Falls, Stevens Point, Stout, Whitewater
The Danger of Misperceptions

Inaccurate Drinking Norms Contribute to Alienation from Campus Life Among Very Light and Non-Drinkers

<table>
<thead>
<tr>
<th>Accurate Perception of Drinking Norm</th>
<th>Overestimate of Drinking Norm</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Not Happy at School Most of the Time</strong></td>
<td>7.9%</td>
</tr>
<tr>
<td><strong>Do Not Feel Valued as a Person at Their School</strong></td>
<td>13.0%</td>
</tr>
<tr>
<td><strong>Do Not Fit With Other Students on Campus</strong></td>
<td>25.6%</td>
</tr>
<tr>
<td><strong>Do Not Think it is Important to Work With Other Students to Improve Their School</strong></td>
<td>21.8%</td>
</tr>
</tbody>
</table>

*Note: All differences statistically significant*

Students Turned Off by Party Culture

Student Postings from a College Review Website

“I could only take a year of PSU and then transferred out of there ASAP. WARNING: If you do not party or drink DO NOT go to this school because you will be bored and you will end up babysitting someone or stepping in someone else’s puke. One of my friends went to an exam tipsy.”
— ENTRY POSTED BY A PENN STATE STUDENT

“If you want to come to school to blow $25,000 every year for partying then come here. You will get sick of it eventually. I’m hopefully transferring.”
— ENTRY POSTED BY AN UNIVERSITY OF CALIFORNIA, SANTA BARBARA STUDENT

“This school was my first choice when I was applying. I will say that the campus is beautiful and I like my classes THIS semester. However, it is difficult to find anything interesting to do. Smoking weed and getting wasted are your only options. I will be transferring immediately.”
— ENTRY POSTED BY A COLLEGE OF CHARLESTON STUDENT
Alcohol-Related Attrition Rarely Tracked

Are you tracking data on students who leave your institution due to alcohol-related issues?

- Yes: 25%
- Don’t Know: 4%
- No: 71%

n=48

Are you tracking data on students who leave because the alcohol or party culture at your institution is not in line with their expectations for college?

- Yes: 9%
- Don’t Know: 6%
- No: 85%

n=47

Common Challenges to Measuring Alcohol-Related Attrition

- Data is not being captured: 55%
- Data sources are hard to access: 36%
- Student exit interviews are not useful: 39%
- Not something I have considered: 34%
- Other: 11%

n=44

Many Key Stakeholders Have Opportunity to Become Partners in Prevention

<table>
<thead>
<tr>
<th>Leadership with Campus Alcohol Education and Prevention Efforts</th>
<th>None (1)</th>
<th>A Little (2)</th>
<th>Some (3)</th>
<th>A lot (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AOD Coordinator</td>
<td></td>
<td>3.56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling Center</td>
<td></td>
<td>3.38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judicial Services</td>
<td></td>
<td>3.36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residence Life</td>
<td></td>
<td>3.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Center</td>
<td></td>
<td>3.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean of Students</td>
<td></td>
<td>3.25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wellness Center</td>
<td></td>
<td>3.09</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Police</td>
<td></td>
<td>3.04</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Activities</td>
<td></td>
<td>2.82</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletics</td>
<td></td>
<td>2.69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greek Affairs</td>
<td></td>
<td>2.63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Organizations</td>
<td></td>
<td>2.47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>President</td>
<td></td>
<td>2.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Government</td>
<td></td>
<td>2.22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td></td>
<td>2.05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Board of Trustees</td>
<td></td>
<td>1.79</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Today’s Discussion

1. Board and President Priorities Across the Higher Education Landscape

2. The Links Between Alcohol and Key Mission-Drivers

3. Assessing Your Campus and the Role of Governing Boards
The Role of Governing Boards

1. Provide “behind the scenes” support to Chancellors and visible public support for addressing issue
   1. Frame around mission-critical priorities
2. Articulate in strategic plans as a priority
3. Create accountability measures
   1. Require annual progress report to entire board
   2. Write into evaluation process for chancellors
4. Marshal financial resources to bolster effort
   1. Some progress can be made through non-financial measures, but breakthrough progress requires support
### Partner Self-Test

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do individuals outside of Student Affairs play a role in achieving your institution’s prevention objectives?</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>2. Are senior-level administrators—your president, provost, board members—committed to making improvements on the alcohol issue?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Have you successfully linked alcohol prevention to mission-critical priorities (retention, student engagement, student success, financial performance?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Is funding for alcohol prevention largely derived from hard dollars in the budget (versus grant dollars)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Is student health and wellness mentioned as a key priority in your institution’s strategic plan?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Does your institution regularly measure and report key indicators of student health?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Has your institution articulated specific, measurable goals for improving student health and wellness?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Does your institution hold any senior-level administrators accountable for student health outcomes (e.g., high-risk drinking)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Have you developed strategies for sustaining engagement among key stakeholders?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>