

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

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

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 | • Ohio |
| • Arkansas | • Oklahoma |
| • Hawaii | • Pennsylvania |
| • Indiana | • Texas |
| • Louisiana | • Washington |
| • New Mexico | |

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

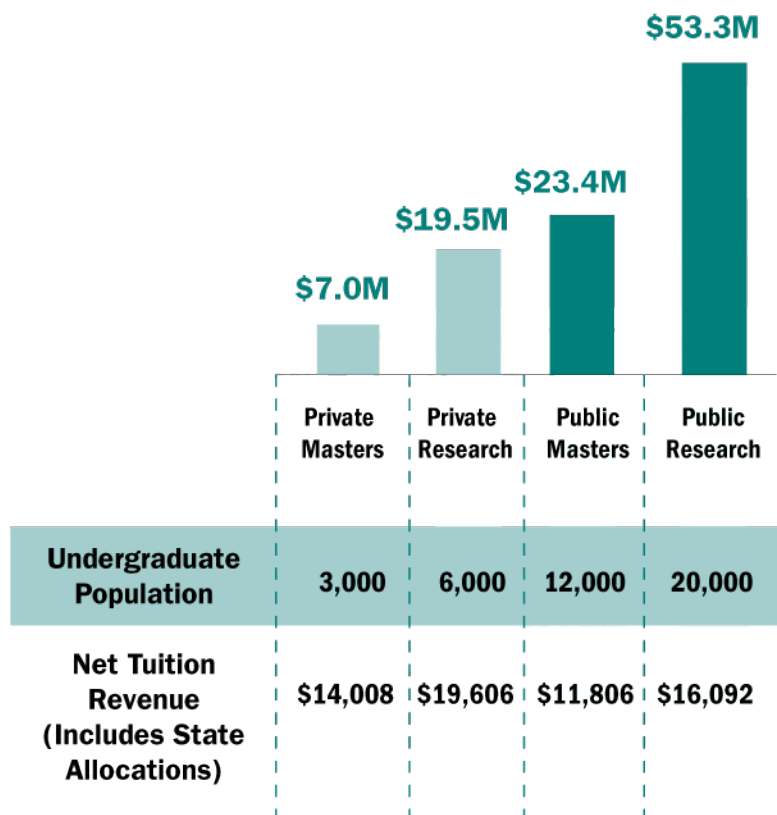
Goal of getting 60% of Americans to hold college degrees or credentials by 2025 (50% increase over current levels)

Other Private Sector Organizations Investing in Retention

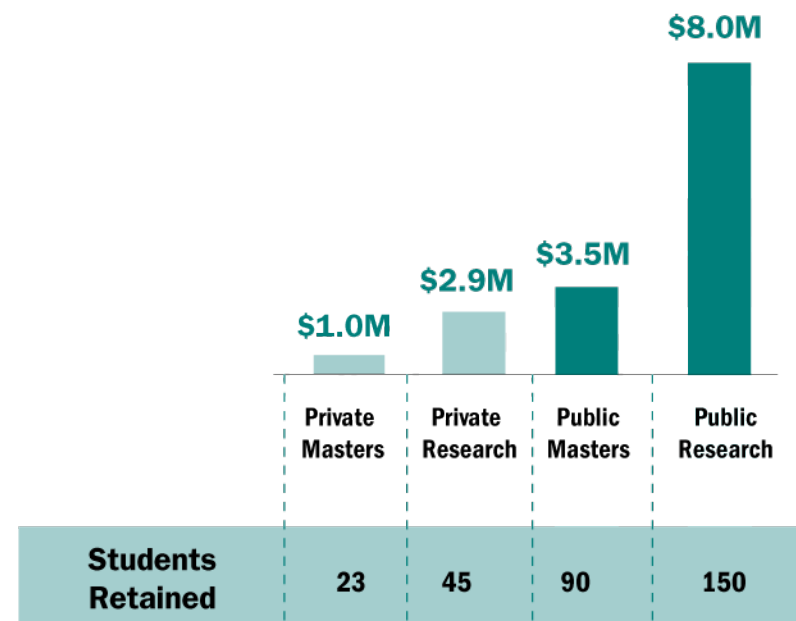
- | | |
|-------------------------------------|-----------------------|
| • Bill and Melinda Gates Foundation | • Jobs for the Future |
| • Carnegie Corporation | • Ford Foundation |
| • Delta Project | • Walmart |
| | • WK Kellogg |

The Economic Argument for Student Success

Total Revenue Lost Across Four Years at 80% Retention Rate



Total Revenue Opportunity From 3% Retention Improvement



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

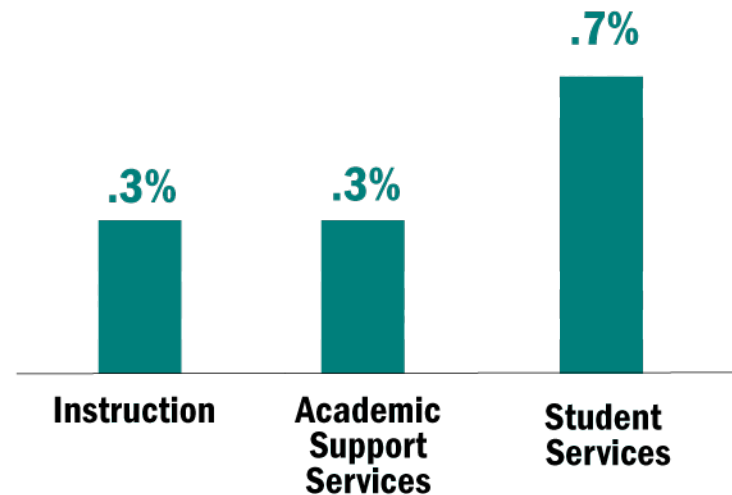
The Need for Addressing the Whole Student

No One Cause for Attrition...



...and No Single Solution

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



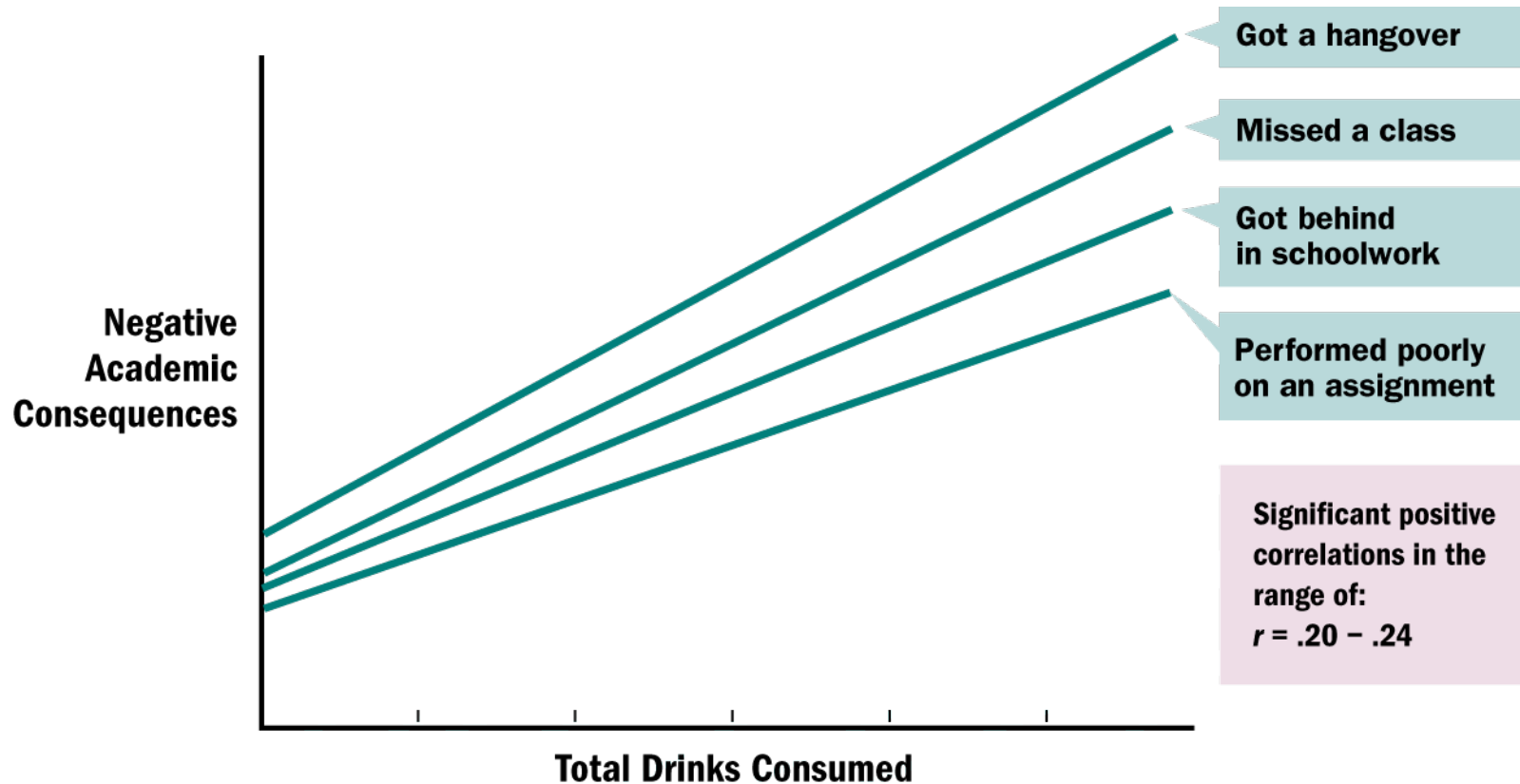
Source: Tinto, V. (1987). Leaving college: Rethinking the causes and cures of student attrition.

Cornell Higher Education Research Institute. Retrieved May 6, 2010 from http://www.ilr.cornell.edu/cheri/workingPapers/upload/cheri_wp121.pdf.

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Linking High-Risk and Academics

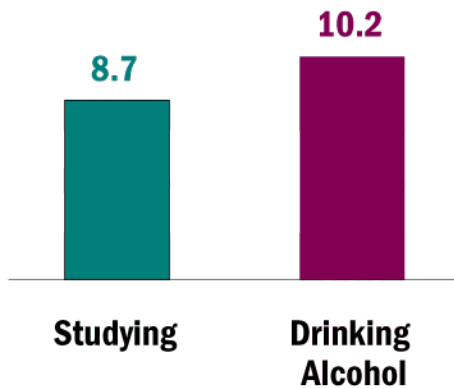


AlcoholEdu Data Set 2008-2009

*Note: See Appendix page 90 for additional studies linking high-risk drinking to academic performance

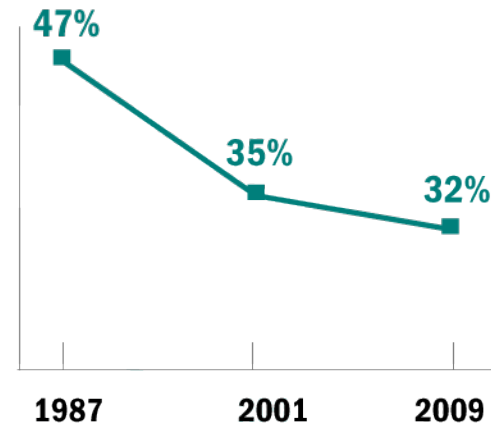
Work A Little, Drink Hard

Hours Spent per Week



N=30,183 first-year students
(drinkers only)

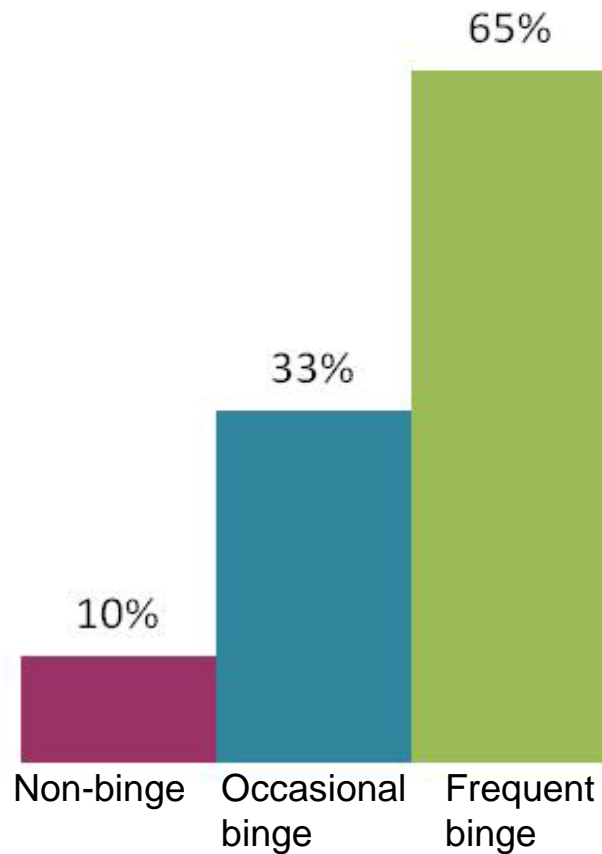
**Percentage Studying
6+ Hours per week**



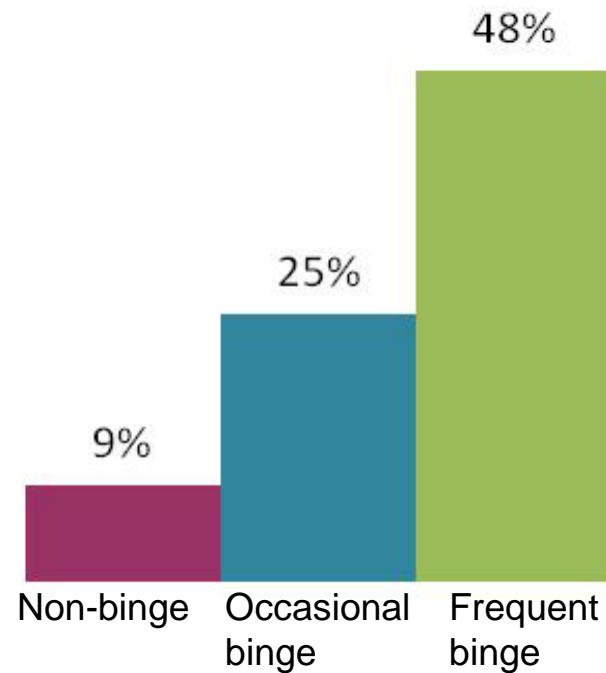
**50% of students who drink spend more
time drinking than studying**

Frequent binge drinkers have high rates of academic problems

Miss a class



Get behind in school work



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)¹**

Frequency of heavy episodic
drinking in past two weeks

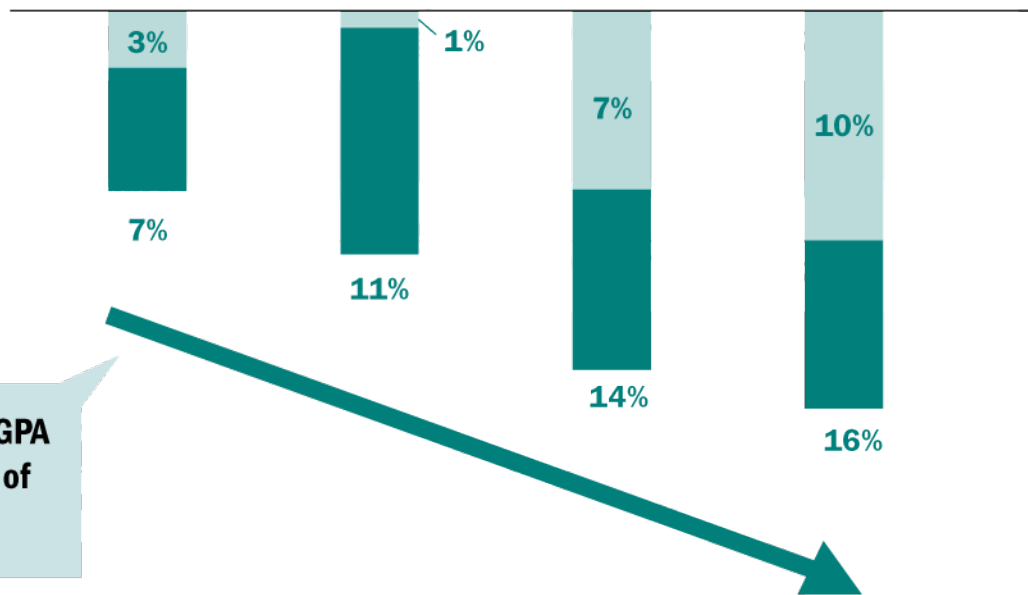


**1
Occasion**

**2
Occasions**

**3
Occasions**

**4
Occasions**

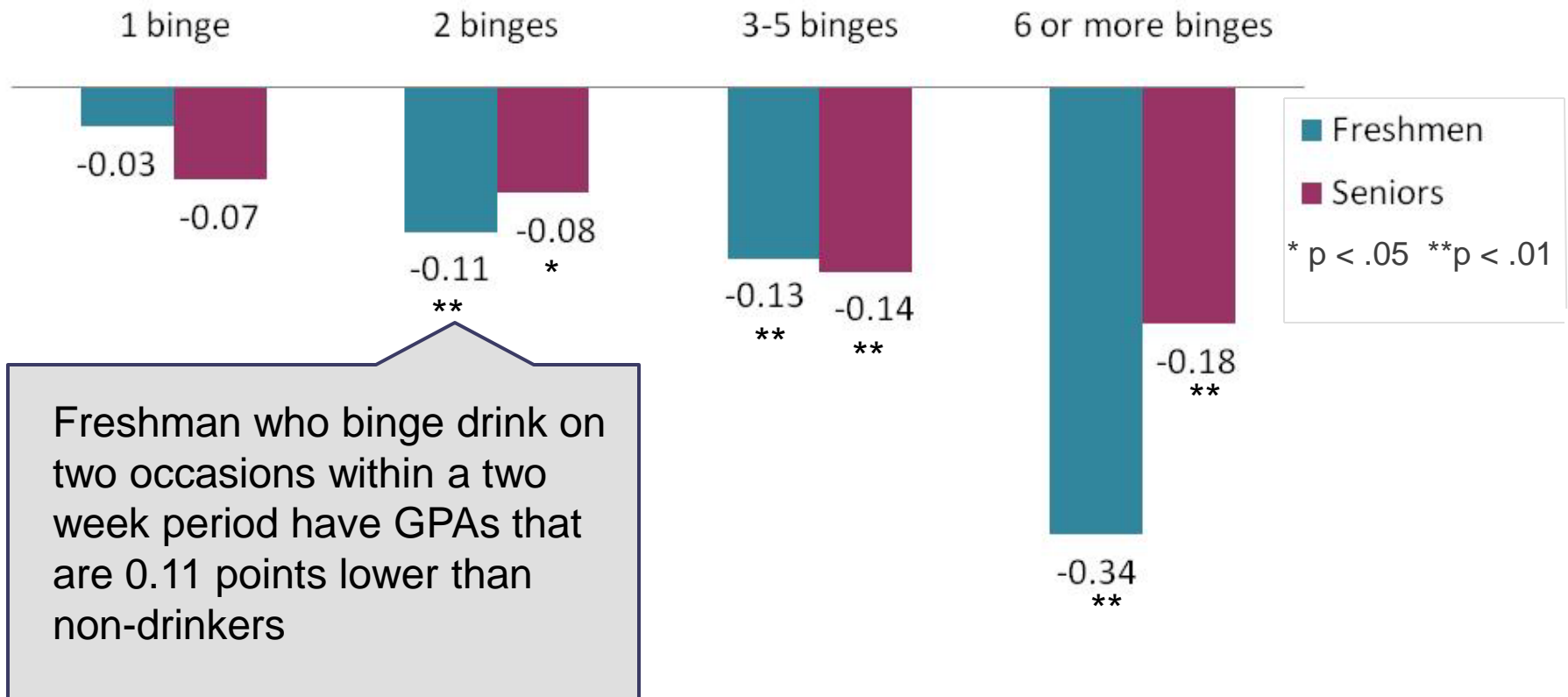


**The probability of a high GPA
decreases as frequency of
drinking increases**

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

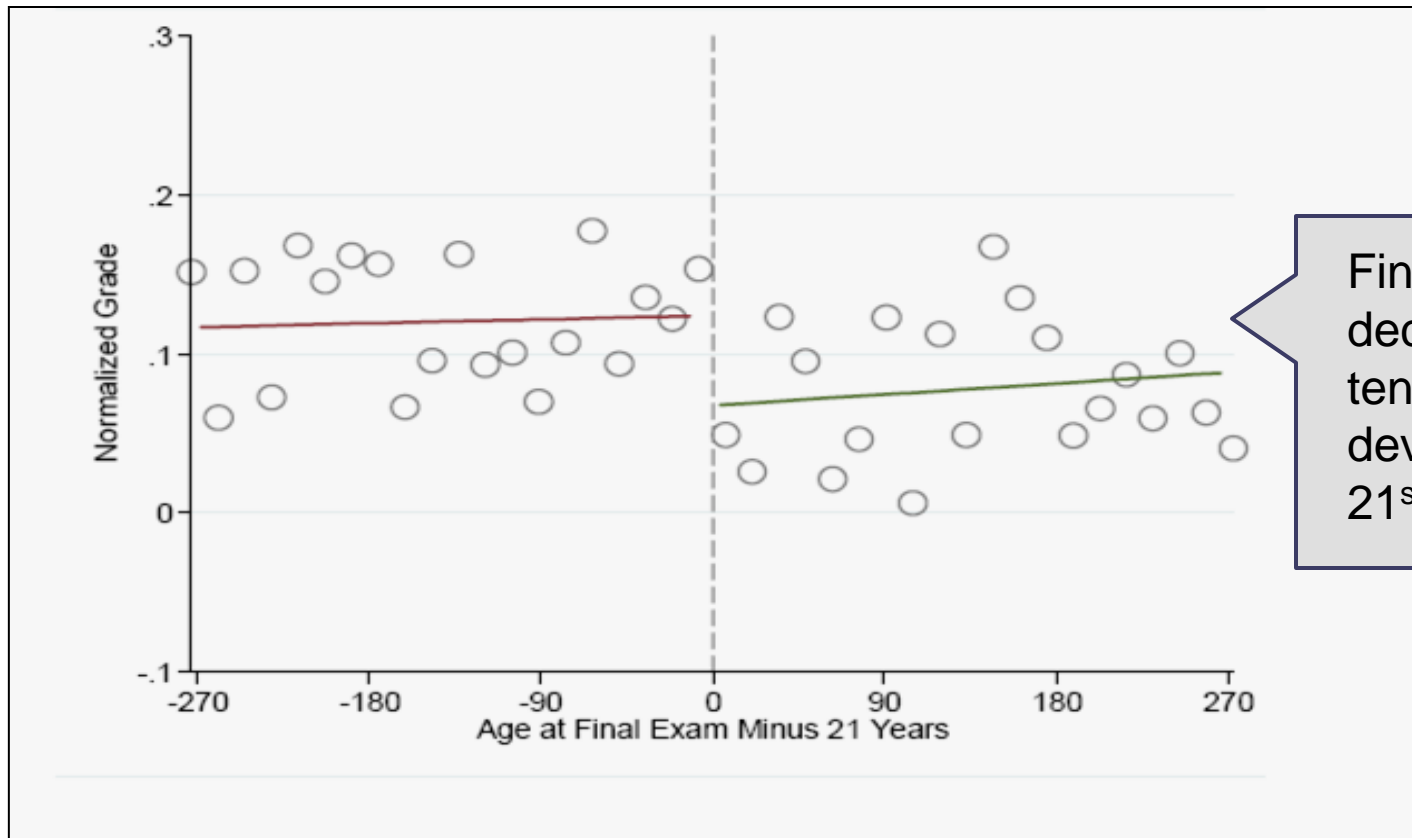
Dropping GPAs Related to Frequency of Binge Drinking

Drop in GPA for different frequencies of binge drinking occasions among freshman and seniors



Turning 21 at US Air Force Academy Impairs Academic Performance

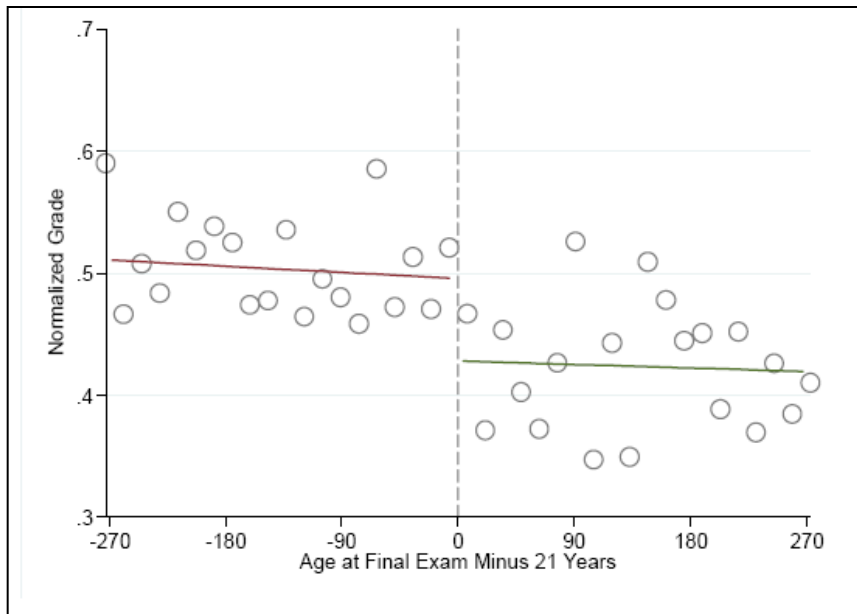
Effect of Drinking on Academic Achievement



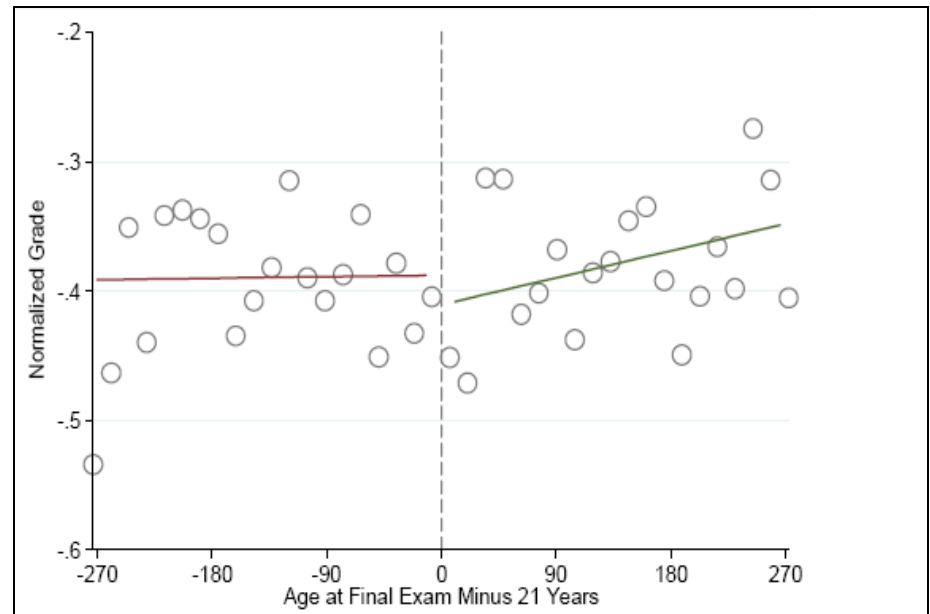
Alcohol Impacts Top Students' Academic Performance

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

Top half of class



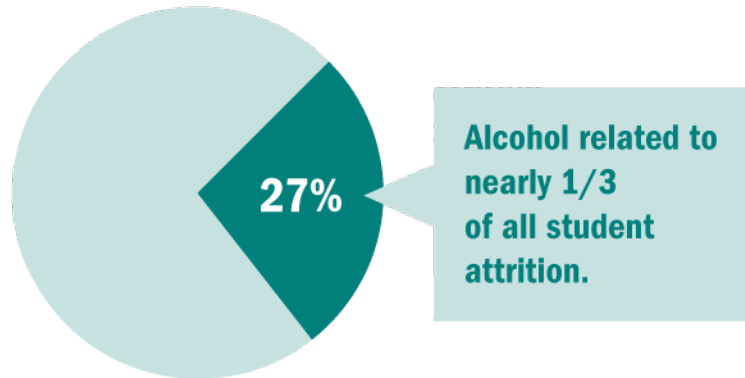
Bottom half of class



Linking High-Risk Drinking and Retention

2006 College Alcohol Survey

Percentage of Attrition Cases Related to Alcohol



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 & Gadaletto, 2006)
- Being arrested for a DUI increases the odds of attrition (Thompson & Richardson, 2008)

Correlating Drinking and Graduation Rates



Leading Predicators of Persistence:

- #1 High School Success
- #2 Alcohol and Tobacco Use

The Financial Toll of Alcohol-Related Attrition

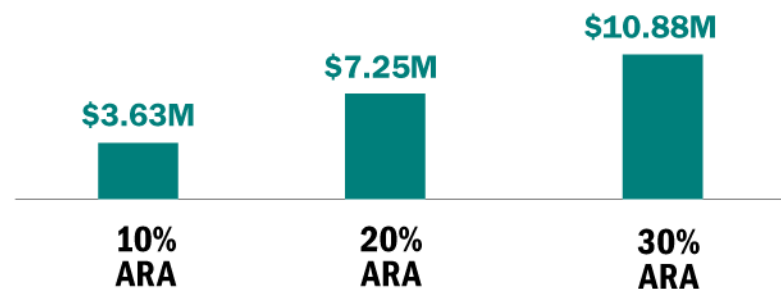
Tuition Revenue Lost From Alcohol-Related Attrition (ARA)

Key Assumptions:

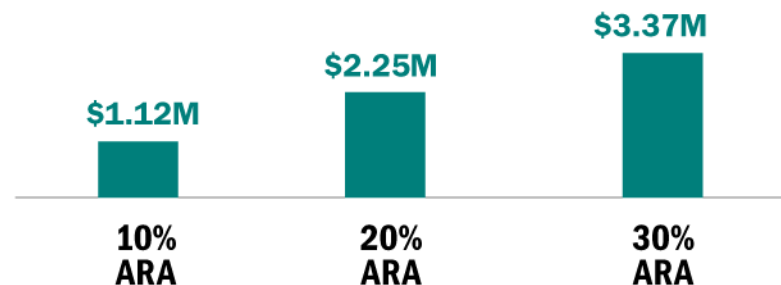
- 10,000 students;
2,500 first-year students
- Based on first-year attrition rate of 27%
- Figures show the impact of revenue lost across 4 years at varying levels of alcohol-related attrition
- Does not include transfer student revenue
- Net revenue per student
= \$5,545 (public institution)
\$17,903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

(The College Board, 2009)

Private Institution



Public Institution



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

Estimated Alcohol-Related Attrition \$

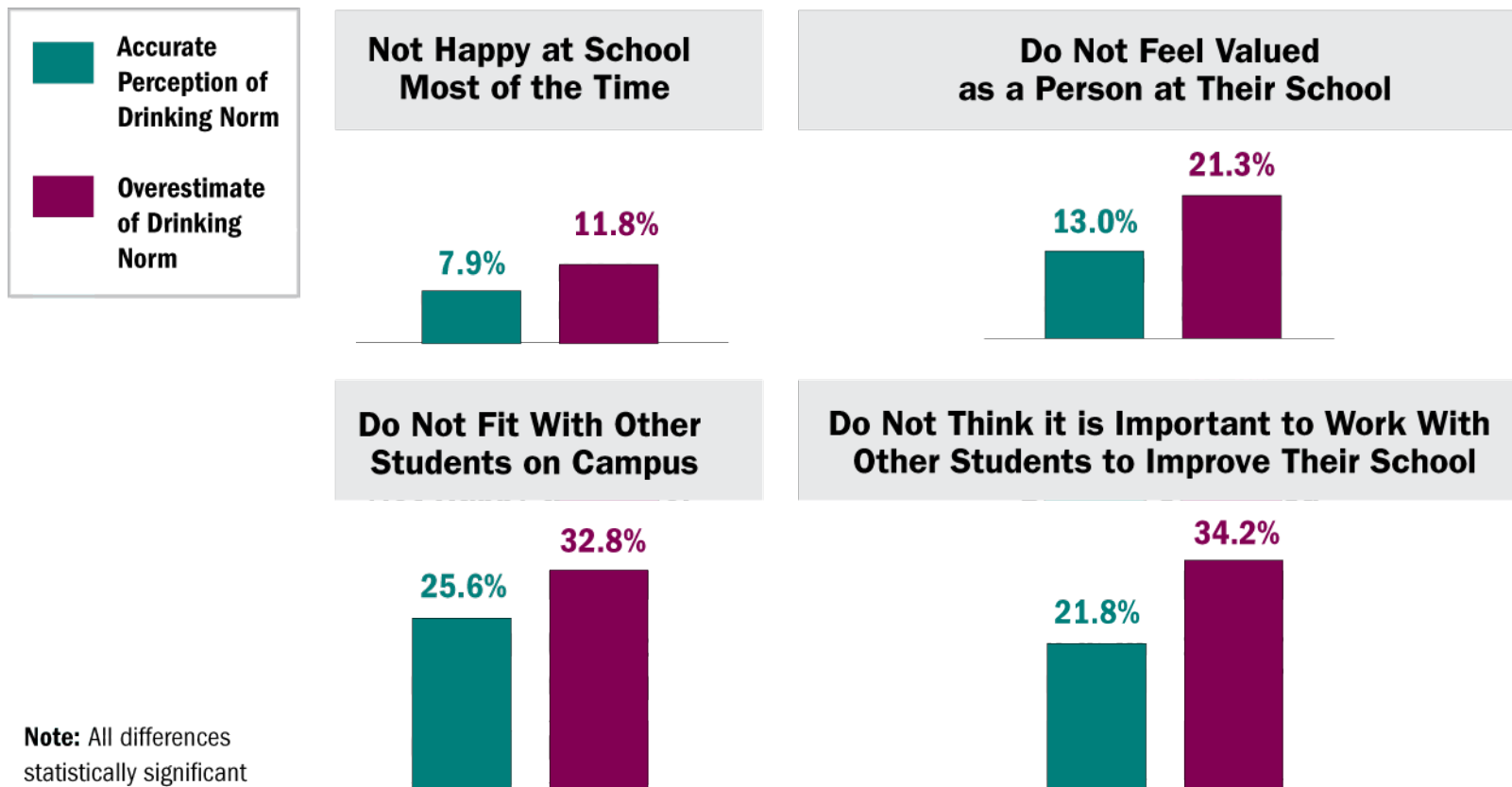
| | | | |
|--|--------------|--------------|-----------|
| First -year students* | 25,751 | | |
| First to second year retention rate (Avg): | 75% | | |
| Percentage of attrition related to alcohol: | 10% | 20% | |
| Net in-state tuition (Avg) | \$7,331 | | |
| First-year students lost to alcohol -related attrition | 546 | | |
| Enter tuition inflation | Year 2 | Year 3 | Year 4 |
| Average net tuition: | 5% | 5% | 5% |
| | \$92,379 | \$96,998 | \$101,947 |
| 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



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.”

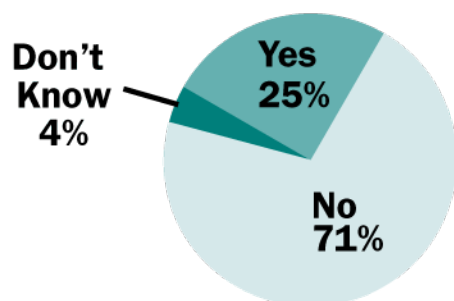
— ENTRY POSTED BY AN UNIVERSITY OF CALIFORNIA, SANTA BARBARA STUDENT

“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

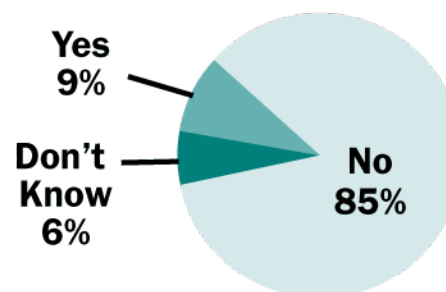
Alcohol-Related Attrition Rarely Tracked

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



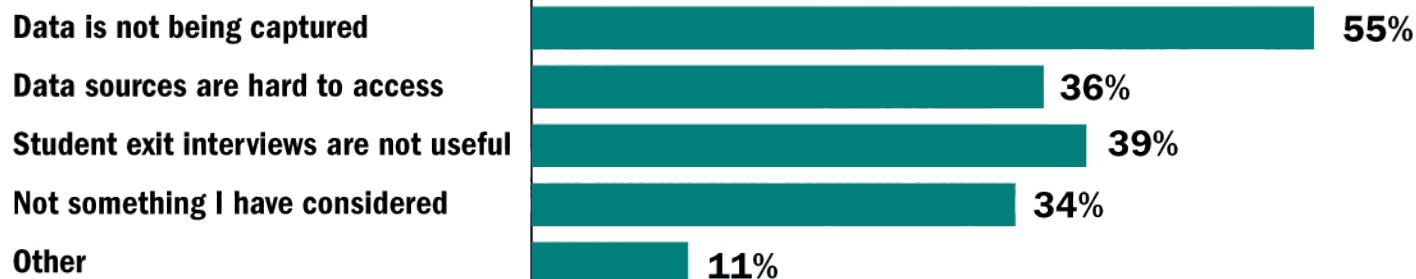
n=48

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?



n=47

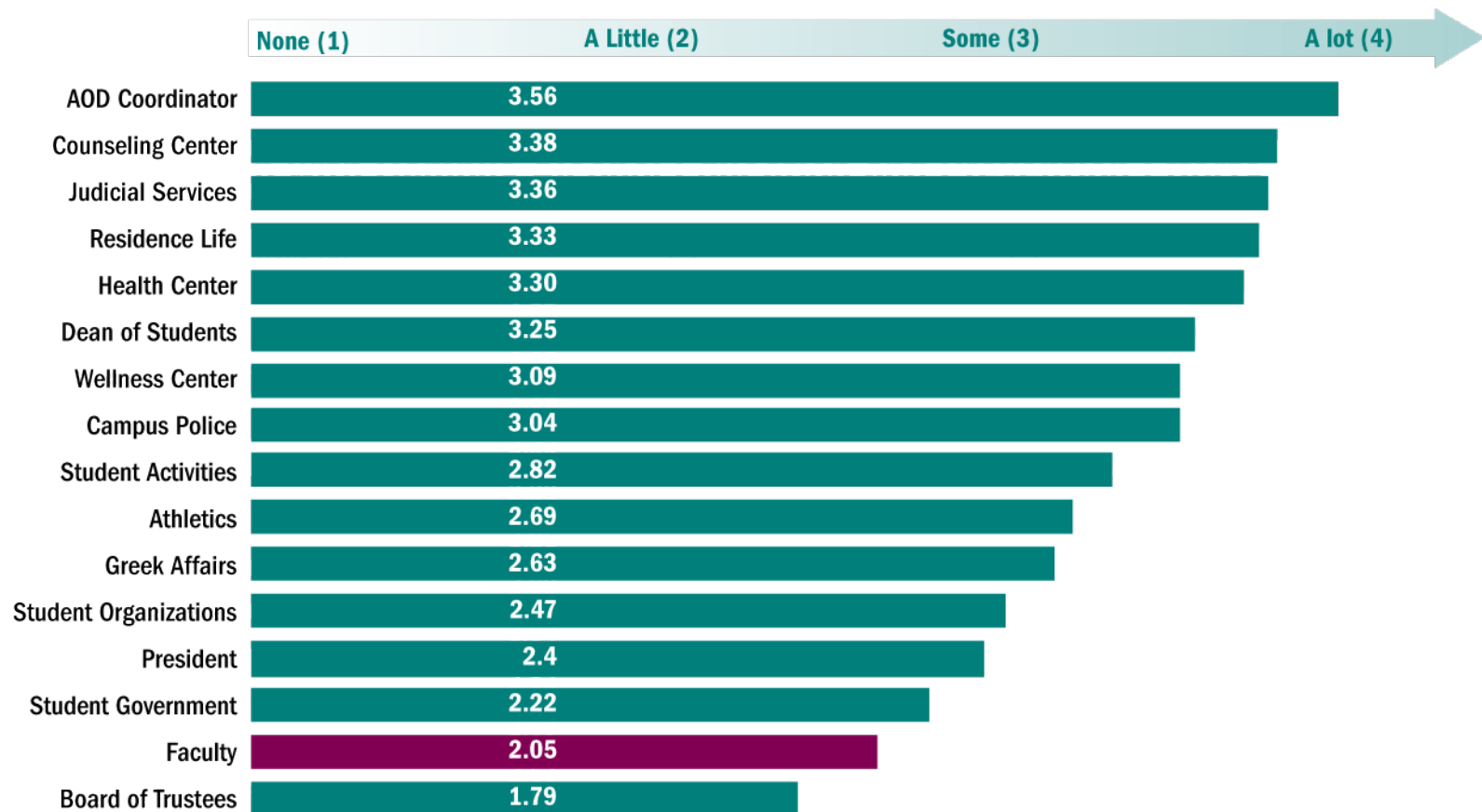
Common Challenges to Measuring Alcohol-Related Attrition



n=44

Many Key Stakeholders Have Opportunity to Become Partners in Prevention

Leadership with Campus Alcohol Education and Prevention Efforts



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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

Assessing Institutionalization on Your Campus

Partner Self-Test

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