### Statement Mission

**Eastern Illinois University** is a public comprehensive university that offers superior, accessible undergraduate and graduate education. Students learn the methods and results of free and rigorous inquiry in the arts, humanities, sciences, and professions, guided by a faculty known for its excellence in teaching, research, creative activity, and service. The University community is committed to diversity and inclusion and fosters opportunities for student-faculty scholarship and applied learning experiences within a student-centered campus culture. Throughout their education, students refine their abilities to reason and to communicate clearly so as to become responsible citizens and leaders.

The **Division of Student Affairs** is committed to the development and growth of the whole student through a comprehensive network of high quality professional services and programs which facilitate formal, informal, and collaborative learning. We strive to create a healthy and responsive community in which students learn to work together, develop relationships, broaden concerns for the welfare of others, and appreciate individual differences. Students are encouraged to balance their freedom with their responsibilities as they cultivate values of diversity, leadership and citizenship.

The mission of the **Health Service** is to provide medical services and health education programs which enhance the ability of students to participate fully in intellectual and personal growth opportunities afforded by the University.

The mission of the **Health Education Resource Center** is to prevent and reduce preventable health risks and illnesses that interfere with academic performance, learning, student retention, and personal growth opportunities.

### Statement of Goals

The overarching goals of the **ECALC** presentation are to reduce alcohol abuse and misuse, which may interfere with academic success. Specifically, alcohol use quantity, frequency, and negative related harms.
Statement of Outcomes

Students who participate in the ECALC presentation will be able to:

- identify 3 of the 4 standard drink measurements as determined by a fill in the blank question on the post-test.
- correctly identify how many ounces of distilled spirits (liquor) are in a standard drink as demonstrated by a multiple choice question on the post-test.
- correctly differentiate between the pharmacological effects of alcohol and the expectancy effects of alcohol as demonstrated by fill in the blank questions on the post-test.
- accurately explain the media’s influence on people’s beliefs about alcohol consumption as determined by an open-ended question on the post-test.

Assessment Methods

A pre-test and post-test were administered for the ECALC presentation. This assessment method identifies the extent to which the student learning outcomes were met.

Implementation of Assessment Plan

Rachel Hille, Substance Abuse Education Coordinator of the Health Education Resource Center, was responsible for administering the pre-test and post-test during the ECALC presentation. The pre-tests and post-tests were placed in a file for Kelsey Merritt, Assessment and Evaluation Coordinator of the Health Education Resource Center, to input into SPSS for data analyses.

All students participating in the ECALC presentation participated either through open sessions, classroom instruction upon request by the professor, or a request by a student organization. This program is offered through the Health Education Resource Center at Eastern Illinois University and is presented by the Substance Abuse Education Coordinator. All who participated were asked to fill out a pre-test of materials covered from the presentation immediately before the presentation began. Upon completion of the ECALC presentation, the participants then filled out a post-test, composed of the exact questions given in the pre-test, in order for the Substance Abuse Education Coordinator and Assessment and Evaluation Coordinator to assess the knowledge obtained from the information presented in the program.

Results

The focus of this survey was to assess the knowledge obtained by students of Eastern Illinois University after the completion of the ECALC presentation.

Topical Areas within the survey include:

- Learning Outcomes of the ECALC presentation
- Pre-test and Post-test results
Data was received from a total of 201 participants who attended either the open sessions or requested presentations between the dates of October 1, 2013 to December 13, 2013.

**Post-test Results**

**Question One:** Label the red solo cup measurements that represent one standard drink for beer, malt liquor, wine, and liquor (distilled spirits).

- 93.5% of students responded correctly with “beer.”
- 76.6% of students responded correctly with “malt liquor.”
- 93.5% of students responded correctly with “wine.”
- 68.6% of students responded correctly with “liquor (distilled spirits).”
  (See Chart – Red Solo Cup)

![Red Solo Cup Chart]

**Question Two:** How many ounces of distilled spirits (liquor) are considered 1 standard drink?

- 95.8% of students responded correctly with “1.5 ounces.”
  (See Chart – One Standard Drink)
Question Three: Define and give an example of a pharmacological effect of alcohol.
- 44% of students responded correctly with “direct pharmacological or biological effects of a drug.”
- 81.2% of students responded correctly with “sick/dizzy/slow/sleepy.”
(See Chart – Pharmacological Effect)

Question Four: Define and give an example of an expectancy effect of alcohol.
- 47.2% of students responded correctly with “effects people associate with a drug whether or not the drug actually causes that particular effect.”
75.3% of students responded correctly with “silly/flirty/obnoxious/loose/wild/calm/carefree/cool/goofy/smart/chatty/etc.” (See Chart – Expectancy Effect)

Question Five: Describe how the media (commercials, advertisements, billboards, etc.) portrays drinking alcohol and its effects on those drinking.

- 88.4% of students responded correctly with some form of “media promotes alcohol as a social lubricant that results in personal expectancies.” (See Chart – Media)
Due to a lack of programming requests, the recommendations from Quarter 1 were made after the beginning of Quarter 2. Therefore, the same discussions and recommendations are made for Quarter 2.

**Content and Delivery**

**Discussion and Recommendations**
- Students demonstrated high understanding of the standard drink size of beer compared to the standard drink size of malt liquor on both the pre-test and post-tests distributed.

**Action to be Taken During Next Assessment Cycle**
- As a result of their competency in regards to the standard drink size of beer, the Alcohol and Substance Abuse Education Coordinator will focus on educating students on the standard drink size of malt liquor. She will increase the focus of the standard drink size of malt liquor by testing the student’s knowledge with a “quiz slide.” This slide will require the students’ to answer aloud how much alcohol is in a standard drink size of beer, malt liquor, wine, and liquor.

**Discussion and Recommendations**
- Students demonstrated little increase in competency on the post-test regarding the standard drink size of liquor (distilled spirits).

**Action to be Taken During Next Assessment Cycle**
- To increase the students’ competency regarding the standard drink size of liquor, the Alcohol and Substance Abuse Education Coordinator will spend more time during the presentation discussing the standard drink size. She will achieve this goal by including a slide that tests the students’ knowledge of the standard drink size of liquor.

**Discussion and Recommendations**
- Students demonstrated little increase in competency on the post-test regarding the standard drink size of liquor.

**Action to be Taken During Next Assessment Cycle**
- To increase the students’ competency on the post-test regarding the standard drink size of liquor, the Alcohol and Substance Abuse Education Coordinator will spend more time during the presentation discussing the standard drink size. This goal will be reached by discussing the different sizes of glasses that bars serve liquor in, as well as a standard drink size demonstration, where the students volunteer during the presentation and pour what they would believe to be the appropriate drink size for liquor.

**Discussion and Recommendations**
- Students demonstrated poorer competency on the post-test than on the pre-test when asked how the media portrays drinking alcohol and its effects on those drinking.

**Action to be Taken During Next Assessment Cycle**
- Due to this result, during the ECALC presentation, the Alcohol and Substance Abuse Education Coordinator will use more examples of how the media influences drinking behaviors.
- To further increase competency, she will also increase student involvement during the presentation by asking the students to answer aloud how they believe media influences drinking behaviors.
Assessment

Discussion and Recommendations

- Question One asks student participants to label the standard drink size of the specific type of alcohol corresponding to the measurement on the red solo cup. The results section reports the percentage correct for each type of alcohol.

Action to be Taken During Next Assessment Cycle

- To further ensure that student participants are fully competent, we will reformat the results by also reporting a pass/fail percentage and corresponding chart. Student participants will need to meet 100% accuracy in order to pass Question One.

Discussion and Recommendations

- Although it is necessary to report the total number of participants, we think it would be helpful to include the number of presentations in order to understand the dynamics of participants.

Action to be Taken During Next Assessment Cycle

- As part of the results section, the number of open sessions or requested presentations delivered will be listed along with the total number of participants.